District Educational Technology Plan

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Section 1: Executive Summary

The Center Line Public Schools 2012-2015 Technology Plan focuses on integrating technology into the teaching and learning process to transform the way students learn and teachers teach. The 16 sections of the plan supplement other district planning processes, including strategic planning and school improvement, and share the same mission goals, and objectives. All students can and will learn. Technology can be a tool that, when combined with a well-developed curriculum, can aid and enhance the learning process.

A Technology Plan is a living document. Several subject matter experts help develop this plan, and the technology committee will review, develop, and maintain this plan annually. Committee members were chosen with experience in curriculum development, professional development, technology hardware and software, support and integration, evaluation, goal setting, needs assessment, budgeting, and district visioning and master planning.

These collective experiences are focused on meeting state and national technology readiness standards* and on several Technology Focus Areas, including:

- Student Achievement (including technology skills and readiness)
- Professional Development (including teacher preparation and delivery of instruction)
- Administration of Technology (including data management, communication processes)
- Resource Distribution (including deployment, use, and planning)
- Technology Support (including staffing levels, complete hardware and software lifecycle management)

These Technology Focus Areas are interwoven throughout the Technology Plan to insure that the 16 sections of this plan are workable, comprehensive, and meet or exceed state and national standards.

* = State and national standards refers to the Michigan Educational Technology Standard (METS) set by the state of Michigan, and the National Educational Technology Standards (NETS) as set by the International Society for Technology in Education (ISTE).

Section 2: Introductory Material

2.1 Mission Statement, Goals, and Objectives

Mission Statement

Center Line Public Schools, in partnership with the community, will provide an exemplary education that develops adaptable, self-motivated, life-long learners.

Goals

- To ensure that 100% of our students are prepared for success as measured by high local, state, and national standards.
- To expand and nurture community relationships.
Objectives

• We will develop, implement, and assess district-wide curriculum maps which align with state standards, benchmarks, and grade level content expectations.
• We will examine diagnostic tools and procedures, developing and implementing them district-wide.
• We will provide and require comprehensive staff development in research-based instructional strategies and develop procedures for student intervention.
• We will develop and implement educational strategies to increase cultural and socio-economic understanding.
• We will measure and analyze community interests, then develop and implement appropriate programs and services.

About Strategic Planning

Center Line Public Schools employs a strategic planning process and selects a rotating committee that gives direction to, and enables the implementation of, the district mission, goals, and objectives.

In 1989, the Strategic Planning Committee established a process by which to acquire, install, and integrate technology into the district. The committee is comprised of members of all stakeholders in the learning process including school administrators, principals, teachers, support staff, community/business members, parents, and students.

2.2 District/School Statistics

District Description and Background

Line is located in Macomb County in the southeastern corner of Michigan. The Center Line Public School district includes most of the city of Center Line and parts of Warren. The district is primarily a blue collar community with a diverse socio-economic residency.

The district maintains one early childhood center, three Elementary buildings, one middle school, one high school, and one alternative virtual academy. District enrollment for the 2011-2012 school year was approximately 2727 students covering grades K-12 and an approximately 160 teachers. Up to 200 additional students were enrolled in the district’s virtual academy and career technical education programs (CTE). These figures reflect decreasing enrollment in the student body population over the past few years.

Center Line Schools is committed to serving its community. Center Line Schools have been blessed with a caring and talented community. Parents volunteer their time and services to help create an atmosphere where learning is second nature.
District Demographics

The cities of Center Line and south Warren are largely blue-collar and multi-cultural and represent a melting-pot of ideals, languages, ethnicities, and socio-economic statuses. The population of Center Line in the national 2010 Census was measured at 8,257. 5/8 of this population live in houses, and 3/8 are renters, with approximately 1000 households having school-aged children (18 or under). The population of the south Warren area that is served by Center Line Public Schools is approximately three times the size of Center Line and features demographic statistics similar to Center Line. Approximately 3/4 of all students attending Center Line Public School live in south Warren.

Center Line Public Schools participates in the National School Lunch Program. As of the 2011-2012 School Year, an average of 69 percent students participate in the program and it is estimated that the actual “at risk” population of the district is higher than this percentage.

Technology Committee

Prior to 2011, all Technology decisions were made as either part of the Strategic Planning Committee, at the discretion of the Technology Director, or at the individual building levels.

In 2011, Center Line Public Schools started its first centralized Technology Committee and technology planning process separate from, and in complement to, the strategic planning process.

During the 2011-2012 school year, the first full year of convening meetings, the Technology Committee members included stakeholders from all subject areas, all lines of business, and all buildings. All but two of the members are voluntary, and the members may change from year to year and include membership beyond district staff (such as parents, students, and board members). The Technology Committee partners with the Strategic Planning Committee for input from the community at large, including students, parents, and local businesses.

CLPS Technology Committee Members (2012)

Representing District Administration
Gary Oke* - Director of Instructional Technology
Lisa Montpas* - Director of Curriculum, Title, Data
Terri Karam – Director of Special Services

Representing Support Staff
Sharon Maszal - Student Data Coordinator
Corrine Birko - Central Office
Sandy Miesch - Building Offices

Representing Building-Level Administration
John Summerhill (High School)
William Trachsel (Middle School)
Greg Oke (Elementary Schools)
Sheila O’Kane (Elementary Schools)

Representing Instructional Personnel
Mary Barrett (HS: Business, English)
Denise Flanigan (Elem: Grades 2-3)
John Grob (HS: Special Ed)

Bonnie Hanchon (HS: Science, Counseling)
Denise Kruszewski (Elem: Grades 4-5)
Ellen Livingston (Elem: Grades 2-3)
Laurie Panfalone (Speech and Language)
Robert Plotzke (Vocational Ed)
Robert Resio (Math)
Stacy Smart (Elem: Grades K-1)
Debra Watson (Science)

* = mandatory members

Section 3: Vision & Goals

3.1 District Technology Vision

Center Line Public Schools will prepare students to use technology in a “real world” environment by teaching skills and applications in solving problems in a manner that is relevant to the learner.

Learners will use technology for knowledge and skill acquisition, communication and information management, problem solving, creative expression, research, design, and product development. Learners become technologically capable when they apply technology across the curricular areas and when technology is used throughout the learning process.
3.2 Technology Plan Goals

It is our goal that...

- Technology will assist in reaching all of the District’s goals.
- Technology will be integrated into all areas of the learning process where appropriate.
- Curriculum will be the focus of the learning process and technology will be viewed as a tool.

As stated in the above goals, Center Line Public Schools believes that the curriculum is the main focus and technology is a tool in its implementation. When used properly, technology has the ability to enhance the delivery of the curriculum and energize the learning process.

Technology will be used in the implementation of the curriculum to help students...

- Develop “21st Century Skills”
- Learn to navigate an increasingly digital world
- Achieve appropriate yearly progress and growth

Technology Goals: Curriculum

Center Line Public Schools will align curriculum with regional, state, and national standards for curriculum including programs based on:

- 21 Things for “21st Century” Students (REF: http://www.21things4students.net/)

School Improvement Plan (SIP) Goals Supported by Technology in the Curriculum

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Technology Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Subjects</td>
<td>All students will demonstrate growth in math, reading, and writing proficiency as measured with various computer-based assessments, MEAP data, MLPP data, CORE testing, and variety of other data-based analysis tools, including, but not limited to: Data Director, PowerSchool, MiBLISi, AMSWeb, DIBELS, NWEA, SRI, and student surveys, tests, and class evaluations. Subject areas may be linked with curriculum and assessments with tools including: ATLAS Curriculum mapping, MyLearningPlan, and OASYS. The district will continue to explore and expand into 21st Century Technology areas such as: wireless infrastructures, bring your own device (BYOD), one-to-one/many learning devices, distance learning, Internet (cloud-based) collaboration tools, and the teacher managed classroom (examples: Google Apps, Live @EDU, Blackboard, Moodle, Edmodo, and classroom wikis, blogs, and services).</td>
</tr>
</tbody>
</table>

Page 8
## Subject Area | Technology Goals
--- | ---
### Math Proficiency
Students will demonstrate growth as measured by STAR Math assessments. Technology tools such as Everyday Math Games, xtramath.com, Study Island, Mountain Math, and other computer-based tools will enhance proficiency. Additional growth will be measured with MEAP, EXPLORE, Decommission ACT, Work Keys.

### Reading Proficiency
Students will demonstrate growth as measured by STAR Reading assessments. Technology tools such as readinga-z.com, Phonics Technology programs (Lexia, McGraw-Hill), Accelerated Reader (AR), Mountain Language Arts, RAZ-Kids.com, Study Island, interactive books, and other computer-based tools will enhance proficiency. Additional growth will be measured with MEAP, EXPLORE, Decommission ACT, Work Keys.

### Writing Proficiency
Technology tools such as Co-Writer, WriteOutLoud, Kidspiration/Inspiration, WriteSource and other computer-based tools will enhance writing proficiency. Growth will be measured with MEAP, teacher developed assessments, PLAN, MME, and EXPLORE.

### ELL / ESL
Technology tools such as Rosetta Stone, Read 180, Picture and site-word software (Oxford Picture Dictionary, Clicker), and word scanning tools will enhance English Language Learning. Growth will be measured by ELPA, MEAP. Center Line Public Schools will actively look to expand English immersion via additional software and audio tools, as our ELL/ESL population continues to grow.

### Technology Goals: Professional Development
Center Line Public Schools will, as resources allow, provide training to teachers at all levels of technical proficiency. Training may be in the form of directed self-study, online, classroom-based, one-on-one, train-the-trainer, or other method to be specified.

### Additional Objectives:
- The 21 Things for the 21st Century Teacher program will be promoted as the core skillset and tools our staff should explore, cultivate, and develop in order to modernize and enhance the learning experience for students. Every teacher in Center Line Public Schools should have an online presence (web site, portal, blog, ...) for students and parents to access beyond the school walls.
- Provide an open door to all those that seek help with technology skills enhancement (“Tech Tuesdays” after school specials, help desk, in-person tutorials and demonstrations).
- Provide web-based self-help site for additional classroom resources.
- Provide professional development for administrators to implement technology more effectively.
- Conduct online surveys to evaluate specific needs of students, teachers, staff, parents, and other educational stakeholders.
Technology Goals: Technology Infrastructure

Center Line Public Schools will work to provide a stable technology infrastructure that includes the necessary elements to provide continuous improvement, including:

- Bandwidth (availability and access)
- Security (monitoring, education)
- Student Hardware (appropriate per-pupil ratios)
- Infrastructure Hardware (appropriate server, storage, and archiving options)
- Technical Support (online, self-services, and help desk)
- Software Services (support, availability, and training)

Technology Goals: Funding and Budget

Center Line Public Schools will seek to maintain and increase funding for instructional technology through a variety of sources, including, but not limited to: general, grant, USF/E-Rate, PTC, fundraiser, donations, millage, bond, or other alternative funding.

Technology Goals: Monitor and Evaluation

Center Line Public Schools will use a blend of monitoring tools to access student technology competencies, the curriculum integration model, and the technology plan. Examples of data collecting tools may include: Data Director, PowerSchool, MiBLiSi, MLPP, AMSWeb, DIBELS, NWEA, SRI and student surveys, tests, and class evaluations. Subject areas may be linked with curriculum and assessments with tools including: ATLAS Curriculum mapping, MyLearningPlan, and OASYS.

3.3 Technology Plan Update Process

The technology plan will be reviewed and updated annually by several key stakeholders, including:

- The Technology Department
- The Curriculum Department
- The Technology Committee

Section 4: Curriculum Integration

4.1 Integration Overview

Student achievement has always been, and will continue to be, a guiding principle for Center Line Public Schools. This statement is solidified by the shared mission and goals of the district (see Section 2.1) and technology vision (see Section 3.1). Center Line Public Schools maintains an ongoing review and development of its curriculum. Technology is incorporated in a variety of methods based on the needs of the school, classroom, and/or individual student.
We believe that student access to information resources should not be limited to the resources of their respective building, but should encompass the vast resources of the world. All buildings have Internet access which allows students the ability to research topics using up-to-date, worldwide “databases” of information, and extend learning beyond the classroom.

History of Technology Integration at CLPS

In December 1999, a curriculum committee documented existing practices and established a baseline for the integration of technology into the curriculum. The committee created the “Technology Integration Model” which defined the minimum skills all students should acquire by their date of graduation.

Upon its completion, the model was presented in each school building by the building’s Technology Coach for review and comment. Rubrics were created by teachers at each level for inclusion before the model was approved for implementation in May of 2001.

The “Integration Model” was designed to be a living document. As technology changes, the Curriculum committee reviewed and updated the skills sets along with the suggested integration and evaluations for technology.

Due to funding deficits, the Technology and Literacy Coach programs were discontinued in 2005-2006. The district will depend more on technology to help fill the gaps left by the loss of these roles. Professional Development (see Section 9) will be provided to help instructional staff succeed with technology literacy and integration.

Current Technology Integration Strategy

Center Line Publics Schools will align curriculum with regional, state, and national standards for curriculum including programs based on:

- 21 Things for the “21st Century” Student (REF: http://www.21things4students.net/)

Technology Integration Goals

**Goal 1:** Integrate NETS-s and METS standards (aligned) across all curriculum areas

- Implement 21 Things for the 21st Century Student course
- Provide necessary classroom technology tools to implement the K-12 application of the NET-s and METS.
- Provide professional development for teachers for instruction of NET-s and METS topics

**Goal 2:** Promote NETS-t and NETS-a as required knowledge to be an effective teacher or administrator

- Provide professional development based on the 21 Things for the 21st Century Teacher and Administrator courses.
- Promote the METS and NETS standards to instructional staff
Goal 3: Research and Implement technology that supports learning in the 21st Century and all curriculum areas

- Develop and deploy a more flexible network infrastructure that allows for greater collaboration within and outside of the district to allow for learning anywhere -- 24 hours a day, 7 days a week (wireless infrastructure, virtual environments, remote access, ...).
- Continue to support and expand distance and streaming learning options including those from the MISD Distance Learning program and Discovery Education.
- Seek to expand online learning content and options.
- Conduct more targeted technology surveys to staff, parents, and students.

Goal 4: Increase and improve collaboration between district departments

- Work more closely with technology committee, school improvement, and curriculum teams to implement technology that works for the current and future curriculums.
- Continue to use data-driven decision making processes from district data collection resources (Data Director, PowerSchool, ...).
- Continue to support a digital curriculum mapping tool (such as ATLAS, Crafter, ...)
- Continue to support and develop a digital walkthrough and assessment tool (My Learning Plan, ...)
- Improve, upgrade, and overhaul current district communications system to facilitate better collaboration (modern e-mail system, modern voicemail system, updated website, digital newsletters, streamlined notification system, updated TV channel,...)
- Expand two-way communication options (Parent Portals, feedback links,...)

Curriculum Promotion & Teaching Strategies

Center Line Public Schools is committed to its curriculum process. In order to insure that all facets of the curriculum are understood and being implemented, CLPS uses multiple school planning committees to develop and promote curriculum that will align to the national Common Core standards, and the NETS national and METS state technology standards. Planning committees that have direct and indirect effects on curriculum and available teaching tools and environments include Curriculum Council, Strategic Planning, District Improvement, School Improvement, Master Planning (Facilities), and the Technology Committee. The collective of these planning processes is known as “district visioning”)

Available Technology Resources, Topics, and Courses

Elementary (K-5)

Center Line Public School will develop and maintain a technology-based curriculum designed to enhance teaching Common Core essentials, and aligned with METS state and NETS-s national technology standards.

At the Elementary level the focus is on basics including, operation and use of technology. Each elementary building has a combination of an instructor’s computer, 3-5 student classroom computers, and available laptop carts for additional computer-based learning. Additional technology available in the buildings on very limited basis – not in all classrooms – includes: televisions with DVD and VCR players, document cameras, digital projectors, interactive whiteboards, student response systems, tablets, e-readers, cameras, and scanners. Expansion and funding of these additional technology items will be critical to the growth of technology instruction.
In 2012, each elementary school will receive a new lab for increased instructional time on technology topics. Technology may also be run “as a special” in the elementary buildings. The exact process and use is still in the planning and finalization phases within the District Improvement Plan (DIP) and School Improvement Plan (SIP) processes for each elementary school.

Aligning to the METS PK-2 standards, kindergarten through second grade students will receive practice and instruction on a variety of age-appropriate skills. Kindergarten starts with basic computer identification skills, basic counting and math, and basic letters. First grade continues with more interactive software on math, language, and social studies. Enhanced manipulation of the computer and additional software are gradually introduced through second grade. For METS 3-5 standards, students build on the basic technology identification and use with project-based assignments designed to build technology skills. Such projects may include, but are not limited to, office documents (word processing, spreadsheets, and presentation), drawing or digital art, digital audio, digital video, and web pages). Research, creativity, collaboration, and proper use and safety are also enhanced at levels beyond the basic identification stages of grades K-2.

**Middle School (6-8)**

Wolfe Middle School maintains a curriculum designed to move beyond the basics of technology. Students should have learned basic operations and use and performed many project-based assignments using technology before entering middle school. By sixth grade, technology should be viewed more transparently, and as a part of everyday life. In sixth grade students receive a customized login to the network (which will carry forward until grade twelve), storage space for saving files, and access to additional application suites. Center Line is actively looking to expand all secondary education accounts with a student e-mail address, cloud based storage, and virtual offerings. Classes will use technology to enhance concepts in Core subject areas (language arts, mathematics, social science, and science). Additional courses are available that go beyond everyday technology skills and seek to enhance an individual student’s technological awareness and skills.

Available Technology-Based or Technology-Requiring Courses (Middle School):

- Keyboarding
- 21 Things for the 21st Century Student (6-8)
- Computer Applications I & II
- Web Design
- Multimedia
- Computer for Business (Commercial Applications)
High School (9-12)

Center Line High School enhances and moves beyond the basics, projects, and everyday aspects of technology by introduction of career-oriented options that feature technology integration components.

Available Technology-Based or Technology-Requiring Courses (High School and CTE co-operative, SMTEC*)

- Keyboarding
- Computer Applications
- Internet Publishing I & II
- Visual Imaging I & II
- Graphic Communications
- Advanced Placement Art (includes digital art)
- Photo Editing & Publishing (CTE)
- Web Page Design I & II (CTE)
- Accounting & Computer Training
- Computer Support & Services (CTE)
- Read 180
- Media Production
- Chinese I, II, III, & IV

* SMTEC = South Macomb Technical Education Consortium

At the High School level, technology is to be utilized as an integrated part of the core curriculum. Doing so requires that students bring the foundational technology skills learned at lower levels (K-8) with them to the high school. By high school, technology should be a transparent everyday part of life in the 21st century. All students and faculty must embrace 21st Century Skills. Teacher can keep a “face of the classroom” presence with any number of available tools, including a district classroom webpage, Blackboard, Moodle, Edmodo, Weebly, Edublog, or other classroom collaboration systems. In order to better facilitate digital submission of work and student monitoring, Center Line is actively looking to expand all secondary education accounts with a student e-mail address, cloud based storage, and virtual offerings.

Center Line High School currently allows for a maximum of two credits to be earned through virtual courses each year. Currently, students at Center Line Public Schools have received credit from online courses from Michigan Virtual High School, Education 2020, OdysseyWare, NovaNet, and Rosetta Stone. Center Line Public Schools will continue to investigate the use and availability of online courses for students to provide our students technologically relevant coursework (for example, Plato and Aventa’s K12).

4.2 Timeline for Implementation

Center Line Public Schools is committed to the integration of technology. The district’s first integration plan was written and implemented in 1994. This plan was revised and updated with the creation and implementation of the Integration Model in May of 2001. It is the intent of CLPS to continue and enhance the current Integration Model. The Technology Committee will review the Integration Model yearly, making recommendations for revisions and additions where necessary. The current Integration Model was drafted in 2012, and based on the current NETS and METS standards. The Integration Timeline will follow these standards, with slight modifications pending review, until the next set of national or state standards are set.
### K-5 Integration Timeline

Key: “I” = Introduce  “-----” = Continue, Enhance, Expand  “C” = Completion of Knowledge Unit

<table>
<thead>
<tr>
<th>Basic Technology Operations and Concepts</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>Turn on / shut down a computer (PC, laptop, tablet, ...) properly</td>
<td>I---</td>
<td>----</td>
<td>C</td>
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<td>Log on / Log off (computer, network, websites)</td>
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<td>Use mouse and keyboard. Be able to type own name. Learn and recognize location of keys and functions.</td>
<td>I---</td>
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<tr>
<td>Recognize and name the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, printer) <em>METS PK_2.TC.3</em></td>
<td>I---</td>
<td>----</td>
<td>C</td>
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<td>Launch software programs (using a variety of methods: mouse, keyboard, web)</td>
<td>I---</td>
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<td>C</td>
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<tr>
<td>Discuss advantages and disadvantages of using certain type of technology for certain types of tasks. <em>METS PK_2.TC.1</em></td>
<td>I---</td>
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<td>Understand that technology is a tool to help him/her complete a task, and is a source of information, learning, and entertainment. <em>METS PK_2.TC.6</em></td>
<td>I---</td>
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<td>Discuss the basic care for computer hardware and various media types (e.g., CDs, DVDs) <em>METS PK_2.TC.4, 3_5.TC.4</em></td>
<td>I---</td>
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<tr>
<td>Be able to use basic menu commands to perform common operations (e.g., open, close, save, print) <em>METS PK_2.TC.2</em></td>
<td>I---</td>
<td>----</td>
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<td>C</td>
</tr>
<tr>
<td>Use computer peripherals for assignments, tasks, project-based work, and presentations (e.g. printers, scanners, digital cameras, video cameras, projectors). <em>METS 3_5.TC.1</em></td>
<td>I---</td>
<td>----</td>
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<td>-----</td>
<td>C</td>
</tr>
<tr>
<td>Use available resources to share and exchange files and information with instructors and other students (local area network storage, cloud-based storage, flash drive, writable media, e-mail, blogs, wikis). <em>METS 3_5.TC.5</em></td>
<td>I---</td>
<td>----</td>
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<td>C</td>
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**Digital Citizenship - Social and Ethical Issues**

<table>
<thead>
<tr>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>Describe appropriate and inappropriate uses of technology and communications tools (e.g., computers, Internet, e-mail, cell phones) and describe consequences of inappropriate uses. (\text{METS PK_2.DC.1 (+ extra concepts)})</td>
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<tr>
<td>Explore Michigan Cyber Safety Initiative (CSI) concepts. (\text{METS PK_2.DC.2})</td>
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<tr>
<td>Identify community and other common locations in which technology may be accessed (e.g. library, Internet café, Wi-Fi hotspot)</td>
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<tr>
<td>Review the district’s Acceptable Use parameters with students while discussing respectable use topics (e.g. harassing messages, cyber bullying). (\text{METS 3_5.DC.1})</td>
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<tr>
<td>Discuss proper credit, licensing, copyright, plagiarism, and other ethical technology issues (\text{METS 3_5.DC.1})</td>
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<tr>
<td>Define &quot;personal information&quot;, personal online safety, and discuss types of information that should be kept private and information that is acceptable to share. Explain the implications of posting content online (e.g. once it is visible, it may be hard to remove it; privacy settings of web sites). (\text{METS 3_5.DC.3-4})</td>
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**Critical Thinking and Problem Solving**

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<tr>
<td>Explain ways that technology can be used to solve problems (e.g., cell phones, traffic lights, GPS units)</td>
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<tr>
<td>Use digital resources and tools (e.g., dictionaries, encyclopedias, search engines, web sites, software) to collect, organize, and solve developmentally appropriate problems (\text{METS 3_5.CT.2}) with assistance from teachers, parents, school media specialists, or student partners (\text{METS PK_2.CT.2})</td>
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<tr>
<td>Use technology to make informed decisions (e.g. find product reviews, hours of operation for a business, travel information) (\text{METS 3_5.CT.1})</td>
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*Key:* “I” = Introduce  “-----” = Continue, Enhance, Expand  “C” = Completion of Knowledge Unit
<table>
<thead>
<tr>
<th>Technology Research Tools</th>
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<tr>
<td>Interact with Internet based resources (recognizing the web browser, going to a specific Internet site by typing a URL).</td>
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<tr>
<td>use digital resources (e.g., dictionaries, encyclopedias, graphs, graphical organizers) to locate and interpret information relating to a specific curricular topic, with assistance from teachers, school library media specialists, parents, or student partners. <em>METS PK_2.RI.2, 3_5.RI.1-2</em></td>
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<tr>
<td>Discuss reliability (e.g. erroneous, biased, suggestive facts) of web based information and the necessity of using multiple sources of information. <em>METS PK_3_5.RI.3-4</em></td>
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<tr>
<th>Communication and Collaboration</th>
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<tr>
<td>Use a variety of developmentally appropriate digital tools (e.g., word processors, paint programs) to communicate ideas to classmates, families, and others. <em>METS PK_2.CC.2</em></td>
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<tr>
<td>Work together when using digital tools (e.g., word processor, drawing, presentation software) to convey ideas or illustrate simple concepts relating to a specified project. <em>METS PK_2.CC.1</em></td>
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<tr>
<td>Use digital communication tools (e.g., e-mail, wikis, blogs, IM, chat rooms, videoconferencing, Moodle, Blackboard, or similar) and online. <em>METS 3_5.CC.2</em></td>
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<tr>
<td>Create a digital presentation, document, or web page using a variety of media to communicate information to a specific audience (classmates, parents, school, and community). <em>METS 3_5.CC.1-2</em></td>
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Key:  “I” = Introduce    “-----” = Continue, Enhance, Expand    “C” = Completion of Knowledge Unit
### Creativity, Innovation, and Productivity

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<tbody>
<tr>
<td>Use a variety of tools (e.g., word processors, drawing tools, simulations, presentation software, graphical organizers) to learn, create, and convey original ideas or illustrate concepts. <em>METS PK_2.CI.1</em></td>
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<tr>
<td>Use a variety of technology tools and applications to create digital projects (story, history, or other literature) and/or modify (remix) an existing work of art (music, movie, presentation) to demonstrate &quot;digital&quot; creativity. <em>METS 3_5.CI.2.3</em></td>
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**6-8 Integration Timeline**

Grades 6-8 will follow the METS-S model to maintain and grow concepts and skill from grades K-5. All METS grade 6-8 concepts will be introduced (I) in sixth grade, continued, enhanced, and expanded (-----) in all grades, with completion (C) of knowledge units by eighth grade.

### 2009 Michigan Educational Technology Standards—Grades 6-8

#### 6-8.CI. Creativity and Innovation—By the end of grade 8 each student will:

- 6-8.CI.1. apply common software features (e.g., spellchecker, thesaurus, formulas, charts, graphics, sounds) to enhance communication with an audience and to support creativity
- 6-8.CI.2. create an original project (e.g., presentation, web page, newsletter, information brochure) using a variety of media (e.g., animations, graphs, charts, audio, graphics, video) to present content information to an audience
- 6-8.CI.3. illustrate a content-related concept using a model, simulation, or concept-mapping software

#### 6-8.CC. Communication and Collaboration—By the end of grade 8 each student will:

- 6-8.CC.1. use digital resources (e.g., discussion groups, blogs, podcasts, videoconferences, Moodle, Blackboard) to collaborate with peers, experts, and other audiences
- 6-8.CC.2. use collaborative digital tools to explore common curriculum content with learners from other cultures
- 6-8.CC.3. identify effective uses of technology to support communication with peers, family, or school personnel

#### 6-8.RI. Research and Information Literacy—By the end of grade 8 each student will:

- 6-8.RI.1. use a variety of digital resources to locate information
- 6-8.RI.2. evaluate information from online information resources for accuracy and bias
- 6-8.RI.3. understand that using information from a single Internet source might result in the reporting of erroneous facts and that multiple sources should always be researched
- 6-8.RI.4. identify types of websites based on their domain names (e.g., edu, com, org, gov, net)
- 6-8.RI.5. employ data-collection technologies (e.g., probes, handheld devices, GPS units, geographic mapping systems) to gather, view, and analyze the results for a content-related problem
6-8.CT. Critical Thinking, Problem Solving, and Decision Making — By the end of grade 8 each student will:

6-8.CT.1 use databases or spreadsheets to make predictions, develop strategies, and evaluate decisions to assist with solving a problem;

6-8.CT.2 evaluate available digital resources and select the most appropriate application to accomplish a specific task (e.g., word processor, table, outline, spreadsheet, presentation program);

6-8.CT.3 gather data, examine patterns, and apply information for decision making using available digital resources;

6-8.CT.4 describe strategies for solving routine hardware and software problems.

6-8.DC. Digital Citizenship — By the end of grade 8 each student will:

6-8.DC.1 provide accurate citations when referencing information sources;

6-8.DC.2 discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, viruses, file-sharing);

6-8.DC.3 discuss the consequences related to unethical use of information and communication technologies;

6-8.DC.4 discuss possible societal impact of technology in the future and reflect on the importance of technology in the past;

6-8.DC.5 create media-rich presentations on the appropriate and ethical use of digital tools and resources;

6-8.DC.6 discuss the long term ramifications (digital footprint) of participating in questionable online activities (e.g., posting photos of risqué poses or underage drinking, making threats to others);

6-8.DC.7 describe the potential risks and dangers associated with online communications.

6-8.TC. Technology Operations and Concepts — By the end of grade 8 each student will:

6-8.TC.1 identify file formats for a variety of applications (e.g., doc, xls, pdf, txt, jpg, mp3);

6-8.TC.2 use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced materials;

6-8.TC.3 perform queries on existing databases;

6-8.TC.4 know how to create and use various functions available in a database (e.g., filtering, sorting, charts);

6-8.TC.5 identify a variety of information storage devices (e.g., CDs, DVDs, flash drives, SD cards) and provide rationales for using a certain device for a specific purpose;

6-8.TC.6 use accurate technology terminology;

6-8.TC.7 use technology to identify and explore various occupations or careers, especially those related to science, technology, engineering, and mathematics;

6-8.TC.8 discuss possible uses of technology to support personal pursuits and lifelong learning;

6-8.TC.9 understand and discuss how assistive technologies can benefit all individuals;

6-8.TC.10 discuss security issues related to e-commerce.
9-12 Integration Timeline

Grades 9-12 will follow the METS-S model to maintain and grow concepts and skill from grades 6-8. All METS grade 9-12 concepts will be introduced (I) in ninth grade, continued, enhanced, and expanded (-----) in all grades, with completion (C) of knowledge units by grades eleven or twelve.

2009 Michigan Educational Technology Standards—Grades 9-12

<table>
<thead>
<tr>
<th>9-12.CI. Creativity and Innovation—By the end of grade 12 each student will:</th>
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</thead>
<tbody>
<tr>
<td>9-12.CI.1. apply advanced software features (e.g., built-in thesaurus, templates, styles) to redesign the appearance of word processing documents, spreadsheets, and presentations</td>
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<tr>
<td>9-12.CI.2. create a web page (e.g., Dreamweaver, iGoogle, Kompozer)</td>
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<tr>
<td>9-12.CI.3. use a variety of media and formats to design, develop, publish, and present projects (e.g., newsletters, web sites, presentations, photo galleries)</td>
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<tr>
<th>9-12.CC. Communication and Collaboration—By the end of grade 12 each student will:</th>
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<tbody>
<tr>
<td>9-12.CC.1. identify various collaboration technologies and describe their use (e.g., desktop conferencing, webinar, listserv, blog, wiki)</td>
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<tr>
<td>9-12.CC.2. use available technologies (e.g., desktop conferencing, e-mail, videoconferencing, instant messaging) to communicate with others on a class assignment or project</td>
</tr>
<tr>
<td>9-12.CC.3. collaborate in content-related projects that integrate a variety of media (e.g., print, audio, video, graphic, simulations, and models)</td>
</tr>
<tr>
<td>9-12.CC.4. plan and implement a collaborative project using telecommunications tools (e.g., ePals, discussion boards, online groups, interactive web sites, videoconferencing)</td>
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<tr>
<td>9-12.CC.5. describe the potential risks and dangers associated with online communications</td>
</tr>
<tr>
<td>9-12.CC.6. use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence)</td>
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<tr>
<th>9-12.RI. Research and Information Literacy—By the end of grade 12 each student will:</th>
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<tr>
<td>9-12.RI.1. develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys)</td>
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<tr>
<td>9-12.RI.2. identify, evaluate, and select appropriate online sources to answer content related questions</td>
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<tr>
<td>9-12.RI.3. demonstrate the ability to use library and online databases for accessing information (e.g., MEL, Proquest, InfoSource, United Streaming)</td>
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<tr>
<td>9-12.RI.4. distinguish between fact, opinion, point of view, and inference</td>
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<tr>
<td>9-12.RI.5. evaluate information found in selected online sources on the basis of accuracy and validity</td>
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<tr>
<td>9-12.RI.6. evaluate resources for stereotyping, prejudice, and misrepresentation</td>
</tr>
<tr>
<td>9-12.RI.7. understand that using information from a single internet source might result in the reporting of erroneous facts and that multiple sources must always be researched</td>
</tr>
<tr>
<td>9-12.RI.8. research examples of inappropriate use of technologies and participate in related classroom activities (e.g., debates, reports, mock trials, presentations)</td>
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</table>
9-12.CT. Critical Thinking, Problem Solving, and Decision Making — By the end of grade 12 each student will:

9-12.CT.1. use digital resources (e.g., educational software, simulations, models) for problem solving and independent learning

9-12.CT.2. analyze the capabilities and limitations of digital resources and evaluate their potential to address personal, social, lifelong learning, and career needs

9-12.CT.3. devise a research question or hypothesis using information and communication technology resources, analyze the findings to make a decision based on the findings, and report the results

9-12.DC. Digital Citizenship — By the end of grade 12 each student will:

9-12.DC.1. identify legal and ethical issues related to the use of information and communication technologies (e.g., properly selecting and citing resources)

9-12.DC.2. discuss possible long-range effects of unethical uses of technology (e.g., virus spreading, file pirating, hacking) on cultures and society

9-12.DC.3. discuss and demonstrate proper netiquette in online communications

9-12.DC.4. identify ways that individuals can protect their technology systems from unethical or unscrupulous users

9-12.DC.5. create appropriate citations for resources when presenting research findings

9-12.DC.6. discuss and adhere to fair use policies and copyright guidelines

9-12.TC. Technology Operations and Concepts — By the end of grade 12 each student will:

9-12.TC.1. complete at least one online credit, or non-credit, course or online learning experience

9-12.TC.2. use an online tutorial and discuss the benefits and disadvantages of this method of learning

9-12.TC.3. explore career opportunities, especially those related to science, technology, engineering, and mathematics and identify their related technology skill requirements

9-12.TC.4. describe uses of various existing or emerging technology resources (e.g., podcasting, webcasting, videoconferencing, online file sharing, global positioning software)

9-12.TC.5. identify an example of an assistive technology and describe its potential purpose and use

9-12.TC.6. participate in a virtual environment as a strategy to build 21st century learning skills

9-12.TC.7. assess and solve hardware and software problems by using online help or other user documentation

9-12.TC.8. explain the differences between freeware, shareware, open source, and commercial software

9-12.TC.9. participate in experiences associated with technology-related careers

9-12.TC.10. identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav, wmv, mp3, avi, pdf)

9-12.TC.11. understand and discuss how assistive technologies can benefit all individuals

9-12.TC.12. demonstrate how to import/export text, graphics, or audio files

9-12.TC.13. proofread and edit a document using an application’s spelling and grammar checking functions
Section 5: Student Achievement

The commitment to the shared Center Line Public Schools mission, goals, and objectives by all district personnel illustrates the importance of student achievement and the engaged digital learner. Using technology to achieve our goals will allow students to experience a 21st century environment that cultivates creativity, exploration, and innovation, and life-long enjoyment of learning.

The district keeps abreast of research on best practices in education, particularly relating to increasing student achievement. Each school has a school improvement team that meets regularly to establish goals for increased student learning. Achievement of the goals is assessed, and the goals are adjusted each year to meet the needs of the students at that time. During this school year, all three elementary schools, the middle school and the high school hosted Quality Assurance Reviews as part of the accreditation process through Advanc-Ed.

Beginning with the 2011-2012 school year, each building has begun Professional Learning Communities for sharing of student assessment data and best practices. Weekly early release time is utilized for collaboration and analyzing student achievement data in order to adjust instructional practice and offerings.

The district is considering a comprehensive web-based assessment system that would be used district wide. This system would provide real-time analysis of test data for administrators and teachers. This information would be used to make instructional adjustments at the classroom and district level. If the district adopts this assessment system, we anticipate teachers will begin using this program in 2012-2013, with training being provided to teachers prior to implementation.

As departments in conjunction with Curriculum Council examine textbooks for potential district-wide adoption, they evaluate CDs and web site enhancements that accompany the textbooks. These additional resources provide a broader scope of activities for students, including textbooks and quizzes on websites, and provide the students with access to resources from home.

Students create digital presentations to show mastery in various content areas. The students present this information to the class, helping their fellow students increase their learning through using visual techniques. Students have begun using the multimedia capabilities of computers to create audio and video presentations. The ability to utilize these digital tools have increased student engagement in the projects and provided a means for students to express their creativity.

Center Line is working to incorporate more collaboration and communication into the curriculum, including student email accounts at the secondary level, cloud based storage, a web-based curriculum mapping tool, as well as other resources as specified in the 21 Things for Students curriculum.

Center Line Public Schools will align the district’s technology curriculum with the METS 2009 standards and revise as necessary if the METS and NETS standards change. Following these revisions, all staff members will be updated on the changes to the curriculum and will be provided guidance on integrating the new standards into their classrooms. With all students attending 6-8 grade information technology classes, it provides a framework of solid technology instruction that is carried throughout the secondary levels.

During the 2012-2013 school year each building will receive a new computer lab to facilitate increased technology instruction and allow for computer-based assessments. The next phase of professional development will include multimedia, Web 2.0 tools for teachers, and computer based assessments. The district provides after-school professional development sessions, as well as written materials and video instruction.
In summary, Center Line Public Schools is committed to student achievement through integration of technology into the curriculum. The Curriculum and Instructional Technology staff will continue to work with teachers at all levels to include technology into all content areas.

Section 6: Technology Delivery

Center Line Public Schools utilizes multiple technology and media resources to deliver content and instruction to students of all levels. Internet resources, virtual instruction, distance learning (DL), and streaming video are just some of the current technologies used for instructional delivery.

6.1 Internet Resources

Each Center Line Public Schools building has wired Internet and Local Area Network connectivity, with access available through a combination of computers labs, media centers, classroom computers, and laptop carts.

Students have access to online resources and storage space available to archive student work. Teachers have opportunities to extend their classrooms with a district webpage, a linked enhanced website (using an alternate web-based tool, blog, wiki, Blackboard, Moodle, ...) and streaming media resources.

6.2 Virtual Learning

Center Line Public Schools has piloted a separate virtual academy, “Academy 21”, for alternative students, which include

(1) Students above grade level and in need of additional instruction and content
(2) Students incapable of succeeding in a traditional classroom setting (for example: students well below grade level; students struggling with behavioral issues;...)
(3) Students looking to complete their high school degree with a more flexible schedule (for example: working students; students that care for a sick family member;...)

The virtual academy features online self-paced curriculum. Students are mentored online or in-person at least once a week, or at request, by dedicated subject area mentors and coaches. Each student has the option to use a district provided laptop featuring 24/7 Internet connectivity and enabling learning at any time, day or night.

The virtual academy pilot will help pave the way for blended and virtual learning opportunities in the main district schools. The academy also serves at the test ground for future One-to-One (1-to-1) and/or Bring Your Own Device (BYOD) initiatives.
6.3 Distance Learning

Center Line Public Schools has partnered with the Macomb Intermediate School District (MISD) to provide unique distance learning opportunities for students. Through online collaboration and special programs, instructors have been able to extend their learning environment past their classrooms and buildings to include the entire world.

Center Line Public Schools has participated in and will continue to expand its use of Distance Learning in all areas of its curriculum. Some of the programs that CLPS will participate in are as follows:

**The ASK program** – The ASK program (Authors Specialist and Knowledge) occurs each semester as part of an undergraduate Literature for Children and Youth class. The participants include university students, as well as later elementary through high school students depending on the selected literature work. The purpose of the program is to take readers beyond the confines of a novel, relating the information from their reading in a personal way to their own immediate situation. As part of the process, readers draw on their own writers' voice, as they journal through their reading. (For more information: http://www.misd.net/DistanceLearning/ASK/ASKInfoDefaultPage.htm)

**TWICE (Virtual Field Trips)** – Two Way Interactive Connections in Education (TWICE) is Michigan's organization for videoconferencing in K-12 education. TWICE promotes and supports collaborative connections for the benefit of all students. A videoconference program (or field trip) gives teachers and their students an opportunity to visit a place that they might not be able to otherwise, such as zoos, museums, NASA, U.S. Congress and more. Video conferences use an IP or ISDN connection, a camera, codec, and TV to connect to another site. TWICE also partners with various educational organizations around Michigan to bring ASK Author videoconferences to students. ASK ("Authors Specialist and Knowledge") is an organized process that provides students with the opportunity to interview an author or a subject specialist in the topic they are reading about in a novel. The program uses excellent literature, journal writing and interviewing to promote reading for understanding. (For more information, visit http://www.twice.cc/ → Field Trips)

**TWICE ASK programs** (ASK program via TWICE) – Two Way Interactive Connections in Education (TWICE) is Michigan's organization for videoconferencing in K-12 education. TWICE promotes and supports collaborative connections for the benefit of all students. TWICE also partners with various educational organizations around Michigan to bring ASK Author videoconferences to students. ASK ("Authors Specialist and Knowledge") is an organized process that provides students with the opportunity to interview an author or a subject specialist in the topic they are reading about in a novel. The program uses excellent literature, journal writing and interviewing to promote reading for understanding. (For more information, visit http://www.twice.cc/ → Projects)

**NEA's Read Across America / Read Around the Planet** – This program connects classrooms from around the USA (and beyond) to read to each other and exchange information about their corner of the country (and world). This program is held at the end of February through the beginning of March and is in memory of Dr. Seuss. (For more information, visit http://www.twice.cc/ → Projects)

**Michigan's L.A.P.'s Program** – “Learn from the past, Appreciate the present and Preserve our outdoor heritage. This complimentary program teaches Michigan third and fourth graders about Michigan’s history and natural resources. In addition to helping youngsters and their teachers learn more about their state, its history, and its resources, it is also very 'brain compatible'. In order to increase public knowledge and appreciation for Michigan’s wonderful natural resources, EDCO and the Michigan Department of Natural Resources partnered to create L.A.P.’s™” (For more information, visit http://www.misd.net/DistanceLearning/LAPS/LAPS.htm)
Field Trip Fridays - Gadget Works: Forces and Motion – “Field Trip Fridays is to ensure that every elementary student in Macomb County participate in at least one virtual fieldtrip before they move on to middle school. The grade level for this program is 3rd, 4th, or 5th grades. The new program includes pre-visit activities on gravity and air resistance, speed, and everyone’s favorite Happy Crab Hypothesis Sheet. Only now the hypothesis is about what forces make the crab move instead of what simple machines are inside. The show itself is now about balanced and unbalanced forces, pushes and pulls, and tracing the energy flow through the toys (the chattering teeth still make an appearance about halfway through the show). Post-visit activities include: imaginatively designing a wind-up toy to make a specific movement, such as running or hopping, re-designing Professor Gadgeteer’s toys to make them move farther or faster, moving a toy car without touching it, and determining just how much force the Happy Crab generates when it moves on various surfaces.” In 2012, one of the more interesting sessions had students learning how to design and build their own Rube Goldberg machine. The programs are provided by COSI. COSI stands for “Center Of Science and Industry”. COSI is all about mind-blowing fun providing opportunities to play, explore, discover, and learn together. To visit the COSI website follow this link: http://www.cosi.org/educators/educator-ivc. (and for more information on ‘Field Trip Fridays”, visit http://www.misd.net/DistanceLearning/FieldTripFridays/FieldTripFridays.htm)

Discovery Education (Discovery Streaming) – in addition to streaming educational videos (see Section 6.3), Discovery Education features many “live” distance learning events such as virtual field trips, author lectures, and more. For more information on Discovery Streaming, visit: http://www.discoveryeducation.com/

Online courses – Currently, students of Center Line Public Schools have received credit from online courses from Michigan Virtual High School, Education 2020, OdysseyWare, NovaNet, and Rosetta Stone. Center Line Public Schools will continue to investigate the use and availability of online courses for students to provide our students technologically relevant coursework.

6.3 Streaming / Cloud-based Video Instruction

Center Line Public Schools utilizes Discovery Education in the classroom, made available through a partnership with the Macomb Intermediate School District (MISD). “Discovery Education transforms classrooms, empowers teachers and captivates students by leading the way in providing high quality, dynamic, digital content to school districts.” For more information on Discovery Streaming, visit: http://www.discoveryeducation.com/

Additional online tools are integrated into delivery based on teacher preference, including YouTube for Schools (educational YouTube portal), TeacherTube, SchoolTube, and Khan Academy.

6.4 Future Technology Delivery

Wireless: Center Line Public Schools is actively seeking and planning for a wireless network infrastructure for easier delivery of online resources and decreased setup time. A wireless infrastructure will pave the way for “anywhere learning”, one-to-one computing, and bring-your-own computing device initiatives. Wireless can also help to decrease the amount of traditional wiring necessary for technology delivery and reduce ongoing wired infrastructure costs.

Media Streaming: Center Line Public Schools currently utilizes ChannelOne and a traditional cable-TV delivery system. Replacement of this system with a “media casting” or “video distribution” system will modernize content delivery and allow for more On-Demand video resources. A video distribution system will eliminate the need for televisions in every classroom as content will be delivered via digital projector. Additional online tools will be integrated into delivery as well, including YouTube for Schools (educational YouTube portal), TeacherTube, SchoolTube, and Khan Academy.
Projection and Digital Imaging: Center Line Public Schools plans to standardize all classrooms with digital networked projectors and document cameras to enhance instruction and delivery of content.

Cloud-based Instruction: Center Line Public Schools is actively looking to make more resources available beyond the walls of the buildings which may include technologies such as:

- Student E-mail and Cloud-based storage
- Access to onsite software via a virtualized Internet portal
- “Flipped Instruction”: online lectures and tutorials; onsite assignments, mentoring, and help.
- Ensuring that every student has access to a computer when school is not in session.

Section 7 – Parental Communications & Community Relations

Communication with students and parents is a critical component in the learning process. Center Line Public Schools provides information to the community through media such as:

- The district and building web pages ([www.clps.org](http://www.clps.org))
- E-mail and automated calling communications via SchoolMessenger
- The “Parent Portal” of the district Student Data Information system (PowerSchool)
- MealMagic online lunch payment program
- Mailings to every home in the district
- The district cable television channel on Comcast Cable (channel 20) and Wide Open West (channel 15)
- Active participation and cooperation with buildings’ Parent/Teacher Committees (PTC)
- And Coming Soon: MailOut online district and building newsletter subscription service.

The district uses its web page ([www.clps.org](http://www.clps.org)) as the primary starting point to give the community information and access to resources that they may need. The technology plan will be published on the district’s website.

All teachers and administrators have access to email, voicemail, and personal web pages in order to facilitate better communication with our community. Parents may contact district or building administrators and teachers for information or to voice concerns.

In addition to personal web pages, all teachers have access to Macomb County’s Macomb Online for Students and Teachers (MOST) system ([bb.misd.net](http://bb.misd.net)). This system is powered by Blackboard (an online communication system), and provides an additional online presence for teachers. Through this system, teachers can create an online presence for each of their courses. Assignments, reference work, links, and study aides can be posted for students to retrieve at school or anywhere they have Internet access.

Teachers may also communicate with additional online presences linked from their district webpages including: blogs, wikis, groups, and other educational portals such as Edmodo, Moodle, and Weebly.

Community Inclusion in District Technology Initiatives

In its present form, the Technology Committee partners with the Strategic Planning Committee for input and participation from the community at large, including students, parents, and local businesses on major technology initiatives. Additional community technology involvement comes from Parent-Teacher Council (PTC) groups.
Section 8 - Collaboration

8.1 Adult and Continuing Education

Center Line Public Schools does not have an Adult or Continuing Education program due to budget constraints. However, all technology is available for parent workshops and training. It is our desire to have a parental support base for all areas of education that Center Line Public Schools provides. The district has provided workshops for the use of the Internet to parents and students. It is our intention to help parents become literate in the use of these new technologies. The district’s communication resources – website, television channel, electronic newsletter – will also be used to share content, inform, and educate the community on technology issues.

8.2 Community Events

As part of Center Line Public Schools Strategic Planning process, the schools hold community events throughout the school year, which include the Daddy-Daughter Dance, International Day, Cooking Classes, Craft Classes, Movie Nights, PTC Events, and other unique and enriching events. Technology may be features in all community events in the forms of use and availability (digital projectors, Internet connectivity, ...), and promotion (website, digital newsletters and announcements, and television channel).

8.3 Career and Curriculum Connections

As part of Center Line Public Schools focus on the student, the district offers many collaborative opportunities for students and parents to explore career paths and find curriculum topics of interest to enhance career paths. Such events include, Career Cruising, Career Nights, Curriculum Nights, and College Connections.

8.4 WIA

Center Line Pubic School participates in the Workforce Investment Act (WIA) program. The program features an In-school Summer, In-School Continuum, and the Out-of-School “Step Forword” program all designed to remove educational barriers to success for qualifying students.

For more information on the WIA program, see: http://www.doleta.gov/usworkforce/wia/Runningtext.cfm

Section 9 – Professional Development

Center Line Public Schools is dedicated to providing on-going opportunities for professional development for all staff, including instructional (teachers) and non-instructional (non-teaching/support-staff) employees. Through local, nationally, and internationally renowned presenters, access to online webinars, access to professional trainers, curriculum modelers, staff workshops and in-services, CLPS will continue to encourage all staff to update their skills and presentation techniques.
Expectation for Professional Development
With any purchase or acquisition of new software or hardware, Center Line Public Schools has the expectation that the user of such technology learns how to effectively use or operate the technology. Professional Development can come in the form of

- District provided onsite training (as budget allows)
- Online training
- Self-study, with proof of completion
- Previous experience with the product

“Tech Tuesdays”
This is the after-school, open-door policy of the technology department. If a staff member requires specific training on a technology topic, the technology department will provide such training every Tuesday. Participants are asked to request the topic at least two weeks in advance to give the technology department time to prepare a proper lesson on the topic. Walk-ins are welcome, and tutorial sessions can be scheduled on other days pending the availability of training staff.

“21 Things for the 21st Century” – Administrator, Teacher, and Student
Center Line Public Schools will promote the “21 Things” programs offered as a collaborative effort by several Michigan ISD organizations. The 21 Things for the 21st Century programs promote updated software and Internet tool skillsets, in addition to technology literacy and citizenship. The program aligns with, and in many cases exceeds, standards set forth in the METS, NETS, and Common Core.

MISD – Online, Onsite, and Offsite Training
Center Line Public Schools has and will continue to utilize the excellent resources, workshops, and training opportunities provided by the Macomb Intermediate School District (MISD). Examples include workshops on web-based tools, online webinars, instructional technology workshops, Internet safety sessions, and participation and collaboration with other area districts on the Instructional Technology Advisory Committee (ITAC).

Michigan CSI
Center Line Public Schools has brought in the State of Michigan’s Cyber Safety Initiative (CSI) several times to provide a variety of presentations and information pertaining to online safety. Programs targeting both students and parents on the strategies to keep kids and adults safe online were given. Center Line will continue to utilize this excellent program to promote Internet safety.

Literacy Development
CLPS has targeted basic literacy as a key area for improvement. Each building analyzes student data as part of the school improvement process to develop and implement strategies and activities to increase student achievement. A variety of technology tools are used in each building to support the Literacy Development goals.
Early Release, In-Services, and Workshops

CLPS will continue to provide in-services in basic skills as well as integration techniques. As Center Line provides this training, strategies for incorporating technologies into the learning process are discussed and modeled. Examples of these training sessions have included:

- Using the SchoolMessenger alert system
- Basic e-mail and employee website training
- Operating an Interactive Whiteboard
- Using Discovery Streaming
- Kidspiration/Inspiration training
- Blackboard (MISD MOST system)
- DataDirector training
- PowerSchool training
- Atlas Curriculum Mapping
- Student assessment software

Training Time Line

The professional development efforts noted above are currently in place. It is our intent to continue to offer staff opportunities to increase their knowledge and integration skills throughout the life of this plan.

2012-2013

- Re-design of the Technology Services website, with emphasis on technology tips, tutorials, and training. Full promotion of “21 Things for the 21st Century”, METS, and NETS standards will be designed into the site.
- Training sessions for teachers will be concentrated on student assessment. CLPS will continue to provide teachers with training in the use of Data Director, PowerSchool, NWEA, and other in-house assessment systems. Training will include development, administering, and scoring of assessments, etc.
- Training sessions on using assessment data.
- Using Data Director with MLPP and DIBELS monitoring
- Using Data Director to disaggregate MEAP, Plan, EXPLORE, and ACT assessments
- Using Curriculum Mapping tools (Rubicon Atlas in 2012-2013)
- Technology integration training as requested/needed
- Continued support for licensed software and/or subscriptions

2013-2014

- Continue growth plan for “21st Century” technology skills
- Continued training in using data to adjust instruction
- Continue training in using data to improve classroom instruction
- Continue training on curriculum mapping
- Technology integration training as requested/needed.

2014-2015

- Continue growth plan for “21st Century” technology skills
- Continued training in using data to adjust instruction
- Continue training in using data to improve classroom instruction
- Continue training on curriculum mapping
- Technology integration training as requested/needed.
Section 10 – Supporting Resources

The technology department will, in conjunction with the support staff, continue to provide increasing resources for staff as budget allows. Examples of resources that will be continued and expanded are:

- District in-services and workshops (including early-release days, and “Tech Tuesdays”)
- MISD trainers (onsite and online)
- Online training and Streaming video
- Quick Start guides for basic skills
- Consistent use of the REMC pricing catalog to extend available district and grant funds
- Each teacher will have access to an online student management system including grade book and data
- Parents will have online access to attendance and grade information
- Use of USF/E-Rate dollars will help offset budgetary expenses in providing some technology services.

10.1 Center Line Technology Department Support Resources

Technology Services Website

The starting point for all technology related items is the districts technology services site accessible at:

www.clps.org ➔ District Information ➔ Technology Services

Help Desktop – Technology Support

On online help desk system is provided for staff to submit all requests for technology support. It is the goal of the Technology Department that requests for support are handled and completed in a timely manner. In consideration of the staffing levels that are present, it is our goal that on average, the incident requests for support are resolved within three business days. The response time to any support request will be dependent on the type of request. Center Line Public Schools uses the R.I.P. Framework for determining response to technology inquiries. The R.I.P. Framework features:

- **Requests** – new services, software, hardware, or general questions. Response time will depend on the type and nature of the request.
- **Incidents** – defined by an outage; technology that was working is down or broken. Incidents are given top priority in the RIP Framework.
- **Projects** – long term requests, complex or quantity deployments, group training, and other work that involves considerable planning, time, and other resources for implementation.

Expansion of the online help desk to include other district departments (maintenance, administration) is planned.
10.2 Subscription Services and Support Contracts

Center Line Public Schools maintains support agreements and subscription services for many critical systems including:

- Network fiber connectivity maintenance
- Telephone and voicemail system maintenance
- Online help desk subscription
- Operating system and client access licenses (Novell, Microsoft)
- Internet filtering subscription
- Virtualized Server and Storage Area Network (SAN) support hours
- Security software subscriptions and support hours
- “Limited” lifetime warranty on all network routers and switches
- MISD shared system resources (AS400, PowerSchool, Data Director, …)

10.3 Classroom Support Resources

Most district classrooms utilized for traditional instruction is equipped with the following:

- Classroom computer (equipped with DVD)
- Television and/or data projector (in some classrooms)
- Telephone and “portable” voicemail box

Some classrooms are additionally equipped with:

- Mounted data projectors
- Document cameras
- Scanners
- Interactive whiteboards
- Classroom response systems

Buildings may also feature shared resources, which can be checked out as needed, including:

- Data projectors
- Laptop carts with wireless access
- Television carts with DVD/VCR
- Audio amplification systems

Future plans for all district classrooms, budget permitting, include:

- Wireless
- Mounted data projectors
- Document cameras
- Enhanced classroom audio
- Increasing the computer-to-student ratio (more carts, one-to-one, bring-your-own-device, …)
10.4 Macomb Intermediate School District (MISD) Support

Center Line Public School maintains a working relationship with Macomb Intermediate School District (MISD). Center Line Public Schools depend on the MISD for many valuable resources including subscription services, such as Internet Service Provision (ISP), Discovery Education/Streaming, Blackboard (MOST), AS400, PowerSchool, Data Director, Follett Library software, and other education software offerings. Additional MISD provided training (for teachers and administrators), technology consultations, curriculum support, assistive technology (AT) resources, and distance learning (DL) also serve as important collaborative efforts to provide the greatest educational opportunities for the students of Center Line.

Section 11 – Technology Infrastructure, Design, and Needs

11.1 Current Technology Infrastructure

<table>
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<tr>
<th>Hardware</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Connectivity</td>
<td>Center Line Public Schools maintains, via support contract, a wide area fiber network (WAN) which connects all buildings with 12 strands of fiber. The fiber optic backbone has been used to increase communications, ease maintenance and provide for future expandability. With the speed of the fiber network, teachers and students are able to share resources and collaborate between buildings and now receive full access to the internet from all networked computers. The district maintains a variety of switches and routers to maintain connectivity between buildings and classrooms (see diagram, p34). The routers and switches include lifetime warranty replacement. Planning is in place to add a wireless infrastructure to all district buildings.</td>
</tr>
<tr>
<td>Telecommunications</td>
<td>A traditional telephone system (POTs) converted to digital and transmitted over the fiber network is available in each building. Each classroom has access to a telephone and “mobile voicemail” box that can be accessed from any room or computer.</td>
</tr>
<tr>
<td>Computers</td>
<td>The district currently operates 1050 computers for student, teacher, and support staff access. Through the Strategic Plan, Center Line Public Schools have implemented a process to evaluate and recommend the upgrades to keep technology current and relevant to the learning process. Typically, the district tries to maintain up to an eight (8) year upgrade plan for personal computers and up to a five (5) year upgrade plan for servers. These plans, however, are subject to change due to fiscal constraints. Plans are in place to expand the district computer footprint and increase the computer-to-student ratio.</td>
</tr>
<tr>
<td>Video Systems</td>
<td>Video in the classroom is facilitated via school-wide coax-based broadcast system. It is enhanced in many classrooms with available DVD and VCR players, as well as online streaming resources (Discovery Streaming, YouTube for Schools, Khan Academy, ...). Planning is in progress for a video distribution system to replace the current video infrastructure.</td>
</tr>
</tbody>
</table>
Building Level Descriptions

**Elementary**
In our four elementary schools we have installed a local area network (LAN). A typical classroom contains one to five networked computers, a laser printer shared between four rooms, a wall mounted TV with a VCR and a phone. In classrooms that have fewer than five computers, wireless laptop carts are available to deliver computer access to the entire class.

The decision as to how technology is rolled out in a building is facilitated through a collaborative process between the teachers, Principal, and the Director of Instructional Technology.

The district has implemented a common desktop of software to provide a stable environment for students and staff. Currently, the common desktop includes: MS Office, MS Publisher, Internet Explorer, Kidspiration, Accelerated Reader, Star Reading, Math Blasters, Lexia Phonics Based Reading, Science Discovery Works, McGraw Hill Phonics, Michigan Games, Write Out Loud, Co-Writer and Stories and more.

**Secondary**
In the middle school as well as the high school, we have installed one computer per classroom to be used for grading, attendance, email and student uses. While classroom computers are not available for student use, Center Line Public Schools has implemented a lab based system for general education.

At Wolfe Middle School, there are three computer labs. One of the labs is used primarily for the technology classes, the second is a Vocational Education Lab and the third is used on a check-out basis. The check-out lab has direct access to the media center. The media center also is equipped with 12 computers that have access to the internet. Four (4) laptop carts are available to facilitate additional classroom or lab-style instruction.

The Center Line High School currently has a total of four computer labs for general and business education, five science labs that are equipped with computers with access to scientific probes and two vocation education labs with access to visual imaging and multimedia editing software. In addition to these labs, students have access to computers in the Media Center. Five (5) laptop carts are available to facilitate additional classroom or lab-style instruction.

**System Interoperability**
It is important that each of the district systems work together and operate efficiently. To help facilitate this, all technology purchases will be made in conjunction with the Technology Director’s knowledge and approval. The Technology Director will make sure that the technology purchased will be interoperable with the district network and systems. The Technology Director will also create standards by which technology will be uniform for ease in maintenance and usability.
Technical Support
Center Line Public Schools has implemented a tiered structure of technical support for staff. When a technical problem arises, the following steps are followed:

1. The staff member first performs a cursory inspection to see if the problem is fixable. For example, the user will check to make sure all cables are plugged in, etc.

2. If the problem is still unresolved, building identified personnel will try to resolve the problem.

3. If the problem is still unresolved, an online Technology Support Request is submitted to the Technology Department and/or Curriculum Department depending on the issue. It is then assigned to a technician who will work on the problem until resolved.

User/support groups have been developed at the local, county, and state wide level to help with the implementation of new and existing technologies. Examples of these groups are ITAC (MISD), MTAC (MISD), Power School Liaisons (MISD), and NCREL Participants Council. Additional collaboration comes from participation in the MDE-TECHC ListServ, MAEDS Professional Development, and MACUL Educational Sessions.
Technology Support Roles

<table>
<thead>
<tr>
<th>Technology</th>
<th>Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Instructional Technology</td>
<td>Director of Curriculum, Data, and Title</td>
</tr>
<tr>
<td>Systems/Network Administrator</td>
<td>Pupil Services/Student Data Coordinator</td>
</tr>
<tr>
<td>IT Support Specialist</td>
<td></td>
</tr>
<tr>
<td>Temporary / Part-Time / Seasonal Support</td>
<td></td>
</tr>
</tbody>
</table>

11.2 Technology Needs

The next three years will pose a great fiscal challenge in regards to technology projects. The following are some plans to expand the resources available to staff and students (*note: projects are not grouped by importance, but are assigned numbers for differentiation in this plan*):

Project 1 (ongoing) – Scheduled Computer Upgrades

Traditionally, Center Line Public Schools have attempted to maintain a 5-year replacement cycle on district hardware. Due to fiscal challenges, replacement cycles are reviewed annually with the budget and finance department to determine if maintaining the replacement cycle for the year is feasible. Unfortunately, due to budget constraints, replacement cycles have been extended far beyond warranties.

In order to get end-of-life systems replaced (some as old as 13-years), Center Line has looked to off-lease, refurbished, donated, and grant-provided equipment to fill a gap left by shrinking general funds. This process will continue annually.

In 2012, we replaced over 300 machines with 2-3 year old “off lease” hardware. This hardware comes with a major price advantage over buying new and is much more serviceable than our current hardware fleet.

Project 2 (2012-2013, ongoing thereafter) - Print Management

In 2012, Center Line started a 5-year cycle for Laser Print management. All Multi-function Copiers and Laser printers will be managed, maintained, monitored, and supported by a third party. The plan should save Center Line Public School approximately $20,000 a year over previous print solutions.

This savings can be increased with additional features (print quota, print release, print tracking...) that will be implemented in later years of the project.
Project 3 (2012) – New Computer Labs

The district is considering a comprehensive web-based assessment system (NWEA, AMSWeb, DIBELS Next,…) that would be used district wide. This system would provide real-time analysis of test data for administrators and teachers. This information would be used to make instructional adjustments at the classroom and district level. If the district adopts this assessment system, we anticipate teachers will begin using this program in 2012-2013, with training being provided to teachers prior to implementation.

Each building is receiving a new computer lab in 2012 that will serve multiple purposes, including for use with the new in-house assessment system and increased technology instruction. At the elementary level, the new labs will enable technology “as a special” and complimentary to current specials (art, gym, music, library,…). At the secondary level the labs will be housed in the media centers and will allow greater student access to the Internet. The labs will also be available for checkout by instructional staff for enhanced classroom instruction.

Project 4 (ongoing) – Virtual Academy

Center Line Public School virtual academy, Academy 21, began in 2012. The academy allows for virtual courses to be taken for high school credit and is available for Macomb County students as option to traditional classroom instruction. A student can learn at his or her own pace, and earn credit towards graduation. For students on long term school leave, the academy presents one of the few area options for continuing the education process outside of school grounds. The academy also enrolls advanced placement students to earn additional credits faster than at the traditional classroom pacing.

Each year the academy purchases new hardware (mobile devices with Internet access). After one year, the old hardware is cycled into the traditional school buildings and serves as part of the district hardware replacement plan. Expected growth for Academy twenty one: 150 students in year 2 (2012-2013), 200 students in year 3 (2013-2014), and 300 in year 4 (2014-2015)

Project 5 (2012-2014) – Migration to Microsoft Server / Windows 7

Center Line Public Schools has been a Novell Netware district for over 2 decades. Novell has always enjoyed a cost advantage over Microsoft in the file server space (Netware/E-Directory vs. Windows Server/Active Directory) and the E-mail space (GroupWise vs. Exchange). Unfortunately, many modern hardware and software products do not easily integrate with Novell Netware and GroupWise, which has facilitated the need to migrate to a more flexible platform. With the launch of Microsoft’s EES program (Educational Enrollment Services) and the rise of free e-mail and collaboration services such as Live@EDU and Google Apps, pricing for an Active Directory-based infrastructure is now very similar to the aging traditional file and print structure provided by Novell Netware. It is expected that the migration will take 2-3 years to get all buildings, users, and students off of Novell E-Directory and transitioned to Microsoft Active Directory. During the server transition, all district hardware will be migrated from Windows XP to Windows 7.

Project 6 (2013-2014) – E-mail/Cloud Storage Migration

As a separate component of the move to Microsoft Active Directory, Center Line is exploring free online collaboration options from Google (Google Apps for Education) and Microsoft (Live@EDU, Office365, Skydrive). Migration to one of these tools will allow for student e-mail accounts and additional online and collaborative instruction.
Project 7 (2012-2014) – New Backup / Archiving Solution

Center Line’s current archiving solution is a combination of many different methods depending on the system. Center Line is exploring a unified backup program with an offsite storage option. This new system will facilitate easier recovery and a more reliable archival solution that will meet or exceed federal, state, and local compliance rules for data retention.

Project 8 (TBD) – Wireless Infrastructure Deployment

In order to allow greater access to Internet resources, and facilitate more flexible classroom instruction – including “learning anywhere” in a building, one-to-one computing, and bring-your-own-device initiatives – Center Line Public Schools will need a wireless infrastructure. Implementation of such a network will depend on available funds. Some of the costs can be offset by participation in the USF/E-Rate program.

Project 9 (TBD) – Filter/Security Overhaul

Center Line Public Schools have a collection of older, non-unified security solutions designed to keep students safe, prevent network attacks and outages, and monitor network activity. None of our current systems are easy to use and none of our current security solutions “talk with one another.” The current infrastructure requires significant administrative overhead to maintain. A unified security solution with custom monitoring and reporting will help to cut down on administrative time in management of network security functions. It will also help to insure strong compliance with CIPA and other safety regulations.

Project 10 (TBD) – Security Camera Expansion

Safety is a large concern in all the district buildings. Only the High School has a large security camera footprint. Center Line would like to expend their camera infrastructure to all district buildings. Doing so will increase safety for students and staff district wide.

Project 11 (ongoing) – Communication Systems Refresh

The communications systems include the district website (to be updated in 2012), phone system (TBD), notification systems (to be automated in 2012-2013), and TV channel (reviewed annually for upgrade options). All systems are in need of updates to function more smoothly as a whole. The telephone system in particular will need to be updated in order to comply with new emergency caller identification legislation.

Since student achievement is Center Line Public Schools number one goal, the management, implementation, and upgrade for communication systems has taken a backset to technology initiatives that directly impact students. Budgetary concerns are also high with communications systems.
Project 12 (2013 - TBD) – Classroom Technology Integration

Very few classrooms in Center Line feature modern classroom technology tools. Budget depending, Center Line would like to integrate mounted digital projectors and document cameras into all classrooms. Beyond these two critical components for instruction, interactive features, classroom audio, response systems, tablets, and other collaboration tools will be explored.

Support Needs

Center Line Public Schools anticipate growth of 500-1000 new devices over the next 3-5 years. This amount of technology will stress an already short-staffed environment. A new support model or additional staffing may be necessary to adequately support the additional devices.

One-to-one computing programs, including Center Line’s Virtual Academy (“Academy 21”), and new in-house assessments labs (NWEA), will place additional stress on a support system already doing more with less.

Fiscal challenges may not allow for additional staff, however, it is recommended that Center Line Public Schools explore new support roles, such as

- **Communications Manager** – role dedicated to support of all notification systems (phone, TV, and e-mail), public communications, and timelier website updates.
- **Virtual / One-to-One Support Technician** – role dedicated to support of any One-to-One or specialized lab environments. Such environments would otherwise pull support resources away from the traditional instructional support spaces.
- **College Interns / Seasonal Support** – brought in seasonally for specific projects and deployments

11.3 E-Rate Product and Service Requests

Priority 1 – Telecommunications and Connectivity

Center Line Public Schools has applied for and will continue applying for universal service discounts under the universal service support mechanism, E-Rate, for “Priority 1” items including telecommunications, internet access, and Integrated Services Digital Network (ISDN) PRI circuits that will be used to enable telephone service and distance-learning experiences.

Priority 2 – Connectivity-based Infrastructure Projects

*Network Operating System and Connectivity Licenses* – such licenses allow students and staff to store and share assignments. Director Services and system access also facilitates backup, collaboration, and content delivery, as well as, safe access to Internet resources.

*E-Mail Software Enhancements* – With expected expansion to the e-mail system to include students comes the responsibility to keep student e-mail communications safe. Software can be used to accomplish e-mail safety goals and filter language, adult content, bullying, and similar safety concerns.
**Wireless Infrastructure** – In order to allow greater access to Internet resources, and facilitate more flexible classroom instruction – including “learning anywhere” in a building, one-to-one computing, and bring-your-own-device initiatives – Center Line Public Schools will need a wireless infrastructure. Implementation of such a network will depend on available funds. Some of the costs can be offset by participation in the USF/E-Rate program.

**Media Streaming Infrastructure** – Media streaming will modernize content delivery in the classroom. It opens up access to more Internet resources that have already been pre-screened for educational purposes. Implementation of such a system depends on the availability of digital projectors and other district infrastructure needs. Some of the costs can be offset by participation in the USF/E-Rate program.

**Network Security Appliances** – Maintaining access to Internet resources is critical to the educational process. Center Line Public Schools have a collection of older, non-unified security solutions designed to keep students safe, prevent network attacks and outages, and monitor network activity. None of our current systems are easy to use and none of our current security solutions “talk with one another.” The current infrastructure requires significant administrative overhead to maintain. A unified security solution with custom monitoring and reporting will help to cut down on administrative time in management of network security functions. It will also help to insure strong compliance with CIPA and other safety regulations. Some of the costs can be offset by participation in the USF/E-Rate program.

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**Section 12 – Increase Access**

Center Line Public Schools Special Education Department evaluates the need for assistive technology (AT). The Director of Special Education works with the Technology Department in finding the least restrictive learning environment for each student. CLPS is committed to helping all students reach their potential and technology will continue to be available for all of our population. Additional assistive technology support is available from the Macomb Intermediate School District (MISD).
13.1 Projected Technology Department Budget

<table>
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<td>Communication &amp; Fiber Maintenance</td>
<td>51298</td>
<td>53298</td>
<td>54000</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>658383</td>
<td>678468</td>
<td>689805</td>
</tr>
</tbody>
</table>

* New Hardware Acquisition is scheduled based on funding availability. Funds may come from multiple sources: general, grants, USF/E-Rate, bonds, millage, donations, or other funding sources.

** Educational Software and Curriculum support are budgeted under Curriculum

13.2 Projected Technology Department Timetable

<table>
<thead>
<tr>
<th></th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Continue with Schedule Upgrade Plan</td>
</tr>
<tr>
<td></td>
<td>○ Replace 8-9 year old “Gateway” instructional computers (for students/teachers) and laptop carts</td>
</tr>
<tr>
<td></td>
<td>○ Build out of new labs for NWEA assessment, technology instruction (elementary schools), and coursework (secondary schools)</td>
</tr>
<tr>
<td></td>
<td>○ Refresh and expansion of Virtual Academy (2-year cycle per carrier contract)</td>
</tr>
<tr>
<td></td>
<td>○ New Backup/Archive infrastructure (and software)</td>
</tr>
<tr>
<td></td>
<td>○ Wireless Infrastructure (Phase One, common areas)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Continue with Scheduled Upgrade Plan</td>
</tr>
<tr>
<td></td>
<td>○ Replace remaining laptop carts and access points</td>
</tr>
<tr>
<td></td>
<td>○ Replace any “Compaq” or “Gateway” computers not part of instructional refreshes (2011-2013)</td>
</tr>
<tr>
<td></td>
<td>○ Classroom Technology Integration (Secondary Schools)</td>
</tr>
<tr>
<td></td>
<td>○ Filter/Security Refresh and Upgrade</td>
</tr>
<tr>
<td></td>
<td>○ Security Camera Expansion</td>
</tr>
<tr>
<td></td>
<td>○ Wireless Infrastructure (Phase Two, complete campus)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2014-2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Classroom Technology Integration (Elementary Schools)</td>
</tr>
<tr>
<td></td>
<td>○ Refresh and expansion of Virtual Academy (2-year cycle per carrier contract)</td>
</tr>
<tr>
<td></td>
<td>○ Telephone System Refresh</td>
</tr>
<tr>
<td></td>
<td>○ Media Streaming Deployment</td>
</tr>
</tbody>
</table>

*Note: Actual timetable depends on budget and available funding sources (see Section 13.1)*
Section 14 – Coordination of Resources

Center Line Public Schools has a history of seeking and receiving funding to further the educational process. Center Line Public Schools will continue to pursue grants and collaborations beyond the normally appropriated budgets.

Examples of these efforts are as follows:

**REMC** - Center Line Public Schools uses the REMC pricing as a standard for all purchases. The School Board has adopted a policy that allows the district to use the REMC pricing as the competitive bid process.

**Universal Service Fund (USF) / “E-Rate”** - Center Line Public Schools has applied for and will continue applying for universal service discounts under the universal service support mechanism, E-rate, which is a federal program created to provide discount reimbursements and assist most schools and libraries with obtaining affordable technologies, including telecommunications, internet access, Integrated Services Digital Network (ISDN) PRI circuits that will be used to enable telephone service and distance-learning experiences. Discounts are based on an individual schools’ enrollment in the National School Lunch program. Center Line Public Schools anticipates obtaining approximately 81% annual average reimbursement from E-rate for telecommunications costs during the course of this plan. CLPS has also applied for Internal Connections reimbursements for upgrading the infrastructure to Wireless.

**MISD Consortium** - The district, as a member of the Macomb ISD Technology Consortium, will utilize Internet Access and telecommunications services provided through this Consortium to support its mission. The Consortium will seek E-Rate funding discounts to provide Internet Access and Telecommunications Services to its members. The Internet Access acquired by the Consortium and delivered to each member district through the Macomb County fiber wide area network will provide appropriate throughput, latency, and reliability to meet each member district’s educational services needs. The telecommunications services to be acquired by the Consortium will include Digital Transmissions Services, including but not limited to, Integrated Services Digital Network (ISDN) PRI circuits that will be used to enable distance-learning experiences for member districts.

**Grants** - Center Line Public Schools will continue to seek out federal and state grants that will help in implementing our long-range technology plan. Any grant funds received will be disbursed according to the goals and objectives outlined in our technology plan. Accordingly, our plan will evolve as new technologies arise. To avoid duplication of funds, we will consistently update our technology plan to reflect technologies that have been acquired. The following are examples of grants obtained to further the technological plans of Center Line Public Schools.

1. **All Students Achieve Program (ASAP)** – This grant allowed the district to provide many workshops for teachers and aides to help in the literacy process. The Literacy Coaches, who support all teachers and are integral in the *Begin with Me* ([www.beginwithme.misd.net/](http://www.beginwithme.misd.net/)) process, were originally hired through this grant.

2. **Center Line Education Foundation Grants** – Center Line’s Educational Foundation awards grants for items that enhance instruction or the educational experience. Grants involving technology have been awarded in the past for creative projects including music and literacy with iPods, storytelling with iPads, literacy building with e-Readers, science demonstration with Document Cameras, and interactive instruction.
Section 15 – Evaluation

15.1 Technology/Curriculum Integration Assessments

The Technology Committee will annually review the Technology Plan. The committee will be chaired by the Technology Director and members will consist of administrators, teachers and support staff from the district. In the annual review, the committee will evaluate the effectiveness of the plan and note areas that are not accomplished or need to be addressed. The committee will also make recommendations for updating the plan.

For additional effectiveness in monitoring the plan, Center Line Public Schools is considering a comprehensive web-based assessment system (such as, DIBELS next, AMSweb, NWEA) that would be used district wide. This system would provide real-time analysis of test data for administrators and teachers. This information would be used to make instructional adjustments at the classroom and district levels. If the district adopts this assessment system, we anticipate teachers will begin using this program in 2012-2013, with training being provided to teachers prior to implementation.

15.2 Student Achievement Assessments

The district utilizes PowerSchool for student records including teacher grade books, report cards, attendance, and a multitude of other student data. PowerSchool is integrated with Data Director to provide access to updated class lists and assessment results. Support for both systems is provided by the MISD.

Sections 16 – Technology Use and Safety Policies

16.1 Internet Filtering / CIPA Compliance

Internet Filtering
When used properly and safely, the Internet is an indispensable tool in the educational process. When used improperly or unsupervised, there are many dangerous and disruptive elements to students and to the learning process. Center Line Public Schools utilizes an Internet Content Filter to aid in the prevention of such elements.

In compliance with the Children’s Internet Protection Act (CIPA), the filter is designed to block content that is

a) “Obscene;
b) Child Pornography; or
c) Harmful to Minors (for computers that are accessed by minors).”

For this reason, and to comply with the Children’s Internet Protection Act (CIPA), Center Line Public Schools requires all employees and students to sign our Acceptable Use Policies (see Section 16.2). To help minimize (not eliminate) the risk, CLPS has also invested and installed a content filter for all Internet access.
The system that is employed comes from CIPAFilter (www.cipafilter.com). This system is a “best effort” in preventing undesirable content while not interfering with educational content (required by CIPA). The system will block most obscene, pornographic, violent, explicit, gambling, certain “how to”, and other sites deemed dangerous to minors and the educational process. It also attempts to block “filter bypass” technologies. Center Line Public Schools also holds the right to block sites considered to be highly distracting to instruction including, personal “free” email systems, chat rooms, and gaming sites.

Center Line Public Schools recognizes the power of social network sites such as YouTube, Facebook, and Twitter. However, specific pages on these recreational social networking sites will be blocked if they become a distraction to the instructional process, and the sites may be blocked completely during testing periods. Center Line Public Schools recognizes that while individual pages on Facebook, Twitter, or MySpace might be potentially harmful to minors, these sites are not in and of themselves “harmful to minors.” As a result, they do not fall into a category of websites that must be blocked. However, these can be distracting to students, so every attempt will be made to allow sites of educational Interest on social networking systems to be visible, while non-educational social sites will be blocked.

Other Child Protection Acts and Responses

In compliance with the Broadband Data Improvement Act of 2008 and its 2011 amendment and revision, Protecting Children in the 21st Century, Center Line Public Schools will maintain:

1. An Internet Safety Policy (see Section 16.2)
2. Provide education to students focused on awareness that includes:
   a. Internet safety;
   b. Appropriate on-line behavior,
   c. Interacting with other individuals on social website, and
   d. Cyber-bullying

Programs focused on awareness in which Center Line Public Schools have participated include:

   I. Michigan’s Cyber Safety Initiative: www.michigan.gov/csi
   II. Rachel’s Challenge: http://www.rachelschallenge.org/
16.2 Technology Use and Safety Policies

Use of Technology Statement

CLPS INFORMATION TECHNOLOGY NOTICE  
(Must be reviewed with your class and posted for entire year)

The purpose of this notice is to provide guidance to our employees and students in the appropriate use of our information technology resources. These resources are valuable and must be used with care and respect. Moreover, all employees and students must be aware that there are local, state, and federal laws which govern our activities when we use information technology.

Any employee or student who is provided, or has access to our computer network system may use this computer network system for work specifically authorized as part of the instructional and/or administrative function. (Network - includes our internal as well as internet access)

Appropriate use should always reflect academic honesty, high ethical and moral responsibility and show restraint in the consumption of shared resources. Appropriate use demonstrates respect for intellectual property, ownership of data and system security mechanisms.

Access to computer systems and networks owned or operated by Center Line Public Schools imposes certain responsibilities and obligations and is granted, subject to school policies, local, state and federal laws.

NETWORK PRIVACY AND ETIQUETTE

Any person who has the privilege of using our Information Technology equipment is expected to abide by generally accepted rules of privacy and etiquette.

- Our electronic mail (e-mail) and voice-mail is not private
- Be Polite - Be Brief - Use Spell Check - Don’t Attack
- Use appropriate language - you are a representative of our school district on a non-private system - Never swear, use vulgarities or other inappropriate language. Illegal activities of any kind are prohibited and must be reported to authorities.
- Center Line Public Schools has the right to log use and monitor fileserver space utilization. The district may (without any prior consent), view any data or files that exist on our computer network system.
- User access may be removed or restricted, to prevent unauthorized or illegal activities.
- All employees and students must abide by the terms of all Software Licensing Agreements. Absolutely no software piracy will be tolerated.
- Users must not attempt to circumvent data protection schemes or uncover security loopholes on our computer network systems or any remote computer network systems.
- Users may not copy, change or delete any person’s files or software without permission of the owner.
- Never send any information by e-mail that you would not want to see distributed.
SYSTEM SECURITY

Actions that cause the telephone system, voice-mail system, computer systems or networks to fail or to become significantly impaired are absolutely forbidden.

Absolutely no physical abuse or theft of equipment, wiring, software, or data will be tolerated.

Absolutely no misuse of the telephone system, the voice-mail system, computer systems, the computer network, or other systems on the network will be tolerated. This includes, but is not limited to: breaking into, halting, slowing down, or breaching security of any of these systems. In particular, introduction of any of a range of programs know as computer viruses, Trojan horses, or worms is expressly forbidden.

Users must not attempt to/or modify in any way a program that has been installed on our system.

A user may not attempt to/or modify, the date, user identity or location of the machine that is being used.

Any violation of these procedures will subject the person to appropriate discipline, up to and including suspension, discharge and/or request for civil or criminal sanction.

(CLPS Use of Technology Statement)
CLPS ACCEPTABLE USE AGREEMENT (STAFF)

1. The user exercising his/her right to use any hardware or software as an educational resource shall also accept the responsibility for the preservation and care of that hardware and/or software.

2. Users shall only use their own user I.D. and password to access the network. You may not allow others to use your password to access the network.

3. Use of information systems must be in support of education, and consistent with the purposes of the Center Line Public Schools.

4. Accessing network resources outside your current lab, is prohibited. This includes but is not limited to: other labs, other file servers or other school district network systems.

5. Unauthorized access or connection to district resources is prohibited. (i.e. connecting personal computers to the network without permission)

6. Use of Center Line’s Information systems for political, organizational, and/or commercial use, is strictly prohibited without prior written consent from the School Board and the Superintendent.

7. Modifications to our system or equipment is prohibited except by district authorized personnel. This includes, but not limited to installing or deleting programs, modifying program set-ups, installing added hardware (modems, memory, sound cards, etc.), and changing configuration and start-up files.

8. Federal, state and school policies prohibit the copying of software. All software to be loaded on district owned equipment must be approved and owned by the district. (For further information review school board policies and regulations concerning these issues).

9. It is the user’s responsibility to keep programs of a viral nature off any school equipment. The user will be held accountable for any deliberate attempts at knowingly installing and/or running a computer virus.

10. Software previews and purchases are to be coordinated through the Technology office. Vendors wishing to demo a program may NOT install software or equipment on school computers. (Any installation must be authorized by the Technology office)

11. Center Line Public Schools reserves the right to log use and to monitor utilization of fileserver space.

12. Center Line Public Schools, in order to preserve the integrity or operational state of the network, may find it necessary to look at, without your prior consent, any data or files that exist on district systems.

13. CENTER LINE SCHOOLS RESERVES THE RIGHT TO REMOVE OR RESTRICT A USER ACCOUNT ON THE NETWORK TO PREVENT FURTHER UNAUTHORIZED ACTIVITY.

PRINT YOUR NAME    STAFF SIGNATURE                          (Date)
Acceptable Use Agreement (Student) – To be replaced/combined with NEOLA 7540.03 (see page 49)

---

**Student Name:**

**Building:**

**Grade:**

1. The user exercising his/her right to use any hardware or software as an educational resource shall also accept the responsibility for the preservation and care of that hardware and/or software.

2. Users shall only use their own user I.D. and password to access the network. You may not allow others to use your password to access the network.

3. Use of information systems must be in support of education, and consistent with the purposes of the Center Line Public Schools.

4. Accessing resources not specific for classroom or educational use is strictly prohibited.

5. Unauthorized access or connection to district resources is prohibited (i.e. connecting personal computers to the network without permission).

6. Use of Center Line's information systems for political, organizational, and/or commercial use, is strictly prohibited without prior written consent from the School Board and the Superintendent.

7. Modifications to our system or equipment are prohibited except by district authorized personnel. This includes, but not limited to, installing or deleting programs, modifying program set-ups, installing hardware (modems, memory, sound cards, etc.), changing configuration and start-up files, and circumventing internet filtering software.

8. Federal, state and school policies prohibit the copying of software and all copyrighted media. All software to be loaded on district owned equipment must be approved and owned by the district. (For further information review school board policies and regulations concerning these issues.)

9. It is the user's responsibility to keep programs of a viral nature off any school equipment. The user will be held accountable for any deliberate attempts at knowingly installing and/or running a computer virus.

10. Software previews and purchases are to be coordinated through the Technology office. Vendors wishing to demo a program may **NOT** install software or equipment on school computers. Any purchase and installation must be authorized by the Technology Office.

11. Center Line Public Schools reserves the right to log network use, internet use, and to monitor utilization of fileserver space.

12. Center Line Public Schools, in order to preserve the integrity and/or operational state of the network, may find it necessary to look at, without your prior consent, any data or files that exist on district systems.

13. CENTER LINE SCHOOLS RESERVES THE RIGHT TO REMOVE OR RESTRICT A USER ACCOUNT ON THE NETWORK TO PREVENT FURTHER UNAUTHORIZED ACTIVITY.

14. Violations of this policy will be dealt with according to terms set forth in the Center Line Public Schools' Student Code of Conduct.

*Examples of Acceptable Use Agreement Violations Listed on the Reverse Side*

<table>
<thead>
<tr>
<th>Print Student’s Name:</th>
<th>Student Signature:</th>
<th>Grade:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print Parent’s Name:</td>
<td>Parent Signature:</td>
<td></td>
<td>Date:</td>
</tr>
</tbody>
</table>
EXAMPLES OF RESPONSIBLE/AcCEPTABLE USE AGREEMENT VIOLATIONS
(or UNACCEPTABLE USE EXAMPLES)

Rule 1 Example: Jenny purposely damages the headphones and the keyboard of her workstation in attempt to get out of an assignment for the day. This type of destruction goes against the proper “preservation and care” of district systems. It is a violation of Rule 1, and Jenny may be required to pay for the damaged equipment as outlined in the Student Code of Conduct.

Rule 2 Example: Jim forgot his login I.D. and really needs to log on to the network to finish an assignment. Rather than ask for a password reset, Jim asks Jenny, the student next to him, to log in to the system. This is a violation of the use agreement. You should only use your own credentials to log in to the system. You should never give out your I.D. and password to another student.

Rules 3, 4, 7, 8 Example: Tony downloads a Game Boy emulator and games ROMs to play on the district computer on which his is logged on. This violates several rules in the use policy. First, rules 3 and 4 are violated because a Game Boy emulator is does not support education and is not specific for classroom education. Next by downloading and running the software, Tony is in violation of rule 7. Furthermore, the ROMs downloaded may be under copyright. Not only does this violate acceptable use rule 8, but it also may violate federal copyright laws. Possession of unlicensed copies of copyrighted work violates federal copyright laws and may include: Software, E-Books, Music (MP3s), and Movie files. For more information on copyright laws see the following sites:

- Copyright Overview: http://www.copyright.gov/title17/ (Chapters 10 – 13 are especially applicable)

Summaries:
- http://en.wikipedia.org/wiki/Digital_Millennium_Copyright_Act
- http://en.wikipedia.org/wiki/NET_Act

Rule 7, 8, and 9 Example: Tina launches a file sharing client and downloads a movie. The movie is infected with virus and spreads to other computers in the district. Launching the file sharing client violates rule 7. Rule 8 is violated by copying the movie. A work in digital format shall be considered copyrighted software and policies prohibit copy of copyrighted materials. Rule 9 is violated by the download of the virus-infected movie. It is estimated that 80% of pirated materials contain hidden “extras”, such a viruses, computer Trojans (fake files), or worms. Use of pirated software presents a huge risk to district computer and your home computers as well.

Rule 10 Example: Jerry finds a cool piece of software that is free and he thinks it would be good for his computing class. He shares the software with his instructor who agrees, and asks Jerry to install to all computers in the classroom and give it out to classmates for home use. This is a tricky rule because the software is free, but there are different types of free licenses. Some licenses are free only for personal use, not distributed use. The software itself may not be illegal. The real issue here is that the Technology Office needs to know and approve the install of any software that will run on district computers. If the software crashes computer systems, free or not, that creates downtime for the district. The free software very well might be approved, so have your instructor submit a request for approval. (Note: submitting a request for software approval does not guarantee approval)

Rule 11 Example: A weekly data script run by Center Line Public Schools finds over 1000 illegal mp3 files in student directories on the district network. Per Rule 11, a report is given to school principals with names of all students with illegal content.
STUDENT NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY

Advances in telecommunications and other related technologies have fundamentally altered the ways in which information is accessed, communicated, and transferred in society. Such changes are driving the need for educators to adapt their means and methods of instruction, and the way they approach student learning, to harness and utilize the vast, diverse, and unique resources available on the Internet. The Board of Education is pleased to provide Internet services to its students. The Board encourages students to utilize the Internet in order to promote educational excellence in our schools by providing them with the opportunity to develop the resource sharing, innovation, and communication skills and tools which will be essential to life and work in the 21st century. The instructional use of the Internet will be guided by the Board’s policy on Instructional Materials.

The District’s Internet system has not been established as a public access service or a public forum. The Board has the right to place restrictions on its use to assure that use of the District’s Internet system is in accord with its limited educational purpose. Student use of the District’s computers, network, and Internet services (Network) will be governed by this policy and the related administrative guidelines, and the Student Code of Conduct. The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the Network. Users have no right or expectation to privacy when using the Network including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity while on the Network.

The Internet is a global information and communication network that provides students and staff with access to up-to-date, highly relevant information that will enhance their learning and the education process. Further, the Internet provides students and staff with the opportunity to communicate with other people from throughout the world. Access to such an incredible quantity of information and resources brings with it, however, certain unique challenges and responsibilities.

First, and foremost, the Board may not be able to technologically limit access, to services through the Board’s Internet connection, to only those services and resources that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, will open classrooms and students to electronic information resources which have not been screened by educators for use by students of various ages.
Pursuant to Federal law, the Board has implemented technology protection measures which block/filter Internet access to visual displays that are obscene, child pornography or harmful to minors. The Board utilizes software and/or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. Nevertheless, parents/guardians are advised that a determined user may be able to gain access to services on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents/guardians may find inappropriate, offensive, objectionable or controversial. Parents/Guardians assume risks by consenting to allow their child to participate in the use of the Internet. Parents/Guardians of minors are responsible for setting and conveying the standards that their children should follow when using the Internet. The Board supports and respects each family’s right to decide whether to apply for independent student access to the Internet.

The technology protection measures may not be disabled at any time that students may be using the Network, if such disabling will cease to protect against access to materials that are prohibited under the Children’s Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

Pursuant to Federal law, students shall receive education about the following:

A. safety and security while using e-mail, chat rooms, social media, and other forms of electronic communications

B. the dangers inherent with the online disclosure of personally identifiable information,

C. the consequences of unauthorized access (e.g., "hacking") cyberbullying and other unlawful or inappropriate activities by students online, and

D. unauthorized disclosure, use, and dissemination of personal information regarding minors

Staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above. Furthermore, staff members will monitor the online activities of students while at school.

- Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.
Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of the Internet. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response. All Internet users (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

Students and staff members are responsible for good behavior on the Board’s computers/network and the Internet just as they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are often public in nature. General school rules for behavior and communication apply. The Board does not sanction any use of the Internet that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines.

- Students shall not access social media for personal use from the District’s network,
- but shall be permitted to access social media for educational use in accordance with their teacher’s approved plan for such use.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users granted access to the Internet through the Board’s computers assume personal responsibility and liability, both civil and criminal, for uses of the Internet not authorized by this Board policy and its accompanying guidelines.

The Board designates the Superintendent and school administrators as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to the use of the Network and the Internet for instructional purposes.

P.L. 106-554, Children’s Internet Protection Act of 2000
P.L. 110-385, Title II, Protecting Children in the 21st Century Act
18 U.S.C. 1460
18 U.S.C. 2246
18 U.S.C. 2256
47 C.F.R. 54.520

Revised 04-23-12
GG-PGP-HN-EK/cmb
Harassment, Bullying, and Cyber Bullying Statement

Center Public Schools will strive to provide a safe environment for all students, staff, parents, and community members that is conducive to the learning process. Harassment of students prevents the goal of a safe environment. Harassment, in any form, will not be tolerated and is prohibited within Center Line Public Schools.

**Harassment:**
Harassment is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact an individual’s educational, physical, or emotional wellbeing. This would include harassment based on any of the legally protected characteristics, such as sex, race, color, national origin, religion, height, weight, marital status, or disability. This policy, however, is not limited to these legal categories and includes any harassment that would negatively impact any student or person associated with Center Line Public Schools. This would include such activities as bullying and cyber bullying, and other disruptive behaviors. The terms of this statement will apply to all activities on school property and to all school-sponsored activities whether on or off school property. Statement with regards to harassment and bullying will also appear in board policies and Student Handbooks, and will be discussed with students each fall.

**Bullying:**
Bullying is a form of harassment. “Bullying” can be defined as: “the repeated intimidation of others by the real or threatened infliction of physical, verbal, written, electronically transmitted, or emotional abuse, or through attacks on the property of another. It may include, but not limited to, actions such as verbal taunts, name-calling and put-downs, including ethnically based or gender based verbal put-downs, extortion of money or possessions, and exclusion from peer groups within school.” Such conduct is disruptive of the educational process and, therefore, bullying is not acceptable behavior within Center Line Public Schools, and is prohibited. Students who engage in any act of bullying while at school, at any school function, in connection to or with any district sponsored activity or event, or while traveling to or from school are subject to disciplinary action, up to and including suspension or expulsion. This statement shall not be interpreted to prohibit a reasoned and civil exchange of opinions or debate that is protected by state or federal law.

**Cyber Bullying**
Cyber bullying includes, but is not limited to the following misuses of technology: “harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful email messages, instant messages, text messages, digital pictures or images, or website postings, including blogs and social networks.” It is also recognized that the author (poster or sender) of the inappropriate material is often disguised (logged on) as someone else. The Center Line Public Schools shall fully investigate all reports of cyber bullying. In situations in which the cyber bullying originated from a non-school computer, but brought to the attention of school officials, any disciplinary action shall be based upon whether the conduct is determined to be severely disruptive of the educational process so that it severely interrupts the day-to-day operations of a school. In addition, such conduct must also violate a publicized school policy (for example: acceptable use policy, student handbooks, internet safety policy). Such conduct includes, but is not limited to, threats, or making a threat off school grounds, to kill or hurt a teacher or student. Disciplinary action may include, but are not limited to, the loss of computer privileges, detention, suspension, or expulsion for verified perpetrators of cyber bullying. In addition, when any kind of threat is communicated or when a hate crime is committed, this shall be reported to local law officials. Students who engage in any act of bullying while at school, at any school function, in connection to or with any District sponsored activity or event, or while traveling to or from school are subject to disciplinary action, up to and including suspension or expulsion. This statement shall not be interpreted to prohibit a reasoned and civil exchange of opinions or debate that is protected by state or federal law.
Harassment and Bullying Prevention
Center Line Public Schools has taken steps to help prevent harassment of any form. The primary methods of prevention involve Educational Activities for students, staff, and parents, and Monitoring Activities of digital systems.

Educational Activities Include:
- Staff Professional Development on Bullying and Cyber-Bullying
- Michigan’s Cyber Safety Initiative for Students and Parents
- Rachel’s Challenge for students, staff, and parents.
- 21 Things for the 21st Century “Digital Citizenship” for Students and Staff
- Staff Professional Development on individual privacy regulations

Monitor Activities Include:
- Internet Filtering and Monitoring
- Network Monitoring
- Acceptable Use Policies
- Internet Safety Policies
- Use of Technology Statements
- PowerSchool Parent Training

These initiatives will be continued for the duration of this plan cycle and beyond.