

# MILLINGTON COMMUNITY SCHOOLS

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District/School Code: 79100  
TECHNOLOGY PLAN



July 2012 – June 2015

Robert Tim Berlin, Superintendent

Tuscola Intermediate School District

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## TECHNOLOGY PLANNING TEAM

Tim Berlin	Superintendent of Schools
Matthew Lambertson	Technology Director
Marci Howell	Technology Specialist/Intern
Roger Bearss	High School Principal
Jeffrey Yorke	Junior High Principal
Mickie Kujat	Kirk Principal
Dolores VanSickle	Curriculum Director
Gail Verhines	High School Teacher
Glenda Weiss	Middle School Teacher
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Judy Chizmadia	Elementary School Teacher
Amy Baldwin	Elementary School Teacher

# Introduction

## District Description

Millington Community School District is located in Millington, Michigan. There are 1,508 students in the District, which is comprised of four buildings:

- Glaza ..... Pre-Kindergarten, 9<sup>th</sup> through 12<sup>th</sup> Grade
- Glaza/Kirk Elementary ..... Kindergarten through 4<sup>th</sup> Grade
- Meachum Junior High..... 5<sup>th</sup> through 8<sup>th</sup> grade
- Millington High School ..... 9<sup>th</sup> through 12<sup>th</sup> grade

## District Mission Statement

MILLINGTON COMMUNITY SCHOOLS IS COMMITTED TO PROVIDING THE HIGHEST QUALITY, PROGRESSIVE EDUCATION IN A SAFE AND POSITIVE ENVIRONMENT PREPARING ALL INDIVIDUALS FOR A SUCCESSFUL AND PRODUCTIVE FUTURE.

## Technology Mission Statement

Creating an educational system that keeps pace with the increased global demands on our students is a challenge – an undertaking that all of us who care about the future and aspirations of our children are excited to meet. The Millington Community School District pledges to be innovative in meeting such challenges. Our goal is to develop citizens who not only think, but comprehend, not only learn but apply their knowledge, and who treasure their learning experiences. The learning and living environment cultivated within Millington Community Schools will develop academic skills as well as foster our students' belief in their own self-worth, their role as members of the community, and their responsibilities to themselves and others. We will impart to our students the value and appreciation of lifelong learning. By working together, we can provide a flexible educational system that meets the needs of the students, the community, and the future work place. The success of our children depends on our success in implementing these goals.

# Vision and Goals

## District Technology Vision Statement

The Millington Community School District envisions that our students will have access to the technology that they need to be informed decision-makers. We will strive to ensure that all students will achieve the standards listed in the Michigan Standards of Learning and the Millington Community School District Technology Standards. Our school district and its community will continue to work together in the decision making process to provide our students with the skills that are necessary for now and in the future.

## Technology Plan Overview

During the 2011-2012 school year, the Millington Community School Board adopted a district-wide technology plan that defined the mission and objectives related to the integration of state-of-the-art technologies into our schools. In 2011, the Superintendent proposed a comprehensive technology initiative that included a three-year timetable for the funding of technologies in our District. Fiscal year 2012 marks the first year of the proposal which provides infrastructure, hardware, software, and training to our schools to give students the skills to be informed decision-makers now and in the twenty-first century.

## Needs Assessment

A District-Wide Technology Team was formed in 2001 to develop a plan to guide our technological path. On a yearly basis, this plan is updated and changed to meet the challenges that technology has to offer.

Numerous studies, surveys, and interviews have been conducted during the past year. The main question remains the same: What tools do we need in order to successfully implement technology into the daily curriculum?

Based on staff input, the following are the most critical needs:

- Provide opportunities for all to access technology and its applications:
  - Update all teacher computers
  - Connect to the County wide fiber optic network
  - Place white boards in all classrooms
  - Place projectors in the rest of the classrooms
  - Place at least one new printer in each building
  - Provide additional courseware that is aligned with the District's curriculum
- Provide staff with the training to enable them to effectively use the technology as an administrative tool and integrate it into student instruction on a daily basis.

## **MAJOR TECHNOLOGY GOALS**

### **Software**

- Select and Implement curriculum aligned classroom software
- Begin use for Open Office in the Kirk building

### **Training**

- Continue computer technology training for teachers and staff
- Develop technology curriculum knowledge levels

### **Maintenance**

- Keep existing equipment in operational status
- Establish Upgrade budgets
- Establish Maintenance budgets

### **Hardware**

- Update at least one printer in each building
- Install white boards in all classrooms
- Install projectors in all classrooms
- Add 20 computers in room 201 at the High School
- Add 12 computers in room 214 at the High School
- Update all teacher computers

### **Community**

- Provide community access to District technology resources
- Establish partnerships with business, industry and government
- Enhance community/school communications

### **Integration into Teaching and Learning**

- Provide teachers assistance with the setup and delivery of lessons
- Provide the hardware, software and time needed

# Technology Status

## Current Infrastructure

Each building in the District is connected through a wide area network (WAN) via a fiber optic cable. Every classroom in each building is connected through a local area network (LAN) using category 5 Ethernet cable. Each District building also has a connection to the Bay-Arenac ISD AS/400 mini computer used for financial management and pupil accounting. Access to the AS/400 is granted only on an as-required basis through TCP/IP. The district is connected through a WAN using Novell Open Enterprise Server, and Windows Servers.

### Hardware

- All classrooms have at least one desktop computer
- Each building has at least one “hub room” which is a central location for the hardware that runs the data.
- Every Library has at least 30 networked computers.
- All administrators have access to the network and AS/400.
- Secretaries have access to the AS/400 and the network.
- Alternative:
  - Two labs are currently in use at the Glaza Building
- Millington Community High School:
  - Five computer labs are currently in use at the High School. Two are used for Core Classes; one is used for MIVHS; the other 2 are used as a “Curriculum Lab” on a sign up basis.
- Millington Junior High School
  - Three computer labs are currently in use at the Junior High School. One is used for Core Classes; the other two are used as a “Curriculum Lab” on a sign up basis.
- Millington Elementary Schools
  - The Kirk building has two computer labs. One is used for core classes and the other is used used as a “Curriculum Lab” on a sign up basis.
  - Each classroom has at least 4 computers in it

## Software

The District's current software has expanded to include quite a few more opportunities than it did in the past. Most of the new ones are web based.

- Internet Explorer and Mozilla Firefox
- On-line typing programs
- Accelerated Reader
- STAR Reading and Math
- Microsoft and the Open Office Suite
- Microsoft Publisher
- NWEA
- Compass Learning
- Read Naturally
- Study Island
- Audacity
- Scratch

# Curriculum Integration

## MCSD Technology Integration Levels

The Millington Community School District understands that true integration of technology into our classrooms is not a small undertaking. We have identified five levels of this integration process. Our staff development is focused on assisting all instructional personnel to reach Level Five, where teachers incorporate existing teaching strategies that utilize technology as a flexible tool. The levels of technology integration are:

**Entry/Awareness Teachers** struggle to cope with technology and new learning environment, or have little or no experience.

**Adoption Teacher** moves from initial struggle to successful use of technology at a basic level (can turn on P.C., launch programs, and operate basic software packages).

**Adaptation Teacher** moves from basic use to discovery or potential in a variety of applications. Teacher has good operational knowledge of hardware and can perform basic trouble shooting. Teacher has begun to have students generate and create documents and newsletters using the computer.

**Appropriation Teacher** has mastery over various technologies and can use them to accomplish a variety of instructional and classroom management goals. Teacher has good knowledge of hardware and keeps abreast of best teaching practices in integrating technology.

**Integration/Invention Teacher** actively develops entirely new learning skills and incorporates existing teaching strategies that utilize technology as a flexible tool. Takes a leadership role in the integration of technology into the classroom.

**The Millington Community School District will follow the Michigan Curricula Standards for Technology Integration. Please See Appendix A for details.**

Adapted from:

- CBAM – Concerns-Based Adoption Model - Adapted from Hord, S. M., Rutherford, William L., Huling-Austin, Leslie and Hall, G. E. (1987) p.10.
- The National Information Infrastructure Advisory Council Analysis of Teacher Skills Requirements

The technology acquired by the district will be used to

- support the active involvement of students as they learn
- give students experience in using technology to solve problems
- provide the benefits of computer assisted instruction
- build students' skill in the use of technology

Technology use is being integrated into each curricular area as it is revised using the TECHNOLOGY CONTENT STANDARDS from the MDE Curriculum Framework.

Technologies that are an integral part of the curriculum include network access, Internet connection, teacher station computers, computers for students, digital cameras, data projectors, video production equipment, audio CD's, CBL (calculator based lab) equipment for science, hand held graphing calculators, educational television and video, and other educationally useful equipment as it becomes available.

A technology committee meets on a regular basis to discuss technology curriculum and evaluate course selections. This committee decides which classes will be taught each year and helps to drive decisions about equipment for the computer labs, media centers and classrooms.

**Strategy 1:** Integrate technology into the curriculum at all levels K-12.

<b>Action Steps</b>	<b>Timeline</b>
Adopt the following technology integration plan	On-going

**Language Arts**

<b>Elementary</b>	<b>Middle School</b>	<b>High School</b>
Word processing, spell check, thesaurus and grammar checking software used in the writing process.	Word processing, spell check, thesaurus, and grammar checking software used in the writing process.	Word processing, spell check, thesaurus, and grammar checking software used in the writing process.
Data base and telecommunications for research.	Database and telecommunications for research.	Database and telecommunications for research.
Organize, track, investigate and communicate progress in reading with databases and spreadsheets.	Outline/brainstorm software and CD-ROMs for writing.	Outline/brainstorm software for writing.
Intervention, remediation, and reinforcement of language arts skills.	Multimedia projects with graphics, text and sound.	Multimedia projects with graphics, text and sound.
Multimedia reports and productions with graphics, text and sound.	Desktop publishing of newspaper.	Creation of time lines of events.

Creation of time lines of events	Desktop publishing of documents reports and other published materials.	Desktop publishing of newspaper and yearbook on computer.
Desktop publishing of documents, reports and other published materials.		Enhance photographs.
Video portfolios		Video productions in Multi-media Production class.

### Mathematics

Elementary	Middle School	High School
Database and spreadsheet software used in research.	Spreadsheets to solve problems.	Spreadsheets to solve problems.
Intervention, remediation, and reinforcement of software for skill development.	Graphing calculators to discover concepts visually.	Graphing programs to discover concepts visually.
Simulation software used in problem solving.	Reinforce basic skills with computer software.	Reinforce basic skills with computer software.
LOGO programming for problem solving and simple geometry.	Simulation software used in problem solving.	Programming.
Computer generated graphs.	Computer generated graphs.	Probability simulations.
Database and telecommunications for research and communications.	Instructional resources on videotape, videodisc and instructional television.	Special "word processors" with math symbols.
Instructional resources of videotape, videodisc and instructional television.		Statistics software.

### Social Studies:

Elementary	Middle School	High School
Software and online resources for map skills.	Telecommunication to use online resources.	Atlas/map making.
CD-ROM and online resources for research.	Multimedia projects with graphics, text and sound.	Telecommunications to use online resources.
Multimedia software and hardware used in student reports and productions.	Databases on compact disk.	Multimedia projects with graphics, text and sound.
Instructional resources on videotape, videodisc and instructional television.	Simulations.	Databases on compact disk.

Still video and digitizing peripherals used in student projects	Spreadsheet to graph statistics.	Simulations.
Desktop publishing of student projects and reports.	Still video and digitizing peripherals used in student projects.	Geographic information systems/ Global positioning systems in mapping.
Simulation software for problem solving...	Desktop publishing of travel brochures and reports.	
Individual and cooperative learning using computer-based resources.	Geographic information systems/ Global positioning systems in mapping.	

### Science

Elementary	Middle School	High School
Database and telecommunications for research	Database and telecommunications for research.	Database and telecommunications for research.
Multimedia software and hardware use in student reports and productions.	Multimedia reports with graphics, text and sound.	Multimedia projects with graphics, text and sound.
Computer-based laboratories for measurement/analysis.	Download and analyze data from Internet sites.	Computer probes for measurement/analysis.
Optical technologies for research and analysis.	Nationwide collaboration via telecommunications.	Optical technologies for research and analysis.
Simulation software for problem solving.	Optical technologies for research and analysis.	Computer interface with lab instruments.
Instructional resources on videotape, videodisc and instructional television.	Simulation software for problem solving.	Gravity, projectile motion and simulation.
Download and analyze data from weather satellite via Internet resources.	Instructional resources on videotape, video disks, and instructional television.	Download and analyze data from weather satellite via Internet resources.
Review of basic skills and concepts using computer-based resources.		Nationwide collaboration via telecommunications

### World Languages

Elementary	Middle School	High School
World language word processors for writing.	World language word processors for writing.	Foreign language word processors for writing.
Vocabulary review via computer.	Vocabulary review via computer.	Vocabulary review via computer.

Introduction to language via digitized voice.	Introduction to languages via digitized voice.	Introduction to languages via digitized voice.
Digitized audio for language development.	Compact disks with digitized speech.	Compact disks with digitized speech.
Telecommunications as database resources for research.	Telecommunications for research.	Telecommunications for research.
		Use of videos in language studied to build skill in understanding daily language.

### Arts Education (including Music)

Elementary	Middle School	High School
Computer drawing programs for creative expression.	Computer drawing programs for creative expression.	Computer drawing with geometrical shapes or freehand.
Multimedia production and portfolios.	Design compositions.	Design compositions.
Use of still and live video in projects.	Multimedia production using still and live video.	Critique art work.
Animation software.	Critique art work.	Scanning images and enhancing on computer.
Art history and appreciation involving sources on video and CD-ROM.	Art history and appreciation involving sources on video and CD-ROM.	Animation.
Resources on audio compact disc.	Animation.	Enhance photography.
Creative music expression using multimedia resources.	Database and telecommunications for research.	Create multimedia portfolios.
	Compact disks on musical classics with analysis and history.	Database and telecommunications for research.
	Create music.	Compact disks on musical classics with analysis and history of writing.
	Develop music library.	Create music.
		Develop music library.
		Software to help plan marching band formations/transitions.
		Digitize/analyze voices.

### Special Education

Elementary	Middle School	High School
CAI software for remediation.	Computer software for remediation.	Computer software for remediation.
Assistive peripherals and software for special needs.	Technology as tool to accomplish required objectives.	Use technology as tool to accomplish required objectives.
Word processing.	Skill development and reinforcement.	
Intervention, remediation, and reinforcement of skills development.	Use of laptop computers.	

### Media Centers

Elementary	Middle School	High School
Computerized card catalog.	Computerized card catalog.	Computerized card catalog.
Databases on CD-ROM.	Multiple databases on compact/video disk.	Multiple databases on compact/video disk.
Encyclopedia, almanac, and atlases on CD-ROM or on line.	Telecommunications for research and Internet instruction.	Telecommunications for research
Telecommunications, including cable television and local and world-wide online resources for research.	Multiple computer stations for teacher/student use.	Multiple computer stations for teacher/student use.
Multiple computer stations for teacher/student use.	Multimedia work stations.	Multimedia work stations.
Multimedia work stations.		Subscribe to Michigan Virtual High School for on-line courses

### Physical Education/Health:

Elementary	Middle School	High School
	Caloric analysis for physical fitness.	Body fat analysis for physical fitness.
	Database for tracking of sports statistics.	Database for tracking of sports statistics.
		Automated timers.

### Life Skills

Elementary	Middle School	High School
	Database and telecommunications for research.	Database and telecommunications for research.
	Spreadsheets to graph and analyze nutrients in difference food groups.	

### Industrial and Applied Technology

Elementary	Middle School	High School
	Principles of technology.	Principles of technology.
	Multimedia reports with graphics, text and sound.	Computerized diagnostic devices.
	Spreadsheet to graph and analyze data.	Career exploration software.
		Monitoring and feedback devices.
	Use of LEGO/LOGO for problem solving experience.	Multimedia reports with graphics, text and sound.

### Business

Elementary	Middle School	High School
		Computerized record keeping for accounting.
		Advanced word processing/publishing.
		Advanced database and spreadsheet applications.
		Payroll, inventory management, and other business simulations.

### Career Preparation

Elementary	Middle School	High School
	Use Electronic Educational Development Planning software starting at Grade 8	Use Electronic Educational Development Planning software and career planning software throughout high school.

**Strategy 2:** Provide access to on-line learning for students as an alternative to the courses that are offered at Millington High School.

<u>Action Steps</u>	<u>Timeline</u>
Subscribe to Michigan Virtual High School	On-going
Subscribe to Compass learning	
Provide Read Naturally software	
So that any student K-12 can have the opportunity to	
Learn using a computer .	
Involve teachers in scheduling the Distance Learning at the ISD	On-going
for on-line instruction, lectures and virtual field trips.	

**Strategy 4:** Combine technology coursework across the curriculum.

<u>Action Steps</u>	<u>Timeline</u>
Required Technical Communication Skills course for	On-going
All seniors will combine business communications skills and	
Technical writing using Microsoft or Open Office.	
Curriculum mapping by all staff K-12 including computer teachers,	On-going
Physical education teachers, music and art teachers.	

**Strategy 5:** Technology will be used to provide communications between parents, teachers, students, and staff

<u>Action Steps</u>	<u>Timeline</u>
Provide a secure E-mail system for staff to communicate with parent's	On-going
Student created daily announcements using audio production	On-going
Web Page to showcase student work in art, multimedia, Photoshop,	
Web design, or any curricular areas.	

# Professional Development

The district will put an emphasis on the infusion of new technology into the hands of the teachers, and ultimately the students. With such an emphasis, an extensive training effort began in early 2003. The focus to date has been on mechanics. If a teacher is not a technology user, they will not feel comfortable using technology with students. The ultimate goal is the integration of the technology into the curriculum. Few teachers are at that important phase. Many of our teachers are at the Adaptation level. Through staff feedback, surveys, interviews, and evaluation forms most staff members are still in need of the following training, in the listed order:

1. Advanced Internet
2. Advanced Microsoft Excel
3. Advanced Microsoft PowerPoint
4. Video streaming
5. Projector use
6. Student Response system use

**Strategy 1:** Provide staff with experience in using the computer as a tool.

<b>Action Steps</b>	<b>Timeline</b>
Provide instruction in methods of information retrieval and use of on-line databases.	On-going
Utilize on-line and streaming video for training and refresher courses	On-going

**Strategy 2:** Encourage and support interdisciplinary projects and thematic instruction utilizing technology.

<b>Action Steps</b>	<b>Timeline</b>
Encourage and support staff interested in implementing interdisciplinary projects and thematic instruction.	On-going
Provide in service and technology to dept/grade levels desiring to begin implementing interdisciplinary and thematic instruction.	On-going

**Strategy 3:** Integrate use of the Internet as an information resource and a communication mode with the rest of the world.

<b>Action Steps</b>	<b>Timeline</b>
Provide guidance and instruction in use of the Internet for students and staff.	On-going
Provide staff with instruction in using various types of	On-going

projection equipment.

**Strategy 4:** Enhance instruction with multimedia use.

<b>Action Steps</b>	<b>Timeline</b>
Provide instruction in creation of Power Point projects.	On-going

**Strategy 5:** Designate person(s) responsible for coordinating routine, frequent, and on-going in service opportunities within the district.

<b>Action Steps</b>	<b>Timeline</b>
Assign technology director, the responsibility for technology and staff development/training.	on-going
Utilize district technology director for individualized instruction in computer use	on-going

**Strategy 6:** Provide specific in service opportunities for departments, teams or grade levels with recently added technology.

<b>Action Steps</b>	<b>Timeline</b>
Provide in service on active and cooperative learning techniques.	On-going
Provide planning/hands-on time for staff (for depts./teams/grade levels)	On-going
Teachers will be asked to participate in at least one after school technology training session per year	On-going

**Strategy 7:** Support and encourage staff to do annual visitations to see new technologies.

<b>Action Steps</b>	<b>Timeline</b>
Obtain release time for staff (technology days)	On-going
Find worthwhile places to visit--schools, business, university	On-going
Make info on meetings, seminars, workshops, visits readily available	On-going
Obtain release time for staff to attend technology conferences	On-going

**Strategy 8:** Correlate departmental/team/grade level planning in K-12.

<b>Action Steps</b>	<b>Timeline</b>
Provide courses in curriculum that use multi-media and other technologies as part of the subject area	On-going
Curriculum mapping to be used and maintained throughout the District using computer programs, E-Mail and Web Servers	On-going
A minimum of three of the existing nine monthly staff development sessions per year will involve technology training	On-going

## Collaboration

### Community

Millington Community School District is a vital part of the community and works together with area businesses. Following are examples:

- After school training classes have been offered to the public.
- Adult Ed currently uses district computers for classroom instruction.
- Alternative Ed currently uses district computers for classroom instruction.
- The District web site provides important school information.
- Many community groups utilize the school facilities to conduct meetings.

### County

The District participates in the following countywide technology projects: Free technology training provided by the ISD

### Possibilities

Evening classes for the community are scheduled to be offered in the summer. The following subjects are possibilities: word processing, database management, spreadsheets, personal finance management, and Internet usage. The District staff would teach the classes, with students working as lab assistants. Our goal for the second and third years is to continue the above-mentioned educational classes and expanding these to other areas as the needs are identified.

## Supporting Resources

### **Technical Support**

To better support technological efforts of the District, a full time Technology Director has been in place for the district since 1995. Technical support is now provided via the following methods: Full Time Technology Director; 2 part-time internal Technology specialists, Bay-Arenac AS/400 help line; and outside sources when needed.

### **Documentation – Training Manuals**

Each new staff member will receive a “Technology Manual” that contains handouts from each attended training session. All such handouts will also be available to staff members via the File Server.

Past experience has proven that the majority of the staff members do not benefit from the typical hardware or software manuals. The District strives to provide the manuals and handouts that aid the staff.

### **Consumables**

All staff members have direct access to printers. Consumables, such as paper and toner cartridges must be replaced. This has been budgeted for in each building budget.

# Timeline

## Year 1 – 2012-2013

The following are priorities for Year 1:

- Use cell phones to enhance district communication
- Update the district backbone to fiber optic cable to all buildings
- Replace the Teacher computers that did not get one last year
- Professional Development
  - Using the computer as a tool for group instruction
  - Using the computer as a tool for administrative tasks
- Maintain Technology Committee so as to provide constant, meaningful contributions from all stakeholders
- Research and evaluate appropriate software that is in alignment with Millington Community School District's curriculum
- Provide summer training sessions for the community
- Upgrade all operating systems to at least Windows XPSP3
- Add some new printers at each building
- Start to replace fax machines
- Introduce some Wireless access points
- Replace the computers in at least HS lab 206
- Replace at least one file server
- Place 20 computers in room 201 at the high school
- Place 12 computers in room 214 at the high school
- Add Software at the high school
- Add video camera system in the Junior High for security
- Install a new camera system in the High School and add additional cameras

## Year 2 – 2013-2014

The following are priorities for Year 2:

- Use cell phones to enhance district communication
- Replace the computers in at least two labs
- Replace the Administrator computers
- Purchase appropriate District courseware based on Technology Team's evaluation in Year 1
- Professional Development
  - Courseware use
  - Integration of the courseware on a daily basis
- Enhance District web site so as to provide a useful resource to the staff and community
- Evaluate and consider software license agreements
- Updated computer lab in the Alternative Education building
- Purchase some additional computers for the Junior High Library
- Purchase some new color laser printers
- Connect to the County wide fiber optic backbone

### Year 3 - 2014-2015

The following are priorities for Year 3:

- Use cell phones to enhance district communication
- Meachum Junior High School courseware
- Add to Elementary and High School courseware
- Professional Development
  - Courseware use
  - Integration of courseware
- Begin upgrading district computer hardware systems
- Replace the computers in at least two labs
- Begin upgrading of district computer software systems
- Evaluate the need for security systems at the elementary schools
- Enhance the District Web Page
- Staff Training enhancements

## Budget

Today, technology is a critical component for all learners. It is understood that to provide for the needed technology, our District needs to look beyond the traditional funding methods.

### “Non-traditional Funds”

The following funding sources have been sought as a source for technology funding for the District:

1. Universal Service Fund (USF)
2. Donations from Business and Industry and other Grants

### Universal Service Fund Dollars

#### **USF Year 3 – Awarded \$45,323.41**

Monies requested for the following:

1. Telecommunications Reimbursement
2. Internet Access

#### **USF Year 4 – Awarded \$32,675.85**

Monies requested for the following:

3. Telecommunications Reimbursement
4. Internet Access

#### **USF Year 5 – Awarded \$39,276.65**

Monies requested for the following:

5. Telecommunications Reimbursement
6. Internet Access

#### **USF Year 6 – Awarded \$37,960.84**

Monies requested for the following:

7. Telecommunications Reimbursement
8. Internet Access

*Business, Industry and Other Grants*

**Grisoft – AVG Anti-Virus Software**

50% discount awarded

*INTERNAL ACCOUNTS*

The Millington Community School District Budget will set aside funds to achieve the goals of the District Technology Plan

## Year One Projections

Description	District	USF Funding	Other Funding	Totals
Newer Computers	15,000		5,000	20,000
Internet Service	3,600	7,000		12,000
Computer Hardware	12,000			12,000
Fiber backbone	10,000			10,000
Cable Drops	7,000			7,000
Projection Systems			5,100	5,100
Software Updates	12,000			12,000
Basic Phone	8,892	11,768		20,678
Long Distance	900	2,100		3,000
New Server	3,500			3,500
Grade Quick	4,500			4,500
Cell phones	2,559	3,681		6,240
Consumables	24,000			24,000

## Year Two Projections

Description	District	USF Funding	Other Funding	Totals
Newer Computers	15,000		5,000	20,000
Internet Service	3,600	7,000		12,000
Computer Hardware	12,000			12,000
Fiber backbone Maintenance	5,000			5,000
Cable Drops	7,000			7,000
Projection Systems			5,100	5,100
Software Updates	12,000			12,000
Basic Phone	8,892	11,768		20,678
Long Distance	900	2,100		3,000
New Server	3,500			3,500
Grade Quick	4,500			4,500
Cell phones	2,559	3,681		6,240
Consumables	24,000			24,000

## Year Three Projections

Description	District	USF Funding	Other Funding	Totals
Newer Computers	15,000		5,000	20,000
Internet Service	3,600	7,000		12,000
Computer Hardware	12,000			12,000
Fiber backbone Maintenance	5,000			5,000
Cable Drops	7,000			7,000
Projection Systems			5,100	5,100
Software Updates	12,000			12,000
Basic Phone	8,892	11,768		20,678
Long Distance	900	2,100		3,000
New Server	3,500			3,500
Grade Quick	4,500			4,500
Cell phones	2,559	3,681		6,240
Consumables	24,000			24,000

## Evaluation Plan

The objectives of the MCSD Technology Initiative and such delivery are of paramount importance. However, without formal evaluation, it is difficult to know if efforts and resources expended have produced the desired results. Using the MCSD Technology Initiative Needs Assessment as a guideline, surveys will be conducted each semester to ensure that all goals are being met. These statistics will be collected by the Technology Director. If he determines that goals are not being met, then the Technology Committee will create an action plan to address unmet goals.

REQUIRED COMPONENTS	ACCOMPLISHMENTS	PROGRESS TOWARD GOALS	FOCUS AREAS FOR IMPROVEMENT	NOTES
<b>INFRASTRUCTURE</b>	The district has switched to GB fiber optic lines in the year 2009, and has now replaced the T1 lines with fiber optics. All electronics have been updated to 1GB speed. Now the county needs to get fiber.	All rooms in the district have now been cabled	Push the ISD to put fiber throughout the county so we can connect to it.	
<b>CURRICULUM INTEGRATION</b>	District guidelines have been established	Many teachers are not at the Adaptation level	Continue to assist teachers	
<b>COLLABORATION</b>	Many community groups utilize the school to conduct meetings, The Web site provides school information	Started to assist St. Pauls with technology	Continue to provide additional support to St. Pauls	
<b>PROFESSIONAL DEVELOPMENT</b>	Staff training has been established and put into place	Staff training is currently under way at several levels within the district	Staff training tracks need to be expanded and scheduled	Surveys have been sent out
<b>SUPPORTING RESOURCES</b>	The District Technology Director has corrected most major problems  The request turnaround time is currently about 24 hrs.	Old equipment is being fixed as it breaks down	Need to continue to replace computers as they become obsolete	

<b>REQUIRED COMPONENTS</b>	<b>ACCOMPLISHMENTS</b>	<b>PROGRESS TOWARD GOALS</b>	<b>FOCUS AREAS FOR IMPROVEMENT</b>	<b>NOTES</b>
<b>TIMETABLE</b>	Time tables have been established	So far the timetable has been followed		
<b>COST/FUNDING</b>	Budgets for Technology have been established  USF funding has been acquired for phones and internet services	Even though the district has committed funds to technology, it will not be sufficient to cover the funds needed  Other funding sources have been Identified and used	Even more funding sources will need to be acquired to meet the needs of the Millington Community School District	
<b>COORDINATION OF FUNDING RESOURCES</b>	USF funding has been acquired in years 2 through 10	Discounted Anti-virus software has been acquired for the entire district, USF funding for phones and Internet service, a free projector and workstation from Discovery	Other funding sources need to be searched out and used	
<b>NETWORK AND INTERNET AND SAFETY POLICY</b>	Is in place and has been signed by each student and staff member that uses the computers in the district	Task complete but will need to be repeated each year		
<b>COMMUNICATIONS</b>	Monthly Newsletter, Press releases and the District Web Page		The district web page needs to be updated on a regular basis	
<b>IMPACT ON STUDENT ACHIEVEMENT</b>			A tool to assess impact on student achievement must be developed	

The Superintendent will appoint Evaluators for each of the sections.

## Communication

Community support has long been an important factor in gaining input for the District's technological advances. The community passed a bond issue in 1995 so that a major infusion of technology could take place.

*The District shares information with the community in several ways:*

### **Cellular Phones**

Most of the Administrators communicate with the parents on the cell phones

### **Electronic Mail**

Many district teachers and Administrators communicate with the parents through email

### **Quarterly Newsletter**

The newsletter should include a technology article, updating the community as to the technological news of the District.

### **Press Releases**

Major new technology updates are announced in the Millington News, usually with corresponding articles.

### **Community Computer Courses**

These are advertised locally.

### **District Web Page**

<http://www.mcsdistrict.com> currently has need of a "Technology" link, which provides up to date information for the community.

# TECHNOLOGY



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**Grades K-2**

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## Welcome to Michigan’s Educational Technology Standards & Expectations

It is a goal of No Child Left Behind 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 the eighth grade, regardless of the student’s race, ethnicity, gender, family income, geographic location, or disability.”

The Grade Level Educational Technology Standards & Expectations for K-2 are aligned with the International Society for Technology in Education’s (ISTE) National Educational Technology Standards for Students (NETS-S). They are meant to provide teachers with an outline of learning expectations and will be used to drive educational technology literacy assessments for the next several years.

The goal is that these Standards and Expectations will ultimately be integrated into the various other content areas and that a supplementary document will be produced offering examples and suggestions on how they could be incorporated within those areas.

### Technology Literacy

Technology literacy is the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21 st century. The Standards and Expectations for each grade range are established to designate clearly what students are expected to know by the end of grades two, five, and eight.

## Educational Technology Standards & Expectations

## Grades K-2



### BASIC OPERATIONS AND CONCEPTS

*By the end of Grade 2 each student will:*

1. understand that people use many types of technologies in their daily lives (e.g., computers, cameras, audio/video players, phones, televisions)
2. identify common uses of technology found in daily life
3. recognize, name, and will be able to label the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, and printer)
4. identify the functions of the major hardware components in a computer system
5. discuss the basic care of computer hardware and various media types (e.g., diskettes, CDs, DVDs, videotapes)
6. use various age-appropriate technologies for gathering information (e.g., dictionaries, encyclopedias, audio/video players, phones, web resources)
7. use a variety of age-appropriate technologies for sharing information (e.g., drawing a picture, writing a story)
8. recognize the functions of basic file menu commands (e.g., new, open, close, save, print)

## Educational Technology Standards & Expectations Continued...



### SOCIAL, ETHICAL, AND HUMAN ISSUES

By the end of Grade 2 each student will:

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



By the end of Grade 2 each student will:

1. know how to use a variety of productivity software (e.g., word processors, drawing tools, presentation software) to convey ideas and illustrate concepts
2. be able to recognize the best type of productivity software to use for certain age-appropriate tasks (e.g., word processing, drawing, web browsing)
3. be aware of how to work with others when using technology tools (e.g., word processors, drawing tools, presentation software) to convey ideas or illustrate simple concepts relating to a specified project



By the end of Grade 2 each student will:

1. identify procedures for safely using basic telecommunication tools (e.g., e-mail, phones) with assistance from teachers, parents, or student partners
2. know how to use age-appropriate media (e.g., presentation software, newsletters, word processors) to communicate ideas to classmates, families, and others
3. know how to select media formats (e.g., text, graphics, photos, video), with assistance from teachers, parents, or student partners, to communicate and share ideas with classmates, families, and others



By the end of Grade 2 each student will:

1. know how to recognize the Web browser and associate it with accessing resources on the internet
2. use a variety of technology resources (e.g., CD-ROMs, DVDs, search engines, websites) to locate or collect information relating to a specific curricular topic with assistance from teachers, parents, or student partners
3. interpret simple information from existing age-appropriate electronic databases (e.g., dictionaries, encyclopedias, spreadsheets) with assistance from teachers, parents, or student partners
4. provide a rationale for choosing one type of technology over another for completing a specific task



By the end of Grade 2 each student will:

1. discuss how to use technology resources (e.g., dictionaries, encyclopedias, search engines, websites) to solve age-appropriate problems
2. identify ways that technology has been used to address real-world problems (personal or community)

EDUCATIONAL TECHNOLOGY STANDARDS & EXPECTATIONS

TECHNOLOGY



Grades 3-5

## Welcome to Michigan's Educational Technology Standards & Expectations

It is a goal of No Child Left Behind 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 the eighth grade, regardless of the student’s race, ethnicity, gender, family income, geographic location, or disability.”

The Grade Level Educational Technology Standards & Expectations for 3-5 are aligned with the International Society for Technology in Education’s (ISTE) National Educational Technology Standards for Students (NETS-S). They are meant to provide teachers with an outline of learning expectations and will be used to drive educational technology literacy assessments for the next several years.

The goal is that these Standards and Expectations will ultimately be integrated into the various other content areas and that a supplementary document will be produced offering examples and suggestions on how they could be incorporated within those areas.

### Technology Literacy

Technology literacy is the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21<sup>st</sup> century. The Standards and Expectations for each grade range are established to designate clearly what students are expected to know by the end of grades two, five, and eight.

## Educational Technology Standards & Expectations

## Grades 3-5



### BASIC OPERATIONS AND CONCEPTS

*By the end of Grade 5 each student will:*

1. discuss ways technology has changed life at school and at home
2. discuss ways technology has changed business and government over the years
3. recognize and discuss the need for security applications (e.g., virus detection, spam defense, popup blockers, firewalls) to help protect information and to keep the system functioning properly
4. know how to use basic input/output devices and other peripherals (e.g., scanners, digital cameras, video projectors)
5. know proper keyboarding positions and touch-typing techniques
6. manage and maintain files on a hard drive or the network
7. demonstrate proper care in the use of hardware, software, peripherals, and storage media
8. know how to exchange files with other students using technology (e.g., e-mail attachments, network file sharing, diskettes, flash drives)
9. identify which types of software can be used most effectively for different types of data, for different information needs, or for conveying results to different audiences
10. identify search strategies for locating needed information on the internet

## Educational Technology Standards & Expectations Continued...



### SOCIAL, ETHICAL, AND HUMAN ISSUES

By the end of Grade 5 each student will:

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



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

By the end of Grade 5 each student will:

1. know how to use menu options in applications to print, format, add multimedia features; open, save, manage files; and use various grammar tools (e.g., dictionary, thesaurus, spell-checker)
2. know how to insert various objects (e.g., photos, graphics, sound, video) into word processing documents, presentations, or web documents
3. use a variety of technology tools and applications to promote creativity
4. understand that existing (and future) technologies are the result of human creativity
5. collaborate with classmates using a variety of technology tools to plan, organize, and create a group project



By the end of Grade 5 each student will:

1. use basic telecommunication tools (e.g., e-mail, WebQuests, IM, blogs, chat rooms, web conferencing) for collaborative projects with other students
2. use a variety of media and formats to create and edit products (e.g., presentations, newsletters, brochures, web pages) to communicate information and ideas to various audiences
3. identify how different forms of media and formats may be used to share similar information, depending on the intended audience (e.g., presentations for classmates, newsletters for parents)



By the end of Grade 5 each student will:

1. use Web search engines and built-in search functions of other various resources to locate information
2. describe basic guidelines for determining the validity of information accessed from various sources (e.g., web site, dictionary, on-line newspaper, CD-ROM)
3. know how to independently use existing databases (e.g., library catalogs, electronic dictionaries, encyclopedias) to locate, sort, and interpret information on an assigned topic
4. perform simple queries on existing databases and report results on an assigned topic
5. identify appropriate technology tools and resources by evaluating the accuracy, appropriateness, and bias of the resource
6. compare and contrast the functions and capabilities of the word processor, database, and spreadsheet for gathering data, processing data, performing calculations, and reporting results



By the end of Grade 5 each student will:

1. use technology resources to access information that can assist in making informed decisions about everyday matters (e.g., which movie to see, which product to purchase)
2. use information and communication technology tools (e.g., calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist with solving real-life problems (personal or community)

# TECHNOLOGY



**Grades 6-**

## Welcome to Michigan's Educational Technology Standards & Expectations

It is a goal of No Child Left Behind 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 the eighth grade, regardless of the student’s race, ethnicity, gender, family income, geographic location, or disability.”

The Grade Level Educational Technology Standards & Expectations for 6-8 are aligned with the International Society for Technology in Education’s (ISTE) National Educational Technology Standards for Students (NETS-S). They are meant to provide teachers with an outline of learning expectations and will be used to drive educational technology literacy assessments for the next several years.

The goal is that these Standards and Expectations will ultimately be integrated into the various other content areas and that a supplementary document will be produced offering examples and suggestions on how they could be incorporated within those areas.

### Technology Literacy

Technology literacy is the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21<sup>st</sup> century. The Standards and Expectations for each grade range are established to designate clearly what students are expected to know by the end of grades two, five, and eight.

## Educational Technology Standards & Expectations

## Grades 6-8



### BASIC OPERATIONS AND CONCEPTS

*By the end of Grade 8 each student will:*

1. use proper keyboarding posture, finger positions, and touch-typing techniques to improve accuracy, speed, and general efficiency in operating a computer
2. use appropriate technology terminology
3. use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced products
4. understand that new technology tools can be developed to do what could not be done without the use of technology
5. describe strategies for identifying and preventing routine hardware and software problems that may occur during everyday technology use
6. identify changes in hardware and software systems over time and discuss how these changes affected various groups (e.g., individual users, education, government, and businesses)
7. discuss common hardware and software difficulties and identify strategies for trouble-shooting and problem solving
8. identify characteristics that suggest that the computer system hardware or software might need to be upgraded
9. identify a variety of information storage devices (e.g., floppy disks, CDs, DVDs, flash drives, tapes) and provide a rationale for using a certain device for a specific purpose
10. identify technology resources that assist with various consumer-related activities (e.g., budgets, purchases, banking transactions, product descriptions)

## Educational Technology Standards & Expectations Continued...



### SOCIAL, ETHICAL, AND HUMAN ISSUES

By the end of Grade 8 each student will:

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



learning9. identify uses of technology to support communication with peers, family, or school personnel

By the end of Grade 8 each student will:

1. apply common software features (e.g., thesaurus, formulas, charts, graphics, sounds) to enhance communication and to support creativity
2. use a variety of technology resources, including the internet, to increase learning and productivity
3. explore basic applications that promote creativity (e.g., graphics, presentation, photo-editing, programming, video-editing)
4. use available utilities for editing pictures, images, or charts
5. use collaborative tools to design, develop, and enhance materials, publications, or presentations



By the end of Grade 8 each student will:

1. use a variety of telecommunication tools (e.g., e-mail, discussion groups, IM, chat rooms, blogs, video-conferences, web conferences) or other online resources to collaborate interactively with peers, experts, and other audiences
2. create a project (e.g., presentation, web page, newsletter, information brochure) using a variety of media and formats (e.g., graphs, charts, audio, graphics, video) to present content information to an audience



### TECHNOLOGY RESEARCH TOOLS

By the end of Grade 8 each student will:

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



By the end of Grade 8 each student will:

1. use database or spreadsheet information to make predictions, develop strategies, and evaluate decisions to assist with solving a basic problem
2. describe the information and communication technology tools to use for collecting information from different sources, analyze findings, and draw conclusions for addressing real world problems

# TECHNOLOGY



**Grades 6-**

## Welcome to Michigan's Educational Technology Standards & Expectations

It is a goal of No Child Left Behind 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 the eighth grade, regardless of the student’s race, ethnicity, gender, family income, geographic location, or disability.”

The Grade Level Educational Technology Standards & Expectations for 6-8 are aligned with the International Society for Technology in Education’s (ISTE) National Educational Technology Standards for Students (NETS-S). They are meant to provide teachers with an outline of learning expectations and will be used to drive educational technology literacy assessments for the next several years.

The goal is that these Standards and Expectations will ultimately be integrated into the various other content areas and that a supplementary document will be produced offering examples and suggestions on how they could be incorporated within those areas.

### Technology Literacy

Technology literacy is the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21<sup>st</sup> century. The Standards and Expectations for each grade range are established to designate clearly what students are expected to know by the end of grades two, five, and eight.

## Educational Technology Standards & Expectations

## Grades 6-8



### BASIC OPERATIONS AND CONCEPTS

*By the end of Grade 8 each student will:*

1. use proper keyboarding posture, finger positions, and touch-typing techniques to improve accuracy, speed, and general efficiency in operating a computer
10. use appropriate technology terminology
11. use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced products
12. understand that new technology tools can be developed to do what could not be done without the use of technology
13. describe strategies for identifying and preventing routine hardware and software problems that may occur during everyday technology use
14. identify changes in hardware and software systems over time and discuss how these changes affected various groups (e.g., individual users, education, government, and businesses)
15. discuss common hardware and software difficulties and identify strategies for trouble-shooting and problem solving
16. identify characteristics that suggest that the computer system hardware or software might need to be upgraded
17. identify a variety of information storage devices (e.g., floppy disks, CDs, DVDs, flash drives, tapes) and provide a rationale for using a certain device for a specific purpose
10. identify technology resources that assist with various consumer-related activities (e.g., budgets, purchases, banking transactions, product descriptions)

## Educational Technology Standards & Expectations Continued...



### SOCIAL, ETHICAL, AND HUMAN ISSUES

*By the end of Grade 8 each student will:*

1. understand the potential risks and dangers associated with on-line communications
2. identify security issues related to e-commerce
9. discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, spam, viruses, file-sharing)
10. describe possible consequences and costs related to unethical use of information and communication technologies
11. discuss the societal impact of technology in the future
12. provide accurate citations when referencing information from outside sources in electronic reports
13. use technology to identify and explore various occupations or careers
14. discuss possible uses of technology (present and future) to support personal pursuits and lifelong



learning 9. identify uses of technology to support communication with peers, family, or school personnel

*By the end of Grade 8 each student will:*

1. apply common software features (e.g., thesaurus, formulas, charts, graphics, sounds) to enhance communication and to support creativity
6. use a variety of technology resources, including the internet, to increase learning and productivity
7. explore basic applications that promote creativity (e.g., graphics, presentation, photo-editing, programming, video-editing)
8. use available utilities for editing pictures, images, or charts
9. use collaborative tools to design, develop, and enhance materials, publications, or presentations



*By the end of Grade 8 each student will:*

3. use a variety of telecommunication tools (e.g., e-mail, discussion groups, IM, chat rooms, blogs, video-conferences, web conferences) or other online resources to collaborate interactively with peers, experts, and other audiences
4. create a project (e.g., presentation, web page, newsletter, information brochure) using a variety of media and formats (e.g., graphs, charts, audio, graphics, video) to present content information to an audience



### TECHNOLOGY RESEARCH TOOLS

*By the end of Grade 8 each student will:*

1. use a variety of Web search engines to locate information
8. evaluate information from various online resources for accuracy, bias, appropriateness, and comprehensiveness
9. identify types of internet sites based on their domain names (e.g., edu, com, org, gov, au)
10. know how to create and populate a database
11. perform queries on existing databases
12. know how to create and modify a simple database report
13. evaluate new technology tools and resources and determine the most appropriate tool to use for accomplishing a specific task



*By the end of Grade 8 each student will:*

3. use database or spreadsheet information to make predictions, develop strategies, and evaluate decisions to assist with solving a basic problem
4. describe the information and communication technology tools to use for collecting information from different sources, analyze findings, and draw conclusions for addressing real-world problems

## **Disposal Procedure**

The Millington Community School District property may not be sold to the general public, traded in, salvaged, or scrapped, unless the Superintendent or the Superintendents designee has granted prior approval. This includes all equipment or materials donated or purchased with gift, grant, contract funds, or unrestricted general funds, if title to the property has been vested with the Millington Community School District.

1. Unauthorized removal, disposal, or expropriation of any Millington Community School District owned property, regardless of estimated value, constitutes a breach of the Millington Community School District policy and could be construed as misappropriation of funds.
2. Buildings wishing to dispose of obsolete computer property must notify the Superintendent or the Superintendents designee by using an obsolete Property disposal Form. The completed form must be signed by the person authorized to make the final disposal decisions for the building and then the form must be forwarded to the Technology Director and the buildings computer inventory person.
3. Buildings may declare property as obsolete and transfer control of it to the Technology Director. The releasing department will not benefit financially.
4. Buildings may transfer obsolete items to other internal departments but the transaction must be processed through the buildings computer inventory control person so inventory records can be updated. If a question exists as to the proper disposal of equipment or materials, it is the responsibility of the building to contact the Technology Director for advice or instructions concerning the proper disposition.

### **ADVERTISING**

NOTE: Items may be offered to other nonprofit organizations or municipalities before offering the items to district employees or the general public, if it is determined to be in the best overall interest of the district. Nonprofit organizations may also be offered equipment, which has been determined to be scrap, if such equipment could be beneficial to the nonprofit organization. Scrapped equipment will never be offered to district employees or to the general public.

### **AUTHORITY TO DECLARE PROPERTY AS SURPLUS**

1. Superintendent, Director of Business and Finance, Technology Director, or their designees may declare property as obsolete to their building or the Millington Community School District.
  1. The Building staff will verify ownership of all equipment and materials before proceeding with disposal.

### **DECLARATION AND TRANSFER OF OBSOLETE PROPERTY**

1. To declare property as obsolete, an OPD form must be completed, signed by an authorized representative, and then forwarded to the building inventory control person.
2. If the item(s) are large and/or bulky, the Technology Director, or his/her designee, will inspect the item on location before it is moved.

## **TRADE-IN CONSIDERATION**

If a department is purchasing new equipment and is considering any type of trade-in, the owning department must contact the building inventory person prior to releasing any district property.

1. The owning department must reference the trade-in on their Requisition for Purchase Form. The requisition should include a complete description of the item(s) to be traded in. This would include model, serial #, and district inventory tag number. The Purchasing Department will contact the building inventory staff and owning department to discuss disposal alternatives.
2. The OPD program will receive no commission for trade-in transactions and will automatically update the owning department's inventory records.

## **LOANED AND/OR INTERNALLY TRANSFERRED PROPERTY**

It is not the intention of the OPD program to discourage lending and/or the internal transfer of property. It may often be desirable to borrow or reassign property from one unit to another. In these instances, it is not necessary to declare the property as obsolete. However, the building inventory control person should be advised (via the OPD form) of the transfer of any items that have assigned inventory tag numbers, so that property records may be adjusted.

## **DISMANTLED PROPERTY**

Millington Community School District property which is designated as Capital Equipment (original cost of \$1000 or more) should not be dismantled until approved by the Superintendent. An OPD Form must be completed by the owning department and sent to the Office of Business and Finance. The Technology Director and the owning department will jointly determine if parting out the equipment is in the best interest of the district.

1. If the unit is dismantled, the Technology Director will then remove the item from the inventory records.

# Minimum Hardware Specifications

## **MCSD Computer Minimum Hardware Specifications**

Below are the minimum computer specifications for the Millington Community Public Schools. Each of the recommendations for new computers to the school system must be able to meet hardware and software requirements listed in this plan. The Millington Community Schools will continue to take donated computers as long as they meet minimum specifications and there are funds available to purchase software that was not transferred.

Adherence to such specifications will ensure compatible standards among all schools in the District.

### **Minimum Specifications: Purchased Computers**

INTEL BASED (IBM COMPATIBLE)

PENTIUM 3.0 GHz PENTIUM IV

MINIMUM 2GB OF RAM

MINIMUM 60 GIG HARD DRIVE

MINIMUM 4 MEG VIDEO RAM

ETHERNET CARD

DVD

SOUND CARD

WINDOWS XP Pro

### **Minimum Specifications: Donated Computers**

INTEL BASED (IBM COMPATIBLE)

Pentium 2.4 GHz

MINIMUM 512MB OF RAM

40 GB OF HARD DRIVE

Ethernet Card

KEYBOARD

MOUSE

COLOR VGA MONITOR

Windows XP Professional

## **MILLINGTON COMMUNITY SCHOOL DISTRICT NETWORK (MCSNET) Network and Internet Safety and Use Policy**

The use of Millington Community School District's Network (MCSNET) is to promote the exchange of information to further education and research and is consistent with the mission of Millington Community School District. MCSNET is not for private or commercial business use, political or religious purposes. Any use of MCSNET for illegal activity is prohibited.

### **NETWORK ETIQUETTE**

1. Be polite. Avoid being abusive in your messages to others. Treat others fairly. Using programs that harass MCSNET users or infiltrate a computing system and/or damage the software components is prohibited.
2. Use of MCSNET to access obscene or pornographic material is prohibited. Sending material likely to be offensive or objectionable to recipients is prohibited.
3. Make the most efficient use of network resources to minimize interference with others.
4. Any use of MCSNET that accesses outside resources must conform to our "Network and Internet Safety and Use Policy".
5. Subscriptions to Listservs, bulletin boards and on-line services must be pre-approved by the district
6. You are expected to abide by the generally accepted rules of network etiquette.
7. Do not reveal your personal address or phone numbers of students or colleagues.
8. Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
9. Do not use the network in such a way that you would disrupt the use of the network by other users.
10. All communications and information accessible via the network should be assumed to be private property.
11. As the rules and guidelines for Network Etiquette change and evolve, users are responsible for understanding and abiding by those generally accepted rules of the Internet.

### **SECURITY**

12. Respect the rights and property of others. Do not improperly access, misappropriate or misuse the files, data, or information of others.
13. Do not share your account with anyone or leave the account open or unattended.
14. Keep all accounts and passwords confidential and not accessible to others.
15. Change passwords regularly, using combinations of letters and numbers and avoiding Standard English words and names.
16. You are responsible for making back-up copies of the documents critical to you.

### **SOFTWARE**

17. You are responsible to take precautions to prevent viruses on your own equipment and Millington Community Schools' equipment.
18. The illegal installation of copyrighted software or files for use on district computers is prohibited. Users may download copyrighted material for their own use only with the expressed permission of the owner or authorized person.
19. Please see your school's Technology Director to install any software on district computers.
20. E-Mail is provided for the purpose to exchange information consistent with the mission of Millington Community School District.
  - a. MCSNET's E-Mail cannot be used for private or commercial offerings of products or services for sale or to solicit products or services.
  - b. E-Mail cannot be used for political or religious purposes.
  - c. E-Mail messages are subject to District review at any time.
21. Mail should be deleted regularly from our E-Mail directory to conserve the file space.

**CHILDREN'S INTERNET PROTECTION ACT ("CIPA")**

Certification for schools.---To be eligible to receive universal service assistance under subsection (h)(1)(B), an elementary or secondary school (or the school board or other authority with responsibility for administration of that school) shall certify to the Commission that it has---

"(A) selected a technology for computers with Internet access to filter or block material deemed to be harmful to minors; and

"(B) installed, or will install, and uses or will use, as soon as it obtains computers with Internet access, a technology to filter or block such material

“(C) the district will educate minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response”

1. The Millington Community School District has Installed SonicWall Internet filtering software that will block access of many resources that contain visual depictions of obscenity, child pornography, and any other materials deemed to be harmful to minors.
2. I understand that MCSNET will filter or block access to visual depictions of obscenity and child pornography when the system is in use by adults.
3. I understand that MCSNET will filter or block access to visual depictions of obscenity, child pornography, and material harmful to minors when MCSNET is in use by minors.

The use of MCSNET/Internet is a privilege, not a right, and inappropriate use of that connection may result in cancellation of those privileges. Interpretation, application and modification of this Network and Internet Safety and Use Policy is within the sole discretion of Millington Community School District. Any questions or issues regarding this policy should be directed to Millington Community School District Administration.

Violation of any conditions of use described here, and in the District's Technology Ethics Regulation may be cause for disciplinary action.

**MILLINGTON COMMUNITY SCHOOL DISTRICT NETWORK (MCSNET)  
Access Release and Authorization Form**

As a condition of using Millington Community School's network (MCSNET), I understand the use of MCSNET and access to public networks (internet) is a privilege, and agree to the following:

1. The Millington Community School District has the right to review any material stored on any system provided by the District and to edit or remove any material. I hereby waive any right, which I may otherwise have in and to such material.
2. All information and services available on The Internet and MCSNET are placed there for informational purposes. I use MCSNET at my own risk.
3. Millington Community School District does not warrant the function of MCSNET or any information accessible through MCSNET to meet any specific requirements I may have, or that MCSNET will be error free or uninterrupted. Millington Community School District staff are not liable for any damages incurred in connection with the use, operation, or inability to use MCSNET.
4. In consideration for using MCSNET and having access to public networks, I hereby release Millington Community School District and its sponsors, individual board members, employees and agents from any claims and damages arising from my use, or inability to use MCSNET.
5. I have read and agree to comply with the Network and Internet Safety and Use Policy. I also understand that any violation of the regulations is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked and disciplinary action taken.
6. The Millington Community School District had installed WEBBLOCKER Internet filtering software that will block access of any resources that contain visual depictions of obscenity, child pornography, and any other materials deemed to be harmful to minors.

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**STAFF** (Please Print)

Last	First	Middle Initial
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Home Address	Mother's Maiden Name
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City	State/Zip Code	Building
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Home Phone

User Signature

Date

**MILLINGTON COMMUNITY SCHOOL DISTRICT NETWORK (MCSNET)  
Access Release and Authorization Form**

As a condition of using Millington Community School District's network (MCSNET), I understand the use of MCSNET and access to public networks (i.e. The Internet) is a privilege, and agree to the following:

1. The Millington Community School District has the right to review any material stored on any system provided by the District and to edit or remove any material. I hereby waive any right, which I may otherwise have in and to such material.
2. All information and services available on The Internet and MCSNET are placed there for informational purposes. I use MCSNET at my own risk.
3. Millington Community School District does not warrant the function of MCSNET or any part of it accessible through MCSNET to meet any specific requirements I may have, or that MCSNET will be error free or uninterrupted. Millington Community School District staff are not liable for any damages incurred in connection with the use, operation, or inability to use MCSNET.
4. In consideration for using MCSNET and having access to public networks, I hereby release Millington Community School District and its sponsors, individual board members, employees and agents from any claims and damages arising from my use, or inability to use MCSNET.
5. The Millington Community School District in has installed SonicWall Internet filtering software that should block access of any resources that contain visual depictions of obscenity, child pornography, and any other materials deemed to be harmful to minors.
6. I have read and agree to comply with the Network and Internet Safety and Use Policy. I further understand that any violation of the regulations is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked and disciplinary action taken.

**PARENT OR GUARDIAN** (If you are 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 Network and Internet Safety and Use Policy and Access Release and Authorization Form. I understand that this access is designed for educational purposes. Millington Community School District will restrict access to all controversial materials and I will not hold them responsible for materials acquired on the network. I understand that my child may appear in pictures on the District Web Site or in Skype sessions for Home bound students. 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 and account for my child and certify that the information on this form is correct.

Parent or Guardian's Name (please print): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Name (please print): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Return completed forms to the Principals Office.**  
 School Copy \_\_\_\_\_ Date \_\_\_\_\_