

GOBLES PUBLIC SCHOOLS

Van Buren Intermediate School District

District Number: 80110

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Gobles, MI 49055
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District Technology Plan
July 1, 2012 – June 30, 2015

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Review our technology plan at:
<http://www.gobles.org>

TECHNOLOGY PLAN SUMMARY SHEET

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INTRODUCTION

MISSION

The educational community of Gobles Public Schools is dedicated to all of our students and is committed to investing the spirit of Gobles in them for the future.

VISION

Investing the spirit of Gobles for the future: learning, pride, service, tradition and vision

BELIEFS

Education is a shared responsibility of Gobles Public Schools, staff, students, families, school board and community. We all work together to invest the spirit of Gobles for the future.

Our Core Business

Teaching and Learning

Our Focus

Learning, Pride, Service, Tradition and Vision

Our Commitment

Investing the spirit of Gobles

Gobles Elementary School
409 North State Street
Gobles, MI 49055
Phone (269) 628-2131



Gobles Middle/High School
409 North State Street
Gobles, MI 49055
Phone (269) 628-2113

DISTRICT PROFILE

Gobles Public Schools serves a district of 39 square miles including the City of Gobles and rural areas of about 8000 in population. The City of Gobles is located 15 miles northwest of Kalamazoo, Michigan.

The district serves approximately 900 students with a K-12 program. The curriculum is comprehensive, with over 50 distinct courses offered in the high school. The Van Buren Vocational Technical Center offers 26 career-oriented programs for juniors and seniors.

The school district employees over 100 people including approximately 50 teachers. The elementary school building contains grades K-6 and the middle/high school building includes grades 7-12.

BACKGROUND OF TECHNOLOGY PLANNING INITIATIVE

Gobles Public Schools developed its first technology plan 1993 as part of the district five-year plan. Technology issues addressed in this five-year plan included:

- expanding science and math electives
- adding more computers
- networking the district's computers
- researching a Technology Coordinator position

The school district addressed additional technology issues with a revised and expanded the five-year plan in early 1997. In the fall of 1997 a five-year technology plan was developed. This plan incorporated and expanded upon the previously identified technology issues. The major goals of that plan were:

- add district wide Local Area Network including a dedicated Internet server
- add two special purpose and one open computer labs in the middle/high school
- add one open computer lab in the elementary school
- supply five computers in every classroom
- provide computer training for teachers
- integrate new technology into existing K-12 curriculum
- strengthen math and science programs
- provide and equip new modern science labs
- expand computer course curriculum
- open computer lab to community after hours and weekends
- offer computer education to the community

The district revised the technology plan again in the spring of 2001. The plan continued to build on the previous foundations and incorporated the following goals:

- explore adding a distance learning system
- increase Internet bandwidth to accommodate classroom needs
- finish adding large screen data monitors and VCRs to the middle/high school building
- finish bi-directional video system
- add a computer/mobile wireless lab
- provide additional software for all subject areas
- ensure reliable printing available in all classrooms
- investigate network capable copy machines
- continue providing computer training for staff
- provide curriculum technology integration training for staff
- integrate technology into curriculum
- expand computer course curriculum
- expand web site offerings
- provide proper technical support structure

The 2004-2011 technology plans continued to build on previous accomplishments and added the following goals:

- integrate new distance learning lab into curriculum and instruction
- integrate new bi-directional video system into curriculum and instruction
- continue providing high quality professional development opportunities for staff
- provide curriculum technology integration professional development for staff
- continue technology integration into curriculum
- increase Internet bandwidth to accommodate classroom and distance learning needs
- expand computer course curriculum
- continue expanding web site offerings
- provide high quality technical support to staff and students
- improve technical support and inventory record keeping

VISION AND GOALS

DISTRICT TECHNOLOGY VISION

The purpose of education is to prepare students to be considerate, responsible, and productive adults in society and successful in the 21st century economy. Technology is a continuously evolving educational tool with the potential to improve and expand instructional opportunities for teachers and students. It is the vision of Gobles Public Schools that all students receive a meaningful and engaging education that will prepare them for the workforce, advanced educational opportunities, and other life endeavors.

GOALS OF THE TECHNOLOGY PLAN

Establish an innovative learning environment where all students have access to challenging yet achievable instructional content anywhere and anytime.

- increase learner engagement in instructional activities
- improve student motivation towards educational goals
- develop student critical thinking abilities
- promote collaboration and communication skills
- encourage self-directed learners

Provide diverse educational opportunities for the school district community

- increase dual-enrollment with distance learning
- expand course offerings with online learning
- provide alternative educational opportunities for students
- provide assistive technology resources for special needs students

Improve decision making through systematic generation, collection, and analysis of a wide range of data

- Improve reliability and validity of local assessments and resulting data
- Increase usage of formative assessment data to direct instruction
- Increase usage of summative assessment data to improve curriculum

Increase parental and community involvement in school activities and business

- Improve school-to-home and home-to-school communications
- Increase parental awareness of their student(s) activities and performance
- Increase community awareness of school events

The vision and goals of this technology plan are in direct support of the Gobles Public Schools mission and long-range plan of improving student achievement, increasing student literacy, and maintaining financial stability.

CURRICULUM

CURRICULUM INTEGRATION

Curriculum is the set of courses available from a learning institution. Standards define the knowledge and skills students should learn during their education and can range from concrete to abstract. Pedagogy is the instructional methods used to teach. Assessments evaluate student progress towards standards, student achievement of standards, and the effectiveness of curriculum and instructional methods.

Technology standards specifying what students should know and be able to do, as they progress through stages of schooling, are important in fostering student development; and the skills derived from these standards are valuable to our society at large for students, educators, parents, policy-makers, and employers. Technology is a useful and often necessary tool in almost all occupations today. Being able to effectively use technology can make the difference between success and failure in employment, education, and personal endeavors.

There are two primary objectives concerning technology and education. The first is a curriculum integration goal

and consists of the development of technology related skills. The second objective focuses on teaching methods and is concerned with using technology as an instructional tool.

Gobles Public Schools has several major initiatives in progress regarding technology, curriculum integration, and improving the presentation of curriculum to students.

- Annual curriculum revision includes a review of available hardware and software and its effective use to enhance student learning
- Revised K-12 technology curriculum to incorporate the Michigan Educational Technology Standards (METS)
- Integrating technology curriculum with the general curriculum requiring teaching technology skills as an integral part of the general curriculum
- Developing instructional practice expectations and constant monitoring that the expectations are being met
- On going staff professional development in the general use of technology
- On going staff professional development in instructional strategies that provide student-centered and authentic learning
- Improved analysis of assessment data to determine the effectiveness of curriculum and instructional practices

In order to transform teaching and learning, every student must have access to instructional content appropriate to their specific level of knowledge, skill, and experience. Our goal is to provide individual learning devices for all students with universal access to online instructional content for all courses. Utilizing a course management system all instructional content and activities will be available online in multiple formats. Instruction delivery will include formats like video, audio, rich text, interactive websites, simulations, source documents, and other innovative methods. Continuous formative assessment will inform both teacher and student of strengths, areas needing improvement, and progress. Teachers will direct students towards instructional content appropriate for their current level providing scaffolding and enrichment activities as warranted.

One lead teacher in each core subject area will implement this strategy for at least one course during the 2012-13 school year. These teachers will continue development in there other courses and assist the next round of teachers moving instructional content to the course management system. Conferences, in-school training, and online sources are available as teacher professional development opportunities.

These curriculum integration goals align with the State of Michigan's educational technology plan goals of teaching for learning, professional learning, and data and information management.

STUDENT ACHIEVEMENT

Many factors effect student achievement such as motivation, attention, parental involvement, prerequisite knowledge, and instructional content and methodologies. A student's interest in instructional activities and their belief of likely success greatly influence motivation and attention. Improving communications and parental access to student assignments, completed work, and progress data will increase parental involvement. It is imperative for students to master prerequisite knowledge prior to attempting to learn new content. Identifying and addressing prerequisite deficiencies is essential to improving student achievement, which also fosters positive motivation. Effective instructional content, activities, and methodologies promotes student achievement by utilizing appropriate sequencing, presenting information from multiple perspectives, connecting new knowledge to prior learning, and providing challenging but achievable goals for all students.

These strategies include but are not limited to:

- online instructional content
- student-centered approaches to learning
- collaborative work
- inquiry based learning
- multi-sensory stimulation
- authentic context

An example of this type of teaching/learning is a 6th grade class studying animals and their habitats. Traditional instructional practices involve the teacher presenting the material, students writing a research paper and then taking a quiz. Our 6th grade students, however, take a different approach. Students break into teams of 3-4 students each. Each team researches several animals including an endangered species. The teacher provides specific attributes such as food, habitat, etc. for the students to research. The students research their animals from a variety of resources such as library, Internet, and interviews. Each group develops multimedia presentations of their findings and makes a presentation to the other groups. The other groups use an assessment rubric and assess the presentation. Students sometime post presentations to our website or they are available for viewing during parent teacher conferences.

Timeline for implementation is highly dependent upon adequate funding from the state.

2012/13

- acquire three classrooms sets of student learning devices
- install wireless access points in classrooms
- online content available in one course of each core content area
- evaluation of online methodologies and student learning devices

2013/14

- install district wide wireless infrastructure
- acquire additional classroom sets of student learning devices
- expand online content to all pilot classrooms
- evaluation of online methodologies and student learning devices

2014/15

- expand online content to all secondary classrooms
- convert classroom sets of student learning devices to individual learning devices
- pilot online learning content in some elementary classrooms
- evaluation of online methodologies and student learning devices

2015/16

- expand elementary pilot to additional classrooms
- evaluation of online methodologies and student learning devices

2016/17

- expand to remaining elementary classrooms
- complete one-to-one implementation of student learning devices
- evaluation of online methodologies and student learning devices

The timeline for technology integration into the curriculum is a continuous process; there is no start date and certainty no completion date. All curriculum integration goals take into account The Michigan Educational Technology Standards (METS) during development and implementation.

TECHNOLOGY DELIVERY

Gobles Public Schools uses several methods of curricula delivery for regular classroom instruction, online learning, and distance learning.

- dual enrollment is available on-site through our distance learning classroom, which provide two college courses each semester
- online courses are available to high school students from providers like Michigan Virtual Schools, Aventa, Lincoln Interactive, and others
- virtual field trips are available to all classrooms through our distance learning classroom
- subscriptions to Discovery Education, Explorer Learning, Brain Pop, World Book Encyclopedia, Renaissance Learning, and many others providers deliver rich online content to classrooms
- the implementation of student learning devices will provide the previous content along with all classroom instructional content and activities anytime and anywhere

PARENTAL COMMUNICATIONS & COMMUNITY RELATIONS

A committee of administrators, teachers, support staff, and community members developed this technology plan in its entirety. The committee is responsible for the long-term maintenance of the plan. The technology plan is approved by the board of education, posted on the district website, and copies are available in the superintendent's office.

There are numerous methods of communications between the school, parents, and community. All administrators, teachers, and most support staff have email addresses, which they are required to check on a daily basis. All teachers have a telephone with voicemail in their classroom. The school website allows for the real-time posting of articles, events, and other information and additionally supports posting of questionnaires and polls. Each building operates a video bulletin board that displays announcement on common area TV's. Building principals hold staff meetings on a monthly basis at a minimum. The school district publishes a periodic newsletter, which is delivered to every household in the community. The school provides online collaboration software that supports discussion forums, email lists, announcements, and other information. The student information system provides an email mechanism for communication information about attendance, grades, behavior, and general announcement to parents, guardians, and students.

The district will communicate technology initiatives to the community, staff, students and others using a variety of methods:

- regular articles in the school newsletter
- periodic articles in the Van Buren advertiser
- school announcements
- email blasts
- district web page
- staff meetings
- media releases
- special events

COLLABORATION

There are no adult literacy providers in the community. Gobles Public Schools is a small school district serving a small community. The need for a community education program has not been demonstrated. The district does value community support and input and includes community members in school improvement, technology, long-range, and other planning initiatives. Additionally, the school district offers:

- Community computer classes on basic computer literacy, word processing, Internet use, spreadsheets and other areas as requested.
- College credit classes through the distance learning system will be available when justified by sufficient interest.
- A periodic survey of local businesses to determine the desire for computer classes directed toward business needs.

The school district is currently considering partnerships with community organizations for establishing community-learning centers in support of anytime anywhere learning. There is no definitive timeline for this initiative.

PROFESSIONAL DEVELOPMENT

PROFESSIONAL DEVELOPMENT

With the addition of computers and other technologies into our schools, we have created a never-ending need for professional development. Gobles Public Schools believes that high quality professional development is essential to the successful implementation of our educational program. Currently a wide variety of skill levels exists not only in the basic usage of technology but also with the effective application of technology in instructional practices. Our plan endeavors to advance all staff members in their knowledge of and ability to use technology as an effective learning tool. The school district recognizes the National Educational Technology Standards (NETS) for Teachers as

well as NETS for administrators as essential skills for all educators and strives to meet these standards through professional development activities.

All staff members (teachers, administrators, and support staff) have the opportunity to participate in workshops and seminars designed to enhance technology literacy. Each staff member has an Individualized Learning Plan that specifies the type and depth of training needed for the grades and subjects taught by the staff member.

The following are major goals and accomplishments of ongoing technology professional development:

- increase knowledge and abilities in using technology and strive to meet the METS standards for technology literacy for all staff members (ongoing)
- conduct assisted surveys and develop individualized learning plans to identify and address areas of focus (started 2000, completed 2001)
- participation by the elementary school during the 2000 Ameritech Technology Academy (2000)
- small group training sessions (ongoing)
- small group sessions focus on specific areas of interest and need (ongoing)
- mini training sessions before and after school (ongoing)
These sessions offer a variety of topics in a just-in-time training format
- participation by the middle/high school during the summer 2001 Ameritech Technology Academy (2001)
- require professional development in the area of curriculum integration for all teaching staff (ongoing)
- provide hands on professional development to create technology integrated lessons and projects (ongoing)
- focus professional development on individual subject areas and grade level training
- continue offering technology training through KRESA and VBISD
Opportunities through Michigan Virtual University, LearnPort, Michigan State extensions, distance learning lab, and other online sources
- create a budget that will facilitate a high quality professional development program (ongoing)
- Gaggle integration (ongoing)
- Google Apps integration (2012-2015)
- Moodle lesson development (2011-2015)
- blended classroom training (2012-2015)

SUPPORTING RESOURCES

The school district encourages technology professional development and the ongoing use of technology both instructionally and administratively through a number of policies and resources. The district long-range plan addresses technology issues in several of its cornerstone statements. One of the cornerstone statements is “Continue Integration of Computer Technology.” The cornerstone statements and related technology issues are as follows:

- Expand Educational Programs and Services
This cornerstone addresses:
 - monitoring and analysis of student academic performance data
 - distance learning and online classes
- Continue Integration of Computer Technology
 - curriculum integration
 - professional development
 - instructional practices
 - assessment
 - long term hardware and software replacement
- Create, Expand and Improve Communications
 - online resource scheduling
 - online work orders, purchase requisitions
 - webpage, community calendar
 - school-home-school communications

All staff has a custom portal page assigned as their default webpage. The staff portal page provides access to a variety of resources such as a knowledge base, instructions, manuals, FAQ’s, useful links and more. Users submit

technology support requests online and requests are often addressed within one hour. The help desk uses remote control software to address simple problems immediately. The school district maintains several general computer skills training packages that are available online and subscribes to several computer and technology magazines. The school district maintains an extensive library of technology, curriculum, and integration related books. Collaboration and communication in online teaching methods and practices on a dedicated Wiki provides to all staff members involved in the project with a single source resource.

INFRASTRUCTURE

INFRASTRUCTURE NEEDS/TECHNICAL SPECIFICATIONS AND DESIGN

Through previous technology planning, various grants, and community supported building projects, the school district has built an integrated technology infrastructure. Due to of inadequate state funding for public education the infrastructure is aging faster than we can maintain it.

Infrastructure and associated technologies include:

Telecommunications:

- Central PBX – Teleco Strata DK424
 - 24 standard telephone lines into the switch
 - Voicemail
 - Caller ID
- Fax
 - Electronic delivery of incoming faxes
 - All staff can fax directly from their computer
- Wireless Phone Service
 - Direct Connect
 - Caller ID
 - Voicemail
 - Data services (Blackberry, Palm, Android, etc.)

Network

- 100 Megabit switched Ethernet network with Gigabit fiber optic backbone between switch stacks
- hardware based stateful packet inspection firewall solution
- 10Mb Internet connection
- network connections in all classrooms and office space
- electrical power upgrades in all classrooms adequate for computer usage
- at least five computers in most classrooms
- limited wireless access points

Servers

- dedicated electronic messaging server
- dedicated Internet server
- several dedicated application and file servers
- internet filtering, virus protection and anti-spam software
- 3 security camera servers
- Access Control System (ACS) server for electronic door locks
- in process of migrating servers to virtual server infrastructure

Computer Equipment

- computers in all office areas
- three open computer labs in the elementary school
- two special purpose computer labs and two open computer labs in the middle/high school
- several laptop computers available for checkout from the libraries
- computer work areas available in both the elementary and middle/high school libraries

- networked printers in all classrooms and office areas

Audio/Video and Multimedia

- scanners available throughout the buildings
- digital cameras and video cameras available for checkout from the libraries
- large screen data monitors or data projectors and VCR and/or DVD player in all classrooms
- video broadcast studio and video editing lab
- school wide video network with video origination capabilities from every classroom
- distance learning classroom
- video projection equipment available for checkout in each building

Administrative Software

- Infinite Campus student data management software
 - Parent Portal for parent access to student information
 - Online grade book
- MI Tracker data warehouse for test data tracking and analysis
- NWEA MAP assessments (discontinued due to budget cuts)
- Wireless Generation handheld DIBELS testing
- School Dude work order tracking (discontinued due to budget cuts)
- Meal Magic lunch management software
- Follett Library management software
- Total Traffic Control Internet filtering software
- AVG anti-virus software
- MI-CASE accounting and human resources software

Instructional Software

- Anywhere Learning System (out of date)
- Computer Curriculum Corporation Success Maker (out of date)
- Accelerated Reader (upgraded)
- STAR Early Literacy (upgraded)
- Study Island (discontinued due to budget cuts)
- Microsoft Office Suite (upgraded)
- Worldbook online encyclopedia
- United Streaming
- Exam View Learning Series
- Hot Math
- Type to Learn, Type to Learn Jr. and Micro Type (out of date)

Many years ago, the school district implemented a technology replacement policy that has ensured the continued replacement and upgrade of existing technologies. Unfortunately, the budgets for most hardware and software upgrade efforts along with textbooks, busses and many other supporting materials has been cut due to insufficient state funding of public K-12 education.

Nevertheless, Gobles Public School district has a functional albeit out-of-date technology infrastructure along with an assortment of technology tools and software available to the classroom teacher. The school district has a desire to upgrade the existing technology infrastructure and modernize the network although limited funding severely impedes this effort. One major focus is on improving instructional practices and effectively using existing technology.

The areas of need in order to carry out our instructional goals include:

- Wireless infrastructure
 - A district wide wireless infrastructure providing broad wireless network access to support a student 1:1 learning device initiative
 - Wireless access for staff and student devices outside of the school environment to support 1:1 real-time learning anytime and anywhere

- Individual portable student learning devices for all students
- Server consolidation utilizing or virtualization and shared SAN storage technology
 - Messaging server
 - Web server
- Upgrade network backbone to 10 Gigabit and provide Gigabit connections to the desktop
- Upgrade firewall protection to address modern threats
- Provide more classroom multimedia equipment
- Upgrade phone system to VoIP

The upgrade and addition of these resources will provide the necessary supporting infrastructure to implement one-to-one student learning anytime and anywhere.

TECHNICAL SUPPORT

The school district understands the need for technical support and provides an extensive system of support resources. The following list of goals describes the technology support plan for the school district:

- The district will employ technology support staff to assist with software and hardware support and training issues.
- The district will maintain subscriptions to various technology magazines and journals as deemed appropriate at the time.
- The district will provide filtered Internet access to all computers connected to the network.
- The district will maintain appropriate technical support contracts with hardware and software providers as needed.
- The district will maintain relationships with outside vendors to continue with software and hardware support as required.
- The district will provide ongoing support through in-service training, seminars, and off-site workshops.
- Individual Staff Professional Development Plans will include necessary training so that all staff members have the necessary skills for effective use of technology in their instructional program.
- The District Technology Committee will serve as the primary planning and review body for the District Technology Plan.
- The Gobles Public Schools web page will be developed and maintained as a resource for teachers, students and community members.
- A Gobles Links page containing links to a variety of educational web sites will be maintained. Links will also be maintained for specific classes as requested.
- Software will be purchased and maintained for all curricular areas as needed.
- Computers and other technology hardware will be properly maintained and a replacement schedule will be developed as permitted by funding.
- Printer toner cartridges will be provided for all classroom printers.
- The student technology program will provide specialized classroom support as requested. *This could be web site research, web page development, special instruction, etc.*

Support resources must always include people. The school district has planned for and budgeted for the following positions to provide technology resource support services:

- The director of technology oversees all technology department services. The director of technology supervises the technology specialist and lab monitors. He also provides programming services, data analysis, professional development, hardware and software evaluation, and other services to support the technology infrastructure.
- The technology specialist coordinates the day-to-day support services. He supervises the help desk, student technology program, provides training, and any other needed services.
- The elementary school lab manager handles routine day-to-day tasks in the elementary computer lab. This lab manager also supports several of the networked software applications used in the elementary lab and supplies some technical support to elementary school teachers and students.
Note: This position was eliminated starting with the 2010–2011 school year due to state budget reductions.
- The middle/high school lab manager handles routine day-to-day tasks in the middle/high school labs and the keyboarding lab. This lab manager also administers our Internet filter, user accounts, disk storage quotas, and supplies some technical support to middle/high school teachers and students.
Note: This position was eliminated starting with the 2004–2005 school year due to state budget reductions.
- Teachers receive release time to plan and conduct staff professional development in technology.
- The district occasionally hires current or former students to assist in the deployment of new computers, printers, or other technology equipment. Students may also be hired to provide cleaning services for computers, printers, VCR/DVD players, etc.
- The district utilizes an outside repair facility for equipment repairs not performed in-house or covered by warranty.

INCREASE ACCESS

The Gobles Public Schools District believes all students have unique learning needs and the best way to meet these needs is through individualized learning for each student. To accomplish this appropriate learning resources must be available to all students at all times and in a variety of formats to accommodate different learning styles. This requires online availability of all learning resources with access by all students anytime and anywhere. In addition, staff requires continuous access to their online content and supporting resources to develop and update student-learning resources and monitor student progress.

The district does utilize several assistive technologies such as text readers and scanners, specialized hardware and software. Technology staff attend student IEP planning meetings as needed to assist in the selection of supportive technologies.

FUNDING AND BUDGET

BUDGET AND TIMETABLE

Development of much of the school districts current technology infrastructure occurred through the last two building projects. Each of these projects contributed significantly to technology resources available to the schools. State budget reductions have negatively affected most new technology initiatives and the potential benefits of technology on instruction and student learning. Budget reductions have eliminated technology support positions, postponed computer and software upgrades, impeded maintenance of the technology infrastructure, and halted the acquisition of many valuable educational tools.

Education Technology Plan Budget

Function Titles	2012-13	2013-14	2014-15
Personnel	142,000	142,000	142,000
Hardware	5,300	5,300	5,300
Software	5,300	5,300	5,300
Networking	0	0	0
Internet Services	18,000	18,000	18,000
Phone/Voice Mail	15,000	15,000	15,000
Infrastructure	0	0	0
Copy/Print Services	60,000	60,000	60,000
Replacement	0	0	0
Maintenance	4,000	4,000	4,000
Professional Development	15,000	15,000	15,000
Contracted Technical Services	4,000	4,000	4,000
Support Contracts	18,000	18,000	18,000
Total	286,600	286,600	286,600

Timetable

Since our plan does not include any concrete acquisitions of additional technologies there is no timeline to be presented for acquiring such technologies. Budget planning for the next school year will begin around January at which time budget reinstatements or additional reductions will be considered. Computer replacement activities will begin in the spring if funding is available. The only technology professional development activities will take place during one of the five required professional development days or through federally funded programs.

COORDINATION OF RESOURCES

Although two community supported building projects initially funded new technologies in the district, the general fund budget is the primary method of funding for continued technology support.

The following outlines current and potential areas of funding:

- District Operating Budget
- Universal Service Fund
- Teacher Technology Initiative
- Technology Literacy Challenge Fund
- Other grants

The school district utilizes resources available through VBISD, K-RESA, BCISD, and other regional educational agencies to support various educational technology activities. These include professional development opportunities, technical support, distance learning activities, and administrative functions. Additionally, the district is seeking partners to host community based learning centers to support after-hours access to online learning resources and other alternative educational programs.

MONITORING AND EVALUATION

EVALUATION PLAN

The evaluation plan identifies who is responsible for each objective and will address resources, schedule, action steps and any obstacles encountered. The technology committee is responsible for monitoring and evaluating each objective in the technology plan. The technology committee meets four times each school year to work on technology planning and evaluation. Major objectives are identified along with evaluation strategies. The actual evaluation process varies depending upon the objective being evaluated. Often feedback from teachers, students, parents or others is used to determine the successful completion of an objective. Sometimes the determination is very subjective and requires additional planning and implementation.

EVALUATION PLAN – School YEAR 2012/2013				
Objective	Accomplishments	Progress Toward Goals	Focus Areas for Improvement	Notes
Expand web site offerings				
Technical support				
Data analysis				
Instructional practices				
Update technology curriculum				
Professional development				
Replace outdated technology				
Gaggle integration				
Student 1:1 Access				
Moodle content development				
Google Apps integration				

ACCEPTABLE USE POLICY

Gobles Public Schools filters all Internet access using a pass-through filter. The filtering software blocks by list and keyword and updates blocked lists daily. The filter logs all access for both blocked and permitted sites and log files are reviewed weekly to identify inappropriate access. Access or attempts to access inappropriate sites trigger an investigation and, if warranted, evidence is presented to the building principal who contacts the student’s legal guardian and applies discipline according to the student handbook. This process meets the requirements of “The Children’s Internet Protection Act” (CIPA) for Internet safety.

The district complies with the Family Educational Rights and Privacy Act (FERPA) regarding the disclosure of personally identifiable information and directory information. Furthermore, the acceptable use policy includes guidance on revealing personal information over the Internet. All students are instructed each year regarding internet safety behaviors and the acceptable use policy.

GUIDELINES FOR USE OF COMPUTERS AND THE INTERNET GOBLES PUBLIC SCHOOLS

The Gobles Public Schools Network (GPSNet) is provided for educational purposes only. Use of GPSNet is a privilege that may be revoked by the administrators of the system at any time for abusive conduct. Such conduct would include, but is not limited to the placing or viewing of unlawful, obscene, abusive or otherwise objectionable information on the system, harassment of others, and the use of obscene, abusive or otherwise objectionable language on the system. Gobles Public Schools will be the sole arbiter of what constitutes obscene, abusive, or objectionable items.

1. The computers, software, and network electronics are to be used for educational purposes. Do not use the computers without a supervising staff member present in the room. Any and all use requires express permission from the supervising staff member. Personal use of the computers should be limited and requires express permission from the supervising staff member.
2. Use of the Network to engage in cyberbullying is prohibited. "Cyberbullying" is defined as the use of information and communication technologies (such as e-mail, cell phone and pager text messages, instant messaging (IM), defamatory personal websites, and defamatory online personal polling websites), to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others." [Bill Belsey (<http://www.cyberbullying.ca>)]

Cyberbullying includes, but is not limited to the following:

- a. posting slurs or rumors or other disparaging remarks about a student on a website or on weblog;
 - b. sending e-mail or instant messages that are mean or threatening, or so numerous as to drive up the victim's cell phone bill;
 - c. using a camera phone to take and send embarrassing and/or sexually explicit photographs/recordings of students;
 - d. posting misleading or fake photographs of students on websites.
3. Games are not allowed during school hours. Approved games may be played during non-school hours with express permission from the supervising staff member.
 4. User accounts are assigned specifically and uniquely to the person whose name appears on the account. Do not use other people's accounts or allow others to use your account. Keep your account password confidential.
 5. Do not download from the local network or Internet or in anyway move, copy or transfer files onto the computer's hard drive, floppy drive or network drive for any reason without express permission from the supervising staff member.
 6. Internet access is primarily limited to educational purposes and requires the express permission from the supervising staff member. From time to time, limited high quality self discovery on the Internet may be allowed with express permission from the supervising staff member. Report any and all access to inappropriate content to the supervising staff member immediately.
 7. Do not install or use any floppy disk, zip disk, CD-ROM or any other type of removable media without the express permission from the supervising staff member.
 8. Do not print any type of document, file, graphic or web page to a local or network printer without the express permission from the supervising staff member. Printing of non-school work should be limited and requires express permission from the supervising staff member.
 9. Do not install any software onto the local computer or network drive without express permission from the supervising staff member and the Director of Technology.
 10. Each student is allotted a maximum of 10MB of disk space on their network share (Z: drive). Do not exceed your allotted drive space without the express permission from the Director of Technology. Student directories exceeding the maximum allotted size may be deleted without notice.
 11. Do not use any messaging or email applications for any reason without the express permission from the supervising staff member.
 12. Do not store files or applications on your desktop or in any folders on your desktop. All files are to reside on your network share (Z: drive). You may place shortcuts on your desktop to frequently used files. User profiles exceeding 5MB may be deleted without notice.
 13. If there is a question about appropriate use of technology, ask for clarification from the supervising staff member or the Director of Technology prior to use.