TECHNOLOGY PLAN
July 1, 2012-June 30, 2015

Fraser Public Schools
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TABLE OF CONTENTS

Page

Fraser Public Schools
Technology Committee Members

Dr. David Richards	Superintendent
Carrie Wozniak	Assistant Superintendent: Curriculum/Instruction
Kris Young	Director of Educational Technology and Information Systems
Dr. Mike Lonze	Principal: Fraser High School
Jessica Carrier	Principal: Richards Middle School
Aaron Sutherland	Elementary Principal: Disney
Denis Metty	Elementary Principal: Salk
Katie Fitzpatrick	K-12 Consultant
Lori Wetzel	K-8 Media Specialist
Regina Cable	High School Media Specialist
Dennis Bruck	Special Education: K-12
Nikki Chesley	Teacher: Dooley
Andrea Filip	Teacher: Disney
Christina Basilisco	Teacher: Edison
Michelle Short	Teacher: Eisenhower
Renee Biegas	Teacher: Emerson
Cathy Amicucci	Teacher: Salk
Megan Cracchiola	Teacher: Twain
Jani Zmurkiewicz	Teacher: Middle School
Chris Caverly	Teacher: Middle School
Luke Woods	Teacher: High School
Andre Spotts	Teacher: High School
Amy Jager	Teacher: High School
Marie Zuk	Convergent Technology Partners, Consultant
John Foster	Convergent Technology Partners, President

DISTRICT PROFILE

Located in the southern end of Macomb County, in southeastern Michigan, the Fraser Public School District includes the entire city of Fraser and a portion of both Clinton Township to the north and the city of Roseville to the south. The District consists of six elementary buildings (K-6), one middle school (7-8), one high school (9-12) and an early childhood building.

Fraser's once middle-class community is changing to a more ethnically and economically diverse community with several lower-income housing areas and subdivision developments of upper-middle-class families.

The January, 2012 K-12 enrollment was 5276 students with a total staff of 446 including 348 teachers. According to the October, 2011 report, 42% of the District students qualify for Free or Reduced lunch and the District qualifies for a 63% erate discount.

The District includes the following schools:

Little Learner/Dooley Center	16170 Canberra	Roseville	586-4397600
Walt Disney Elementary	36155 Kelly Rd.	Clinton Township	586-4396400
Thomas Edison Elementary	17470 Sewell St.	Fraser	586-4396500
Dwight Eisenhower Elem.	31275 Eveningside	Fraser	586-4396600
Ralph Waldo Emerson Elem.	32151 Danna St.	Fraser	586-4396700
Jonas Salk Elementary	17601 15 Mile Rd.	Clinton Township	586-4396800
Mark Twain Elementary	30601 Calahan Rd.	Roseville	586-4396900
Richards Middle School	33500 Garfield	Fraser	586-4397400
Fraser High School	34270 Garfield	Fraser	586-4397200

In 2005, the community passed a bond including $6,925,600 for technology. This has given the District the opportunity to add learning technology in all schools. This was followed by the 2010 bond which included $9,840,000 for technology enhancements including wireless accessibility in all buildings, upgrades of electronics, classroom technology, increased security systems, and telephone system.

Fraser is proud of the following achievements:
- MEAP scores are traditionally tops in Macomb County
- State of the art media centers and computer labs
- State recognized Algebra I program which has passed 85% of its at-risk students
- Leader in learning technology in all classrooms
- Nationally-acclaimed Fine Arts Programs including the high school choir performing at Carnegie Hall in April
- Green schools: the first county green roof which saves energy, benefits the environment, and serves as a living lab to students
- Eight Allstate, All-Academic teams in the last two years.
- Addition of the Performing Arts Career Academy

2011-14 Strategic Plan
From the Introduction by Superintendent Dave Richards:

In Fraser, we have seen tremendous success thus far in the efforts we have made as a school District and community to provide our students with a comprehensive and rigorous educational experience. It has been exciting to see our staff members, students, and parents embrace our efforts to redesign our learning environments in order to address the essential skills that are needed to prepare our students for the 21st century. By doing so, our students are demonstrating success both academically and personally. I'm proud of our staff members for working diligently to improve as a professional learning community and by continuously reflecting on what needs to be done to further improve student achievement and provide classrooms that address the needs of today's learner.

Fraser Public Schools and the members of the Strategic Planning Task Force has spent the 2010-11 school year engaged in an in-depth process of developing a strategic plan that would guide our District efforts over the next three (3) years. This process brought forth discussions regarding many of our accomplishments and identified areas that need improvement. Throughout the numerous committee and sub-committee meetings that were held, our conversations have been focused on improving our efficiencies and the quality of education that we offer to our students. Countless hours have been dedicated to developing a plan that will build upon our outstanding tradition while focusing on the identified areas of improvement. As a result, Fraser Public Schools will continue to be one of the finest school systems in the State of Michigan and the country. It is the expectation of the Strategic Planning Task Force that our community and our staff will use this document as the beginning source when developing program and school improvements.

Mission:
Innovate, Learn, Lead

Innovate: We will be a District that focuses on innovation to redesign our learning environments to meet the needs of today's learner.

Learn: As a Professional Learning Community, we will engage in a process of continuous improvement that focuses on "Learning for All".

Lead: Fraser Public Schools and our community will be a leader in the design and delivery of a rigorous and relevant education for our students.

Vision:

The Fraser Public School District will be an exemplary 21st Century learning community whose graduates are prepared to excel in a complex, interconnected, changing world.

TECHNOLOGY VISION

Fraser Public Schools is committed to developing a community of lifelong learners and leaders for a digital world.

TECHNOLOGY MISSION

The technology mission of the Fraser Public Schools is to utilize digital resources to enhance instruction and learning while increasing organizational effectiveness.

TECHNOLOGY GOALS

1. **Technology Curriculum and Integration**
   - **To provide and promote the infusion of technology into the classroom to enhance and support instruction and learning.**
   - **To utilize technology to deliver specialized classes and experiences for students.**

2. **Professional Development**
   - **To provide ongoing professional development and support in technology correlated with the state and national standards.**

3. **Parents and Community**
   - **To provide, improve and promote community and parental communications through the use of technology.**

4. **Technology and Infrastructure**
   - **To provide the access, hardware, software and support required to implement the District Technology Plan.**

GOAL ONE

<u>Technology Curriculum and Integration</u>

a. **To provide and promote the infusion of technology into the classroom to enhance and support instruction and learning.**
b. **To utilize technology to deliver specialized classes and personalized learning experiences for students.**

Technology Curriculum and Integration

The application of research-based instructional strategies and the integration of technology within the curriculum to support instruction and improve learning for all students will make it possible for teachers to:

- create authentic learning experiences for students
- increase communications for the purpose of collaboration and knowledge acquisition
- access, analyze, organize, refine, apply, and communicate information
- provide learning opportunities independent of time and place
- provide adaptive devices and specialized software to meet diverse needs

Fraser Public Schools
Strategic Plan 2011-2014

The adopted Strategic Plan includes the following focus areas: Technology, Finance, Human Resources, Professional Development, Partnerships, and Communication, Curriculum/Instruction/Assessment. Action plans for each area have been developed by a representative committee and facilitated by the Superintendent and a Michigan Leadership Institute consultant. Two areas that specifically address the integration of technology into the curriculum are:

Focus Area: Technology

Fraser Public Schools will look very different in three years as teaching and learning is transformed by Technology. Technology will become a tool to increase student achievement by integration throughout our curriculum. It will allow anytime anywhere access to the learning environment (learning will not be limited to the school day, nor the school building). Students/staff will have the ability to bring their own technology into the classroom and utilize mobile computing to move technology to the point of instruction.

Focus Area: Curriculum, Instruction and Assessment

Curriculum (that which is learned): To meet the changing needs and expectations of tomorrow's learners, the curriculum must be broad-based, rich and challenging. It is essential that the District's curriculum meets the needs and abilities of each student and is aligned to exceed state and federal standards and benchmarks. The curriculum must be reviewed and updated based upon current research, availability of new technologies and changing conditions.

The curriculum must be clearly articulated, committed in writing and accessible to parents, students, teachers and administrators. The curriculum shall be consistently implemented across the District to ensure the development of a common knowledge and skill set among students.

The adopted curriculum must be enhanced by opportunities for students to participate in co-curricular and extra-curricular activities. These activities complement the instructional program in developing the skills and talents of students and their educational needs.

Instruction (how it is learned): Quality instruction is the cornerstone of student learning. Fraser Public Schools is committed to creating learning environments that are research based, flexible, and responsive to student needs. High expectations for achievement are the standard for both staff and students in every class, every day, every way.
The redesign of the learning environment based up a continuous evaluation process is critical to the success of our school District. This process will include the adoption of research based best practices, the integration technology at the point of instruction and the development of a learning environment that meets the needs of tomorrow's learners.

Assessment: Fraser Public Schools uses a variety of assessments utilized on an on-going basis to guide instruction and provide data to monitor student growth. Data that is mined from these assessments shall be used to improve instructional practice.

An instructional technology committee was organized in July, 2010 with the following charge:
To develop the Fraser Public Schools roadmap of how instruction will be delivered at each level: development of the learning environment. This will include:
- Defining Learning Environment at each level
- Developing the components of the Learning Environment at each level
- Developing the timeline for the implementation of the Learning Environment including professional development
- Determining the list of resources that are needed

The committee has met this charge with the development of the proposed Learning Environment for each level. The committee has determined that Universal Design for Learning (UDL) framework with Engage, Expand and Encompass (E3T) as a professional development option is the District structure for the development of the Learning Environment at each level. Following is the Michigan Educational Technology Standards which is the basis of the technology skills to be mastered by Fraser students, and the Learning Environments developed for each level with implementation beginning during the 2012-13 school year. The Learning Environment plans will be reviewed and updated during the second semester of each year for the following year.

Michigan Educational Technology Standards (METS) 2009 – PK-8 Checklist by Grade Levels									
O = Teacher Observation		**P = Portfolio Evidence**		**A = Formal Assessment**		**C = Technology Literacy Class**			
Grades PK through 2 –Technology Standards and Expectations: prior to completing Grade 2									

	PK	K	1	2					
PK-2.CI Creativity and Innovation - By the end of Grade 2 each student will:	**PK**	**K**	**1**	**2**					
1. use a variety of digital tools (e.g., word processors, drawing tools, simulations, presentation software, graphical organizers) to learn, create, and convey original ideas or illustrate concepts									
PK-2.CC. Communication and Collaboration - By the end of Grade 2 each student will:	**PK**	**K**	**1**	**2**					
1. work together when using digital tools (e.g., word processor, drawing, presentation software) to convey ideas or illustrate simple concepts relating to a specified project									
2. use a variety of developmentally appropriate digital tools (e.g., word processors, paint programs) to communicate ideas to classmates/families/others									
PK-2.RI. Research and Information Fluency - By the end of Grade 2 each student will:	**PK**	**K**	**1**	**2**					
1. interact with internet based resources									
2. use digital resources (e.g., dictionaries, encyclopedias, graphs, graphical organizers) to locate and interpret information relating to a specific curricular topic, with assistance from teachers, school library media specialists, parents, or student partners									
PK-2.CT. Critical Thinking, Problem Solving, and Decision Making - By the end of Grade 2 each student will:	**PK**	**K**	**1**	**2**					
1. explain ways that technology can be used to solve problems (e.g., cell phones, traffic lights, GPS units)									
2. use digital resources (e.g., dictionaries, encyclopedias, search engines, web sites) to solve developmentally appropriate problems, with assistance from teachers, parents, school media specialists, or student partners									
PK-2.DC. Digital Citizenship - By the end of Grade 2 each student will:	**PK**	**K**	**1**	**2**					
1. describe appropriate and inappropriate uses of technology (e.g., computers, internet/e-mail/cell phones) and describe consequences of inappropriate uses									
2. know the Michigan Cyber Safety Initiative's three rules (Keep Safe, Keep Away, Keep Telling)									
3. identify personal information that should not be shared on the Internet (e.g. name, address, phone number)									
4. know to inform a trusted adult if they receive or view an online communication which makes them feel uncomfortable, or if someone whom they don't know is trying to communicate with them or asking for personal information									
PK-2.TC. Technology Operations and Concepts - By the end of Grade 2 each student will:	**PK**	**K**	**1**	**2**					
1. discuss advantages and disadvantages of using technology									
2. be able to use basic menu commands to perform common operations (e.g., open, close, save, print)									
3. recognize, name, and label the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, printer)									
4. discuss the basic care for computer hardware and various media types (e.g., CDs, DVDs, videotapes)									
5. use developmentally appropriate and accurate terminology about technology									
6. understand that technology is a tool to help him/her complete a task, and is a source of information, learning, and entertainment									
7. demonstrate the ability to navigate in virtual environments (e.g., electronic books, games, simulation software, web sites)									

Michigan Educational Technology Standards (METS) 2009 – 3rd to 5th Checklist

O = Teacher Observation	P = Portfolio Evidence	A = Formal Assessment			C = Technology Literacy Class		

Grades 3 through 5 – Technology Standards and Expectations: prior to completing Grade 5

			A			C		
3-5.CI. Creativity and Innovation - By the end of Grade 5 each student will:			3	4	5			
1. produce a media-rich digital project aligned to state curriculum standards (e.g., fable, folk tale, mystery, tall tale, historical fiction)								
2. use a variety of technology tools and applications to demonstrate their creativity by creating or modifying works of art, music, movies, or presentations								
3. participate in discussions about technologies (past, present, and future) to understand these developments are the result of human creativity								
3-5.CC. Communication and Collaboration - By the end of Grade 5 each student will:			3	4	5			
1. use digital communication tools (e.g., e-mail, wikis, blogs, IM, chat rooms, videoconferencing, Moodle, Blackboard) and online resources for group learning projects								
2. identify how different software applications may be used to share similar information, based on the intended audience (e.g., presentations for classmates, newsletters for parents)								
3. 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								
3-5.RI. Research and Information Fluency - By the end of Grade 5 each student will:			3	4	5			
1. identify search strategies for locating information with support, from teachers and school library media specialists								
2. use digital tools to find, organize, analyze, synthesize, and evaluate information								
3. understand and discuss that web sites and digital resources may contain inaccurate or biased information								
4. understand that using information from a single internet source might result in the reporting of erroneous facts and that multiple sources should always be researched								
3-5.CT. Critical Thinking, Problem Solving, and Decision Making - By the end of Grade 5 each student will:			3	4	5			
1. use digital resources to access information that can assist them 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 problems								
3. use digital resources to identify and investigate a state, national, or global issue (e.g., global warming, economy, environment)								

3-5.DC. Digital Citizenship - By the end of Grade 5 each student will:				3	4	5			
1. discuss scenarios involving acceptable and unacceptable uses of technology (e.g., file-sharing, social networking, text messaging, cyber bullying, plagiarism)									
2. recognize issues involving ethical use of information (e.g., copyright adherence, source citation)									
3. describe precautions surrounding personal safety that should be taken when online									
4. identify the types of personal information that should not be given out on the Internet (name, address, phone number, picture, school name)									
3-5.TC. Technology Operations and Concepts - By the end of Grade 5 each student will:				3	4	5			
1. use basic input and output devices (e.g., printers, scanners, digital cameras, video recorders, projectors)									
2. describe ways technology has changed life at school and at home									
3. understand and discuss how assistive technologies can benefit all individuals									
4. demonstrate proper care in the use of computer hardware, software, peripherals, and storage media									
5. know how to exchange files with other students using technology (e.g., network file sharing, flash drives)									

Michigan Educational Technology Standards (METS)
2009 –6th to 8th Checklist

O = Teacher Observation	P = Portfolio Evidence	A = Formal Assessment	C = Technology Literacy Class		
Grades 6 through 8 – Technology Standards and Expectations: prior to completing Grade 8					
6-8.CI. Creativity and Innovation – By the end of Grade 8 each student will:				6	7	8
1. apply common software features (e.g., spellchecker, thesaurus, formulas, charts, graphics, sounds) to enhance communication with an audience and to support creativity						
2. create an original project (e.g., presentation, web page, newsletter, information brochure) using a variety of media (e.g., animations, graphs, charts, audio, graphics, video) to present content information to an audience						
3. illustrate a content-related concept using a model, simulation, or concept-mapping software						
6-8.CC. Communication and Collaboration – By the end of Grade 8 each student will:				6	7	8
1. use digital resources (e.g., discussion groups, blogs, podcasts, videoconferences, Moodle, Blackboard) to collaborate with peers, experts, and other audiences						
2. use collaborative digital tools to explore common curriculum content with learners from other cultures						
3. identify effective uses of technology to support communication with peers, family, or school personnel						
6-8.RI. Research and Information Fluency – By the end of Grade 8 each student will:				6	7	8
1. use a variety of digital resources to locate information						
2. evaluate information from online resources for accuracy and bias						
3. understand that using information from a single internet source might result in the reporting of erroneous facts and that multiple sources should always be researched						
4. identify types of web sites based on their domain names (edu/com/org/gov/net)						
5. employ data-collection technologies (e.g., probes, handheld devices, GPS units, geographic mapping systems) to gather, view, and analyze the results for a content-related problem						

6-8.CT. Critical Thinking, Problem Solving, and Decision Making - By the end of Grade 8 each student will:							6	7	8
1. use databases or spreadsheets to make predictions, develop strategies, and evaluate decisions to assist with solving a problem									
2. evaluate available digital resources and select the most appropriate application to accomplish a specific task (e, g., word processor, table, outline, spreadsheet, presentation program)									
3. gather data, examine patterns, and apply information for decision making using available digital resources									
4. describe strategies for solving routine hardware and software problems									

6-8.DC. Digital Citizenship – By the end of Grade 8 each student will:							6	7	8
1. provide accurate citations when referencing information sources									
2. discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, viruses, file-sharing)									
3. discuss the consequences related to unethical use of information and communication technologies									
4. discuss possible societal impact of technology in the future and reflect on the importance of technology in the past									
5. create media-rich presentations for other students on the appropriate and ethical use of digital tools and resources									
6. discuss the long term ramifications (digital footprint) of participating in questionable online activities (e.g., posting photos of risqué poses or underage drinking, making threats to others)									
7. describe the potential risks and dangers associated with online communications									
6-8.TC. Technology Operations and Concepts - By the end of Grade 8 each student will:							6	7	8
1. identify file formats for a variety of applications (e.g., doc, xls, pdf, txt, jpg, mp3)									
2. use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced materials									
3. perform queries on existing databases									
4. know how to create and use various functions available in a database (e.g., filtering, sorting, charts)									
5. identify a variety of information storage devices (e.g., CDs, DVDs, flash drives, SD cards) and provide rationales for using a certain device for a specific purpose									
6. use accurate technology terminology									
7. use technology to identify and explore various occupations or careers, especially those related to science, technology, engineering, and mathematics									
8. discuss possible uses of technology to support personal pursuits and lifelong learning									
9. understand and discuss how assistive technologies can benefit all individuals									
10. discuss security issues related to e-commerce									

Michigan Educational Technology Standards (METS) 2009 – 9th to 12th Checklist					
O = Teacher Observation	**P = Portfolio Evidence**	**A = Formal Assessment**	**C = Technology Literacy Class**		
Grades 9 through 12 – Technology Standards and Expectations: prior to completing grade 12					
9-12.CI. Creativity and Innovation – By the end of Grade 12 each student will:			**9**	**10**	**11**	**12**	
1. apply advanced software features (e.g. built-in thesaurus, templates, styles) to redesign the appearance of word processing documents, spreadsheets, and presentations							
2. create a web page (e.g., Dreamweaver, iGoogle, Kompozer)							
3. use a variety of media and formats to design, develop, publish, and present projects (e.g., newsletters, web sites, presentations, photo galleries)							
9-12.CC. Communication and Collaboration - By the end of Grade 12 each student will:			**9**	**10**	**11**	**12**	
1. identify various collaboration technologies and describe their use (e.g., desktop conferencing, listserv, blog, wiki)							
2. use available technologies (e.g., desktop conferencing, e-mail, videoconferencing, instant messaging) to communicate with others on a class assignment or project							
3. collaborate in content-related projects that integrate a variety of media (e.g., print, audio, video, graphic, simulations, and models)							
4. plan and implement a collaborative project using telecommunications tools (e.g., ePals, discussion boards, online groups, groupware, interactive web sites, videoconferencing)							
5. describe the potential risks and dangers associated with online communications							
6. use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence)							
9-12.RI. Research and Information Fluency – By the end of Grade 12 each student will:			**9**	**10**	**11**	**12**	
1. develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys)							
2. identify, evaluate, and select appropriate online sources to answer content related questions							
3. demonstrate the ability to use library and online databases for accessing information (e. g. MEL, Proquest, Infosource, United Streaming)							
4. distinguish between fact, opinion, point of view, and inference							
5. evaluate information found in selected online sources on the basis of accuracy and validity							
6. evaluate resources for stereotyping, prejudice, and misrepresentation							
7. understand that using information from a single internet source might result in the reporting of erroneous facts and that multiple sources must always be researched							
8. research examples of inappropriate use of technologies and participate in related classroom activities (e.g., debates, reports, mock trials, presentations)							

	9	10	11	12	
9-12.CT. Critical Thinking, Problem Solving, and Decision Making - By the end of Grade 12 each student will:	**9**	**10**	**11**	**12**	
1. use digital resources (e.g., educational software, simulations, models) for problem solving and independent learning					
2. analyze the capabilities and limitations of digital resources and evaluate their potential to address personal, social, lifelong learning, and career needs					
3. devise a research question or hypothesis using information and communication technology resources, analyze the findings to make a decision based on the findings, and report the results					
9-12.DC. Digital Citizenship – By the end of Grade 12 each student will:	**9**	**10**	**11**	**12**	
1. identify legal and ethical issues related to the use of information and communication technologies (e.g., properly selecting, acquiring, and citing resources)					
2. discuss possible long-range effects of unethical uses of technology (e.g., virus spreading, file pirating, hacking) on cultures and society					
3. discuss and demonstrate proper netiquette in online communications					
4. identify ways that individuals can protect their technology systems from unethical or unscrupulous users					
5. create appropriate citations for resources when presenting research findings					
6. discuss and adhere to fair use policies and copyright guidelines					
9-12.TC. Technology Operations and Concepts - By the end of Grade 12 each student will:	**9**	**10**	**11**	**12**	
1. complete at least one online credit, or non-credit, course or online learning experience					
2. use an online tutorial and discuss the benefits and disadvantages of this method of learning					
3. explore career opportunities, especially those related to science, technology, engineering, and mathematics and identify their related technology skill requirements					
4. describe uses of various existing or emerging technology resources (e.g., podcasting, webcasting, videoconferencing, online file sharing, global positioning software)					
5. identify an example of an assistive technology and describe its purpose and use					
6. participate in a virtual environment as a strategy to build 21st century learning skills					
7. assess and solve hardware and software problems by using online help or other user documentation					
8. explain the differences between freeware, shareware, open source, and commercial software					
9. participate in experiences associated with technology-related careers					
10. identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav, wmv, mp3, flv, avi, pdf)					
11. understand and discuss how assistive technologies can benefit all individuals					
12. demonstrate how to import/export text, graphics, or audio files					
13. proofread and edit a document using an application's spelling and grammar checking functions					

FRASER PUBIC SCHOOLS
ELEMENTARY LEARNING ENVIRONMENT

GOAL: To develop the Fraser Public Schools' roadmap of how instruction will be delivered: development of the learning environment.

FRAMEWORK: Universal Design for Learning
- **Multiple Means of Representation:** CONTENT or the "**what**" of learning
- **Multiple Means of Expression:** PRODUCT or the "**how**" of learning
- **Multiple Means of Engagement:** PROCESS or the "**why**" of learning

PROFESSIONAL DEVELOPMENT MODEL: E3T Hybrid PD which is a balanced mix of traditional face-to-face instructional activities with appropriately designed online experiences.

UDL Checklist	How does this look in the classroom	Resources & Tools needed	How can we measure success
Make expectations (objectives, rubrics, grading) explicit from the start	Develop rubrics	• Document camera • Promethian • Rubistar	Behavior and academic success
Include multiple ways to engage students	Choices, flexibility, technology	• PDF	What does your classroom look like?
Include multiple means of representing the big ideas	Promethian, Discovery, MediaCast	• Project based software	
Include alternatives to the text e.g. website, article, video, audio summary, or lower reading level text	Journal, National Geographic streaming, Discovery, TeacherTube, MediaCast, differentiated materials, Scholastic	• Research/Google search • Discovery streaming • Differentiated instruction	Students need hard copy
Include checks for understanding to shape instruction	Clickers, dry erase boards	• Clickers for every teacher including PD	• Student engagement • Clickers: graph data • Websites will offer student scores • Rubric scores • Presentations • Paper and pencil • Projects • Student Device
Include methods that require students' active participation	Clickers, Active Inspire, flipcharts, Individual Active Inspire charts	• Clickers for every teacher • Netbooks w/Active Inspire for every child	
Include a choice of learning options that provide greater support or challenge	• PBL with choice • Prezi • Blog • Glogster	• PD • Device w/WiFi and software to create presentations	

Include options to help students learn from the text and classroom materials e.g., text-reader, comprehension supports	Everyday math games and software	• Netbook software/logins • Poster Maker	• Clicker set for each teacher • iPads are great for small group instruction, research and academic games
Provide step by step instructions for using learning strategies	Expectations in some type of written form	• Promethean • Netbooks • Hard copies/posters • Boardmaker • Poster Maker	
Provide access to class notes in various formats e.g., outline, graphic, studycast	Web presence	• Netbooks • Software • iPads	
Include multiple ways for students to show what they know (formative and summative assessment)	• Study Island • Everyday Math • Project Based • Clickers	• Clickers • Netbooks • Subscriptions to some websites	

FRASER PUBIC SCHOOLS
MIDDLE SCHOOL LEARNING ENVIRONMENT

GOAL: To develop the Fraser Public Schools' roadmap of how instruction will be delivered: development of the learning environment.

FRAMEWORK: Universal Design for Learning
- **Multiple Means of Representation:** CONTENT or the "**what**" of learning
- **Multiple Means of Expression:** PRODUCT or the "**how**" of learning
- **Multiple Means of Engagement:** PROCESS or the "**why**" of learning

PROFESSIONAL DEVELOPMENT MODEL: E3T Hybrid PD, which is a balanced mix of traditional face-to-face instructional activities with appropriately designed online experiences.

UDL Checklist	How does this look in the classroom	Resources & Tools needed	How can we measure success
Make expectations (objectives, rubrics, grading) explicit from the start	• Expectations posted on classroom website • Daily objective displayed in classroom/website • School-wide grading scale and classroom grading policies posted on website • Clearly developed expectations in the form of rubrics for classroom assignments/projects • Consistent "proficiency" bands on formative and summative exams	• Website Training • Rubistar • Tech Coach	• Are we adding one new innovative piece to a unit each time you teach it? We need growing your units. • Are students being assessed in a variety of ways? • Videotape yourself doing a lesson in the beginning of the year. Videotape yourself later in the year. Reflect. What has changed? • Reflect on the checklist. How many of these items can you say you included in a daily lesson?
Include multiple ways to engage students	• Different from bell work or warm ups • Powerful Lesson Openers, Still Images, Video Clips, Clickers, Posting a topic – Turn & Talk, Quick Write, Blogging, Interactive Websites	• Clicker Training • Blog Training • Awareness of resources already available (i.e. Discovery Education, Teacher Tube, YouTube, Library of Congress, Smithsonian, etc.	

		• More mobile devices • Tech Coach	• Baby steps. Concentrate on one thing at a time.
Include multiple means of representing the big ideas			• Student and parent feedback. Have they noticed a change?
Include alternatives to the text e.g. website, article, video, audio summary, or lower reading level text	• Embedding alternatives into classroom web presence • Incorporate hands-on manipulatives and simulations • Project Based Learning • Discovery Learning • Student-created teaching videos • Audio alternatives – Podcasts using Audacity or Vocaroo • Digital backpacks	• Video/Audio recording devices – iPod Touches, Flip Cameras, digital cameras, etc. • PD – How do I set up a lesson like this? How do I change my instructional model? • Tech Training – Audacity, video editing, Photostory • Awareness of resources available (i.e. MeL databases for lower level text, audio capabilities) • Tech Coach	• Technology integration support present for teachers whenever needed (i.e. Tech Coach model or something similar) – RMS had a fabulous model to consider! • Devices available for students and teachers on demand. • Implementation of a variety of Web 2.0 tools to enable the 24/7 home school connection. • Technology being truly integrated and not used strictly for the purpose of using technology.
Include checks for understanding to shape instruction	• Student Response Systems • Quia • 10 and 2 • Ticket out the door • Turn and talk • Marzano methods • Blogging • Wallwisher / Linio – Digital Parking Lot • Parking Lot • Digital Survey Tools • Cell phones as survey tools	• Clicker Training • More clickers • Sticky notes • Awareness of the resources available (Wallwisher, Linio, poll anywhere, etc.) • Teachers need to see other teachers in action using these ideas (modeling)	

	• Students create assessments for their peers based on their projects – what did your peers learn from you?	• More devices • Tech Coach	
Include methods that require students' active participation	• Center based Learning • Project based Learning • Discovery Learning • Giving students choice • Marzano methods • Flip learning	• Marzano training for teachers • More devices • Tech Coach	
Include a choice of learning options that provide greater support or challenge	• Enrichment / Reteaching	• Awareness of resources for enrichment and re-teaching • Tech Coach	
Include options to help students learn from the text and classroom materials e.g., text-reader, comprehension supports	• Guided highlighted reading • CCR	• Tech Coach	
Provide step by step instructions for using learning strategies	• Text & video • Screencasts	• Camtasia training • Tech Coach	
Provide access to class notes in various formats e.g., outline, graphic, studycast	• Teacher and student created screencasts • Concept mapping • Content posted on classroom websites	• Camtasia training • Tech Coach	
Include multiple ways for students to show what they know (formative and summative assessment)	• Student Response Systems – Self-paced and prepared assessments • Performance or project based • Data Director Online	• Data Director training • Clicker training • Tech Coach	

FRASER PUBIC SCHOOLS
HIGH SCHOOL LEARNING ENVIRONMENT

GOAL: To develop the Fraser Public Schools' roadmap of how instruction will be delivered: development of the learning environment.

FRAMEWORK: Universal Design for Learning
- **Multiple Means of Representation:** CONTENT or the "**what**" of learning
- **Multiple Means of Expression:** PRODUCT or the "**how**" of learning
- **Multiple Means of Engagement:** PROCESS or the "**why**" of learning

PROFESSIONAL DEVELOPMENT MODEL: E3T Hybrid PD which is a balanced mix of traditional face-to-face instructional activities with appropriately designed online experiences.

UDL Checklist	How does this look in the classroom	Resources & Tools needed	How can we measure success
Make expectations (objectives, rubrics, grading) explicit from the start	- Daily objective displayed in classroom/website - School-wide grading scale and classroom grading policies posted on website - Clearly developed expectations in the form of rubrics for classroom assignments and projects - Consistent "proficiency" bands on formative and summative exams	- Website Training - Tech Coach	- Are students being assessed in a variety of ways? - Reflect on the checklist. How many of these items can you say you included in a daily lesson? - Baby steps. Concentrate on one thing at a time. - Student and parent feedback. Have they noticed a change? - Technology integration support present for teachers whenever needed (i.e. Tech Coach model or something similar)
Include multiple ways to engage students	- Powerful Lesson Openers, Still Images, Video Clips, Clickers, Posting a topic – Turn & Talk, Quick Write, Blogging, Interactive Websites - Students owning their learning objectives	- Clicker Training - Blog Training - Awareness of resources already available (i.e. Discovery Education, Teacher Tube, YouTube, Library of Congress, Smithsonian) - More mobile devices	

			• Devices available for students and teachers on demand. • Implementation of a variety of Web 2.0 tools to enable the 24/7 home school connection. • Technology being truly integrated and not used strictly for the purpose of using technology.
Include multiple means of representing the big ideas			
Include alternatives to the text e.g. website, article, video, audio summary, or lower reading level text	• Embedding alternatives into classroom web presence • Incorporate hands-on manipulatives and simulations • Project Based Learning • Audio alternatives – Podcasts using Audacity or Vocaroo	• Video/Audio recording devices – iPod Touches, Flip Cameras, digital cameras, etc. • PD • Tech Training – Audacity, video editing, Photostory • Awareness of resources available	
Include checks for understanding to shape instruction	• Student Response Systems • Marzano methods • Blogging • Digital Survey Tools • Cell phones as survey tools • Students create assessments for their peers based on their projects – what did your peers learn from you?	• Clicker Training • Sticky notes • Awareness of the resources available (Wallwisher, Linio, poll anywhere, etc.) • Teachers need to see other teachers in action using these ideas (modeling)	
Include methods that require students' active participation	• Center based Learning • Project based Learning • Giving students choice • Marzano methods • Flip learning	• Marzano training for teachers	

Include a choice of learning options that provide greater support or challenge	• Enrichment • Reteaching • Standard Based Education	• Awareness of resources for enrichment and re-teaching • Software to manage the process	
Include options to help students learn from the text and classroom materials e.g., text-reader, comprehension supports	• Guided highlighted reading • CCR	• PD	
Provide step by step instructions for using learning strategies	• Text & video • Screencasts	• Camtasia training	
Provide access to class notes in various formats e.g., outline, graphic, studycast	• Teacher and student created screencasts • Content posted on classroom websites	• Camtasia training	
Include multiple ways for students to show what they know (formative and summative assessment)	• Student Response Systems – Self-paced and prepared assessments • Performance or project based • Data Director Online	• Data Director training • Clicker training	

To utilize technology to deliver specialized classes and experiences for students

Fraser Public Schools are committed to utilize technology to deliver classes. As a result, the following are being implemented:

Middle School

Blackboard is the format of the following courses:
1. Hybrid course for 7th grade accelerated math with an emphasis on Geometry.
2. Hybrid accelerated English course during the summer for students going into 8th grade.
3. Additional courses may be made available.

High School

We have taken the time to develop courses that will maintain the rigor and academic excellence that have become a cornerstone of our schools. Our Hybrid model allows students to take advantage of a blended learning environment that will balance an online experience while at the same time maintaining interaction between the teacher and the student. In addition, we are developing several virtual courses (100% online) that will be available to students for the 2012-2013 school year. All of our online courses, both hybrid and virtual, are developed and taught by Fraser High School teachers so that they are in alignment with Fraser curriculum. Whether face-to-face, hybrid, or virtual, the student will get the same rigorous course. This model will allow students to continue to progress towards their educational goals in a variety of ways and support the high academic expectation that we have for all Fraser High School students.

2012-2013 Virtual Courses Planned

Algebra I - Math Department
Economics - Social Studies Department
English 9: Introduction to Online Learning* - English Department
Exploring Careers in Technology - CTE Department
Modern World History B - Social Studies Department
Music History - Performing Arts Department
U.S. Government - Social Studies Department
2nd Year Foreign Language (TBD) - World Languages Department

2012-2013 Hybrid Courses

English	**Social Studies**
English 10	AP U.S. History
English 11	Modern World History B
English 11: Performing Arts Academy	U.S. Government
English 12: Global Leadership	
English 12: Health, Science, & Technology	**Math**
English 12: Performing Arts Academy	Algebra II
English 12: 21st Century Media Literacy	
Creative Writing	**Fine Arts**
Yearbook	AP Art
Business	**Family & Consumer Sciences**
Business & Personal Finance	Fashion Design
	Life Skills
Science	Parenting
Astronomy	Surviving After High School
Chemistry	
Comparative Anatomy	**Physical Education**
Environmental	Weight Training

In addition, E2020 on-line courses will continue to be offered.

GOAL TWO

Professional Development

To provide ongoing professional development and support in technology correlated with the state and national standards.

Professional Development

Staff development is the basis of the success of technology integration and usage. Because technology is constantly changing, staff development becomes a continual process. What is most important is the approach that is taken. According to Jamie McKenzie in <u>How Teachers Learn Technology Best,</u>

> *This challenge is not about **training**. It is about **learning**. If we expect teachers to turn around and use technologies daily with students they need to discover personally the power of the new technologies when combined with rich information. We also need to provide more informal support structures such as mentors, coaches and "just in time help" that often do more to promote risk taking and growth than formal class offerings.*

In order to meet this challenge, the Fraser Technology Committee has developed a fourfold professional development plan, which includes the following:

I.   Use of available technologies: The entire staff was surveyed in the fall of 2011 to determine the needs of the staff. Based on the survey results, training sessions have been scheduled on topics of highest priority for the second semester of 2011-12 school year. The committee plans to administer an annual survey to again determine the needs of staff and to offer training on technology available in the District.

II.   New technologies: As new technologies become available to staff, needed training will also be available. This includes the iPad initiative.

III.   County and State opportunities:
   - Macomb ISD: Fraser staff members have participated in and will continue to take advantage of various technology professional development activities and trainings including:
       o   21 Things for the 21st Century Educator
       o   21 Things for the 21st Century Administrator
       o   21 Things for the 21st Century Student
       o   Data Director
       o   Tech Boot Camp
   - Michigan Association for Computer Users in Learning (MACUL:
       o   Fraser staff attend both the annual state MACUL conference as well as theme conferences.
       o   Fraser High School, Middle School and one of the elementary schools have been accepted into and are participating in the Michigan Champions (MIC) program, cohort 5. A different team at the High School and one from the Middle School have participated in the past.

IV.   Engage, Expand and Encompass (E3T) has been adopted as one possible professional development model to help implement Universal Design for Learning (UDL), the focus of the newly developed Learning Environments. The current available E3T modules provided by Macomb ISD have been reviewed and an implementation plan for each level for the 2012-13 school year for each level has been developed (see following pages). Available modules will be reviewed each year to develop the implementation plan for each level for the following year.

E3T PROFESSIONAL DEVELOPMENT MODULES

Below is a description of the E3T modules. Each level has determined those modules that will be required of all teachers to complete during the 2012-13 school year.

Module:	Elementary:	Middle School:	*High School:
1. Introduction to Universal Design for Learning This module introduces the principles of UDL. UDL is a research-based approach to teaching, learning and assessment that draws on brain research and new media technologies to respond to individual learner differences and interests.	Required		Required for everyone
2. Students in the Margins This module explores how to address children who struggle in school daily because of serious learning problems.	Required		Required for AH only
3. Tips and Trick to Online Learning Learn how to be successful in the online learning environment.	Optional	Optional	Required for Tech only
4. Getting Organized Digitally Learn how staying organized digitally increases productivity. Digital files have a way of becoming "lost" or misplaced just as regular files do. This module teaches you how to work smarter not harder.	Optional	Optional	Required for F2F and Tech
5. Getting Organized with Delicious This module teaches you how keep, share, and discover the best of the Web using **Delicious**, a social bookmarking service.		Optional if switched to Diigo	
6. Developing a Web Presence This module teaches how to develop a classroom web presence to share student information, post classroom information, guide student work, communicate with parents, stay organized, and collaborate.	Required	Optional	Required for everyone

7. Lesson Openers Learn how to create an opening activity that establishes a purpose, provides engagement, and activates prior knowledge using digital media and other web tools.		Required	Required for F2F and AH
8. Designing Exploration Instruction This module teaches how find and create activities that will enable students to make discoveries related to the big idea and that promote student inquiry.	8 or 13 required	Required	Required for everyone
9. Formative Assessment Learn how to use Formative Assessment in the classroom with Active Inspire.		9 or 10 are required depending on device	Required for everyone
10. Formative Assessment with Turning Technology Classroom Response Systems	Required with Active Inspire	9 or 10	
11. Reading Strategy Instruction Learn the importance of strategy instruction to support Reading Comprehension in the classroom. Strategy instruction supplies students with the same tools and techniques that efficient learners use to understand and learn new material or skills.	Required	Choice: 11 13 14 15	
12. Supporting Text This module explores digital text resource and technology tools that will support students in reading text.	12 or 17 required	Required	
13. Strategic Vocabulary Instruction Learn the importance of strategic vocabulary instruction to support Reading Comprehension. Learning specialized vocabularies contributes to the success of reading among students.	8 or 13 required	Choice: 11 13 14 15	
14. Strategic Lecture This module explores best practice for learning more about the in's and out's of a good lecture. Learn how to use a strategic lecture in your own teaching practice.		Choice: 11 13 14 15	

15. Supportive Notes This module explores best practice in creating Guided notes help students attend to important concepts.		Choice: 11 13 14 15	
16. Extended Practice Learn how to create extended practice activities that will help to deepen understanding and provide for greater fluency and accuracy with the new skill.	Required	Required	
17. Summative Assessment This module explores how to create a final assessment that provides evidence that students have met the learning objective. Learn how to provide choices related to interest and multiple, flexible means for completion that support learning preferences of the students.	12 or 17 required	Required	
18. Writing a UDL Lesson This module explores how to write a lesson using the UDL principles. Each lesson provides multiple means of expression, representation, and engagement.	End of year or 2013-14 school year	Required	Required for everyone

*Fraser High School includes three Academies:
1. Face to Face Academy (F2F) which is the more traditional program
2. Technology Academy (Tech) which includes online classes
3. Alternative Academy (AH), which is for the alternative education students.

The professional development modules that are required are dependent on the Academy.

Also, all high school teachers will be required to complete a Standards Based Grading module.

Professional Development Implementation

Each school will determine the implementation plan at the beginning of each school year. The State METS for Teachers will be reviewed and considered in the development. The implementation plans are to be sent to the Assistant Superintendent for Instruction for final approval. Schools will consider the following activities to be included in their plans:

1. Each teacher will establish a technology goal for the year including a professional development plan to meet the goal. All technology integrated professional development activities should be considered.
2. Among the activities that may be completed are the E3T modules, which are web based and available from Macomb ISD.
3. Teachers may work in groups such as by departments or grades or on their own.
4. Specific school time may be set aside for completion of activities.
5. An accountability plan for all teachers, whether earning CEUs or not, will be developed based on individual goals and plans.
6. It is recommended to teachers that one E3T module be completed before school begins with students in the fall.
7. Teacher's work and record keeping will be done through Blackboard. This will also provide for teachers being able to share their work.
8. Per Board policy requirement, all staff will participate in training on Internet safety for both students and staff.

NOTES:
- CEUs will be available for certain activities.
- Teacher success at completing the activities in their plan and meeting their goal will be evaluated prior to developing the goal for the following year.

One to One Implementation Training:
With the implementation of the iPad initiative, the following training is being planned:
- Initial training in the use of the iPads
- Training in the integration of the iPads as a teaching and student learning tool
- Integration of the iPads as subject area curriculum is developed/revised
- On-going support

GOAL THREE

Parents and Community

To provide, improve and promote community and parental communications through the use of technology.

Parent and Community Communications

The following methods of communication will be used:

- The District's educational technology plan is available on the Internet to keep parents and community members informed of how students are using technology in the learning process at www.macomb.k12.mi.us/fraser/techplan.htm.

- In addition to a District web page, all of the schools in the District have a web page where parents can find information on school events, procedures, and curriculum in addition to:
  - Examples of student work
  - PTO minutes and projects
  - School Newsletters
  - Links for students and parents

- Teachers at all grade levels are now using email, blogs and web pages to keep parents informed of classroom events, homework, newsletters and instructional content.

- Parents involved in school improvement committees and parent teacher organizations continue to provide valuable input and feedback on how technology is best used with students and within Fraser Public Schools.

- The Power School student management program includes Parent Connect through which parents are able to monitor their student.

- Telephones in all classrooms also aid in better communication with parents.

- Parents will be offered sessions on Internet safety and use of technology by students as part of the iPad implementation process.

Collaboration with adult education

Fraser Public Schools does not have an adult education or high school completion classes at this time.

GOAL FOUR

Technology and Infrastructure

To provide the access, hardware, software and support required to implement the District Technology Plan.

Technology Assessment

Infrastructure

All of the District buildings and the Macomb ISD are connected in a Wide Area Network utilizing single-mode fiber optic cabling. The High School Data Center houses the hub for most network services.

Within the buildings, all IDF closets are connected to the MDFs utilizing multimode fiber. Voice and data cabling to the classrooms and administrative offices is sufficient for current and future applications. Wireless technology has been installed in all buildings utilizing 2010 bond funds.

Security devices had been installed in the high school and middle school and are being upgraded and installed in all schools by Summer 2012.

Network

With the upgrades provided by the 2010 bond, the cabling infrastructure supporting the voice and data networking is of the highest quality. The Extreme data network and Aruba wireless systems are robust and serve the District well.

Currently, the Mitel 3300 IP voice communication system is being utilized to transport voice traffic between buildings and to the public switched network. The telephone system will be upgraded in 2013 as part of the 2010 bond.

The data network is a robust Extreme network. The core switches at both the High School and the Administration Building are Extreme 650 series fiber switches. At the edge are Extreme 460/450 switches. The network infrastructure provides 1 gigabit connections to the desktop and 10 gigabit between buildings and between MDF and IDFs. As part of the 2010 bond, new switches with Power over Ethernet have been placed in each of the closets to facilitate the placement of wireless and security devices.

In addition to the wired infrastructure, all buildings now have full coverage with wireless connectivity to support 1:1 and BYOD initiatives. The wireless product is Aruba's 802.11N supporting wireless connections at speeds of up to 600Mbps.

MediaCAST, an open and interoperable digital content management and video streaming solution, is available in all schools.

Cloud based services

Live@Edu is utilized throughout the District for staff and students. This system provides web based email and software applications (including the Office Suite - Word, Excel, Power Point, One Note), collaboration tools (including instant messaging via audio and video along with sharing of documents), and online file storage.

Classroom Equipment

All classrooms are equipped with a teacher computer, projector, document camera and a Promethean interactive board. Student response systems and cameras are among the technology also available in each school. Additional classroom equipment will be provided with the 2010 bond including iPads and Macs. Every building has a distance learning cart.

<u>Administrative Applications</u>

The District takes its lead for administrative applications from the Macomb ISD. It is quite common and cost effective to have collaboration between the local Districts and the ISD for Student Management and Financial software applications. In this case, the District utilizes Power School as their Student Information and an ISD developed and maintained program for Finances. Data Director is utilized for data warehousing, Blackboard for online learning management and United Streaming for digital video. Meal Magic is used by food service.

2010 Bond Technology Project Goals
Bond Project $9,840,000

2011-2012 - $3,740,224
Full network equipment upgrade/installation
Complete wireless installation
Video surveillance
Migrated to Office 365 cloud services for email and storage
Installation of projection system in High School gymnasium
Develop Professional Development strategies
Purchase replacement equipment as necessary
Evaluate and deploy "Bring Your Own Devices"

2012-2013 - $3,899,390
Completion of video surveillance
Server and network storage upgrade/installation
Implement an upgraded Learning Management System
Deploy computing devices
Coordinate technology upgrades for Eisenhower kitchen remodel
Voice system implementation for completion in 2013-2014
Technology implementation for new auxiliary gymnasium
Upgrade digital video system
Implement classroom sound fields throughout the District for completion in 2013-2014
Upgrade District web server and web portals
Develop Professional Development strategies
Purchase replacement equipment as necessary

2013-2014 - $2,200,386
Implementation of new Voice system
Implementation of classroom sound fields
Deploy computing devices
Upgrade District CATV broadcasting equipment
Purchase replacement equipment as necessary

Technology Staff

1	Director of Educational Technology and Information Systems
1	Network Administrator
1	Desktop technician
1	District Helpdesk person
	Minimum of one support person in each school

In addition, a K-8 media specialist, a high school media specialist and a media clerk in each building service the schools.

Supporting Resources

The Macomb Intermediate School District (MISD) provides a variety of support for teachers through software classes, vendor showcases, countywide fiber project, and setting up a distance-learning classroom in the high school. Consultants from the MISD have supported Fraser in areas of curriculum integration, web-based resources, and new distance learning programs.

District representatives attend support meetings for Power School, Management Tech, and ITAC.

Online subscription services include:
- o Michigan Electronic Library
- o Macomb Blackboard Learning Management System
- o United Streaming
- o REMC Bid
- o Career Cruising

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Providing Accessibility
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The following adaptive devices and specialized software have been purchased to meet the diverse needs of all students.

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Assistive Technology 2011-2012
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Equipment Type	Equipment	Purpose	Grades	Quantity
Adaptation	Movin' Sit Jr. 10x10	improves attention span	K-2	4
Adaptation	Movin' Sit 15x15	improves attention span	Grades 3-6	5
Adaptation	digital lock	open locker easier	7-12	10
Adaptation	Step Pad	record a reminder	4-12	4
Adaptation	Watchminder 2	can set watch for times	4-12	1
Adaptation	Gel-E-Seat	seating- pressure-relief/wiggle-relief	K-6	2
Adaptation	Desk-A-Doo	Organizes student desk	K-6	3
Adaptive Skills	Reader Strip	focus on text	2-12	1
Audio	Cassette Tapes 60 minute	recording	K-12	13
Audio	Victor Reader	play books on CD and MP3	K-12	25
Audio	Headset for Dragon Software	Has mic for recording into Dragon	K-12	10
Auditory	Portable Cordless PA System	amplification system	K-12	1
Communication	Go Talk	records messages	elementary	1
Communication	IntelliKeys	alternative keyboard	K-12	1
Communication	Two-Way Radio		K-12	1
Computer	AlphaSmart 3000	keyboarding device	3-8	12
Computer	NEO	keyboarding device	3-12	18
Computer	Dana	keyboarding device w/ palm	9-12	4
Computer	NEO with Co:Writer	Keyboarding and word prediction	4-12	1
Computer	NEO 2	keyboarding device	3-12	2
Computer	AlphaSmart 300 w/co:writer	keyboarding with word prediction	3-12	2
Computer	NEO2 with text-to-speech	converts written text to spoken words	K-12	1
Computer	Orbit Trackball Mouse	less hand movement, more comfort	K-12	1
Computer	USB Flash Drive 4 GB	Transfer Bookshare books to computers	K-12	6
Computer Program	Boardmaker	picture communication symbols	K-12	social workers
Computer Program	Clicker 5	writing support; click words	K-6	spec. ed. staff
Computer Program	Co:Writer	word prediction	3-12	spec. ed. staff
Computer Program	Earobics	literacy program/intervention	preK-3	speech therapists

Computer Program	Inspiration	graphic organizer	3-8	spec. ed. staff
Computer Program	Read:Outloud V6	text reader	K-12	FHS and RMS unlimited
Computer Program	eClipse Reader	reads books on CD (RFB&D)	K-12	5
Computer Program	Start to Finish Core Content Blue	Grade 4-5 Readability	5-12	1
Computer Program	Start to Finish Core Content Gold	Grade 2-3 Readability	5-12	4
Computer Program	Start To Finish Gold Library	Grade 2-3 Readability	5-12	20
Computer Program	Dragon Preferred	speech to text	K-12	1 per building
Computer Program	Foundations	literacy program/intervention	preK-1	1
Computer Program	Connections	literacy program/intervention	2-3	1
Computer Program	Clicker Paint	integrates with Clicker 5/illustrates	K-6	Only 7 left!
Computer Program	Write:Outloud V6	Talking Word Processor	K-12	unlimited
Computer Program	Kidspiration	graphic organizer	K-6	special ed. staff
Computer Program	Read:Outloud	Text reader	K-6 labs V5	
Digital AudioPlayer	MP3	MP3, make voice recordings	K-12	4
Digital Equipment	Olympus Camera	photos, put into Clicker 5	K-12	1
Digital Equipment	Digital Camcorder	filming for various uses	K-12	1
Electronic Dictionary	Franklin Speller	interactive speaking dictionaries	2-12	TCs have 1 each
Electronic Dictionary	reading pen	hear words and definitions	4-12	1
Expendable Materials	Removable Highlighter Tape	alternative to permanent pens	3-12	multiple colors
Expendable Materials	Pencil Grips	writing support	K-12	Good supply
Expendable Materials	Page Flags	flag specific lines or pages in books	4-12	4 packets
Expendable Materials	Post-it	page markers	4-12	4 packets
Expendable Materials	Triangular Crayons	gives the right grip from the start	Ages 3-6	1 packet
Expendable Materials	Highlighter Tape	removable alternative to pens	4-12	2 rolls
Expendable Materials	The Reading Helper	helps focus attention while reading	4-12	1 packet
Expendable Materials	Right Line Paper	Helps stay in the lines when writing	K-12	
Headphones	Sensgard	blocks noise but useful sounds heard	K-12	1

Mobility	Gait Belt	helps provide safe transfer	K-12	1
Recorders	Digital Voice Recorder	notes, reminders	4-12	2
Recorders	cassette recorder	record reports, tests, etc.	K-12	2
Sensory	weighted vest size 6X, 5	calming effect/decreases hyperactivity	elementary	6
Sensory	Junior Earmuff	noise reduction	K-12	2
Sensory	Pressure Vest small, med., large	helps high anxiety, poor body awareness	K-6	1 each size
Speech Therapy	Delayed Auditory Feedback Device	for stuttering	K-12	
Speech Therapy	See-Scape	for measuring nasal airflow	K-12	
Speech Therapy	Audiometer MA 25	measure hearing at various frequencies	K-12	4
Supplies	Book Clip Stand	holds any book or magazine upright	K-12	1
Timers	Hall Pass Timer	manage time out of classroom	K-6	4
Timers	Time Timer 8 x 8	visual reminders to keep working	K-12	5
Timers	Time Timer 3 x 3	visual reminders to keep working	K-12	2
Timers	Read Naturally Timers	time reading by minute	K-12	8
Timers	Read Naturally Timers	Useful for any assessment timing	K-12	5
Timers	Audio/Visual/Sensory Timer	sounds, lights and/or vibrates	K-12	1
Video	Flip Camera HD	Video recording	K-12	1
Visually Impaired	Webster's Large Print Dictionary		3-12	3
Visually Impaired	Merriam-Webster Thesaurus		3-12	1
Visually Impaired	Hand Held Telescope	Short periods of distance in classroom	K-12	4
Visually Impaired	Hand Magnifier	Magnify print	K-12	3
Visually Impaired	12 inch ruler	Easy to see numbers	K-12	2
Visually Impaired	6 inch ruler	Easy to see numbers	K-12	2
Visually Impaired	Electronic Calculator	Larger size keypad	3-12	2
Visually Impaired	Writing Paper	Larger spaces to write	K-12	1 packet
Visually Impaired	Large-print Keyboard	Easy typing and access to Zoom Text	K-12	1
Visually Impaired	Zoom Text Magnifier	Low-Vision access to all applications	K-12	1
Visually Impaired	Bigshot Screen Magnifier	Magnifies desktop and laptop screens	K-12	1
Writing	Slant Board	writing support	K-12	4

BUDGET

2012-2015 BUDGET

	2012-2013	2013-2014	2014-2015	Source
Tech Staff: salary, benefits (Tech and media staff)	$1,175,440	$1,197,076	$1,197,076	General
Professional Development	$ 15,000	$ 15,000	$ 15,000	General
Technology Staff Training	$ 4,500	$ 4,500	$ 4,500	General
Student Services, Administrative Services, Internet Connection: Macomb ISD	$ 62,000	$ 62,800	$ 63,500	General
Licenses	$ 15,000	$ 15,000	$ 15,000	General
Instructional Software/Supplies	$ 50,000	$ 50,000	$ 50,000	General
Computer Maintenance	$ 20,000	$ 20,000	$ 20,000	General
Technology Bond items	$3,899,390	$2,200,386		Bond
TOTAL:	**$5,241,330**	**$3,564,762**	**$1,365,076**	

Coordination of State and Local Grant Resources

Fraser Public Schools will pursue available local and state grant funding for student projects and staff development opportunities beyond the District-appropriated funds for technology.

The District receives erate funding for telecommunication services only and is part of the Macomb Consortium for Internet access including erate funding.

The Middle School and the High School participated in the MACUL MI Champions project from March, 2009 through March, 2010 which is funded by a grant. The High School, the Middle School and one of the elementary schools is participating in MIC in Cohort 5, 2012-13.

The approved bond includes funds for technology.

TIMELINE

TIMELINE

2012-13

Goal One: Technology Curriculum and Integration:
- Implementation of Learning Communities plan
- Curriculum integration development

Goal Two: Professional Development:
- Development and implementation of building level PD plans
- One to one training
- Internet safety in-service
- Curriculum integration training
- Implementation of support system
- Evaluations completed
- Three teams complete MI Champions project

Goal Three: Parents and Community:
- Implementation of listed activities
- Offering of Internet safety sessions
- Inclusion of Technology Plan on District website

Goal Four: Technology and Infrastructure:
- Completion of video surveillance
- Server and network storage upgrade/installation
- Implement a Learning Management System
- Deploy computing devices including iPads, desktops and laptops
- Coordinate technology upgrades for Eisenhower kitchen remodel
- Voice system implementation for completion in 2013-2014
- Technology implementation for new auxiliary gymnasium
- Upgrade digital video system
- Implement classroom sound fields throughout the District for completion in 2013-2014
- Upgrade District web server and web portals
- Develop Professional Development strategies
- Purchase replacement equipment as necessary

<div align="center">**2013-2014**</div>

Goal One: Technology Curriculum and Integration
- Evaluation and continued implementation of Learning Communities plan
- Continued curriculum integration development and implementation

Goal Two: Professional Development
- Annual revision and continued implementation of building level PD plans
- Survey of teachers to determine training needs
- Training opportunities based on identified needs made available
- Continued curriculum integration training
- Evaluations completed

Goal Three: Parents and Community
- Continued use of technology to communicate with parents
- Use of technology to share information with the community

Goal Four: Technology and Infrastructure
- Implementation of new Voice system
- Implementation of classroom sound fields
- Deploy computing devices
- Upgrade District CATV broadcasting equipment
- Purchase replacement equipment as necessary

<div align="center">**2014-15**</div>

Goal One: Technology Curriculum and Integration
- Evaluation and continued implementation of Learning Communities plan
- Continued curriculum integration development and implementation

Goal Two: Professional Development
- Annual revision and continued implementation of building level PD plans
- Survey of teachers to determine training needs
- Training opportunities based on identified needs made available
- Continued curriculum integration training
- Evaluations completed

Goal Three: Parents and Community
- Continued use of technology to communicate with parents
- Use of technology to share information with the community

Goal Four: Technology and Infrastructure
- Purchase replacement equipment as necessary

EVALUATION

Evaluation of Technology Goals

Technology Curriculum and Integration:

- **To provide and promote the infusion of technology into the classroom to enhance and support instruction and learning.**
    1. Implementation of the one to one iPad project and addition of classroom sets of iPads in grades that will not be part of the one to one project.
    2. Implementation of the newly developed Learning Environments: the building principals, under the direction of the Assistant Superintendent for Instruction, will be responsible for the implementation.
    3. Integration of the METS across the curriculum. The District will submit its State report listing the percentage of students who are technologically literate based on the METS.
    4. Curriculum development including integration of technology: evaluation completed each year as to the success by the Assistant Superintendent for Instruction.
    5. Principals monitoring the integration of the iPads by teachers into teaching and student learning.

- **To utilize technology to deliver specialized classes and experiences for students.**
  The Assistant Superintendent for Instruction, with the help of the principals, will compile the statistics of the number of students who have completed online specialized classes.

Professional Development: To provide ongoing professional development and support in technology correlated with the state and national standards.
    1. The development of annual professional development plans by each building.
    2. Teachers' completion of the building plans: principals will be responsible for the evaluation.
    3. Completion by each teacher of required training including what is provided for the iPad implementation.
    4. Teacher evaluation of voluntary trainings provided by the school district and/or the ISD.

Parents and Community: To provide, improve and promote community and parental communications through the use of technology.
    1. Statistics will be compiled at the end of each year to determine the amount of parent usage of the Parent Connect.
    2. Parent evaluation of iPad sessions.

Technology and Infrastructure: To provide the access, hardware, software and support required to implement the District Technology Plan.
    1. Successful completion of bond projects.
    2. Implementation of the iPad project.
    3. Meeting the technical needs of the district: the Technology Director will provide a report, both objective and including statistics, to the Superintendent at the end of each year.

ACCEPTABLE USE POLICIES

CHILDREN'S INTERNET PROTECTION ACT (CIPA)

TECHNOLOGY AND INTERNET ACCEPTABLE USE AND SAFETY

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

The District's Internet system has not been established as a public access service or a public forum. The Board has the right to place restrictions on its use to assure that use of the District's Internet system is in accordance with its limited educational purpose. Student use of the District's computers, network, and Internet services (Network) will be governed by this policy and the related administrative guidelines, and the Student Code of Conduct. The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the Network. Users have no right or expectation to privacy when using the Network including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity while on the Network. The user will be required to agree to the Fraser Public Schools Acceptable Use Policy Agreement prior to being able to connect to the Internet through the Fraser network or utilize a District owned device with Internet access.

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

First, and foremost, the Board may not be able to technologically limit access, to services through the Board's Internet connection, to only those services and resources that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, will open classrooms and students to electronic information resources which have not been screened by educators for use by students of various ages.

Pursuant to Federal law (Children's Internet Protection Act or CIPA), the Board has implemented technology protection measures which block/filter Internet access to visual displays that are obscene, child pornography or harmful to minors. The Board utilizes software and/or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. Nevertheless, parents/guardians are advised that a determined user may be able to gain access to services on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents/guardians may find inappropriate, offensive, objectionable or controversial. Parents/Guardians assume risks by consenting to allow their child to participate in the use of the Internet. Parents/Guardians of minors are responsible for setting and conveying the standards that their children should follow when using the Internet. The Board supports and respects each family's right to decide whether to apply for independent student access to the Internet.

The technology protection measures may not be disabled at any time that students may be using the Network, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline. With staff supervision, technology protection measures may be disabled for adults or minimized for students for research or other lawful purposes.

It is the policy of the Fraser Public Schools to comply with the Children's Internet Protection Act including:
- Preventing user access over its network to, or transmission of, inappropriate material via Internet, electronic mail or other forms of electronic communications
- Preventing unauthorized access and other unlawful online activity.
- Preventing unauthorized online disclosure, use or dissemination of personal identification of students.

51

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

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

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

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

Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines.
The Board expects that staff members will provide guidance and instruction to students in the appropriate use of the Internet. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response. All Internet users are required to accept the Acceptable Use Agreement and to abide by the terms and conditions of this policy and its accompanying guidelines.

Fraser Public Schools will educate its students and provide the following:
- Utilize the State of Michigan Cyber Safety Initiative (CSI) along with teaching Digital Citizenship at designated grade levels
- Provide parents with information on Internet safety
- Immediately report all misconducts by teachers to administration
  Monitoring responsibility by parents for all student use of District technology outside of the school by their child
- Utilize filtering which prevents access to inappropriate material on the District network

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

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

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

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

P.L. 106-554, Children's Internet Protection Act of 2000
P.L. 110-385, Title II, Protecting Children in the 21st Century Act
18 U.S.C. 1460
18 U.S.C. 2246
18 U.S.C. 2256
20 U.S.C. 6777, 9134 (2003)
20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended (2003)
47 U.S.C. 254(h), (1), Communications Act of 1934, as amended (2003)

FRASER PUBLIC SCHOOLS ACCEPTABLE USE AGREEMENT

In exchange for the use of the Fraser Public Schools Internet connection and/or device, I agree to the following. Failure to follow these policies will result in loss of Internet access and/or disciplinary action.

I WILL:
- Use the Internet for educational purposes, research, and to gather information consistent with the goals of the District.
- Obey all copyright laws.
- Report any misuses of the Internet including viruses, illegal access to accounts or illegal tampering.
- Accept responsibility for the care of the equipment and respect the individual work, files and programs of others.
- Immediately report any misuse or abuse of the Internet to the appropriate administrator.

I WILL NOT:
- Infect any Fraser Public Schools property with a virus or program that damages, alters, destroys or provides access to unauthorized data/information.
- Hack or bypass network security and/or filters.
- Violate the Academic Integrity Policy.
- Use any technology, including the Internet, that violates Federal, State and Local laws along with any School board policy.
- Use the Internet to send or receive messages that are inflammatory, harassing in nature (cyber bullying), sexist, racist, or contains obscene or pornographic material.
- Access inappropriate files or materials including all pornographic material.
- May not use technology to record, transmit or post photographic images or video of a person or persons on school property without prior approval from a staff member.
- Access or modify other accounts, data, files or passwords without authorization.
- Allow others to use my account to access the Internet or school network.
- Use the Internet for commercial or for profit purposes.
- Use the Internet to obtain or distribute illegal copies of software, printed materials or other materials to which I do not have ownership.
- Use electronic devices during the course of the school day unless approved by the classroom teacher and/or school administration.
- Access, use, disclose or disseminate student or staff information.
- Use the device at unauthorized times, which may result in the loss of privileges.

The Superintendent or designee of the Fraser Public Schools reserves the right to access, read and/or delete any information stored or used on the network. The School District has the right to collect and examine any device upon demand.

FRASER PUBLIC SCHOOLS
Bring Your Own Technology (BYOT) Policy

Introduction: The availability of wireless Internet access in all Fraser Public Schools is now allowing students to bring their own technology to school. Students are now able to use their personal wireless devices to complete their schoolwork. In order to access the District network, students will need to comply with the District Acceptable Use Policy (AUP) and the BYOT Policy. Please be aware that Bring Your Own Technology is considered a privilege, and is solely at the discretion of the Fraser Public Schools staff.

Technology: For purposes of the BYOT policy, technology means a privately owned wireless electronic device.

Internet: Only the District Internet connection may be accessed while on school property.

Security and Damages: The individual owner is responsible for the security and safety of the device. Fraser Public Schools and its employees are not liable for any device brought to the School District. Individuals are encouraged to utilize security methods for their own devices. The District will not investigate theft or damage to a personal device.

BRING YOUR OWN TECHNOLOGY
In addition to the District AUP, the following BYOT terms must be adhered to before an individual may bring their own technology to school:

- Must be in silent mode while on school campuses and on school buses.
- May not be used to violate the Academic Integrity Policy.
- May not be used to record, transmit or post photographic images or video of a person or persons on school property without prior approval from a staff member.
- Transmission of a bullying nature will not be tolerated.
- May not be used to send any inappropriate messages that violate Federal, State, and Local Laws along with any School Board policy.
- School's network filters must be applied and cannot be bypassed.
- Infecting any Fraser Public Schools property with a virus or program that damages, alters, destroys or provides access to unauthorized data/information is a violation of School Board policy. This includes hacking or bypassing network security policies.
- The School District has the right to collect and examine any device.
- Games are not permitted without teacher permission.
- Printing to school printers is not available at this time. Printing can be done using webmail or SkyDrive from a District computer.
- Device must be charged prior to coming to school.
- Using the device at unauthorized times may result in the loss of privileges.

Fraser Public Schools
Procedures and Rules for the Acceptable Use of the iPad

1. The use of the iPad is a privilege and with that privilege all users have no expectation of privacy in e-mail, data on the iPad or server, network communications, Internet use, video recording, and all other technologies available on or through the iPad. The School District is the owner of the iPad and therefore all users understand that their use of the iPad can and may be strictly monitored electronically or otherwise by School District personnel at any time.
2. Users shall not install any software on the iPad or download any applications without the express prior permission of the School District's [Director of Technology].
3. The student is not permitted to install software on the assigned iPad from other iTunes accounts nor connect iPad to a computer with a different iTunes account configured on it.
4. Use of the iPad for fraudulent or illegal copying, communication, taking or modification of material in violation of law is prohibited and will be referred to federal authorities. The illegal use of copyrighted software is prohibited. The School District upholds the copyright laws of the United States as they apply to computer programs or licenses owned or licensed by the School District. Such action is also governed by the School District policy.
5. Users shall not knowingly or intentionally introduce a virus, worm, Trojan horse, rootkit, or engage in any other malicious action affecting the iPad.
6. Users shall not attempt to obtain any other user's password(s) and shall not read, copy or alter other user's data without their permission. Users shall not intentionally seek information, obtain copies of, or modify files, other data or passwords belonging to other users, or misrepresent other users on the iPad.
7. Users shall not knowingly or intentionally allow other users to use their identity/password(s) to access School District technology resources and computer systems, or iTunes accounts. All users shall maintain the security and confidentiality of their identity/password(s). Users shall not use an iPad or iTunes account that has been logged in under another user's name. Users shall immediately notify the School District if a security problem is suspected or identified.
8. Users shall not use the iPad for purposes other than for School District-related business. The iPad shall not be used for illegal activity, for-profit purposes, lobbying, campaigning, advertising, fundraising, transmitting offensive materials, hate mail, mass e-mailing, discriminating remarks, or obtaining or sending obscene or pornographic material.
9. Users shall not use the iPad to harass or intimidate.
10. Users shall not download or install any programs, files, technology, games or other electronic media without the written permission of the School District's [Director of Technology].
11. Users shall report any problems or malfunctions with the iPad to the main office within one school day of detection of the problem.
12. The School District may, at any time, make determinations that particular uses of the Internet and Technology Resources are not consistent with the goals or mission of the School District and prohibit such uses.
13. Users shall not play video games, visit chat rooms or otherwise use the iPad for non-academic purposes.
14. The School District in its sole discretion reserves the right to terminate the availability of the iPad at any time.
15. The School District reserves the right to:
    a. Make determinations as to whether specific uses of the iPad and iTunes are consistent with its goals, educational mission, policies and/or procedures;
    b. Monitor and keep records of iPad, Internet, and iTunes use;
    c. Terminate user's privileges to access and use the iPad and other School District technology resources to prevent unauthorized activity.

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16. Failure to follow the policy, procedures, rules and regulations of the School District may result in termination of the user's privilege to access the iPad and other School District technology resources. In addition, the user may be subject to other disciplinary or legal action.

17. Parents or legal guardians of users under the age of eighteen have the right to revoke their student's iTunes account or use of the iPad.

18. Each user shall be responsible for any and all damages to the iPad resulting from their deliberate or willful acts.

19. All School District policies and procedures, including the Student Handbook, apply to the use of the iPad and iTunes account.

20. Administration has the discretion to prohibit, allow, and otherwise regulate the use of the iPad during the school day.

21. Each teacher has the discretion to allow and regulate the use by students of their iPad in the classroom and on specific projects.

22. In the classroom, students may use their iPad only for the purpose of accessing materials that are relevant to the classroom curriculum.

23. The school's network filters will be applied to the iPad's connection to the Internet and other Technology Resources.

24. Users are expected to charge their iPad prior to school and run their iPad on battery power while at school.

25. Users shall maintain their iPad in silent mode at all times when on school property, unless otherwise permitted by school staff.

26. Users shall not record, transmit or post images or video of a person or persons on campus during school activities and/or hours, unless provided with written authorization by a teacher or administrator in compliance with School District policies and procedures.

27. Use of the iPad is prohibited in the following areas/situations:
    a. Locker rooms
    b. Bathrooms
    c. Any private areas used for the purpose of changing clothes
    d. Any other areas as designated by administration

28. Students shall not use their iPad to cheat on assignments or tests.

29. Users shall not print from their iPad to School District printers without the prior authorization of school staff.

Disclaimer: The School District will make every effort to provide appropriate technology resources, however, the School District makes no warranties of any kind, whether expressed or implied, for the iPad and iTunes account it is providing. The School District shall not be responsible for any damages incurred by a user of the iPad or iTunes account, including loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions. In no event shall the School District be liable for any damages (whether direct, indirect, special or consequential) arising out of the use of the iPad or iTunes account, accuracy or correctness of information contained therein, or related directly or indirectly to any failure or delay of access to the Internet or other network application.

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Student iPad Agreement
For Students Under Age 18

All Student users of the iPad on school property are required to sign this Student iPad Agreement (the "Agreement") in order to receive authorization to use the iPad. Fraser Public Schools (the "School District") does not authorize any use of the iPad which are not conducted in strict compliance with this Agreement and the School District's Procedures and Rules for the Acceptable Use of the iPad. Your signature below indicates that you have read the terms and conditions of this Agreement and the School District's Procedures and Rules for the Acceptable Use of the iPad carefully and understand their significance.

1. I have reviewed and will abide by the Procedures and Rules for the Acceptable Use of the iPad at all times.
2. I will take good care of my assigned iPad and accessories.
3. I will keep my iPad secure at all times.
4. I will not loan my iPad to anyone.
5. I will bring my iPad to school fully charged and ready for use each day.
6. I will not disassemble, repair, damage, hack or subvert the security of the iPad.
7. I will not have my iPad out in bathrooms or locker rooms.
8. I agree to abide by all policies governing the use of my iPad, both in school and outside of school.
9. I understand that my iPad is subject to inspection by staff at any time and that it remains the property of Fraser Public Schools.
10. I understand that I am responsible for any damage to or loss of the iPad.
11. I will file a report with the main office in the event of loss/theft/damage/equipment failure within one school day.
12. I will return the iPad, case and cables in good working order as directed.
13. I consent to, and understand that, the School District may collect and examine the iPad when a student is suspected of violating the School District's policies, rules and procedures.
14. I understand and agree that the School District assumes no responsibility for my use the iPad or iTunes and I assume the risks associated with use of the iPad and iTunes, including, but not limited to, intentionally or unintentionally gaining access to information and communications that I find inappropriate, offensive, controversial, or otherwise objectionable.
15. I understand that violating the School District's Procedures and Rules for the Acceptable Use of the iPad may result in having my use privileges of the School District's iPad or iTunes suspended or revoked, and that I may be further subject to disciplinary action, in accordance with the School District Student Code of Conduct, or other legal action.

I agree to the terms set forth in the Student iPad Agreement and will abide by the Fraser Public Schools Procedures and Rules for the Acceptable Use of the iPad, the Student Handbook, and all Board Policies.

_____   _____
Student Signature   Date

_____
Student Name (Please Print)

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Parent/Guardian iPad Agreement and Release

1. I/We have read and understand the terms of the Procedures and Rules for the Acceptable Use of the iPad and the Student iPad Agreement and have discussed them with my/our child.
2. I/We have read and understand the terms of the Parent iPad Agreement and Release.
3. I/We give permission to the School District to open an iTunes user account for my/our child.
4. I/We consent to and understand that School District staff may monitor my/our child's electronic communications, including e-mail and files that he/she downloads, as well as consent to allow my/our child to use the iPad and iTunes account and I/we assume the risks associated with my/our child's use of the iPad and iTunes account.
5. I/We have discussed the Fraser Public Schools iPad Agreement with my child and will support the School District in guiding my child in using the iPad outside of school as an educational tool.
6. I/We understand that I am responsible for monitoring and guiding my child's activity outside of the school day to ensure appropriate access to the Internet and use of the iPad.
7. I/We understand that I, and or my student are financially responsible for damage to or the loss of the iPad, as well as for any costs incurred due to my student's use of the iPad or iTunes account.
   FPS Purchased AppleCare Accidental Damage on each iPad:
   (AppleCare includes 2 incidents at $50 each-covers damage only for 2 years)
   - 1st incident-parent would pay $25 and District would pay $25
   - 2nd incident-parent would pay full $50
   - 3rd incident-parent would pay replacement cost of device ($285)
8. I/We hereby agree to release, indemnify and hold harmless, in both my/our personal capacity, and as guardian of my/our child, the School District as well as its board members, school teachers, employees administrators, and adult volunteers, from any claims arising out of my/our child's violation of, or conduct inconsistent with, the School District's Acceptable Use Procedures and Rules and the Student iPad Agreement, including, but not limited to, claims arising from materials my/our child may download or relationships he/she may establish with people online, whether such claims arise from Internet use through school accounts or personal accounts.

_____   _____
Parent/Guardian Signature   Date

_____   _____
Parent/Guardian Signature   Date

___ _____
Student Name (Please Print)

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Phone: 586.439.7000   Fax: 586.439.7001
www.fraser.k12.mi.us

Student iPad Agreement and Release
For Students Age 18 and Over

All Student users of the iPad on school property are required to sign this Student iPad Agreement and Release (the "Agreement") in order to receive authorization to use the iPad. Fraser Public Schools (the "School District") does not authorize any use of the iPad which are not conducted in strict compliance with this Agreement and the School District's Procedures and Rules for the Acceptable Use of the iPad. Your signature below indicates that you have read the terms and conditions of this Agreement and the School District's Procedures and Rules for the Acceptable Use of the iPad carefully and understand their significance.

1. I have reviewed and will abide by the Procedures and Rules for the Acceptable Use of the iPad at all times.
2. I will take good care of my assigned iPad and accessories.
3. I will keep my iPad secure at all times.
4. I will not loan my iPad to anyone.
5. I will bring my iPad to school fully charged and ready for use each day.
6. I will not disassemble, repair, damage, hack or subvert the security of the iPad.
7. I will not have my iPad out in bathrooms or locker rooms.
8. I agree to abide by all policies governing the use of my iPad, both in school and outside of school.
9. I understand that my iPad is subject to inspection by staff at any time and that it remains the property of Fraser Public Schools.
10. I understand that I am responsible for any damage to or loss of the iPad. I understand that I, and/or my parent(s) or guardian(s) are financially responsible for damage to or the loss of the iPad, as well as for any costs incurred due to my use of the iPad or iTunes account.
11. I will file a report with the main office in the event of loss/theft/damage/equipment failure within one school day.
12. I will return the iPad, case and cables in good working order as directed.
13. I consent to, and understand that, the School District may collect and examine the iPad when a student is suspected of violating the School District's policies, rules and procedures.
14. I understand and agree that the School District assumes no responsibility for my use the iPad or iTunes and I assume the risks associated with use of the iPad and iTunes, including, but not limited to, intentionally or unintentionally gaining access to information and communications that I find inappropriate, offensive, controversial, or otherwise objectionable.
15. I understand that violating the School District's Procedures and Rules for the Acceptable Use of the iPad may result in having my use privileges of the School District's iPad or iTunes suspended or revoked, and that I may be further subject to disciplinary action, in accordance with the School District Student Code of Conduct, or other legal action.
16. I hereby agree to release, indemnify and hold harmless in my personal capacity the School District as well as its board members, school teachers, employees administrators, and adult volunteers, from any claims arising out my violation of, or conduct inconsistent with, the School District's Procedures and Rules for the Acceptable Use of the iPad and the Student iPad Agreement, including, but not limited to, claims arising from materials my/our child may download or relationships he/she may establish with people online, whether such claims arise from Internet use through school accounts or personal accounts.
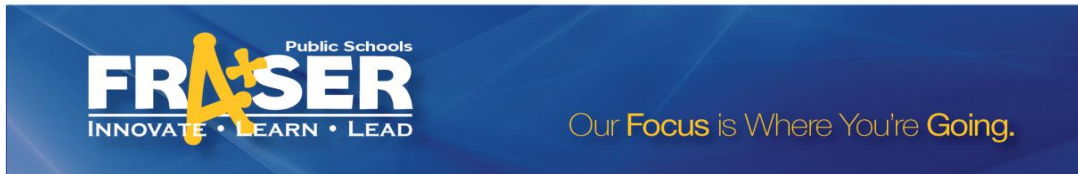
I agree to the terms set forth in the Student iPad Agreement and will abide by the Fraser Public Schools Procedures and Rules for the Acceptable Use of the iPad, the Student Handbook, and all Board Policies.

_____   _____
Student Signature   Date

_____
Student Name (Please Print)

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Parent/Guardian iPad Agreement and Release

1. I/We have read and understand the terms of the Procedures and Rules for the Acceptable Use of the iPad and the Student iPad Agreement and have discussed them with my/our child.
2. I/We have read and understand the terms of the Parent iPad Agreement and Release.
3. I/We give permission to the School District to open an iTunes user account for my/our child.
4. I/We consent to and understand that School District staff may monitor my/our child's electronic communications, including e-mail and files that he/she downloads, as well as consent to allow my/our child to use the iPad and iTunes account and I/we assume the risks associated with my/our child's use of the iPad and iTunes account.
5. I/We have discussed the Fraser Public Schools iPad Agreement with my child and will support the School District in guiding my child in using the iPad outside of school as an educational tool.
6. I/We understand that I am responsible for monitoring and guiding my child's activity outside of the school day to ensure appropriate access to the Internet and use of the iPad.
7. I/We understand that I, and or my student are financially responsible for damage to or the loss of the iPad, as well as for any costs incurred due to my student's use of the iPad or iTunes account.
   FPS Purchased AppleCare Accidental Damage on each iPad:
   (AppleCare includes 2 incidents at $50 each-covers damage only for 2 years)
   - 1st incident-parent would pay $25 and District would pay $25
   - 2nd incident-parent would pay full $50
   - 3rd incident-parent would pay replacement cost of device ($285)
8. I/We hereby agree to release, indemnify and hold harmless, in both my/our personal capacity, and as guardian of my/our child, the School District as well as its board members, school teachers, employees administrators, and adult volunteers, from any claims arising out of my/our child's violation of, or conduct inconsistent with, the School District's Procedures and Rules for the Acceptable Use of the iPad and the Student iPad Agreement, including, but not limited to, claims arising from materials my/our child may download or relationships he/she may establish with people online, whether such claims arise from Internet use through school accounts or personal accounts.
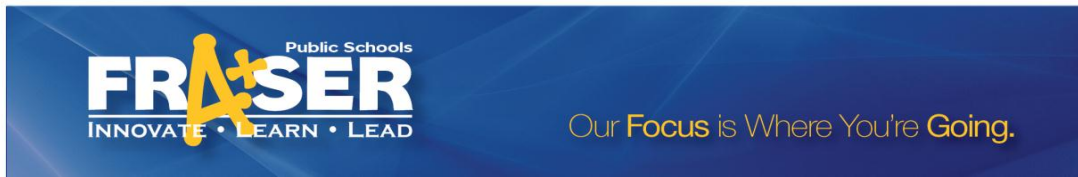
_____   _____
Parent/Guardian Signature   Date

_____   _____
Parent/Guardian Signature   Date

_____
Student Name (Please Print)

iPad Opt In/Opt Out Form

Parent Approval

Prior to a student being allowed to take their iPad from school, the parent must have read and completed the following:

1. Student must attend an orientation session on the technology device rollout
2. Parent and Student Reviewed the Procedures and Rules for the Acceptable Use of the iPad
3. Parent and Student signed the Parent and Student iPad Agreement and Release

Having completed the above, please complete and sign the following if you would like your student to take their iPad home from school:

I approve for my child to take their assigned iPad home from school. I understand that by doing so, I am responsible for monitoring its use, monitoring safe internet usage at home, as discussed in the Fraser Schools iPad Rules and in the Acceptable Use policies.

Student Name: _____

Parent Name: _____

Parent Signature: _____

Date: _____

SIGN BELOW IF YOU DO NOT WANT YOUR CHILD TO TAKE THEIR iPad HOME FROM SCHOOL:

Student Name: _____

Parent Name: _____

Parent Signature: _____

Date: _____

If you do not want your child to take their iPad home, each building will have a process for your child to follow daily. It will be their responsibility to follow these procedures.

33466 Garfield   Fraser, MI 48026
Phone: 586.439.7000   Fax: 586.439.7001
www.fraser.k12.mi.us

Fraser Public Schools
Technology Equipment Incident Form

Date of Incident: _____   _____ Staff Member   _____ Student

Name: _____   Building Name: _____

Serial Number: _____   Asset Tag Number: _____

_____ iPad   _____ MacBook   **Type of Loss:**
_____ Theft - Police Report (attach copy – required)
_____ Loss
_____ Accidental Damage

Detailed description of incident:

_____

_____

iPads with Apple Care Accidental Damage:
Apple Care includes 2 incidents at $50 each – covers damage only for 2 years)
_____ 1st incident - $25   _____ Check/Cash Received
_____ 2nd incident - $50   _____ Check/Cash Received
_____ 3rd incident- $285   _____ Check/Cash Received   **iPads without Apple Care:**
Checks made payable to Fraser Public Schools   _____ Building Account Number ($285)

Incident Form Processed by:

Print Name: _____   Signature: _____   Date: _____

_____   _____   _____   _____
Signature (at Drop off)   Date   Signature (at Pick up)   Date

==

Process for iPad or Mac book – Media Center:
1. Turn in completed incident form, broken equipment, police report and check/cash (if applicable)
2. Media center will check equipment in and check out loaner equipment
    a. Check serial number on Apple Site to check if device has AppleCare
        i. https://selfsolve.apple.com/agreementWarrantyDynamic.do
    b. Ensure staff /student (over 13) iPad is backed up to their iCloud account (device wiped during repair)
    c. Students are to check equipment back in daily and not take loaner equipment home
    d. Payment and multiple incident issues – please escalate to principal
3. Authorized media center staff submit email to Mac Professionals for equipment pick up (1 week turn around)
    a. repairs@macprofessionals.com
        Include in email:
        i. Building name
        ii. Type of devices, serial number, asset tag and Issue (ie broken screen, won't boot, etc.)
4. When equipment fixed, Mac Professionals will deliver equipment to authorized building media center staff
5. Media center staff will check loaner equipment back in and initial equipment back out to original staff/student
6. Mac Professional will send invoices via email back to authorized building media center staff
7. Authorized building media center staff will submit incident form, police report, invoice, and check (if applicable) to the business office

STUDENT E-MAIL ACCOUNT AGREEMENT
Under 13
Grades 3 and up

Student Section

Student Name _____ Grade _____

School _____ Teacher_____

I have read the District Internet Acceptable Use Policy, and agree to follow the rules and guidelines.
I understand that if I violate the rules my account can be terminated and I may face other disciplinary measures.

Student Signature _____ Date _____

Parent or Guardian Section

I have read and agreed to the District Internet Acceptable Use Policy and Procedure.

I will instruct my child regarding any restrictions against accessing material that are in violation of the District Internet Acceptable Use Policy. I will emphasize to my child the importance of following the rules for personal safety.

General uses for a school e-mail account for your child include, but are not limited to, on-going communication with teacher and access to programs that require an e-mail account on the net, i.e. Prezi (a presentation program where students can create their own project), certain math programs, etc. They will also have access to the SkyDrive which allows students to access and share files.

* In addition, once this account is rolled out for your child, they will keep this same account through 12th grade in the Fraser Public School system.

I give permission to Fraser Public Schools to issue an e-mail account for my child and certify that the information contained in this form is correct.

Parent/guardian Signature _____ Date _____

Parent/guardian Name _____

I do not give my permission to Fraser Public Schools to issue an e-mail account to my child

Parent/guardian Signature_____ Date _____

Parent/guardian Name_____

**Please return this form to your child's teacher by

****
This space reserved for System Administrator

Login Name:_____Assigned by:_____

Temporary Password:_____ Date:_____