

COVER PAGE

Description of District

1. District/school name Black River Public School,
2. Address: 491 Columbia Ave. Holland, MI 49423
3. Phone number: 616.355.0055
4. District/school code number: 70904 Building 8331
5. Head of School: David Angerer
6. Technology Director: Randall Bos
2. Start date of plan (month, year): July 1, 2008
3. End date of plan (month, year): June 30, 2011
4. Contact person: Randall Bos, 616.355.0055 x 130 FAX: 616.355.0057 Email: bosr@blackriver.spfs.k12.mi.us
5. Intermediate School District name: Ottawa Area ISD
6. Team Members: Barb Eriks- Lower Elementary teacher, Brent Rowe-Middle School teacher, Elizabeth Miller-Wallau – Art teacher, Erin Cunningham – Parent, Jim Brinkman- Special Education teacher, Jim Levering – Upper Elementary teacher, Ruth Crouch –parent and board member, Dan Horne – parent and owner of the technology service company ISG., Randall Bos –Science teacher and Technology Director. Team members were chosen from volunteers. Since only these people volunteered– the selection process was easy.
7. The URL for the location of the technology plan on the web:
<http://www.blackriverpublicschool.org/techplan2008.pdf>

1. Introductory Material – SECTION 2

Black River is a Public Charter School chartered by Grand Valley State University. We presently have about 780 students in grades K – 12. We are located at one site, 491 Columbia Avenue, Holland, MI. This location puts the school in the core of the city of Holland, a city with 60,000 residents. Our students are drawn from the city and surrounding communities; a few coming from cities twenty or more miles away. Nineteen percent of our students currently receive free or reduced lunch. Our students' ethnicity is

	American Indian	Asian	Black	Pacific Islander	White	Hispanic	Multi - Racial	Total
Number	3	31	25	2	637	61	21	780
Percentage	0%	4%	3%	0%	82%	8%	3%	100%

We have 56 teachers and five buildings at one site; a Kindergarten building, 1-3 modular building, a 4-5 modular building, a 6-12 building and a gymnasium/cafeteria. For the past three years our total enrollment has grown by approximately 20% each year.

Mission Statement

Our mission is to prepare each student for college and for life through a challenging curriculum that accommodates individual learning styles. We want to have our students discover responsibility for their own lives as well as empathy for all people and cultures. Through a deep respect for independent thinking, we strive to guide our students in their personal growth toward a genuine self-knowledge so they can achieve their full human potential.

Beliefs

- We believe the school's responsibility in education is to bring curiosity, challenge, pleasure and a sense of accomplishment into our student's lives.
- We believe it is through commitment and determination that students stretch the limits of their minds in the joy and celebration of learning.
- We believe education must not be a race for the accumulation of facts, but should provide the basic tools and ideas for learning so that education will be an enriching end in itself.
- We believe certain skills to be essential for all of our graduates: To read well, to write clearly and coherently, to study effectively, to reason soundly, and to question thoughtfully and creatively.

Curriculum

- Our Core Curriculum will be English, foreign language, mathematics, history and politics, natural sciences, the arts and applied technology. All courses will be taught within an integrated curriculum, demonstrating relationships among the fields of study.
- Students will experience a progression of learning based not on chronological age, but on understanding.
- Our students will be provided with non-language-based processes for intuitive insight and

the development of meaning, in addition to rational academic processes.

Culture

- To succeed in our mission, we need the students' and parents' active partnership and agreement with the School Mission, which includes a personal commitment to serious academic challenge.
- The atmosphere of the school is that of a safe place in which students feel free to develop individual ideas and styles. Our faculty stresses unanxious expectations; making errors is a necessary part of the learning process.
- The culture of our school is one of mutually respectful interaction between adults and students; we recognize the need of living enlightened and humane lives.
- We encourage a student population of social, economic and racial diversity.
- We will be an Elementary School of grades K- 5, a Middle School of grades 6, 7 and 8 and an Upper School of grades 9, 10, 11 and 12; the school will strive for a small population of students of approximately 560 in grades 6-12, and classes will be targeted to be an average class size of 20.

Methods

- Our faculty are academic coaches, providing academic leadership as well as guidance toward learning and personal growth. We embrace the Socratic Method and experiential learning as primary pedagogical tools.
- Students will acquire the knowledge and skills needed to make personal decisions leading toward physical and emotional well-being.
- There will be a clear disciplinary code for all students.
- Everything taught at our school endeavors to be a life-long skill, whether it be literary, linguistic, athletic, artistic, scientific, mathematical or historical.

Vision and Goals – SECTION 3

Technology Mission Statement

Black River Public School will establish a creative learning environment for students to gain literacy in necessary technological skills so they are confident and adaptable contributors to our computer driven society. Black River Public School is committed to a compelling multiyear, efficient, and cost-effective plan for the use of technology in every learning environment. Technology enhances the School mission and supports and unifies instructional and administrative functions, maximizing the individual potential of students and the effectiveness of staff. To succeed in all this, proper professional development is essential. Teachers and staff must be trained with updated technology and best practices with workshops. We must also assess how well the district's technology goals and objectives are being met.

Our Mission "To Prepare students for college and life" is very broad. The later part requires us to determine what knowledge and skills colleges expect. Using technology is one skill expected but skills and the level expected are constantly changing. Skill and the ability to adapt are becoming more and more important than factual knowledge. Because our school focuses on "project based learning," we tend to emphasize skills more than knowledge.

One of our current foci is to increase experimentation in science. We are hoping to purchase more probes and instrumentation to record and manipulate data from experiments. Some of the devices link to computers, calculators or PDA's. They allow science students to focus on the skills of data analysis and manipulation as opposed to recording data.

Students and staff will use online collaboration tools to produce spreadsheets, word-processed documents, presentations, calendar, web pages, photo/video/art and blogs as part of the

curriculum. We plan to make these tools available to every student on any Internet connected computer.

See section 11 for specific hardware/software needs.

Curriculum Integration – SECTION 4

Michigan or National Standard	Examples of applications in our curriculum
<p>NETS: Use and transfer technological knowledge and skills for life roles (family member, citizen, worker, consumer, lifelong learner); connectivity</p> <p>METS -Basic Operations 9-12.9 routinely apply touch-typing techniques with advanced accuracy, speed, and efficiency</p>	<p>All 9-12 students are required to take keyboarding or test out of basic keyboarding to graduate. Grades 4-5 also take keyboarding. All students develop skill using a graphic calculator starting in grade six and continuing in all math courses through Calculus.</p>
<p>NETS: Students use technology to identify and explore various occupations or careers.</p> <p>METS. design and implement a personal learning plan that includes technology to support his/her lifelong learning goals</p>	<p>All 6-12 students are enrolled in our College Advisory Program. As part of the program, students use the Internet to research and match their interests to careers. They check their grades and assignments using the Infinite Campus portal. The juniors and seniors research colleges, practice applications and then prepare and submit college applications. Middle school students use “Career Cruising” to identify their career interests as part of their I-search paper in English class. They also use other online resources and word-processing to produce this paper.</p>
<p>NETS: Technology productivity tools</p> <ul style="list-style-type: none"> • Students use technology tools to enhance learning, increase productivity, and promote creativity. • Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works. 	<p>All HS students prepare a resume. All HS students produce formal papers according to MLA guidelines; including Internet citations. All MS/HS students produce word-processed documents that have been formatted in a recommended style and digitally checked for spelling and grammar.</p>
<p>NETS: Technology research tools</p> <ul style="list-style-type: none"> • Students use technology to locate, evaluate, and collect information from a variety of sources. • Students use technology tools to process data and report results. • Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks. 	<p>All science students use probes with computers and/or TI calculators to make digital measurements. See also above activities.</p>

METS: Students create a project (e.g., presentation, web page, newsletter, information brochure) using a variety of media and formats (e.g., graphs, charts, audio, graphics, video) to present content information to an audience.

METS; collaborate in content-related projects that integrate a variety of media (e.g., print, audio, video, graphic, simulations, and models) with presentation, word processing, publishing, database, graphics design, or spreadsheet applications

Formulate a research question or hypothesis, then use appropriate information and communication technology resources to collect relevant information, analyze the findings, and report the results to multiple audiences

METS:
recognize that using a password helps protect the privacy of information

recognize, name, and will be able to label the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, and printer)

understand that technology is a tool to help complete a task

understand that technology is a source of information, learning, and entertainment

NETS: Technology problem-solving and decision-making tools

- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.

METS: use a variety of applications to plan, create, and edit a multimedia product (e.g., model, webcast, presentation, publication, or other creative work)

METS: use a variety of technology

All 4-5 graders prepare brochures as part of their projects. Each student also produces a Power Point to show to their peers.

All HS math/science students use a spreadsheet to make a chart and graph or use the TI calculator functions to do this. Science students include spreadsheets/graphs/ clip art etc. in lab reports or for their portfolios.

All MS/HS social students do research and group projects using Internet resources. They prepare class presentations using Power Point or other digital formats.

All K-5 students use Accelerated Reader to track their reading and comprehension. This is done weekly and is even available in the summer.

Students who are suspected of being below expectations in reading or math in the MS/HS are tested using Scranton online testing. This evaluation as well as prescriptive assignments are used by teachers and students to individualize assignments.

Starting in 2007-08 we have a Digital Media Lab for art students. We offer courses in Digital Art; students use Adobe Photoshop and Premiere to create/edit photographs and video. Yearbook students use this lab to create our yearbook online and we may have an online yearbook in the near future.

Upper level Physics and Math students use Java Simulations as part

resources (e.g., educational software, simulations, models) for problem solving and independent learning	of the curriculum. These are often virtual labs and interactive simulations.
METS 6. use an online tutorial and discuss the benefits and disadvantages of this method of learning	Spanish students use online resources to prepare for the National Spanish Exam and then take the exam online. Other courses could use similar online instructional resources if we had more access to computers.

We plan to offer Google or similar accounts to all upper level students (and later to all 4-12 students) to improve computer literacy. Each student will have access to collaboration tools as well. Teachers will be trained and will use these tools in the curriculum. Students will be expected to produce and collaborate on online documents for their classes.

Student Achievement – SECTION 5

Goals and strategies, aligned with challenging state and national standards, for using telecommunications and technology to improve teaching and learning.

We test all elementary, middle school and low achieving HS students using an online testing system from Scranton Corporation. Students are presently tested at least two times a year in reading and math using an adaptive test and are evaluated according to Michigan and national standards.

Each year we incorporate more technology into the curriculum. We can do more as the ratio of computers to students (presently about 1:5) improves. Most of our computers are used at least 80% of the school day. Logistics prevents usage significantly higher than the 80%. See also above table.

We plan to offer Google or similar accounts to all upper level students (and later to all 4-12 students) to improve computer literacy. Each student will have access to collaboration tools as well. Teachers will be trained and will use these tools in the curriculum. Students will be expected to produce and collaborate on online documents for their classes.

See also Section 4 Curriculum Integration and the timeline in section 11 Infrastructure Needs/Technical Specification, and Design.

Technology Delivery – SECTION 6

Strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies.

Students are presently tested (using an online testing system from Scranton Corporation) at least two times a year in reading, math and language arts using an adaptive test according Michigan and/or national standards. Teachers use and will continue to the Scantron system to produce instructional materials that target each individual students weak areas. These materials are produced by the software and customized to address the grade level standards not me by individual student.

A number of classes have used Moodle for delivery of the curriculum. The primary limitation on Moodle use has been the ability to schedule enough computer lab time. We have had and currently have several students taking online college level courses; this opportunity will be expanded as we discover more online courses appropriate for our students. We are constant looking for effective, cost efficient courses or activities that provide on-line learning. The updated cost structure and course offerings at MIVU are making MIVU more attractive.

Parental Communications & Community Relations – SECTION 7

Strategies to promote parental involvement and to increase communication with parents and community, including a description of how parents and community will be informed of the technology to be used with students.

We will continue to use our Student/Parent Portal for lunch accounts, academic reporting, assignments, and attendance. We may expand its use to include reports of behavior, standardized and pre-college testing. We continue to maintain a website and Web calendars for parent and student communication. We publish an online newsletter that is also available in hard copy by request. Over the past few years we have steadily reduced our use of paper for communications and reporting. We anticipate that by the fall of 2008 our entire grade reporting (nine formal reports per year in MS/HS) will be primarily electronic. We recently completed an online parent survey through our portal. The results of the survey will be used by the school board to continue to improve our school. This survey tool will be used as the need for parent feedback is identified.

The approved technology plan will be presented to the school board at a public meeting and published on our web site. References to the plan and examples of technology use are and will continue to be published in our school newsletter, The Ripples, and individual classroom newsletters which are published online for every class at least quarterly. Members of the community are part of the Technology Planning Team (see section Description of District on page 1).

Required Element: E. Collaboration – SECTION 8

Strategies for developing the program, where applicable, with adult literacy providers.

Not applicable. We do not have any adult literacy programs at our charter school. Other public schools and OAISD have adequate programs for our area.

Professional Development – SECTION 9

Strategies for providing ongoing, sustained professional development for teachers, principals, administrators, and school Library media personnel to ensure that staff know how to use the new technologies to improve education or library.

We begin each school year with several days of teacher workshops and meetings to ensure all staff are trained to use the tools available in our classrooms and labs. Individual departments also have meetings and training sessions throughout the year. These departmental meetings focus on curriculum and using technology in the curriculum. In addition to the Michigan curriculum standards, departments have been made aware of the NETS standards for staff available at <http://cnets.iste.org/teachers/index.html>

Staff from OAISD come to our school to provide training for teachers to use such programs as Moodle. Teachers attend workshops at OAISD that include technology as well as other curricular components. Teachers are trained and mentored in the use of our SIS for recording and reporting. Departments conduct mini workshops on the use of Technology in the curriculum. For example; a science teacher recently demonstrated the use of probes for measurements and mathematical modeling software in the curriculum. Fliers, email, posters make staff aware of offerings.

Technology director attends monthly meetings that cover a variety of technology related topics. Examples include, SRSD, Legal Issues, District Policies, and Filtering. The OAISD staff and regional experts provide ongoing support for technology to all schools in our area.

Supporting Resources – SECTION 10

Strategies and supporting resources such as services, software, other electronically-delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.

Moodle is used by many teachers regularly. Increased student access would increase use. Training for Moodle is provided by OAISD.

We maintain an online activity calendar for all school activities. Some coaches have separate shared calendars for teams. Parents are able to subscribe to emails or text messages indicating when school is closed for “snow days”.

We have a number of student teacher and Interns from local colleges who acquaint staff with new learning technologies at these schools.

Google Accounts for all grade 6-12 students will allow students and teachers to collaborate on documents; to view and edit documents from any Internet connected device and to increase use of electronic media as opposed to printed documents. When we implement this, a series of training sessions for students and staff will be scheduled. Implementation is currently planned for 08-09.

TI calculators and supporting software are used and will be used extensively in math and science courses. Each math classroom has a set of calculators.

Science Probes/ Interfaces and supporting software are being integrated into the 6-12 science curriculum.

Mathematical modeling software may be used in upper level math and science courses. Fathom is one example.

REMC materials are available via online order forms.

We would like to subscribe to Discovery learning pending greater bandwidth and increase LAN capacity.

Infrastructure Needs/Technical Specification, and Design – SECTION 11

Strategies to identify the need for telecommunication services, hardware, software, and other services to improve education or library services, and strategies to determine interoperability

among the components of the technologies to be acquired.

Currently we have a single LAN with approximately 140 computers and three servers (in service since 2001). About 50 computers are used by the teachers and students in the classroom; 65 are in three computer labs (including 12 in the Digital Art lab) and 10 are used primarily by administration. Internet Access is via a 3 megabit fiber line from our site to OAISD. All computers share this line. Of the 140 computers 110 are seven years old or older and 13 are less than one year old. All teachers have access to networked printers and/or a desktop printer. About 75% of the MS/HS classrooms have a 32 inch CRT TV with a VCR or a DVD/VCR attached. Many of the TV's are able to show the computer screen; but resolution is poor so normal 10-12 point text is unreadable. The two art rooms each have a ceiling mounted projector. We have one projector that can be moved. Our LAN is accessible only from within the school.

We have five computers dedicated to the music department. They are used for music composition and editing and each is equipped with a midi keyboard.

Uniformity in hardware and software configurations across staff computers and student labs is essential to keep support costs reasonable. With only a few images to maintain, computers can be repaired and re-imaged often in 30 minutes or less as opposed to several hours to set up a single machine or crashed drive.

Teachers/departments are poled to determine what is needed to support the curriculum. The Technology director and Task Force reviews and edits recommendations. Sources for funding are actively sought. Consultants and OAISD experts may be used to determine the hardware and software required to support the needs and to be sure all aspects of the network, hardware and software work together. Since OAISD provides Internet via the Merit Network, routers and switches are chosen to meet common specifications. These specifications are applied to most of the schools in our area to maximize collaboration in the use of in house technical support.

Currently we have one half time Technology Director. This person installs and supports all LAN connected computer hardware and standard software. He also provides training in using our Student Information System. We also use OAISD personnel for support of Applications hosted at their site (filtering, antivirus, spam)

Goal Item	Rationale (–To meet Michigan Standards Listed below under Curriculum Integration by number)	Timetable	Estimated Costs
Local and long distance phone service (expand as needed if enrollment and/or staff increases)	Basic communication	continues	\$500-\$700 per month for the present 14 lines
Internet Access and Filtering to meet CIPA guidelines (at increased bandwidth)	Michigan Standards Numbers: 1-6	continues	\$3000 per year
Updated computers	Computers older than 5 years old should be replaced with more up to date hardware and software; especially teacher computers. Computers for staff only would require approximately 60 computers. Needed for Multimedia	2008	\$800 per new computer (or donations)

	presentations. (90% of our computers are 7 years old or older) Michigan Standards Numbers: 1-6		
Updated Server(s) and Increased storage	To efficiently run applications such as Accelerated Reader, Typing Programs, Renaissance Place and to provide storage and backup for teacher files and multimedia we will need to replace or upgrade our 2001 servers and provide significantly more storage and reliable backup and disaster recovery	2009-10	\$3000 per server
Continue to Use Infinite Campus as our SIS	We updated our SIS in 2006 to meet the increased reporting requirements of the SRSD and NCLB. We continue to expand its use.	continue	approx \$10 per student per year
Wireless (Cell) Phones	Classes that meet off campus, field trips, persons who do not have a permanent office or desk require communication. These phones are also used for emergency communication.	continues	\$650/mo
Purchase additional DVD or VCR/DVD combo players and/or upgrade present VCRs. Any new computers should have DVD ROM at minimum.	Many educational programs are available on DVD or online and less on Videotape. Tape is still needed for some off air recording unless we purchase DVD recorders.		\$100 per DVD/VCR
Large Flat 42 inch or larger screens with computer inputs or mounted projectors with computer and video inputs to all rooms. (with cables and mounting)	Students and teachers can make computer/presentation that the whole class can see. Also upcoming HDTV standards will require better resolution TVs	Yearly	Approximately \$1200 per room x 50 classrooms
Provide increased bandwidth and local storage so teachers can access online videos. Subscribe to Discovery (United) Streaming to obtain high quality videos from a licensed source	Downloaded/streamed video can be shown to the class. Michigan Standards Numbers: 2,3,4	Yearly subscription	\$500 (plus storage)
Wireless access in our academic classrooms and study areas	Many students and some staff bring their laptops to school. Wireless access would let the students search and access Internet resources and allow staff who roam to carry a lap top or PDA type device to also access resources such as Infinite Campus. A longer term goal would be one to one computing for	2009	\$30,000 or significantly more for high density one to one computing

	<p>all 6-12 students.</p> <p>Michigan Standards Numbers: 2,3,4,6</p>		
<p>Accounts for all students and staff that are accessible from school and from outside the school. This would allow them to send receive school related email and store their school related documents and links.</p>	<p>Increased access - Michigan Standards Numbers:1,2,3,4,6</p>	2008	<p>If we use Google accounts the cost would be primarily administrative. If we use an In house server the cost would be administrative plus hardware and software; should be around \$5000 for hardware software to startup.</p>
<p>Network modifications</p>	<p>Modify the present network infrastructure to accommodate increasing enrollment and wireless access. This may require adding servers or server space, labs, adding classrooms or buildings. This will also require modification of electrical and lighting systems. A new router for security is also needed</p> <p>Michigan Standards Numbers: 1-6</p>	<p>conditional on enrollment/funding</p>	<p>\$5,000 and up</p>
<p>Server based labs</p>	<p>We will investigate the use of server based computing in our computer labs to extend the useful life of older hardware and to reduce software maintenance requirements on desktop computers.</p>	2008-09	<p>New server at \$4000 if implemented</p>
<p>Faster Internet Connection/faster network.</p>	<p>Our present 3 Meg may become inadequate for us to use Video streaming and other multimedia becoming available through OAISD and other providers; or as we add wireless users. This may happen in gradual steps as network monitoring indicates a need.</p> <p>Michigan Standards Numbers: 1,2,3,4,5,6</p>	2009	<p>\$1000 per year in addition to current costs to double the size of our pipe</p>
<p>Wireless computers</p>	<p>As the technology develops, costs permit and new standards emerge; we will investigate and possibly implement wireless computers for teachers and/or students. A mobile computer lab is also a possibility.</p>	2007	<p>\$30,000 or more</p>

	Michigan Standards Numbers: 1,2,3,4,5,6		
An improved building security system	Needed to minimize vandalism and monitor the campus. It will involve cameras, storage, POE switches, a well as wiring and setting up the system	2009 (depends on funds)	\$5000-\$50,000 (estimate – depends on number of cameras needed)
Ongoing technical support and training. The Michigan Technology Staffing Guidelines indicate we are presently below recommended staffing level.	<ol style="list-style-type: none"> 1. Technology Director Position 2. Part Time Intern or College Student for cleaning computers, maintaining accounts, re-imaging etc 	All years	<ol style="list-style-type: none"> 1. 0.60-1.0 FTE 2. 0.7 FTE for 2 months and/or 0.2-0.5 FTE for 9 months
Hardware and software maintenance and security.	Outside Consultants	All years	\$2000 per year
Ongoing supplies such as disks, printer cartridges, CD's, Tapes, software updates and anti-virus subscriptions.	Essential to keep things working	All years	\$7000 per year
Professional Development	Not less than six hours per year available (and expected of all teachers) at BRPS.	All years	\$4000
Increase efficiency	Consider attaching some copiers to the network to reduce printing costs.	2008-09	\$500

Assistive Technology	Appropriate cost effective assistive technology available to students with special needs.	All years, as specified in the student's IEP	unknown
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Increase Access – SECTION 12

Strategies to increase access to technology for all students and all teachers

Wireless network is planned as funding permits.

We plan to implement Google (or similar) accounts that are available from outside and inside school for students and staff. The accounts should include email, storage, calendar and collaboration capabilities.

Encourage student owned laptops; provide secure charging stations for student laptops. Increase the number of computers that are available for students use and/or the hours that the computer labs are open. Families without home computers or access will be made aware of Macnet which seeks to recycle donated computers to needy families in the community.

Budget and Timetable – SECTION 13

Timeline and budget covering the acquisition, implementation, interoperability provisions, maintenance, and professional development related to the use of technology to improve student academic achievement

We are applying for grants and additional funding. The budget is revised when we receive the grants.

Technology Budgets	FY 2008	FY 2009	FY 20010
<i>Support Services-Central</i>			
<i>284-Data Processing Services</i>			
Contracted Salaries & Benefits	\$ 38,235.66	\$ 39,382.73	\$ 40,564.21
Tech consultants	\$ 1,092.83	\$ 1,125.61	\$ 1,159.38
Professional development	\$ 545.90	\$ 562.28	\$ 579.15
Internet connection	\$ 1,638.73	\$ 1,687.89	\$ 1,738.53
Online subscriptions	\$ 1,693.32	\$ 1,744.12	\$ 1,796.44
Maintenance and service costs	\$ 4,229.18	\$ 4,356.06	\$ 4,486.74
Tech supplies/materials	\$ 7,845.51	\$ 8,080.88	\$ 8,323.30
Dues and fees	\$ -	\$ -	\$ -
Hardware/Software	\$ 16,391.42	\$ 16,883.16	\$ 17,389.66
	\$ 71,672.55	\$ 73,822.73	\$ 76,037.41

Presently erate supplies 40% of our funding for telecommunications services (local, long distance and cell phone services). We anticipate erate will also supply 40% of the funding for our Internet connection using leased data lines. The budget amounts for 2008-2009 are listed below; general

fund money covers at least 60% of these costs. Amounts for succeeding years will likely increase by an inflationary 3% each year but will also be adjusted as our enrollment changes.

Telecommunications			
Qty (months)	Product or Service Description	Monthly (Recurring)	Total for Year
12	Cellular Service - 16 phones used for field trip and off campus communication among staff.	\$ 600.00	\$ 7,200.00
12	Monthly Phone - local Service & Long Distance Service 16 lines including required alarm systems	\$ 575.00	\$ 6,900.00
Internet Access			
12	Monthly Fee for High Speed Fiber Data (also used for video) Connection between Intermediate School District (County) and Black River at 3MBS so we can get Internet for 140 computers, 800 students, 60+ staff members.	\$ 156.00	\$ 1,872.00
		Grand Total	\$ 15,972.00

We have never received erate funding for internal connections because our free and reduced population is low.

Major capital purchases are not included in this yearly budget since they often depend on grants and other uncertain funding. The timeline is included in section 11.

Coordination of Resources – SECTION 14

Strategies that will be employed to coordinate state and local resources to implement activities and acquisitions prescribed in the technology plan.

Funding technology remains a challenge for us. We cannot use bond issues for technology assets like the large public districts; nor do we have the funding sources that some local (religious) private schools have. We have to finance nearly all of our building and technology acquisitions through loans, donations or the per pupil funding provided by the state. We apply for e-rate funds yearly but we have never been eligible for more than the 40% level and only telecommunications and Internet access funding.

Funding from the state "foundation grant" has been inconsistent. As a result technology purchases may be delayed or not funded.

We also apply for other grants. We are frequently unsuccessful in grant applications only because our county is low poverty (about 7%) and free/reduced lunch status (about 20% for us) is frequently one of the major criteria for Federal, State and private grants. We also do not qualify for some of the very large grants because of our small size and limited resources.

Strategies to try to insure long-term investment and sustainability of technology:

1. We apply annually for e-rate funding and search and apply for other grants for which we are

- eligible.
2. We have worked and continue to work with several local companies to receive donated computers and other hardware. The companies frequently update their hardware every three years. In the past, a three year old computer has been adequate for pursuing our educational goals. For example, over 80% of the computers presently used at our school were donated but are now six or more years old...
 3. As seen from the above budget the school is committed to an annual budget for technology. The budget increases with enrollment and as our foundation grant increases.
 4. The school is committed to finding technology required to support the curriculum. The teachers, the technology and the curriculum committees determine the needs. The board attempts to fund those needs. For example, we acquired a digital art laboratory; this involved both technology budget and art supplies budget.
 5. We take advantage of resources provided by our ISD (OAISD); they provide technical advice, curricular advice, workshops, some system support and help with Internet access for us. Since they have far more resources in staff, hardware and software, as their technology systems are upgraded we try to follow. For example, OAISD coordinates the WAN project as well as monthly meetings of Technology Directors to develop a vision and strategy for technology use.
 6. We are considering implementing more "open standard" software such as "Open Office" to decrease our licensing costs and to familiarize students with the use of "Open" products in the business market. This software promotes equity. Since there are no fees for the software; students with fewer financial resources can use it on hardware available for little or no cost from Macnet which is a local computer recycling service located one block from our campus.

Evaluation – SECTION 15

Strategies that the district will use to evaluate the extent to which activities are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to reach challenging state and national academic standards.

8th grade students are tested annually on the NETS standards. We hope to see improvement in the scores.

Scantron testing (twice a year) gives us feedback on students' performance on Michigan standards in Math and Language Arts.

College admission will become a requirement for graduation for the class of 2011. We are attempting to prepare 100% of our students for college. Part of the evaluation will be that we succeed in getting all students admitted to college at the end of the third year of this plan.

The Technology Plan Committee will meet annually to evaluate progress and make revisions as necessary.

Unmet goals will be reevaluated taking into account the identified deviancies as well as available resources. The committees will attempt to address deficiencies or revise goals

Acceptable Use Policy – SECTION 16

Strategies are in place to monitor the district's Acceptable Use Plan for staff and student use of the technologies.

School Technology should be used primarily for educational purposes related to the attainment of the schools mission. Other uses such as commercial or political use are unacceptable.

Black River Public School has developed a comprehensive policy to establish acceptable use of the School's computers in regards to the School's networks and the larger Internet. To assure compliance, students are always supervised when using computers at school. Administrators communicate the AUP to staff and monitor their compliance.

General Technology Use: (Students, staff and anyone else who uses school technology or technology resources)

Computers and other technologies provide opportunities for students and staff; they are installed in the school for the benefit of all learners. In order for technology to be in working order and available to everyone, all users must respect the hardware and software in the school's computer labs and classrooms. The following general policy statement and guidelines pertain to all technology usage in Black River Public School.

Staff communication, email and Web publications:

Staff are encouraged to use email for school and BRPS mission related communications. Communications passing through Black River computers and phone networks can neither be considered private nor confidential. Staff should avoid using school technology for any purpose not related to the schools mission. Political and commercial uses are not permitted. .

All School Web publications by students and staff must adhere to the Michnet and Merit policies. Policies are required to retain the Black River Internet connection through the OAISD and to receive government funding for technology.

Teachers are responsible for keeping their passwords and accounts secure. Teachers should log out or shut down when leaving computer; not allowing students to use their accounts without direct supervision.

Staff are monitored and expected to follow the AUP just as they are monitored and expected to follow other school regulations and guidelines. Failure to adhere to school regulations is handled by the school's administration. Staff discipline and evaluation procedures/policies are outlined in the workshops and manuals given to teachers at the beginning of each year.

Student Technology Use

School Technology should be used primarily for educational purposes related to the attainment of the school's mission. Other uses such as commercial or political use are unacceptable.

Students are responsible for good behavior on school computer networks and any accounts provided through BRPS, just as they are at all times throughout the school. Communications on the network are often public in nature. Access to network services will be provided only to students who agree to act in a considerate and responsible manner.

No student shall intentionally cause damage to any school equipment including hardware and software. This prohibition includes, but is not limited to, the following acts:

- malicious use of the Network and accounts through hate mail, profanity, vulgar statements, discriminatory remarks or other noncompliance with the Black River Schools' policies dealing with sexual, racial, or other types of harassment
- removing or exchanging any hardware or software component from any school owned system.
- deleting, renaming, moving, copying or changing any file or its properties, other than his/her personally owned files.
- tampering with installed software and files.
- attempting to gain access to unauthorized files.
- attempting to change passwords; using another person's personal password.
- damaging another student's work.
- tampering with any hardware.
- installing personal software, shareware or downloaded programs on school technology.
- violating copyright laws by unauthorized copying of software.
- installing, copying, or knowingly infecting a computer system with a virus.
- wasting technology resources including bandwidth, file storage space, printers, or paper.
- Using a computer ID or account, other than the one(s) assigned to him or her or allowing anyone to use another person's account.

Individual teachers may create their own guidelines and procedures consistent with this policy. Such guidelines and procedures will be appropriate for the electronic information resources being used and the students served at the school. There will be consequences for any student who fails to follow Black River guidelines and policies. The consequences may include paying for damages, denial of access to technology, detention, suspension, or expulsion. In severe cases, the school will involve law enforcement authorities.

Student Access To The Internet

The Internet, telecommunications and other new technologies shift the ways that information may be accessed, communicated, and transferred by people. These changes may also alter instruction and student learning. Online electronic resources provide an exceptional opportunity for the promotion of intellectual inquiry, comprehensive information gathering, and awareness of global diversity through worldwide communication and exploration. In a free and democratic society, access to information is a fundamental right of citizenship.

Telecommunications, electronic information sources, and networked services significantly alter the information landscape for schools by opening classrooms to a broader array of resources including those from file servers throughout the world. The school's goal is to educate users by providing them with the understanding and skills needed to use the Internet in ways appropriate to their education and information needs. Staff will make every effort to guide and supervise students in the appropriate selection and use of electronic resources. Making the Internet available to students carries with it the potential that some students might encounter information that others have identified as controversial or potentially harmful. Because the Internet is globally accessible and changes daily, it is not always possible to predict what students may encounter in some areas of the Internet. Some students may locate information that they or others consider inappropriate. The school does not condone the use of inappropriate materials nor does it encourage students to seek out inappropriate material. Concern about Internet information will be handled in the same manner as concerns about other educational materials are handled.

Access to e-mail and the Internet will enable students to explore thousands of libraries, databases, museums, and other repositories of information and to exchange personal communication with other Internet users around the world. Families should be aware that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate, or potentially offensive. While the purposes of the school are to use Internet resources for constructive educational goals,

students may find ways to access other materials. We believe that the benefits to students from access to the Internet in the form of information resources and opportunities for collaboration exceed the disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources.

All Internet content to *Black River Public School* is filtered by *Ottawa Area Intermediate School District* using filtering software/hardware they select. The filtering meets CIPA requirements. The Children's Internet Protection Act (CIPA) directs school districts to protect children from obscene or inappropriate material on the Internet or material deemed harmful to minors. To comply with this law, the Ottawa Area Intermediate School District has installed an electronic internet filtering device to filter obscene and objectionable material. All school districts and buildings using OAISD as their Internet provider are automatically filtered.

Students are supervised when using technology at school. Students who fail to follow the acceptable use policy are disciplined according to school discipline policies. Some technological devices that are commonly used for purposes not related to the schools mission and curricular objectives are not to be used by students at school and/or during school hours for purposes unrelated to the school mission. Examples are cell phones, computer game devices, music players, and personal TVs and video players.