Technology Plan

JULY 2009 - JULY 2012

Baldwin Community Schools
525 Fourth Street
Baldwin, Michigan 49304

Randall Howes, Superintendent

School Code #: 43040
Mason – Lake ISD

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The Technology Plan can be found on the web at http://www.baldwin.k12.mi.us/Technology.asp

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Introduction

Mission Statement

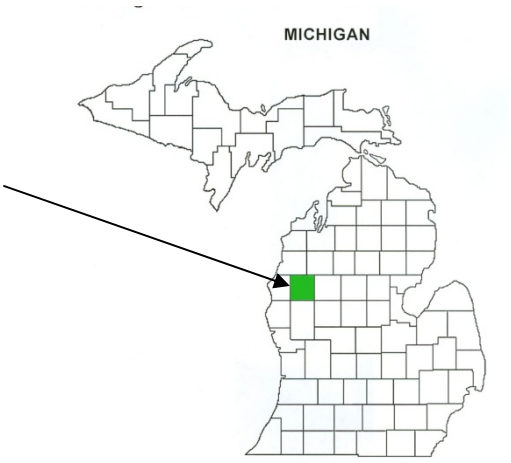
Our mission is to educate our students, to enable them to become productive members of society, and to develop their greatest potential.

District Profile

Baldwin Community Schools is located in rural Lake County on the west side of Michigan. The K-12 enrollment is approximately 560 students with a teaching staff of 60. Visit our website at http://www.baldwin.k12.mi.us.

Baldwin is the county seat of Lake County and is located about 30 miles east of Ludington, at the intersection of US 10 and US 37.

Lake County, Michigan
County population in 2005: 12,069 (all rural)
Land area: 567 sq. mi
Water area: 7.2 sq. mi.
Population density: 21 people per square mile



Building Profiles

Baldwin High School	Baldwin Junior High School	Baldwin Elementary School
525 Fourth Street	525 Fourth Street	525 Fourth Street
Baldwin, Michigan 49304	Baldwin, Michigan 49304	Baldwin, Michigan 49304
Phone: 231-745-4683	Phone: 231-745-4683	Phone: 231-745-3261
Fax: 231-745-2998	Fax: 231-745-2898	Fax: 231-745-7481
199 Students in Grades 9 - 12	97 Students in Grades 7 & 8	402 Students in Grades K - 6
18 Teachers (Including 2 Special Ed. 1 Counselor, 2 Paraprofessionals)	13 Teachers (Including 2 Special Ed. 1 Counselor, 2 Paraprofessionals)	23 Teachers (Including 1 Special Ed. 0 Counselor, 2 Paraprofessionals)
90% Eligible for National Lunch Program	90% Eligible for National Lunch Program	95% Eligible for National Lunch Program

Vision and Goals

Vision Statement

"Baldwin Community Schools, a place where students are encouraged to learn, to achieve, to create, to question, to perform, to grow, to exchange ideas, to develop self-confidence while learning to value all cultures, to have honesty, to have pride in their accomplishments, and to show compassion for others."

Technology can be broadly defined as the application of science to meet objectives. These technology tools take many forms in the classroom, but must not be limited to computers, software and connected peripheral devices.

The vision of the Baldwin Community Schools Technology Plan is to assist students and the community in their development as global citizens as they prepare for the world of work and lifelong learning. The Baldwin Community Schools Technology Plan will provide for the effective implementation and utilization of voice, data, and video cabling infrastructure systems that relate to instructional support and administration.

We believe that technological tools offer the opportunity for improved student achievement. A sound instructional program and efficient administrative functions that support it will enhance the educational opportunities for the students of the Baldwin Community Schools.

The objective of Baldwin Community Schools is to educate young minds and extend the education of the community. Technology is a tool that can be used to make this vital task more efficient, more effective, and more exciting, resulting in an information literate student. Technology also assists students and teachers to become more efficient in the classroom.

Major Goals of Technology Plan

1.) Provide all students with the opportunity to enhance their learning with the use of technology.

2.) Provide the hardware (computers) necessary for all students and staff to be successful.

3.) Provide software that gives all students individual instruction matched to their learning style and remediation.

4.) Use technology to broaden opportunities for interactive, cooperative, hands on learning experiences.

5.) Provide access to systems that enhance educational decisions based on a large variety of information, simulations and technology.

6.) Provide families equal access to technology and the Internet.

Goals for Teachers

It is the responsibility of all teachers in the school, regardless of department or grade level to help students achieve the desired learner outcomes by utilizing and or through the integration of technology in the instructional process. This is particularly important in Information Technology since technology is used as a tool for learning.

1.) Teachers will expand their technological knowledge.

2.) Teachers will learn and exercise the use of the National Educational Technology Standards for teachers.

3.) Teachers will integrate technology across the curriculum.

4.) Teachers will collaborate with community members to provide real-world learning experiences.

Goals for Students

Each department or grade level is best equipped to teach or reinforce certain learner outcomes, but other outcomes are best achieved when all departments or grade levels reinforce the expectation. The following list of outcomes is the responsibility of all departments, grade levels, and teachers. As a result of this instruction, students will, at the appropriate level of development:

- Identify and demonstrate ways of caring for media equipment and facilities
- select computer software in the school appropriate to their information or problem-solving needs;
- recognize the impact of technology on daily life, specifically computer use in homes, schools, and businesses; appreciate the limitations of technology relative to human error; and recognize career opportunities in technology fields;
- use computers without copying proprietary software; erasing the data files of others; destroying, tampering with or stealing disks; nor by passing security codes used to control access to private data collections;
- give proper credit when media technology forms are used to access information;
- recognize and critically interpret media messages;
- use appropriate technology and media to present or communicate information in an effective manner.

How the technology plan ties in with the district mission and school improvement plan:

To become productive members of society, and to develop their greatest potential, our students need to become technologically literate. Our technology plan will provide the framework needed. This framework will correlate with the school improvement plan.

Curriculum

Technology is a tool, a part of the instructional process, rather than the product itself. Students and the community must remain the focus in all technology decisions. Technology will continue to have a significant role in the reshaping of the home and the labor force. Education, as it mirrors societal changes, is undergoing considerable change as it adjusts to a world increasingly influenced by technology. Our students will experience several evolutions of technology while enrolled in Baldwin Community Schools, and later in the worlds of higher education and the work place. Therefore, Baldwin Community Schools believes that technology should be infused appropriately into the curriculum for both instruction and assessment at all levels and in all areas to create information literate students, community members, teachers, and staff. Research supports the benefits of infusing technology throughout the curriculum.

Baldwin Community Schools has adopted the Berrien County Intermediate School Districts, "Instructional Technology Across the Curriculum" during our regular board meeting on July 10, 2001. This plan is a comprehensive approach to integrating technology into the curriculum, kindergarten through grade 12. The plan aligns with Michigan state standards and benchmarks. The complete program is included in Appendix C, or can be viewed online at
http://www.baldwin.k12.mi.us/Technology%20Standards.asp

A goal of No Child Left Behind is that schools will," Assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability." Baldwin Community Schools will adhere to the Michigan Technology Standards & Expectations as a tool to assist in the integration of technology throughout the curriculum. These standards can be viewed online at
http://www.michigan.gov/mde/0,1607,7-140-28753_33232_37328---,00.html

INSTRUCTIONAL ISSUES FOR STUDENTS

During their course of study at Baldwin Community Schools students will be trained to use technology as a tool. Each subject area plan must contain a technology component with specific expectations that support concepts, aid understanding, and encourage critical thinking.

Listed below are the general technology expectations that will be developed for students in Baldwin Community Schools:

1. Students demonstrate proficiency in the application of appropriate technology as a tool in the access, analysis, interpretation, evaluation and synthesis of information. In short, they become technologically literate.
2. Students apply a variety of technology tools to effectively communicate synthesized information to solve problems in and beyond the classroom.

Basic Technology Skills

Basic technology skills are necessary to fully access, manage, organize, apply, communicate, and evaluate information to solve problems in and beyond the classroom. The seven skills listed below will be developed and augmented as students advance through each grade level of schooling. Students will use district-supplied hardware and software.

Keyboarding

Students will have the ability to communicate with a computer via keyboard and video display and use other input devices such as a mouse, joystick, trackball, scratchpad or other pen-based screen. They will have a basic understanding as to how data is entered, programs initiated, and how to respond to screen displays. Computer aides should be trained with appropriate and standardized software to be utilized throughout the district. The initial concepts of keyboarding will be formally introduced at Kindergarten and Preschool.

Word Processing

As an extension of word processing, students will be able to create and edit presentations involving video and audio media.

Spreadsheet

Students will be introduced to the basic functions of an electronic spreadsheet and its practical applications (using District-supplied, standardized software and hardware).

Personal Database

Students will be able to manipulate electronic databases (using District-supplied, standardized software and hardware).

Presentation Graphics/Multimedia/Desktop Publishing

As an extension of word processing, students will be able to use District supplied, standardized, software and hardware systems to create and edit presentations involving video and audio media.

Telecommunications to Information Services/Databases

Students will be able to access selected resources in the school media center and through external electronic data bases and research topics on national networks such as the Internet. (Using District-supplied, standardized software and hardware).
At the elementary level, these seven basic skills will be introduced and integrated into the curriculum in the appropriate subject areas and at the appropriate grade levels.
At the middle school and high school levels, the seven basic skills identified above will be reinforced and augmented to address the higher level of sophistication of middle school and high school applications.

Subject Area Specific Applications

In addition to basic technology skills, specialized applications of technology will be introduced in the following general subject areas and technology specific courses.

Language Arts - Examples: writing labs with appropriate tools for writing analysis.
Mathematics - Examples: graphing calculators, software for mathematical analysis and application.
Biological and Physical Sciences - Examples: Data gathering equipment (sensors, digital scales, video microscopes) interfaced to workstations with spreadsheet, database, statistical analysis and graphic presentation software for synthesis and reporting,- Interactive laserdisc video of lab simulations of potentially hazardous Chemistry experiments; On-line access to scientists via the Internet,- Equipment for investigations into genetics and physiology, etc.
Social Sciences - Examples: CD-ROM applications, on-line access to civic databases, software for historical analysis.
Fine Arts - Examples: hardware and software for music composition; labs for graphic design, hardware and software for photography.
Physical Development and Health - Examples: nutrition software, monitoring equipment, interactive DVD.
Foreign Language - Examples: interactive language lab, interactive DVD video.
Business - Examples: computer labs for special business applications.
Home Economics - Examples: automated kitchen facilities, interactive reference and demonstrations.
Applied Technology - Examples: hardware and software for specific applications, technology labs.
Special Education - Examples: equipment for special needs students.

Parental Communications & Community Relations

The Baldwin Community Schools District will communicate the district's technology plan and technology initiatives to the community, staff, parents, students and others in the following ways:

1. District Technology Plan is posted on the school website.
2. The Technology Planning Committee will have representatives from the various stakeholders listed above who will act as a conduit to and from the persons in their deliberations and recommendations to the Board of Education.
3. Local news media will be employed through the use of media releases and public service announcements to solicit input and to disseminate information.
4. The building and classroom newsletters and Annual Report will regularly report progress and needs, and will solicit support of technologies and supportive programs.
5. District and community web pages will be developed and updated with contemporary information.
6. Parents and community members will be encouraged to use school technologies in their adult training and interest group meetings in conjunction with the school.
7. District policies related to technology usage are made available on our web site through a search engine linked to the NEOLA Board of Education policies.

8. Representatives will be provided to make presentations to community organizations, churches, business, industry and governmental meetings.
9. Baldwin Community Schools recently purchased Infinite Campus student accounting software which will allow parents to view student progress throughout the year. Items will include grades, attendance, lessons, homework and teacher communications. The outcome desired is increased parental involvement in their student's education resulting in an increased success for the student.

Collaboration

B.C.S. is currently offering adult classes after school during the school year in cooperation with Mason County Central Schools Community Education Program. These classes will be open to any community member and range in skill level from beginner to advanced. They will also address successfully completing high school GED's.

B.C.S. is currently offering NovaNet for credit recovery at the High School and Junior High level during the school year and during summer school. NovaNet is an online curriculum from Pearson Educational. We are committed to continuing our efforts to provide as many educational opportunities for community members as possible, and to working with our local agencies as a valuable link to our community.

Professional Development

Goal: Provide ongoing training and support necessary for teachers to use technology effectively in the classroom, and to integrate technology-enhanced methods into their teaching.

Staff development is a critical factor in

- The successful integration of technology into the curriculum.
- Increasing student learning productivity through the use of technology.
- Making effective use of existing and new hardware and software.
- Learning to facilitate the learning process through the Internet, local area networks and the wide area network. (Appendix A)

Training Recommendations

It is the intent of Baldwin Community Schools to provide its instructional staff with appropriate facilities, tools, training and supplies to maximize effectiveness resulting in increased student achievement in the classroom. The district will conduct an annual needs assessment and provide specific professional development in the areas identified utilizing a minimum of one teacher professional development workday, after hours opportunities offered at the local ISD along with weekend and summer development opportunities. These opportunities will be offered and promoted in a timely fashion to meet the specific needs of each member relative to the specific needs of his/her students. These professional development activities are to be aligned with the state and national standards. The District will provide appropriate access to technology and training to perform the following functions:

Work processing: electronic document and text management for reports, letters, lesson plans, etc.

Spreadsheet: electronic worksheets for charts, graphs and tabular data management.

Personal Database: computer database management, including a procedural language for creating editing input screens and ad hoc reporting.

Statistical Analysis and Testing: applications that compute statistics on data collected and entered by the user.

Presentation Graphics/Design/Desktop Publishing: applications which enable the creation and organization of media from several sources, such as graphic images, digital/analog movies and charts, for presentation in the classroom or to other large group audiences.

Telecommunications to Information Services/ Databases: applications that permit the access of information and services through the Internet.

Electronic Mail: electronic communication between one or more computer workstation on a network.

Electronic Grade Book: electronic collection of teacher-specified information such as attendance, grades, homework assignments, etc. Teachers will be trained in the use of "Infinite Campus" student accounting software at the beginning of the 2008-2009 school year.

Classroom Management: tools that enable teachers to plan and monitor classroom activities and resource utilization.

Integrated lesson Development: applications that help teachers develop individual classroom plans to implement District curriculum. Its resources include computers, software and peripherals; videotape editing; and integration of DVDs, CD-ROM, videotape and scanned images with an extensive instructional television network.

Voice Mail: Homework assignments could be made available on an individual class bases. A school information line would also be available.

Interfaces to Administrative Systems
These applications permit teachers to get access to relevant District informational databases regarding their particular students (address, phone number, parent name, grades, attendance, test scores, class schedule, transcript, etc.) and classroom curriculum needs (State Goals, District Learner Expectations, curricular outcomes, test items, lesson plans, approved salary advancement courses, etc.). These applications should permit teachers with both the ability to view relevant information and to download or print information such as class lists, parent phone numbers, individual student attendance, outcomes, lesson plans, etc. (Infinite Campus)

Interface to External Library / Research Systems
These applications permit teachers to access relevant research databases such as Michnet. These applications should permit teachers to both view and print information.

Interface to Library Management Systems
Library applications assist school media specialists administer, access, and manage distribution and inventory of books and media materials. Teachers/students need access from the classroom to:
Circulation System and Inventory
This application allows teachers/students to have immediate access to information regarding the status of books and materials, i.e., on shelf, checked out, and due date.

Textbook Circulation and Inventory
Textbook circulation currently is an administrative application. Consideration needs to be given to have it as an integral and interactive component of a circulation system allowing for shared information throughout the school network environment. This can be accomplished by having a workstation available to the office connected to the circulation system.

Budget and Acquisitions
It is desired that the computer network would be capable of up-to-date budget information, electronic order placement, and billing as related to purchases made through the media centers. The media center could maintain a Union catalog (a listing of the entire district's library holdings) as well as the resources available by the ISD (Intermediate School District) and public library.

Distance Learning
During the last building project in 2000, Baldwin Community Schools constructed an Interactive Video room in the High School Media Center. We then entered into a consortium with four other schools, Walkerville Public School, Freesoil School, Ludington Schools, Oceana ISD, and use West Shore Community College as a center point for the location of the bridging equipment. This equipment allows for the sharing of teaching staff and allows BCS to offer classes to students and the community that it might not otherwise be capable of offering. All grade levels, as well as the community, have access to this equipment and can use it for virtual field trips, and advanced learning opportunities.

Advanced classes will also be offered to students via the Internet, using online course offerings from sources such as, Michigan Virtual High School, Michigan State University, West Shore Community College, Ferris State University, and others.

District Web Site - http://www.baldwin.k12.mi.us
The Baldwin Community Schools maintains an informational web site. The site is ever changing and contains information on school policies, calendars, schedules, student homework help, teacher lesson plan assistance, and community links. It is the goal of the district to make the site as complete as possible, making it the best source of accurate, useable information now and long into the future.

Supporting Resources
Most software programs used in the district have available technical support and training. Examples of such programs are: Infinite Campus, Accelerated Math, Accelerated Reader, Read Naturally, Orchard Skills, and Microsoft Office. Additional local training is supplied by Mason-Lake ISD through in-service

Professional Development Timeline

2009-2010:

- As new technologies (both hardware and software) emerge and are acquired/ implemented; staff will be adequately trained in the use of the new technology.
- Elementary teachers will receive in-depth training in the use of the district's on-line grading and attendance software especially pertaining to the integration of standards.
- The district will continue to dedicate at least one in-service day to the integration of technology into the curriculum.
- Teachers and instructional staff members will attend conferences and workshops sponsored by organizations such as but not limited to MACUL and MAEDS.
- Teachers will receive more in-depth training in the use of the district's on-line grading and attendance software in order to take advantage of more advanced features.

2010-2011:

- As new technologies (both hardware and software) emerge and are acquired/implemented, staff will be adequately trained in the use of the new technology.
- The Technology Department will work with school improvement committee to identify high-priority technology needs of teachers and staff, and develop a training method to best suit various levels of proficiency.
- The district will continue to dedicate at least one in-service day to the integration of technology into the curriculum.
- The district will develop application-specific training sessions that can be offered at building-level in-services, or before or after school.
- Teachers and instructional staff members will continue to attend conferences and workshops sponsored by organizations such as but not limited to MACUL and MAEDS.
- The Technology Department will begin to develop and publish a monthly electronic newsletter providing helpful news and information relating to the use of technology within the school system.

2011-2012:

- As new technologies (both hardware and software) emerge and are acquired/implemented, staff will be adequately trained in the use of the new technology.
- The district will continue to dedicate at least one in-service day to the integration of technology into the curriculum.
- Teachers and instructional staff members will continue to attend conferences and workshops sponsored by organizations such as but not limited to MACUL and MAEDS.

- The technology department will continue to develop and offer application-specific training sessions that can be available at building-level in-services, or before or after school.
- All teachers will receive in-depth training in the use of the district's on-line grading and attendance software, especially pertaining to the integration of standards and any enhancements/changes to the system.
- The Technology Department, will continue to work together to identify high-priority technology needs of teachers and staff, and develop a training method to best suit various levels of proficiency.
- The Technology Department will start to develop and provide on-line technical support documents available via the district's email system (shared folders) and the district web site.

Infrastructure, Hardware, Technical Support, and Software

Management of information is critical in education today. Teachers, parents, community members and Boards of Education need access to information in order to make better decisions regarding the welfare of children. All members of the school community can make stronger decisions if relevant information about student learning, organizational operations and educational processes can be easily accessed and analyzed. Currently, in Baldwin Community Schools this process o f information management requires resources and time that could be more effectively managed with better technologic tools. We have an opportunity to strengthen the organization by developing a technologic infrastructure. This infrastructure will improve the decision making process, optimize the management of information and maximize the productivity of administrative support staff.

District-wide standards for technologic efficiency and a comprehensive need assessment will provide the basis for an effective administrative infrastructure. Administrative staff members will work to improve the integrity, timeliness and accuracy of data collection and storage and information retrieval. This will involve the careful and considered acquisition of technology and provisions for the training and on-going support for its effective implementation and use.

Maintenance personnel should be able to do inventory, purchase orders, scheduling and maintenance tracking. The technology infrastructure should be coordinated with the requirements of the District's energy management and security systems.

General Overview – Current Systems Status

Telephone – 3Com NBX IP Telephone System – Full distribution
Infrastructure Hardware – 3Com 3300 & 4400 Switches, 3Com 4900 Core switches
Internet – 6.0Mg Stacked T-1, Cisco 2600 Router
Wiring – Category 5 Twisted Pair, Fiber runs in distances above 300 feet
Servers - HP Proliant ML370, Duel Xeon, File server
HP Proliant ML370, 1- Xeon, Email server
HP Proliant ML370, Duel Xeon, Video server running eVideon
HP Proliant DL360, P III, File server

Internet Filter – Watchguard (network)
Email Filter – Barracuda

Student Workstations - 68 (grant) 2000, Pentium III, Win 98, 2000, XP
93 (grant) 2000, Laptops, Pentium III & Celeron, Win 98, 2000, XP
426 (grant), LWL & FTL Laptops
Teacher Workstations – 50 (grant) 1999 – 2000, Pentium III & Celeron, Win 98, 2000, XP
Teacher Laptops - 15 FTL Laptops, Win XP
Admin Laptops - 7 – XP & Vista
Admin Workstations - 27 (grant / donated)1996 - 2002 Pentium 100, Pentium III & Celeron, Win 98, 2000, XP, Vista
Printers – DeskJet's, LaserJet's, Design Jets
Distance Learning – (grant) Tandberg Educator
High School Intercom – (donated) Dukane
Elementary School Intercom – Riverside (new in 2000)
Antivirus – SOPHOS (Network)
Software Packages – Current

Accelerated Reader	Type to Learn	Windows XP
Star Reader	Orchard Gold Star	Windows Vista
Accelerated Math	Adobe Reader	Microsoft Office XP
Star Math	Adobe Photoshop Elements	Microsoft Office Pro 2003
Read Naturally	Alice	Microsoft Office Pro 2007
Inspiration	Windows Movie Maker	Read 180 (in 09-10 SY)
Kidspiration	Windows 98	Read About (in 09-10 SY)
Encarta Encyclopedia	Windows 2000	FastMath (in 09-10 SY)

Technology Systems Recommendations

In the meetings with staff, administration, community members, and in reviewing the Technology Memos issued to date, the following systems and equipment are recommended:

Infrastructure
It is recommended that the network switches be assessed yearly and an upgrade / replacement plan be put in place to insure network stability.

Equipment

It is recommended to upgrade our servers every 5 years. Currently, our plan is to upgrade student workstations that are 6 years old or cannot correctly run district owned software. We also plan to standardize on one desk top operating system, Microsoft Windows XP, district wide.

Data
Updating the teacher workstation in the classroom is recommended for teacher administrative functions. Electronic resources would be capable of being accessed through the network via the desktop

The High School media center should have twelve workstations allowing for increased student access, to accomplish various tasks as assigned by the teaching staff. The center should also have two online card catalogs, two stand alone workstations for remedial and specialized software applications, two workstations designed for yearbook work, and a scanner and network laser printer.

Wide area network access through the use of modems, cable modems, and DSL is desired for home use by students, community members, and staff. Recently purchased software, Infinite Campus, will allow students and parents' access to school homework, grades and individualized assistance. This will also broaden the communication between school and home, resulting in positive and measurable successes in student achievement.

Software applications need to include applications such as word processing, databases, spreadsheets, student administration, curriculum related instruction, multi-media production and technology literacy.

Video Distribution
A wall mounted 32-inch monitor for the delivery of video instruction is recommended for each classroom. This monitor would be capable of receiving all building feeds such as cable TV, satellite TV, local video origination (site / district broadcast), and computer for the streaming of internet content, and should have access to video sources such as CD players, DVD players, and digital video cameras. A DVD/VCR is recommended to be mounted in each classroom with the video monitor.

Specific Building Requirements

Larger instructional areas such as the media center and the computer lab are recommended to have two 32 inch monitors. The lab should have access to a data projection panel for larger screen capability.

Camcorders should be available to share among staff. A small broadcast cart would allow student and staff prepared broadcasts. Simple video editing should be available to staff within each building. A digital camera is recommended for each building.

BALDWIN ELEMENTARY SCHOOL
Each classroom should have a minimum of two student stations and one teacher station.

Two mobile computer classrooms, each consisting of twenty laptop computers equipped with wireless network cards, electrified and lockable cart to transport and house them, one workgroup scale printer that is networked, one wireless access point, and a variety of application software, would allow for full classroom participation in many projects as well as extending the network capabilities outside to the school grounds. These two mobile labs would bring the integration of technology into the curriculum to a more acceptable level.

Strategically placed LaserJet printers will take the place of costly individual classroom DeskJet printers.

WEST CAMPUS ALTERNATIVE SCHOOL
This program is being discontinued starting in the 2008-2009 school year. The two classrooms with 4 Internet capable student computers and one teacher station, one network LaserJet printer and laptop cart with 12 student workstations will be redistributed where needed.

VOCATIONAL EDUCATION BUILDING
One wiring closet located central to the building will be required for phone service and security.

BALDWIN SECONDARY SCHOOL

Infrastructure
It is recommended that the switches be put on a upgrade plan to insure network stability.

Data
A total of one computer labs of up to 30 stations would allow group instruction of curriculum specific software. One high-end printer is recommended. The computer network would allow the same functionality as the classroom stations.

Tech-ed functions such as CAD, introduction to technology, etc., are recommended to be implemented on a smaller scale coordinating with the efforts of the ISD. Ten-student stations and one teacher station with one high-end printer for auto tech are recommended.

A TV studio allowing simple and advanced editing / multimedia editing is recommended.

CENTRAL OFFICE

Support computers for individual use will allow networking of typical administration applications. It is recommended that the workstation hardware be upgraded every five years and that the software be upgraded as necessary to meet the demands of the work performed in this area.

Maintenance Department

Support computers for individual use will allow networking of typical administration applications. It is recommended that two workstations be placed in the two maintenance areas for access to email communication and inventory research. A laser printer in each area is also recommended.

Wide Area Network

Wireless or leased service is recommended to be run between each campus. This will allow the buildings to act as one unified computer network. Video distribution and phone systems should be shared on this infrastructure as well. Network electronics will allow both campuses to interact as one. Outside access will be available by modems and other types of dedicated electronics.

Operations and Maintenance

As is the case with all instructional and administrative technology that could be deployed, there are certain operational costs associated with the new systems engineered. All estimated dollars are expressed as 1995 equivalents and should be adjusted for any significant inflationary or industry changes in pricing. These operational costs can be split up in three basic categories: Supply Costs, Support Staff Costs, and Upgrade Costs.

Supply Costs

Supply costs are necessary for the ongoing operations of the equipment deployed. The supply items required may include: diskettes, toner cartridges, ink cartridges, paper, and other supply items associated with the instructional and administrative technology described herein. Based on industry standards and our observations of the efficient use of supply items within the district, we estimate supply costs for the ongoing operations of the proposed system to be approximately
$ 84,369.

Support Staff Costs

Additional costs associated with ownership of the educational technology and administrative system includes the maintenance and training costs. During a two-year warranty period, which we intend to specify as a part of the system, no significant maintenance or training costs are anticipated to become by the district other than those associated with staff salaries. Post-warranty maintenance costs associated, with the system can be divided into four categories: Hardware, Software, Operations, and Management.

District hardware maintenance coordinated by a single district personnel is recommended. This staff member should be trained to an appropriate level in hardware diagnostic and repair skills. Initial training should be included as a part of any bulk purchase of equipment. For hardware services involving more than basic component replacement or repair as well as those involving or requiring additional manpower; service agreements with vendors are recommended. Based on the system design, we estimate that this function will require the efforts of 1.0 full-time equivalent employee (FTE).

Post warranty maintenance costs for hardware during the earlier years immediately following the warranty period will remain relatively low. After careful consideration of the components and products engineered into the system, we recommend for vendor-contracted support that the district budget approximately $ 18,081 annually for hardware maintenance during the first two years following the warranty period. For the two years immediately following that period we recommend a budget of $ 28,930 per year for hardware maintenance. For those years remaining in the useful product life following that period we recommend a budget of $ 36,163 annually.

District software support coordinated by two district personnel is recommended. These staff members should be trained to an appropriate level to support the core application programs deployed by the district.

Operations and Maintenance

Once again, initial training should be included as a part of any significant purchase of new software. This person will provide initial "Help Desk" assistance to operations personnel who work on a building level. Backup assistance for this person should be provided for by contracting with software vendors for support and/or maintenance agreements. We estimate that this function will require the efforts of 1.5 FTE.

Software maintenance from vendors includes items commonly referred to as patches, fixes, and support contracts. We recommend a budget allowance for software maintenance of $12,975 annually in the years following the warranty period.

Operations personnel required to support a system such as that being deployed in the district would play several roles. These personnel will be required to assist instructional staff and students with operational questions and difficulties with the system. This operational or support assistance will be provided predominantly by building staff members. It is anticipated that building level coordinators will be called upon to assist with this role as a single focal point of support to assist with operational questions and to provide support on a building level.

A final role associated with the ongoing support and maintenance of the system includes that of system management and oversight. An individual must be employed by the district to manage and to oversee the important technological investment made by the community for the betterment of the education of their youth. This management and oversight role would include: planning, enhancement development, and budget responsibilities associated with the ongoing operation of the technology systems deployed.

As product-engineering revisions take place and new diagnostic techniques are made available, staff development investments for ongoing maintenance of the district's investment will result in shorter repair periods and more accurate diagnosis of problems. We recommend an annual staff development budget for post warranty maintenance of $ 20,000.

An initial 2 days of in-servicing for staff is recommended to train personnel on basic functionality of networks and components.

Yearly in-servicing of 1-2 days for continuing education is also recommended.

It is important to note that these internal employees will not have the ability or capacity to support, repair, service, and manage all of the system as it is deployed without external assistance. Based on costs and financial models for computer systems, it is our recommendation that these staffing levels will be appropriate with the indicated operation and maintenance budgets identified for vendor assistance on an ongoing basis.

Operations and Maintenance

Upgrade Costs

Any system deployed with such a significant investment is destined to become obsolete over time without consistent and planned upgrade investments. Upgrade investments proposed for the technology systems in the district fall into two categories: hardware upgrade and software upgrade. After the warranty period, we recommend the operational budget of the district reflect upgrade costs for both categories.
Post warranty upgrade for hardware should include adequate allowances for equipment memory upgrades, disk capacity upgrades, and other appropriate upgrades to accommodate changing data communications traffic patterns and growing capabilities of the system and to meet the ever-increasing demand that the students and the staff are expected to place on the system. In the first year following the warranty period we recommend a hardware upgrade budget be established of $ 38,925. The second year following the warranty period we recommend a hardware upgrade allowance be established for the district of $ 64,875. In the third year following the warranty period we recommend a hardware upgrade budget be established of $ 103,800. In the fourth and subsequent years following the warranty period associated with the systems deployment, we recommend the establishment of a hardware upgrade budget of $ 129,750 annually.

Software upgrade costs for the system will be much more modest and include provisions for upgrading existing software deployed in the new system, as well as new software products to enhance the learning potential of the students in the district. We recommend that the software upgrade budget be established to accommodate these objectives. For the first year following the warranty of the system we recommend a budget of $ 31,140; for the second year following the warranty period, $ 22,058; for the third year following the warranty period and all years subsequent,$ 25,950. These recommended budgets are exclusive of curriculum specific courseware.

Additional Funding Plan

The district currently applies for, and has received many grants to assist in defraying the cost of technology. As an addition to our budget, we intend to supplement our school funding each year by applying to the Universal Service Fund. These services provide us with day to day essential operations and are not necessarily specifically shown in our technology plan. We will request funding for the following services:
Telecommunications: local telephone services, long distance services, high speed access services (such as T-1, ISDN, Frame Relay, DID circuits, etc.), cellular services, and pager services,
Internet Access: dedicated or direct internet access services, dial up internet access, and email services.
We have also been a recipient of a 21st Century Learning Center Grant for the past six years, as well as a Learning Without Limits Grant, a Freedom to Learn Grant, and have recently applied for another one for an after school tutorial program. The district will continue to look for and apply for grants and donations that will help us successfully complete our long-range goals in the most cost efficient manner possible.

Funding and Budget

Proposed Technology Budget 2008 - 2012	2008	2009	2010	2011	2012
Support Costs					
Post Warranty Costs for Hardware - Vendor Contracted					
First Two Years following Warranty Annually	18,081	18081			
Two Following Years - Annually			29930	29930	
Remaining Useful Product Life - Annually					36,163
Supply Costs					
Diskettes, toner, ink cartridges, paper and other supplies associated with the use of instructional and administrative technology	84,369	84,369	84,369	84,369	84,369
Operation and Maintenance					
Software maintenance commonly referred to as patches, fixes, and support contracts - Annually	12,975	12,975	12,975	12,975	12,975
As product engineering revisions take place and new diagnostic techniques are made available, staff development investments for ongoing maintenance of the districts investment will result in shorter repair periods and more accurate diagnosis of problems. Budget for post warranty maintenance and training annually.	20,000	20,000	20,000	20,000	20,000

Upgrade Costs

Post warranty upgrades for **Hardware**: equipment memory upgrades, disk capacity upgrades, printer upgrades, and peripherals, to meet the ever increasing demand that students and staff will place on the system.

First year following the warranty period - annually	38,925				
Second year - annually		64875			
Third year - annually			103800		
fourth and subsequent years - annually				129750	129750

Software
Upgrades

First year following the warranty of the system - annually	31,140				
Second year following warranty - annually		22058			
Third and all subsequent years - annually			25950	25950	25950

Annual Total	**205489**	**222358**	**277024**	**302974**	**309207**

Monitoring and Evaluation

Evaluation Component

Baldwin Community Schools realizes that technology is constantly changing. In order to keep up with these changes, we must continue to access our goals and objectives. Therefore, the school district will develop and maintain an ongoing Evaluation Plan to ensure that all current objectives are achieved resulting in the enhancement of student achievement.

Each building school improvement plan will outline the evaluation process to determine the effectiveness of the integration of technology into the curricula and instructional process. This evaluation process will include the following components.

- Timely collection and assessment of relative data
- Evaluation and interpretation of data
- Identification specific teacher and student needs
- Implementation of professional development
- Implementation of effective teaching strategies

These will be followed by the collection and assessment of the relative data to determine if changes in teacher strategies have had an effect on the educational setting to improve student performance. This evaluation process should be ongoing within the teacher classroom setting and on an annual basis as outlined by district policies. Each classroom teacher under the guidance of their school improvement plan and building principal will be responsible for the ongoing assessment practices needed to successfully integrate the use of technology within their daily classroom setting to effectively enhance student learning opportunities.

Technology goals or expectations not met and identified through the collection and evaluation of data will be brought to the attention of the school improvement team and building principal. These short comings will be collectively analyzed and rewritten into an updated school improvement plan and addressed with individual staff members as needed. This will be done on an annual or as needed basis.

District Technology Planning Team

Name	Position
David Forrester	Director of Finance
Bruce Garlock	High School Teacher
Dave Stanulis	Director of Technology
Tonya Woodruff	Media Specialist / Librarian
Diane VanAntwerp	Elementary Teacher
Stewart Nasson	High School Counselor
Ken Moore	School Board Member
Bonnie Povilaitis	Community Member
Mac McClellan	Community Member

BALDWIN COMMUNITY SCHOOLS
Acceptable Use Policy

Policy on District-Provided Access to Electronic Information, Services, and Networks

Freedom of expression is an inalienable human right and the foundation for self-government. Freedom of expression encompasses the right to freedom of speech and the corollary right to receive information. Such rights extend to minors as well as adults. Schools facilitate the exercise of these rights by providing access to information regardless of format or technology. In a free and democratic society, access to information is a fundamental right of citizenship.

In making decisions regarding student access to the Internet, the Baldwin Community School District considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the Internet enables students to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The District expects that faculty will blend thoughtful use of the Internet throughout the curriculum and will provide guidance and instruction to students in its use. As much as possible, access from school to Internet resources should be structured in ways that point students to those, which have been evaluated prior to use. While students will be able to move beyond those resources to others that have not been previewed by staff, they shall be provided with guidelines and lists of resources particularly suited to learning objectives.

Outside of school, families bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media.

Students utilizing District-provided Internet access must first have the permission of and must be supervised by the Baldwin Community School's professional staff. Students utilizing school-provided Internet access are responsible for good behavior on-line just as they are in a classroom or other area of the school. The same general rules for behavior and communications apply.

The purpose of District-provided Internet access is to facilitate communications in support of research and education. To remain eligible as users, students' use must be in support of and consistent with the educational objectives of the Baldwin Community School District. **Access is a privilege, not a right.** Access entails responsibility.

Users should not expect that files stored on school-based computers will always be private. Electronic messages and files stored on school-based computers may be treated like school lockers. Administrators and faculty may review files and messages to maintain system integrity and insure that users are acting responsibly.

Internet Conditions of Use and Etiquette

1. The use of your account must be in support of educational and research and consistent with the educational objectives of Baldwin Community Schools.

2. The following uses of school-provided Internet access are not permitted:

(a) to access, upload, download, or distribute pornographic, obscene, or sexually explicit material

(b) to transmit obscene, abusive, sexually explicit, harassing, or threatening language or suggestions;

(c) to violate any local, state, or federal law;

(d) to access another person's materials, information, or files without permission;

(e) to violate copyright or otherwise use the intellectual property of another person or organization without permission; and

(f) to engage in commercial, political, or profit - making enterprises. Notify your teacher or principal immediately if you accidentally encounter or obtain materials in violation of this policy.

(2) Privileges - The use of the Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges and other appropriate consequences, including discipline. All users must obtain prior approval before receiving an account. Each student and teacher who receives an account will be instructed in the proper use of the network. The system administrators may close an account at any time as required. The administration, faculty, and staff of Baldwin Community School District may request the system administrators to deny, revoke, or suspend specific user accounts.

(3) Accounts will be terminated upon your departure from Baldwin Community Schools.

(4) Network Etiquette and Use - You are expected to abide by acceptable usage rules and by the generally accepted rules of network etiquette. These include (but are not limited to) the following:

(a) Be polite. Do not get abusive or use profane language or vulgarities. Do not engage in personal attacks or harassment of another person.

(b) Do not reveal personal information about yourself or others such as address, phone number, or credit card information, and do not agree to meet with someone you have met online without you parent's approval and participation.

(c) Watch humor and sarcasm when using e - mail. The meaning of messages can be easily misconstrued.

(d) You should consider all communication and information accessible via the network to be private property. Do not post private information about another person.

(e) All downloads will be saved on floppy disks, not on the hard drive.

(f) All users must obtain prior approval from the Internet administrator before joining a list serve

(g) Do not respond to unsolicited online contact from anyone.

(h) Remember: Baldwin Community Schools may review and monitor your use of District computers, including, but not limited to, the Internet sites you access and e-mail you send and receive. You should have no expectation of privacy when using District computers.

(5) **Responsibilities** - The user is responsible of all materials received via the Internet under his/her user account and accepts responsibility for keeping all prohibited material, inappropriate text files, or files dangerous to the integrity of the Center network, equipment, or software from entering the school via the Network. The user will not plagiarize works he/she finds on the Internet and will respect the rights of copyright owners.

(6) **Security** - If you identify a security problem on the Internet, you must notify the Baldwin Community Schools Internet Administrators immediately. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.

Do not share your password with another person.

(7) Vandalism - Vandalism will result in cancellation of privileges and discipline to the offending party. Vandalism is defined as any attempt to harm or destroy data of another user, Internet, or any of the above listed agencies or other networks that are connected to any of the Internet backbones. Any attempt to harm or destroy computer equipment such as laptop computers, desktop computers, wireless access equipment, network printers, and all peripherals. The Administrators' decisions to continue use privileges will be final in every attempt of vandalism.

Baldwin Community Schools makes **no warranties** of any kind, neither expressed nor implied, for the Internet access it is providing. The District will not be responsible for any damages users suffer, including--but not limited to--loss of data resulting from delays or interruptions in service. The District will not be responsible for the accuracy, nature, or quality of information stored on District diskettes, hard drives, or servers; nor for the accuracy, nature, or quality of information gathered through District-provided Internet access. The District will not be responsible for personal property used to access District computers or networks or for District-

provided Internet access. The District will not be responsible for unauthorized financial obligations resulting from District-provided access to the Internet.

Parents of students in the Baldwin Community School District shall be provided with the following information:

- The Baldwin Community Schools district is pleased to offer its students access to the Internet. The Internet is an electronic highway connecting hundreds of thousands of computers and millions of individual users all over the world. This computer technology will help propel our schools through the communication age by allowing students and staff to access and use resources from distant computers, communicate and collaborate with other individuals and groups around the world, and significantly expand their available information base. The Internet is a tool for life-long learning.
- Families should be aware that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. In addition, it is possible to purchase certain goods and services via the Internet which could result in unwanted financial obligations for which a student's parent or guardian would be liable.
- While the District's intent is to make Internet access available in order to further educational goals and objectives, students may find ways to access other materials as well. Even should the District institute technical methods or systems to regulate students' Internet access; those methods could not guarantee compliance with the District's acceptable use policy. That notwithstanding, the District believes that the benefits to students of access to the Internet exceed any disadvantages. Ultimately, however, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources.

Use of New Web Tools

Online communication is critical to our students' learning of 21st Century Skills and tools such as blogging and podcasting offer an authentic, real-world vehicle for student expression. Again, as educators, our primary responsibility to students is their safety. Hence, expectations for classroom blog, student protected e-mail, podcast projects or other Web interactive use must follow all established Internet safety guidelines.

Blogging/Podcasting Terms and Conditions:

- Students using blogs, podcasts or other web tools are expected to act safely by keeping ALL personal information out of their posts.
- Students using such tools agree to not share their user name or password with anyone besides their teachers and parents and treat blogspaces as classroom spaces. Speech that is inappropriate for class is also inappropriate for a blog.
- Students who do not abide by these terms and conditions may lose their opportunity to take part in the project and/or be subject to consequences appropriate to misuse.

Netiquette

Netiquette. All users must abide by rules of network etiquette, which include the following:

- Be polite. Use appropriate language and graphics. No swearing, vulgarities, suggestive, obscene, belligerent, or threatening language.

- Avoid language and/or graphic representations which may be offensive to other users. Don't use network or Internet access to make, distribute, or redistribute jokes, stories,

- or other material which is based on slurs or stereotypes relating to race, gender, ethnicity, nationality, religion, or sexual orientation.

- Do not assume that a sender of e-mail is giving his or her permission for you to forward or redistribute the message to third parties or to give his/her e-mail address to third parties. This should only be done with permission or when you know that the individual would have no objection.

CHILDREN'S INTERNET PROTECTION ACT (Pub. L. 106-554)

TITLE XVII--CHILDREN'S INTERNET PROTECTION

Baldwin Community Schools has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are&endash;

``(I) obscene;

``(II) child pornography; or

``(III) harmful to minors; and

Baldwin Community Schools is enforcing the operation of such technology protection measure during any use of such computers by minors; and

Baldwin Community Schools has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are&endash;

``(I) obscene; or

``(II) child pornography; and

Baldwin Community Schools is enforcing the operation of such technology protection measure during any use of such computers.

NOTICE: This policy and all its provisions are subordinate to local, state, and federal statutes.

By signing below, the user and parent or guardian (if applicable) certifies that they have read the BCS Policy on District - Provided Access to Electronic Information. Services, and Networks and agree to follow both the Policy and this Acceptable Use Agreement. Each party further agrees to contact the BCS Internet Administrator if he or she has questions about the District's Policy or Acceptable Use Agreement.

USER

I understand and will abide by the above Internet Use Agreement. I further understand that violation of the Agreement may constitute a criminal offense. Should I commit any violation, the School may revoke my access privileges, and I may be subject to disciplinary and/or legal action.

User's Full Name (please print): _____

User's Signature: _____

Date: _____

PARENT OR GUARDIAN

(If the user is under the age of 18, a parent or guardian must also read and sign this agreement.) As the parent or guardian of this student, I have read the Internet Use Agreement. I understand that this access is designed for educational purposes and that the Baldwin Community School District has taken precautions to eliminate controversial material. However, I also recognize it is impossible for School District to restrict access to all controversial materials and I will not hold the District responsible of materials my child acquired on the network. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission to issue an account for my child and certify that the information contained on this form is correct.

Parent or Guardian's Name (please print): _____

Parent or Guardian's Signature: _____

Date: _____

*Parent/guardians who do not want their child to have access to the Internet should write a note on the back of this sheet or on a separate piece of paper expressing their wishes. For those students who do not receive permission to use the Internet, the District will provide alternative research tools that the students can use to complete the work.

Technology Plan 2008-2009

1. Finish upgrading the video-on-demand system district wide
2. Upgrade Network switches utilizing USF Funding
3. Network and update High School and Elementary library systems
4. Upgrade computer stations in the High School Media center
5. Work with Business Office and School Board to develop an acceptable technology budget

Staff

1. Provide Staff training on the Infinite Campus software package
2. Maintain 100% staff computer literacy (ongoing training of new staff)
3. Continue to look for and offer opportunities for advanced training
4. Provide in-service opportunities for new equipment and programs (Freedom to Learn Program)

Technology Plan 2009-2010

1. Develop a systematic plan for upgrading equipment throughout the district.
2. Provide software updates as necessary or when they become available.
3. Develop a systematic process for reviewing software for individual classroom use.
4. Provide a yearbook development area in the media center.
5. Increase the use of our distance learning resource room
6. Plan for increased technology in elementary classroom (Interactive white boards, projection equipment, document cameras)

Staff

1. Provide professional development opportunities at all grade levels
2. Increase the use of multi-media presentations in the classroom
3. Survey staff for skill level and input of software needs.

Technology Plan 2010-2011

1. Continue to plan for updating hardware and software

Staff

1. Provide professional development opportunities at all grade levels
2. Survey staff for skill level and input of software needs.

Technology Plan 2011-2012

1. Continue to plan for updating hardware and software to keep abreast of emerging technologies and standards.

Staff

1. Provide professional development opportunities at all grade levels
2. Survey staff for skill level and input of software needs.