Technology Plan
Williamston Community Schools

418 Highland Street
Williamston, Michigan 48895
(517) 655-4361
District Code: 33230

Plan Start Date:	July 1, 2009
Plan End Date:	June 30, 2012
Contact Person:	Mark Chaplow
Director of Technology:	Mark Chaplow (517)655-4668 x6650 (517)655-7502 FAX chaplom@gowcs.net
County:	Ingham
ISD:	Ingham ISD

URL: http://www.gowcs.net/district/pdf/technologyplan.pdf

Table of Contents

2. INTRODUCTION

2.1 District Mission Statement

" We will ensure that our students will master the skills for graduation, lifelong learning and responsible participation in an ever-changing society."

2.2 Demographics

- Number of Students: 1900
- Number of Teachers: 115
- Number of Administrators: 11
- Number of non-certified staff: 30
- Buildings
    - Williamston Discovery Elementary: PreK-2
    - Williamston Explorer Elementary: 3-5
    - Williamston Middle School: 6-8
    - Williamston High School: 9-12
- Free and Reduced Lunch Percentage: 40%
- Growth Status: Minimal Decline
- Total General Fund Budget: $16,000,000

3. VISION AND GOALS

3.1 Vision Statements

- We believe all students can learn.
- We believe all students learn more effectively in a technology rich environment.
- We believe that technology should be available as close as practical to the student workstation.
- We believe that access to technology resources is the key to success.

3.2 Goals

- Improve access to technology for all students and staff
- Seamlessly integrate technology rich lessons in all classrooms
- Work toward full integration of this technology plan into the existing School Improvement Process
- Show yearly progress toward the goals in this plan

3.3 Integration with other Plans

This Tech Plan will align with existing School Improvement Plans and district curriculum. The following plans will be completed and aligned to this plan:

- Professional Development Plan
- Technical Support Plan
- School Improvement Plan
- Curriculum Planning Cycle

4. CURRICULUM INTEGRATION

4.1 Instructional Technology Standards

Within the context of the Curriculum Process, steady progress will be expected toward the adoption and meeting of the following standards:

- Michigan Benchmarks and Standards (MiCLIMB)
- NETS standards for students (www.iste.org)
- NETS standards for teachers
- NETS standards for administrators (TSSA)

4.2 Technology Use

Technology tools will be used across all levels in support of the curriculum. Examples:

- Student video production
- Language Arts: writing and peer review
- Science: probeware and data analysis
- Math: Smartboard, laptop and projector in MS and HS for teacher and student presentation
- Art: graphics, image editing
- Social Science: Internet exploration of other cultures
- Music: editing and composing

4.3 Curriculum and Teaching Strategies

The Technology Committee will identify current research and best practice models for the curriculum committees. Resources used for this will include:

- MiCLIMB
- Michigan Curriculum Frameworks
- Best Practices CD series
- Instructional Technology Across the Curriculum (ITAC) activities
    - techplan.org/documents/itac-mde1996.pdf

5. STUDENT ACHIEVEMENT

Instructional strategies involving the use of technology will be firmly rooted in current research, directly aligned to curriculum, and aimed specifically at improving student achievement.

5.1 Strategies

This plan will be implemented through the existing curriculum process using the following strategies:

- Each curriculum committee will have, as a regular member, at least one representative from the Technology Committee.
- Annual review of subject area curriculum will include addition of technology rich lessons and modifications of existing units to incorporate technical tools.
- Specific examples of technology rich lessons have been attached to the end of this plan as Appendix B

5.2 Timeline

Yearly curriculum review of specific subject areas will include the addition of technology rich lessons and specific goals related to the Instructional Technology Standards. This cycle will be repeated throughout the life of this plan.

6. TECHNOLOGY DELIVERY

6.1 Distance Learning Technologies

6.1.1 Currently Being Used

- Michigan Virtual High School classes are offered as part of the Williamston Community Schools' curriculum.
- Limited use of United Streaming video delivery through REMC is being used. Use of this technology will be expanded as the network and storage capacities are improved.

6.1.2 To be Explored

The following delivery technologies will be explored and adopted where there is direct curricular alignment and sufficient budget resources.

- Internet curriculum resources such as:
  - e2020
  - Distance Learning
  - Blackboard
  - Other Internet based instructional opportunities

7. PARENT AND COMMUNITY RELATIONS

The main connection between this plan and parent and community relations will be the district presence on the internet.

7.1 Publication of Technology Plan

This plan will be published on the district web site in its final draft. All intermediate drafts during the review and assessment process will also be posted.

7.2 Parent and Community Communications

- Parent and community input will be sought during the review and assessment phases of this plan through email and on-line surveys, and input forms on the district web site.
- The schedule for School Board meetings will be posted on the district web site.
- Minutes of School Board meetings will be posted on the district web site.
- SchoolMessenger alert system autodials parents regarding announcements and student attendance.
- PowerSchool will replace ParentConnect as the parent web portal, which allows parents to view grades and attendance via the web.

7.3 Technology Committee Membership

The district Technology Committee is charged with the responsibility for the authoring, review, and assessment of this plan. Membership in the committee will include:

- Teachers: at least one representative from each level (lower elementary, upper elementary, middle school, high school) and from each major curriculum area.
- Administrators: Both building and central administration.
- Students: a student representative appointed by the student government or High School principal.
- Parent: at least one parent representative.
- Community: at least one local community or business representative.

8. COLLABORATION

District owned technology resources are recognized as public resources. Whenever practical, district owned technology resources will be made available for public educational use.

8.1 Computer Labs

- Existing district computer labs will be made available for community education, adult education, and training opportunities whenever practical.
- Unfilled seats in professional development classes offered in district computer labs will be made available to interested parents and community members.
- Public wireless access will be offered in designated areas in all school buildings
- Guidelines will be developed to allow progress toward these goals while maintaining the security and integrity of the district's technical systems.

8.2 Web Resources

Space for public electronic "bulletin boards" for posting community events will be made available on the district web site at the request of local municipalities and organizations.

9. PROFESSIONAL DEVELOPMENT

9.1. Professional Development Plan

All professional development investment will be based on a demonstrable curricular need.

- Skills Based PD: Skills based training will be offered only in support of other PD and not as the focus of any classes.
- Standards Based PD: Professional development classes that focus on technically rich curricular lessons will be the preferred mode of training. Examples are:
    - e2020
    - Blackboard
    - Distance Learning
    - Other MDE sponsored training opportunities
- Certifications/Standards: There is a recognized long-term goal of certification of all staff in meeting standards and benchmarks for the integration of technology, such as:
    - Completion of Teach for Tomorrow modules
    - COATT certifications
    - NETS for teachers

9.1.2 Administrative Staff

A combination of application specific and standards based professional development opportunities will be sought for both building and central administration staff. Examples include:

- MSBO sponsored trainings and certification paths
- NETS based training opportunities
- Association sponsored trainings and conferences (e.g. MSBO, MASA, MASSP, MEMSPA)

9.1.3 Technical Staff

An on-going need is recognized to keep the technical support personnel up to date on ever changing technical systems.

- Industry and manufacturer certifications are encouraged for systems and software that the district currently uses, or intends to migrate toward.
- Funding for training opportunities and conferences will be considered as part of the overall technology budget.

9.2 Professional Development Focus

The overall goal of professional development is to improve and support the way teachers teach and students learn. Research suggests that skills-based training (e.g. Intermediate Word, Beginning PowerPoint, etc.) has little impact on the use of technology in teaching and learning.

True integration of technology will be achieved only with curriculum and standards based professional development that helps teachers and administrators in the development of a technology rich curriculum. The expected outcomes for this type of professional development are technology rich classroom lessons and resources.

9.3 Professional Development Timeline

A yearly PD calendar will be developed and maintained that lists all PD opportunities available to district staff. Both internal and external opportunities will be listed.

9.3.1 Strategy & Implementation

- Use of AARA and IDEA dollars to fund Pyramid of Intervention
- Intervention Specialists (Smart Classroom technology coaches)
- K-5 Coach & 6-12 coach
- Intervention Specialist role will be to provide coaching to teachers in the differentiated strategies at the classroom level in the use of Smartboards, Sympodiums, document cameras, projectors, laptops, educational response systems, sound systems and other technologies that WCS may provide.
- Specialist will provide in classroom coaching as well as 4 half day sessions of direct professional development.
- Specialists will assist teachers in developing "Evidence" of teacher curriculum plans integrating use of the smart classroom.

9.4 Resources and Standards

Both internal and external resources will be encouraged for professional development including:

9.4.1 Resources

- Internal district staff, both instructional and technical
- ISD sponsored professional development opportunities
- MiVU/NETg on-line courses
- MDE sponsored professional development opportunities

- Professional association sponsored opportunities
- Instructional: MACUL, MIEM, MAME, etc.
- Administrative: MSBO, MASA, MASSP
- Technical: MACUL Tech Coordinators Conference, MAEDS

9.4.2 Standards and Certifications

- Instructional
  - NETS for students
  - NETS for Teachers
  - COATT
  - Teach for Tomorrow
  - ATA Scholar
- Administrative
  - MSBO certifications
  - NETS Standards for Administrators
- Technical
  - Industry Certifications: CNE, MCNE, etc
  - Manufacturer Certifications: Cisco, HP
  - MSBO certifications

10. SUPPORTING RESOURCES

True integration of technology involves more than curriculum. Technology must be viewed as an integral part of most functions of the district from business through instruction. The following resources will be pursued and maintained within budget limitations.

10.1 Internal Resources

- District Policy and Guidelines as they relate to technology will be reviewed annually to maintain consistency with this plan as well as state and federal requirements, such as the Children's Internet Protection Act (CIPA).
- Documentation of technical systems will be maintained on an on-going basis and will be reviewed as part of the annual review of this Plan.
- A web presence will be maintained to support district instructional, administrative, informational and marketing priorities.
- Software licensing will be strictly documented and maintained.

10.2 External Resources

- REMC materials: video lending, video streaming, and other materials resources
- ISD and/or RESA resources for professional development, tech support, and other district needs
- On-line subscription services for technology rich instructional materials
- Outsourcing of less-than-full time needs for professional development, tech support, consulting services, etc.

11. TECHNICAL INFRASTRUCTURE

The technical infrastructure from desktop through to the internet, as well as telecommunications will be reviewed annually. A priority list of needs will be developed

as part of the annual budget process.
A portion of funding for internet services and telecommunications services is received through Universal Service Funds E-rate funding. E-rate funding is serviced through Convergent Technologies.
Williamston Community Schools recently passed a construction bond which included a significant budget for technology upgrades and replacement. The initial implementation of these technologies is scheduled to be completed by January of 2010. Upgrades list:

11.1 Current Status

11.1.1 Computer Workstations

New technologies are being purchased as part of the bond purchases. Following is the completed list of classroom and instructional technologies:

- Discovery Elementary: 60 workstations including one computer lab.
- Explorer Elementary: 60 workstations including one computer lab. 2 mobile laptop carts are also available to teachers.
- Middle School: 200 workstations including 3 computer labs
- High School: 300 workstations including 2 computer labs and 5 mobile laptop carts, and video production computers.
- Each instructional classroom is furnished with a Smartboard, projector, document camera, teacher workstation.
- High School Math and Science Academy provides a SmartTechnologies Sympodium in place Smartboards.
- An Educational Response system for each building.

11.1.2 Cabling Infrastructure

Cable plants in each building have been upgraded and extended. Classrooms have a minimum of 2 Ethernet outlets. All new cable is rated Category 6. New IDFs have been established in each building to maintain Category 6 specifications for cable length. Additional drops have been added in office areas to serve the increasing number of networked devices.
Connectivity between buildings is a combination of underground and overhead fiber. All fiber is owned and maintained by the district.

11.1.3 Network Hardware

The network electronics have been replaced throughout the district during the course of the 2005-2008 school year. A full Cisco solution was purchased and installed.

11.1.4 Network Operating System and Servers

Williamston's network is a Novell Netware environment. Migration toward either Novell SuSe will be done over time, although a Microsoft solution is being considered.
New servers have been configured and installed at the end of the 2006 calendar year. Servers were consolidated whenever practical to minimize the number of servers to be maintained. As part of this new server farm, a Storage Area Network was added to dramatically

increase district storage capacity.

11.1.5 Connectivity and Internet

The district connection to the internet is a direct fiber feed from Broadstripe. This link is rated at 10mb. The head end for Internet access is the Middle School, with the other buildings sharing this bandwidth through the district Wide Area Network.
Beginning in summer 2009, the internet connection will be replaced by StarNet, allowing for greatly increased capacity as well as the ability to share an internet and intranet between school districts in Ingham County.

11.1.6 Software Applications

- Microsoft Office is the major productivity suite used throughout the district.
- Many instructional software packages are used across the curriculum Some of these include: KidPix, All the Right Type, Dreamweaver, LON-CAPA
- Administrative software packages are utilized for Student Administration(SASI). Beginning in summer 2009, WCS will migrate student data administration to Powerschool, including the Powerschool parent web portal, replacing SASI and ParentConnect.
- Human Resources(Q&A)
- Finance(SDS) functions. SDS applications, beginning in fall 2009, will be expanded to include online timecards as well as administrative applications moving to a web-based environment hosted at WCS.

11.1.7 Telecommunications

- InterTel Digital phone network, supported by FirstTel Communications of Grand Rapids, MI
- Phones are installed in all classrooms, offices and appointed workrooms as well as provided student phones in building offices
- Portion of funding for telecommunications is received through e-rate funding

11.2 Current and Future Needs

Williamston's technical needs are being adequately addressed for the present and near future by the upgrades and improvements funded by the bond issue. There are significant software and on-going software and maintenance needs that are not covered by bond funds. These needs will be met through general fund budgets.

- Powerschool
- Expansion of open source office applications. Currently technology administration and a student computer lab are using this software.
- Increased deployment of portable document format (pdf) creation software at the workstation level.
- Staff wide access to Adobe Creative Suite web development software.
- StarNet Internet
- Distance Learning equipment purchases and deployment (scheduled for summer 2009).

- Upgrade of telecommunications software
- Expand wireless network to provide secure access to public. Currently only students, staff, and allowed visiting users are provided access.
- Increased availability of web resources to special education students, for example, greater closed caption access.
- Expand use and or streamline of Sophos, MXLogic, Linkwall and Cisco security solutions for increased desktop protection and internet filtering.
- Expand server capacities.
- Complete "Smart Classrooms" installation, which includes; Complete ceiling mounting of all projectors, update smartboards/smart software as necessary, purchase classroom sound systems, purchase educational response systems for each classroom, expand "smart" presentation stations in media centers, expand laptop deployment among staff.
- Plan for future purchases based on curricular needs that match the future needs and trends of technology and educational technology integration.

11.3 Technical Standards

Technical standards for the district assessment of donations, new purchases, and retirement of technical resources will be reviewed on an annual basis and published. This will include, at a minimum:

- Minimum technical standards for receiving equipment donations
- Technical standards for new purchase compatibility with current network
- Review and upgrade equipment when necessary to meet current and future needs.
- To insure that CIPA requirements as well as NCLB and e-rate requirements are met.

11.4 Technical Support

Current Technical support is provided by:

- Technology Director: 1 FTE
- Network Administrator: 2 FTE
- Technical Support: 1.5 FTE
- Student Workers: .5 FTE
- Contract support: as needed
- Technology Consultant: Trimble Consulting

12. ACCESS TO TECHNOLOGY

Access to technology will be assessed as part of the annual review of this plan to track progress toward the goal of continual improvement in access to technology for all district students, staff, and community.

12.1 Access to Resources

- Computer labs will be actively scheduled to ensure access for all students
- Access to computer labs by parents and community will be allowed when not needed by students. Public use will only be scheduled when security and technical integrity can be assured.
- Infrastructure for wireless access has been completed throughout the district as part of the bond project. The wireless network will be expanded to accommodate approved wireless capable devices as their numbers increase.
- ISD resources will be explored for adaptive special needs.

- Beginning June 30, 2009, Williamston Community Schools will be connected to the Ingham ISD via a leased wide area network (StarNet). StarNet is a consortium of school districts. Internet access is provided through StarNet to all local districts. Erate funding is applied for by the consortium, with the Ingham ISD as the lead, to support the wide area network and the Internet access.

13. FUNDING AND BUDGET

The budget items covered by this Technology Plan are projected to remain constant. The actual amounts available will be determined on a yearly basis. These budget amounts are independent of the funding provided by the bond project.

13.1 Variables

- The single largest variable is the State of Michigan's School Aid Budget. The actual amounts available to the district are unknown. Without this information from the State, it is impossible to predict the amount of budget money that will be available for the implementation of this plan.
- The only projections possible are as a percentage of the general fund budget. The following projections are based on current spending, as a percentage of the total general fund budget.
    - Software and curriculum support are building level budget items

13.2 Baseline Amounts: 2009-2010

2009-2010 Baseline	
Salaries and Benefits:	$200,000
Maintenance and service costs:	$25,000
License agreements:	$20,000
Technical Support:	$2,500
Hardware & Networking:	$25,000
Professional Development 100 teachers @ $150.00 for .5 training days direct PD	$15,000
Total technology expenditures:	$287,500
Percentage of General Fund Budget	2%

13.3 Projections for 2010-2011

2010-2011 Baseline	
Salaries and Benefits:	$200,000
Maintenance and service costs:	$25,000
License agreements	$20,000
Technical Support:	$2,500
Hardware & Networking:	$25,000
Professional Development	$15,000

100 teachers @ $150.00 for .5 training days direct PD	
Total technology expenditures:	$287,500
Percentage of General Fund Budget	2%

13.4 Projections for 2011 – 2012

The following budget projections assume the district will be able to increase the line items for support of technical systems by 2%:

2011-2012 Baseline	
Salaries and Benefits:	$200,000
Maintenance and service costs:	$25,000
License agreements	$20,000
Technical Support:	$2,500
Hardware & Networking:	$25,000
Professional Development 100 teachers @ $150.00 for .5 training days direct PD	$15,000
Total technology expenditures:	$287,500
Percentage of General Fund Budget	2%

14. COORDINATION OF RESOURCES

As technology based solutions become more common, the amount of money needed to support these technical systems increases. To meet this increasing need, the following sources of funding resources will be explored.

14.1 Funding Option Possibilities

- Educational Foundation
- General Fund
- Bonds and sinking funds
- Building funds (consumables)
- USF (E-Rate)
- Grants (local, state and federal)
-

15. MONITORING AND EVALUATION

15.1 Evaluation Process

- This plan will be evaluated on an annual basis as part of the School Improvement Process.
- Annual staff and student surveys will be conducted to assess the change, if any, in the way technology is used in teaching and learning.
- A priority list of technology expenditures will be developed each year as part of the budget process. The current priority list includes completion and comprehensive educational integration of smart classroom technologies (smartboards, sympodiums, document cameras, projectors, educational response systems, laptops, and workstations)

- **Pyramid of Intervention Plan** (As described in above Professional Development Section)
  - Building Principal collects measurable evidence through observation based on rubric and teacher evaluation system
  - Teacher demonstrates "evidence " of proficiency in curricular use, plans and knowledge of smart classroom technologies

15.2 Indicators of Success

- Progress on the technology priority list will be assessed yearly with the results becoming the basis for the following year's list.
- An increase in the use of technology in teaching and learning, as measured by the annual surveys, will determine the level of success.
  - **Pyramid of Intervention**
    - Teacher demonstrates "evidence " of proficiency in curricular use, plans and knowledge of smart classroom technologies
    - Student technology measurements based on exit technology proficiency exams at the 2nd, 5th, and 8th grade levels.
    -

15.3 Monitoring and Evaluation Responsibility

Responsibility for the monitoring of progress and evaluation will rest with the building principals and school improvement team which will prepare an annual report of progress to be delivered to the superintendent on an annual basis.
Strategies for describing how unmet goals will addressed shall be the responsibility of the School Improvement Teams.

16. ACCEPTABLE USE POLICY

The district Acceptable Use Policy is attached as Appendix A. This policy will be reviewed annually to make sure it is in compliance with government regulations.

17. USF FUNDING

Funding through the Universal Service Fund will be applied for annually. ~~Reimbursement will~~ be applied for in the categories:

- POTS (Plain Old Telephone Service)
- Long Distance
- Cell phones
- Internet Access

18. APPENDIX A Acceptable Use Policy

Technology/ Internet Usage (Cf. 4500)

Planning

The board supports the infusion of appropriate technology and technological application into district operations only after careful and thorough planning on the part of the superintendent and staff.

The Acceptable Use Policy recognizes existing federal requirements for privacy and Internet safety (i.e., The Children's Internet Protection Act [CIPA]). Linkwall is the WCS primary internet filtering solution. WCS also requires all internet usage to route through a proxy server. Additionally, all users are provided a unique username and password which is required to access the internet. WCS also has instituted ZEN desktop management to provide additional security at the desktop level.

Research and Development

The board encourages and supports technology research and development and the research and development of technological applications in the district. Pilot projects for technological applications are encouraged in order to enhance the effectiveness of various programs.

The superintendent shall develop an evaluation system to assess the effectiveness of technology and technological applications.

Uses

The board shall take leadership role in the utilization of technology in order to improve the quality of instruction and efficiency in the administration of the district.

The board wants to insure that: students master basic skills and acquire basic knowledge more efficiently than is possible through conventional instructional methods; and understanding of the uses of information technology in society and the workplace is made available to students and staff; the individual needs of students can be more easily met; the programs of students can be more efficiently maintained; staff development opportunities are enhanced; and the efficiency and effectiveness of the staff are improved.

Computer Network

The Board authorizes the Superintendent to develop services linking computers within and between buildings in the District, and to provide access to the international computer network (Internet) for students, staff and if requested, members of the Board of Education. All computer network implementation shall be in line with the Board policy on technology and the District's educational goals.

Use of the computer network(s) as a part of any class or school assignment shall be consistent with the curriculum adopted by the District. The District's general rules for behavior and communications shall apply when using any computer equipment.

Personal Accounts

The Board authorizes the Superintendent to provide personal accounts for students, staff, and if requested, members of the Board, to access to the District computers network and the Internet, including electronic mail and file server space for developing and publishing material on the world wide web or other networked computer media. Such access shall be provided in furtherance of the District's educational mission, to enhance student knowledge of and familiarity with technology, and to facilitate communication, innovation, and sharing of resources. To ensure the integrity of the educational process and to guard the reputation of the District, student and staff expression in public electronic media provided by the school may be subject to review, comment, editing, and/or removal by school officials.

Personal accounts and all use of District computer resources are considered a privilege, not a right and are subject to the District's rules and policies. Electronic communications and stored material may be monitored or read by school officials. Electronic mail in personal accounts will not generally be inspected by school officials without the consent of the sender or a recipient, except as required to investigate complaints which allege a violation of the District's rules and policies. Student electronic mail and electronic storage space which does not contain material made public by the student shall be subject to the District's policy and rules on students records.

A fee may be charged by the District to defray the cost of personal accounts. [Note: if use of personal accounts is required for a core curricular class, no fees may be charged of a student for the duration of that class.]

System Integrity

The Superintendent shall designate person(s) trained in computer technology ("system administrators") at the building and/or District level to implement the District's rules and regulations and to provide computer support for students, staff and Board members. The Superintendent in concert with the system administrators shall employ hardware and software security to ensure the integrity of

the system and to prevent unauthorized access to District and school records.

Network Use

The Superintendent shall develop rules and procedures for computer and network use, and shall see to it that rules are published annually for students, parents, staff, and Board members.

The District's computer and network use rules shall be consistent with the following requirements:

Users may not use District equipment to perform or solicit the performance o any activity which is prohibited by law.

Users may not use the system to transmit or publish information that violates or infringes upon the rights of any other person, or information that is abusive, obscene, or sexually offensive.

The District computer equipment shall not be used for commercial purposes by any user, or for advertisement or solicitation without prior written approval from the Superintendent.

Except with prior authorization from a system administrator or the owner of the record in question, users may not access or attempt to access the records of files of other users or of the District, nor delete, alter, or otherwise interfere with the integrity of computer-based information or resources.

Users may not use the electronic mail facility to send unsolicited, bulk, chain, harassing, anonymous, or other messages which are an annoyance to the recipient or which may cause a degradation of system performance.

Users may not use the network facility to access or bring into the school environment material which is inconsistent with the educational goals of the District, including but not limited to material which is defamatory, abusive, obscene, profane, sexually explicit, threatening, racially offensive, illegal, or which aids or advocates illegal activity other than non-violent civil disobedience.

Limiting Access

The administration may make use of technology which attempts to block access by individual users to networked computers, data, or services that provide content which, in the opinion of the administration, is not in keeping with the educational aims of the District pursuant to state statute. The administration is encouraged to pursue such technology for the personal accounts of elementary school children where practical.

Complaints about content of networked information or access to blocked sites shall be handled in accord with the District's policy and procedures for complaints about library and instructional materials.

Use of Computers in a School district Library

The Board, pursuant to state statute, requires when a school district library offers use of the Internet or a computer, computer program, computer network, or computer system to the public, that access to minors be restricted in the following manner:

Utilize a system or method that is designed to prevent a minor from viewing obscene matter or sexually explicit matter that is harmful to minors. To accomplish this, a library may use passwords and/or filters that restrict Internet access for those under 18 years of age. Those who are 18 years of age or older, or minors who are accompanied by their parent or guardian, must under the law, be given unlimited Internet access.

The Superintendent will develop rules concerning library Internet access in the compliance with state law.

Approved

LEGAL REF: MCL 397.606, amend. June 7, 2000

Approved: August 18, 1997

Revised: August 14, 2000

Revised: September 18, 2000

Revised: June 10, 2009

19. APPENDIX B Lesson Plan Examples

California Gold Rush
Internet Scavenger Hunt

In this activity, you will be exploring one of the most interesting and tragic events in American history: The California Gold Rush.
Directions: Correctly type in the following website:
http://www.isu.edu/~trinmich/allabout.html

You will need to read *each* section of the website (Preface, Discovery, Fever, etc...) To get from one page to the next, you will need to hit the back icon to take you to the Table of Contents/homepage. While you are exploring the website, you will need to answer the following questions on a separate piece of paper:

1. Who discovered gold in California? Did this please the men? Explain. (Hint: You will find answers for this question in two sections. Read carefully.)
2. Who is Sam Brannan and how did he become rich?
3. How did President Polk's speech encourage Americans to move west?
4. What did it mean to have "Gold Fever"?
5. What were the miners called and why?
6. Compare and contrast the two routes available to take west. Make sure to discuss the positives and negatives of each route and hardships one would face on their journey.
7. How was California unique, both geographically and politically?
8. How did the Law of Supply and Demand impact the miners?
9. What opportunities, besides mining, were there for people seeking change and profit?
10. Name one Entrepreneur in California and discuss his/her impact during the era.
11. Why did it become more and more difficult to find riches in California?
12. How did miners cope with this despair?

Wait! You're not done yet...
Finally, you will need to type in the following website:
http://www.museumca.org/goldrush.html

Click on the Site Map icon. In the Gold Fever box, scroll down to Part 2 and click. You will then need to choose one mini-article to read. (*I've Seen the Elephant, Commerce, Law and Order*, etc...) You need to write a **1 paragraph summary** of what you read.

Okay, now you're done!

VIRTUAL VACATION

This project is considered your final exam. It is worth **15%** of your final grade. The entire project must be completed by _____ so that we can present the PowerPoint presentations before the end of the semester. This is not a lot of time, so you need to plan how you are going to organize the assignments and work hard in class to meet the deadline.

You have to plan a vacation for 2 people. You have **$2000 a piece** to spend on a vacation that is no shorter than **7 days**. You need to decide where you are going, how you will get there, and what you will be doing while you are there. On the vacation, you can spend less than $2000 a piece, but you cannot spend any more. The vacation must also take place outside of Michigan. You will be getting on the Internet to plan your vacation. You will visit different sites such as those on airlines, rental cars, hotels, restaurants, cruise ships, trains, tourist attractions, specific sites on cities to see what they have to offer, and any others that will help you plan your vacation. You need to account for the cost of everything that you will be doing. You will need to plan day-by-day what you will be doing and how much it will cost. When researching on the Internet it is very important that you document the sources of your information. Keep a list of each URL you receive information from. The URLs will be used for a variety of assignments and I will use the URLs to verify your information.

Example: If I were going to Maine for my vacation. I would have to account for how I will get there. If I choose to drive, then I will have to figure in costs for gas, food on the way, hotel over night, and maybe a few other things. When I get there I would have to find costs for the hotel, food and restaurants to eat at, where I will be spending my money and on what things, any tourists sites I will be visiting and their costs, etc.

Example: If I were taking that same trip to Maine and flying I would have to find an airline and determine the cost. I might need a rental car so I would need to find that cost. I may also be taking some public transportation while I am there and then I would still need to find sites that would give me an idea of the costs for the other items listed in the previous example.

REQUIRED ELEMENTS

Listed below is everything that you will need to complete and turn in. A breakdown of points is given, what program you will be using, and the requirements for each piece. Make sure that you always proofread, spell check, and grammar check everything before you print.

1.

Coversheet – Word – 10 points
Create a coversheet for your project and print it in color. Include your name and the vacation spot. You need to include a picture of yourself from the digital camera. Also add graphics and effects to make it more appealing. Save as: **Cover Page**

2. **One Page Newsletter – Word – 30 points**
Prepare a single spaced newsletter of where you took your vacation and why. Include in the summary some of the things that you plan on doing while you are there. You need to include the following minimum requirements:
   - Title in either Word Art or changed font style and color. Create the title before columns are turned on.
   - Columns (2or 3) Format – Column (under apply to, select **this point forward**)
   - Graphic Line
   - Symbols
   - Graphic
   - Autoshapes with text and shading
   - Textbox with shading and text
   - Bulleted list made out of items from the picture menu
   - Margins of .5" all around
   - Save as: **Final Exam Summary**

3. **Itinerary of the Seven Day Trip – Word - 20 points**
In the itinerary you will list what you did per day by time. You should have an example of an itinerary that we completed during the first unit of the semester. Remember to use tabs and a hanging indent where needed to line up text. . Be sure to use brief statements when creating the itinerary. You need to have at least 5 items per day. Save as: **Final Exam Itinerary** and send a copy of this file to Mrs. Plaxton as an attachment so I can check your tabs and hanging indent.

4. **Budget of the Trip – Excel – 30 points**
Create a budget using Excel that shows where and how you spent your money. List the places and things you spent your money on and then the cost for each. Follow the requirements listed below and make sure that the spreadsheet looks nice before you turn it in. Save as: **Final Exam Budget**
   - Title (Vacation Budget) centered over all columns
   - Appropriate column/row headings
   - Formatted properly (text, currency, percent)
   - Sections divided by topic (Food-4, Entertainment-4, Lodging-1, Transportation-2, Extras?) The numbers are used to determine how many minimum items are needed in each category.
   - Calculate a subtotal for each topic
   - Calculate a Grand Total
   - Add an Amount Budgeted Section
   - Calculate the difference between total budged expenses and the total actual expenses.

- Determine the percent of the grand total spent on each topic (use the subtotals for your formulas)
- Determine the highest amount paid for an item in each topic
- Shading
- Appropriate column widths
- Borders
- Different Font Attributes (bold, size, color, etc)
- Follow the printing handout – header/footer, landscape, and fit to one. Print a copy of the spreadsheet and the formulas.

5. **Chart – Excel – 20 points**
   Create a pie chart using the information from the spreadsheet. I just want the topics (Food, Entertainment, Lodging, Transportation, Extras) and their totals. Make sure that you highlight the correct range. Add a title to the chart and labels that show percent. Place the chart on a page all by itself. Make sure it has a header and footer. When you are finished, the legend should list only the topics listed. Save as: **Final Exam Chart**

6. **Table of Websites Used – Access – 20 points**
   Create a table using Access of all the websites that you spent money on that were used for the project. You need to have at least 5 field names. The names should include **Website Address**, **Company Name, Topic** (transportation, lodging, food, entertainment, etc.), **Cost** (be sure to choose the correct data type), **User Friendly** (yes/no). You can add other field names if you want. Add your information and then sort the table in ascending order by Cost. Change the landscape and check to see if it can all fit on one page. Save the document as: **Exam Table 1** and print.

7. **Query – Access – 15 points**
   Use the table that you just made to create a query. Include in the query the **Company Name, Topic**, and **Cost**. Perform a query of your choice using certain criteria. Check to see if everything can fit on one page. Save the Query as: **Cost Query** and print. After you print write on the page the criteria that you used in your query.

8. **Report of Websites Used – Access – 15 points.**
   Create a report that shows all of the fields used in the **query** created previously. Group your fields by topic. Make sure that everything looks nice (on 1 page if it can) before printing. Save as: **Final Exam Report**

9. **PowerPoint Slides – PowerPoint – 35 points**
   Create a PowerPoint presentation that is at least 10 slides in length. You need to have an introduction and conclusion. Save the presentation as: **Final Exam PowerPoint**. Print the presentation in handout view with 6 slides per page.
   - Same background (keep it simple)
   - Titles should come in before text
   - 4-5 bullets per slide – no paragraphs, brief statements
   - Include graphics from the Internet

- Links to all of the sites you used for information
- Slides listing
  i. Transportation (include all types – rental car, bus, train, plane, company, when, cost, hyperlinks to sites)
  ii. Food (restaurants, type, name, costs, hyperlinks)
  iii. Lodging (name, cost, special features, hyperlinks)
  iv. Entertainment (type, name of company, cost, hyperlinks) Include information on Entertainment that you are planning that may not cost money also – beach, etc.
  v. History of the city - include links
  vi. Climate - include links
  vii. Geography – include links
  viii. Interesting facts or information – include links
  ix. Total Cost

10. **PowerPoint Presentation – PowerPoint – 20 points**

Present your slide show to the class. You will be graded using the following criteria:

- Eye Contact – make contact with your audience.
- Explanation of Slides – verbally add to presentation without reading
- Flow of Presentation – move smoothly from one slide to the next
- Nonverbal Gestures – no distracting body language, fidgeting, etc.
- Quality of Presentation - no distracting sounds, pictures, animation, etc
- Voice Projection – speak loud and clear

HAND IN EVERYTHING IN THE ORDER LISTED. PLEASE STAPLE YOUR PRINTOUTS TO THE RUBRIC. ON THE RUBRIC, WRITE YOUR NAME AND LOGIN NUMBER.