



YPSILANTI

COMMUNITY SCHOOLS

1885 Packard, Ypsilanti, MI 48197
(81020)

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DISTRICT TECHNOLOGY PLAN

July 1, 2014 – June 30, 2016

Introductory Material

District Vision Statement:

Ypsilanti Community Schools (YCS) provides a learning community in which teachers and staff facilitate world-class instruction through innovation and creativity. YCS strives to provide individualized learning experiences that take each child to his or her next level of achievement. Graduates of YCS will be contributing citizens prepared to solve real world problems and thrive in a global society.

District Mission Statement:

The Ypsilanti Community Schools, together with the community, prepares learners to be their best in a global and diverse society by:

- Providing authentic experiences to ensure each child's success in becoming a contributing member of a global society;
- Creating a culture that maximizes learning through high expectations, embracing diversity, building positive relationships and promoting self-advocacy;
- Enhancing student achievement through strong teacher, parent and community partnerships;
- Providing optimal learning in a clean, safe and nurturing environment;
- Providing rigorous, relevant, active and engaging instruction to meet the needs of 21st century learning;
- Promoting effective and efficient use of all resources entrusted to us.

Introduction

Ypsilanti Community Schools, located in eastern Washtenaw County, encompasses the City of Ypsilanti and portions of Ypsilanti and Superior Townships. The district serves approximately 3,660 students from preschool through grade twelve. The district opened in 2012 with the consolidation of Ypsilanti Public Schools and Willow Run Community Schools. This plan is intended to cover the transition period July 1, 2014 – June 30, 2016. The student population is 57% African American, 24% Caucasian, 5% Hispanic, and 14% other ethnicities. The district employs 272 certified staff.

District Administration

1885 Packard Rd.
Ypsilanti, MI 48197
734.221.1200

Superintendent: Laura Lisiscki
Chief Financial Officer: Scott Johnson
Human Resources Specialist: Becky Mullins
Director of Student Support Services: Jeannette Woltmann
Director of Technology: Karen Erhardt-Domino

Schools

Beatty Early Learning Center (Head Start)

1661 LeForge Rd
Ypsilanti, MI 48198
734.994.8178
Cassandra Sheriff, Coordinator

Perry Early Learning Center (Pre-K & K-1)

550 Perry St.
Ypsilanti, MI 48197
734.221.1701
C. Sharine Buddin, Principal

Ford Early Learning Center (Pre-K & K-1)

2440 Clark Rd.
Ypsilanti, MI 48198
734.221.1801
Micki Berg, Principal

Adams Science, Technology, Engineering and Math (STEM) Academy

(K-6)
503 Oak St.
Ypsilanti, MI 48198
734.221.2401
Dr. Connie Thompson, Principal

Holmes Elementary School (2-4)

1255 Holmes Rd.
Ypsilanti, MI 48198
734.221.2100
Charles Raski, Principal

Erickson Elementary School (2-6)

1427 Levona
Ypsilanti, MI 48198
734.221.1601
Aaron Rose, Principal

Estabrook Elementary (2-6)

1555 W. Cross
Ypsilanti, MI 48197
734.221.1901
Karla Graessley, Principal

YCS Middle School Programs

Scholars Program (5-6)
**Science, Technology, Engineering,
Mathematics – STEM Program (7-8)**
**Arts, Communication, Technology –
ACTech (7-8)**
235 Spencer Ln.
Ypsilanti, MI 48198
734.221.2200
Natalie Turner, Principal

Washtenaw International Middle School (WIMA)

(5-8)

510 Emerick St.
Ypsilanti, MI 48198
734.994.8145
Bert Okma, Principal

Ypsilanti High School Programs

**Science, Technology, Engineering,
Mathematics, Manufacturing –**

STEMM Academy

AC Tech High School

(9-12)

2095 Packard Rd
Ypsilanti, MI 48197
734.221.1000
Justin Jennings, Principal

**Ypsilanti New Tech High School
(9-12)**

2100 Ellsworth Rd
Ypsilanti, MI 48197
734.221.1501
Kelly Mickel, Principal

Adult and Community Education

1076 Ecorse Rd.
Ypsilanti, MI 48198
734.221.1691
Amy Doyle, Director

Other Shared Learning Opportunities:

Early College Alliance (ECA) – Alliance between Eastern Michigan University, WISD and 6 school districts including Ypsilanti that provides early college access to high school students. Currently we have approximately 108 Ypsilanti students in this program.

Washtenaw International High School (WIHI) – International Baccalaureate High School Program. This program is located at the former East Middle School and is a collaborative effort between 7 school districts. Currently we have 57 students in this program, and approximately 40+ students are from outside of the Ypsilanti Community Schools District.

Widening Advancement for Youth (WAY – Washtenaw) – This is an on-line learning environment servicing students who have struggled in the traditional high school model. This program is supported by all districts within the county and has 48 Ypsilanti students.

Technology Vision and Goals

Strategic Planning is the process of determining what an organization wants to be at some point in the future, and how it will get there. In the current environment where schools are challenged to do more with scarce resources, planning for the future is more important than ever. An effective strategic planning process results in stakeholders focusing on critical priorities that will meet the mission of a quality educational program for all students.

In October of 2010, the Ypsilanti Community Schools Superintendent and Board of Education made a commitment to create a three-to-five year strategic plan. The Board created a partnership with the Michigan Association of School Boards to serve as facilitators for this project. The district, under the leadership of School Board President David Bates and Superintendent Scott Menzel, completed a process that was data-driven, inclusive of district stakeholders and focused on the priorities that will help the district succeed.

There were several criteria relative to the strategic planning process established by the Board of Directors and the leadership team:

- The process must be inclusive where all stakeholders have an opportunity to provide structured input.
- The Board of Directors must be an integral part of the process – providing input, support and commitment.
- There must be clarity in the respective roles of the Board of Directors, administrators, staff, parents and community.
- There's alignment between the strategic planning process and current strategic initiatives, and critical issues facing the district.
- Timelines, responsibilities and reporting schedules must be built into the planning processes.
- There must be ongoing communication about the planning process with all internal and external stakeholders.

A Strategic Planning Team was formed to take a primary role in developing the strategic plan. The team consisted of 39 parent, community, board and staff members selected with input from the Board of Education and key stakeholder groups. The team participated in a retreat workshop as well as additional committee meetings to develop a renewed mission statement, vision, beliefs and strategic goals.

A two-part retreat workshop was held on April 14 and April 16, 2011. The work over the course of two days included:

- An overview of the strategic planning process and timelines
- An analysis of demographic, quantitative and qualitative data
- A review and renewal of the mission statement
- The development of a vision, values and beliefs
- The establishment of strategic goal areas

One of the four strategic goal areas identified for 2012 – 2017 was Technology.

Some of the articulated details are as follows:

Goal Area 4: Technology

Desired Outcomes:

- a. *Create and sustain a digitally literate community of students, parents, and staff in support of high performing schools.*
- b. *Provide a robust, upgradable and secure digital infrastructure that supports appropriate interaction between teachers, students, parents, staff, administration and the community.*
- c. *Identify and establish technology literacy standards and usage as a means to enhance student understanding and mastery of curriculum.*
- d. *Revise the existing Technology Plan to reflect desired technological competencies for students and staff.*

4.1 Emerging technologies will be evaluated against current available resources and desired instructional outcomes.

4.2 The district will promote the use of technology through supportive policies and procedures, including those that foster the safety and well-being of students.

4.3 District will routinely invest in technology and curricula to assure that pedagogy is enhanced by instructional material and equipment.

Over the course of the past year, interested stakeholders have continued exploring and identifying areas to address within the sphere of technology vis-à-vis our educational learning environment. We acknowledge and commit that:

To prepare for the demands of post secondary education, the workforce, and a global society, the students and staff of Ypsilanti Community Schools will be provided with opportunities for authentic learning and differentiated instruction to develop technological competencies. Staff and students will learn how to effectively integrate technology skills into learning activities.

Continued District Technology Goals

The district will continue to provide technology equipment, support and training to staff and students to:

- Increase student interest through the integration of technology in the classroom
- Facilitate authentic learning through technology projects
- Create real world applications through communication across states, nations and cultures
- Get all students and staff technologically literate
- Allow effective communication with parents, students and staff
- Have effective assessment systems through technology integration
- Support differentiated learning
- Support effective data interpretation
- Build competencies for post secondary education

Curriculum

Curriculum Integration

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

- I. Technology content standards and benchmarks are integrated into existing content standards and applied to established district curricular content.
- II. Technology skills will be utilized in curricular areas throughout the student’s K-12 experience.
- III. Technology integration will result in increased student engagement and increased student achievement for all learners.

The Michigan Educational Technology Standards are aligned with those of the International Society for Technology in Education (ISTE) and the Ypsilanti Community Schools strives to mirror this alignment in their technology instruction. Technology skills are taught as a class in our media centers beginning at the kindergarten level and continuing on through sixth grade. At the middle school computer labs are available. Various technology-based classes are offered at the high school as well. In addition to specific technology instruction, the use of technology is included in instruction across the content areas at all levels.

The following list is provided as a guide in the appropriate use of teaching techniques and technology; however, it is understood and expected that many strategies will be overarching across the grade levels. To that end, strategic instruction in technology will be provided to all students utilizing multiple strategies per grade level and strand. With the understanding that technology is an ever-changing landscape, it is expected that new strategies, techniques and tools will be discovered and utilized during the scope of this plan. Therefore, staff members are encouraged to brainstorm, share and use any and all techniques and tools that will support the development of our learners in obtaining the skills addressed within the following strands.

To address the Michigan Educational Technology Strand of Creativity and Innovation, we will utilize a variety of strategies, including:

*Use digital tools (word processors, presentation programs, web pages, videos, etc.) to create projects that demonstrate original ideas and knowledge, both of the tool itself, as well as relevant content.

→ e.g. Write, illustrate, narrate and publish an original fable using word processors, graphics programs and recording software

To address the Michigan Education Technology Strand of Communication and Collaboration, we will utilize a variety of strategies, including:

* Use digital communication tools to facilitate communication to address school culture/events and/or curriculum and new knowledge with peers, family, or school personnel using a variety of media.

→ e.g. Development of collaborative class- or school-wide websites to showcase current projects, homework, and communicate relevant information

To address the Michigan Education Technology Strand of Research and Information Literacy, we will utilize a variety of strategies, including:

* Use digital resources (e.g., dictionaries, encyclopedias, graphs, graphical organizers) to locate relevant and reliable information/data for curricular use.

→ e.g. Find applicable research via the Internet and evaluate the reliability of the source for use in a research project

To address the Michigan Educational Technology Strand of Critical Thinking, Problem Solving, and Decision Making, we will utilize a variety of strategies, including:

* Use digital resources and tools to investigate, gather data and analyze information for use in problem solving.

→ e.g. Use online maps or GPS system to get directions to the subsequent clue during a social studies-based treasure hunt

To address the Michigan Educational Technology Strand of Digital Citizenship, we will utilize a variety of strategies, including:

* Facilitate discussions of appropriate vs. inappropriate uses of technology, specifically relating to safety, legal impact (copyright infringement, appropriate citation of sources, etc.) and long-term personal/professional ramifications of Internet usage.

→ e.g. Search/use social networking sites to evaluate potential “employees;” rate “employees” based on the congruence of resumes/interviews with information obtained from social networking sites

To address the Michigan Educational Technology Strand of Technology Operations and Concepts, we will utilize a variety of strategies, including:

* Demonstrate appropriate care of available technology as well as the use of accurate language in discussions of technology and assistive technology.

→ e.g. Label parts of a computer system (i.e. mouse, keyboard, monitor, disc drive, etc.)

The district's Office of Educational Quality will continue to monitor the integration of technology into the learning environment. On an ongoing basis, this office will identify and promote curricula and teaching strategies, such as those listed above, which enhance all learners' experiences and skill sets. While charged to thoughtfully and effectively integrate technology into curricula and instruction, this office also recognizes the valuable role that district staff plays by exhibiting a professionalism that includes self-reflection, robust dialogue and exchanges of best practices that also serve this integration.

Student Achievement

“Strategies that are based on research and that integrate technology into curricula and instruction for purposes of improving student academic achievement and a timeline for that integration.”

- I. All students will improve writing across the curriculum.
- II. All students will improve reading across the curriculum.
- III. All students will improve computation and problem solving skills across the curriculum.
- IV. All students will create appropriate career plans.
- V. All students will demonstrate positive participation and behaviors that contribute to an improved school climate.
- VI. Each academic year class will improve their scores on the MEAP assessment when compared to their statewide peer group between each test cycle.
- VII. All students will improve their achievement in reading by one year plus two as measured by the NWEA assessment over the next 2-3 years.

Strategies and Timeline

Currently in Place	In Implementation Phase	Future Plans
STAR Reading and/or STAR Math are used to test students in the three elementary buildings.	STAR Reading and/or STAR Math Renaissance Place have been purchased for all elementary and middle school buildings.	STAR Reading and/or STAR Math might be used by teachers to help assess student reading and math levels and differentiate instruction. (Subject to change after 2014 survey)
Accelerated Reader is being used in the three elementary buildings to supplement the reading instruction being done in the classroom. Likewise, since Spring 2009 for the middle school.		Accelerated Reader might be used with all students in grades 2-6 and additional books obtained as funds for this are available. (Subject to change after 2015 survey)
Accelerated Math is being used at two elementary buildings to individualize instruction and supplement the math textbook.	New scanners were purchased to make this program compatible with the new iMac computers.	Accelerated Math might be used by students in grades 2-6 to supplement the math textbook and individualize instruction. (Subject to change after 2015 survey)
NWEA testing in Reading and Math was begun during the 2008-09 school year for grades K-11. Staff has examined data and will draw conclusions. (through present school year)	NWEA testing will be used K-11 three times per year. Staff continue to be trained to use the resulting data to differentiate instruction and measure student progress. (2009 onward)	NWEA testing will continue to be used K-11 three times per year. Ongoing staff training to use the resulting data to differentiate instruction and measure student progress. (2009 onward) (Continuing 2014-2016)
NWEA data will be used to determine summer school enrollment for the summer of 2014.	NWEA data will be used to evaluate the success of a student's summer school participation for the summer of 2014.	NWEA data will be used to evaluate the success of a student's summer school participation for the summers of 2014-2016
Libraries in all buildings are currently being managed using Follett Destiny Library Manager. This Manager has been purchased and implemented at all buildings. This allows online access to library resources, as well as giving students and teachers more tools to identify appropriate materials for each student. It also identifies books associated with Accelerated Reader, which has been implemented. (Spring 2009)		Follett Destiny Library Manager will be used to manage libraries in all buildings. In addition to giving increased and improved access to students and teachers, it will allow media specialists to more strategically build library collections to meet the needs of students and the curriculum. (2012 onward). Delicious library encouraged for some classroom use.
All classrooms are equipped with up-to-date sound		All classrooms have updated sound enhancement systems,

enhancement systems. Sound enhancement systems updated with the new systems during the summer of 2009.		and new technicians will receive training and support kits to keep these systems functioning with a minimum of down time.
All teaching staff district wide received new laptops in September of 2010. New computers were purchased for office staff in all other buildings during the summer of 2009.	Some additional changes to a small number of computers will be needed to ensure compatibility with anticipated county-wide software adoption.	Consideration for a county wide tech bond has been floated, but in depth exploration is deemed premature until at least 2014.
New laptop carts have been purchased for student use in all buildings. iPads were purchased for all buildings for student use.	A more streamlined checkin and checkout process in concert with the laptop carts is being developed.	
All classrooms are equipped with the Polyvision eno interactive white board, a data projector, and a combo VHS/DVD player. There are also a limited number of document cameras in each building available for teachers to sign out as needed. So too, a number of sets in each building of student response systems (SRS).	Teachers will continue to be trained in the use of the interactive boards, the software package which comes with them, and the integration of this resource into their curriculum. Best practices in the use of the SRS also beginning to be shared.	Additional interactive components will be evaluated for addition to this basic configuration, especially with regard to the CPS (Classroom Performance Systems / SRS) sets for doing real time assessments of student / learning and wireless slates to give teachers more options for flexibility and interactivity in lessons, and more document cameras to supplement those already in use in the district. (2012-13 school year)
Middle school and high school students currently use Career Cruising, and online career information program, to help them learn about careers and formulate goals and plans. This also satisfies that online experience requirement for the Michigan Merit Curriculum.		Students will continue to use Career Cruising and online career planning resources. Newer or less costly programs may be evaluated for use in the district as effectiveness and costs are weighed. (2009 onward)
Ypsilanti High School students, as well as students from other Washtenaw County districts, may enroll in the Regional Career and Technical Center where they receive additional career planning and preparation assistance, including the online resource KeyTrain. KeyTrain (since 2009) helps students improve basic skills in math, reading and writing in preparation for joining the work force.		

<p>Michigan Virtual High School and e2020 are currently being used by high school and middle school students, primarily for credit recovery.</p>	<p>During the summer of 2012, e2020 will be implemented for credit recovery. Credit recovery classes will be offered during the Accelerated Learning Summer Program, after school and/or on Saturdays as demand and need warrants.</p>	<p>Michigan Virtual High School may continue to be offered as an option for high school and middle school students, but most of the online classes will be done through e2020. If budget constraints necessitate further staffing cuts, MVHS and e2020 will be utilized to deliver additional courses for which the enrollment is not high enough to warrant a teacher on staff.</p>
<p>Disenfranchised students from the district currently have the option for completing their high school requirements through online courses with teacher/mentor support. Since September 2010, district students have been able to participate in a county-wide (WAY) program, alternative program providing online instruction with teacher/mentor support for high school completion.</p>	<p>Exploration of additional programming to assist this segment of the youth population is taking place.</p>	<p>Additional programs that will support students in our community that would benefit from this approach might be adopted.</p>
<p>Moodle is currently set up for the district through WISD. Training has been conducted in the district for teachers. Several teachers are using Moodle.</p>	<p>The Technology Competency assessment for 8th grader students has been administered using Moodle. (Spring 2012) Upgrades will be made to the Moodle sites for districts through WISD to make the site more user-friendly for staff, students, and parents.</p>	<p>Moodle training may be offered at WISD or Ypsilanti Public Schools for teachers. (Starting Fall 2012 and onward) Additional teachers will bring their classes online using Moodle. (2012-13) and create a Flipped Classroom setting. New Technology Competency assessment for 8th grader students will be administered during 2012-13 school year. Using www.21things4students.net/ The site was created by a grant from the REMC Association of Michigan for the creation of an educational resource for students preparing for 21st century skills.</p>
<p>New Tech High School was opened in the fall of 2010, serving around 120 9th grade students. A 10th grade class was added in the Fall of 2011, serving around 100 more students, and was added as the original ninth graders</p>	<p>Planning and implementation work was done during the second semester of the 2011-12 school year for a STEM Tech Middle School, serving 7th & 8th grade students. This includes hiring staff, developing the curriculum,</p>	<p>New Tech High School will add an 11th grade class in the Fall of 2012, serving around 100 more students, and will be added as the original ninth and tenth graders move up. New Tech High School will add a 12th grade in the Fall of</p>

<p>moved up. New Tech provides a project based, technology rich curriculum, delivered in a one to one computing environment. A middle school feeder program is being planned.</p>	<p>preparing the facility, and purchasing supplies and equipment. STEM Tech will provide a project based, technology rich curriculum, delivered in a three to one computing environment.</p>	<p>2013, serving around 100 more students and will be added as the original ninth, tenth, & eleventh graders move up. STEM Tech Middle School, serving 7th & 8th grade students will continue. (2012 onward)</p>
<p>SOLO, a software tool to assist struggling writers, has been increasingly used by the Assistive Technology department with special education students.</p>	<p>SOLO is still being evaluated for deployment to all student computers to assist general education students who may be struggling with writing.</p>	<p>Teachers will receive additional training to understand its' use with students. (2012-13)</p>

Technology Delivery

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

Ypsilanti Community Schools has a Moodle site, residing on a server at Washtenaw Intermediate School District, and two teachers are trained Moodle administrators and trainers. Several teachers have taken their course and have set up Moodle sites for teaching their students. Additional teachers will be trained in the use of Moodle and Online Teaching and Learning as it becomes appropriate for their curriculum. With this training, teachers will be able to label their classrooms as **Flipped Classrooms**.

The Flipped Classroom IS:

- A means to INCREASE interaction and personalized contact time between students and teachers.
- An environment where students take responsibility for their own learning.
- A classroom where the teacher is not the "sage on the stage", but the "guide on the side".
- A blending of direct instruction with constructivist learning.
- A classroom where students who are absent due to illness or extra-curricular activities such as athletics or field-trips, don't get left behind.
- A class where content is permanently archived for review or remediation.
- A class where all students are engaged in their learning.
- A place where all students can get a personalized

Students at both middle school and high school levels are taking courses not available in their building through the Michigan Virtual High School and e2020. As budget constraints dictate the elimination of some higher-level classes due to low enrollments, online providers, such as Michigan Virtual High School, will be evaluated to fill the void.

New Tech High School opened in the Fall of 2010. Ypsilanti high school students, as well as school of choice students from other districts, have the opportunity to take advantage of this technology rich environment. All students are provided with laptop computers, connecting to multiple resources over a wireless network. A non-traditional, project-based curriculum is offered, emphasizing research and collaboration via technology.

Parental Communications and Community Relations

“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.”

Communication with the community is important in the Ypsilanti Community Schools, and technology has been moved to the forefront by the bond project currently underway. The community and the Board of Education have a keen interest in the district’s implementation of technology. The completed technology plan will be presented to the Board of Education during one of their regular meetings, and will be available for the public to view on the district’s web.

Technology has greatly improved the ability of teachers as well as the district to communicate with parents and the community. All district employees have email accounts to be used for professional communication. District teaching staff have the ability to create their own website through the CMS Foxbright web system, which will improve communication with parents and the community. PowerSchool has been adopted as the district student information system, which allows parents and students real time access to attendance and grade information via the Internet. Parents and students will be provided with login information at the beginning of each school year and encouraged to take advantage of this opportunity to keep current on the student’s grade and attendance information.

An automated phone dialing system is used to alert parents to important events, news and emergencies, as well as notify families of school closings or delays. The same system notifies parents of unexcused absences for their student. The district recently added text messaging to parents as a service provided through this system.

The primary tool of communication in the district is the Ypsilanti Public Schools’ website. Additionally, the website contains a copy of the most recent district Technology Plan and the Acceptable Use Policy for students and staff. During the 2008-09 school year an intranet component was added, to provide an additional avenue of communications for district employees. Forms, links, and certain programs are posted there. As a district, we will continue to enhance the offerings and communication for staff on this intranet.

The Director of Technology has attended several schools' PTO meetings to discuss technology issues and concerns, and will continue to schedule attendance at one or more PTO meetings annually at each of our district's schools. The PTOs will be provided opportunity to provide input and have meaningful discussions about our district's technology. Several schools have hosted technology fairs and will be scheduled in the future to do so as well. In these fairs, parents and interested community members are invited into the school to view demonstrations of various technology available there and to discuss its implications. At New Tech High School for the last two years, a "Parent University" has been held in which parents have been able to visit the school in the late afternoon and evening and learn how to navigate the Echo content management system. These sessions have been deemed very useful and will continue to be held into the foreseeable future.

Collaboration

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

Ypsilanti Community Schools operates an Adult Education program, housed in the George School building, currently providing instruction in basic skills, as well as courses for high school completion. Students enrolled in the Adult Education program use the online curriculum delivery system CASA for high school completion courses and GED preparation. New computers and an additional lab will be added during the summer 2014. The program operates independently of the district and has its own funding. There are no plans at the present to expand or change this program. It will continue to operate as long as its funding remains available through a grant.

Professional Development Strategies

"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 services."

Professional development in the Ypsilanti Public Schools is conducted both at the district and the building level. At the district level, training is provided to support district wide initiatives. These have included launching new programs such as Collins Writing, technology training to support new hardware or software, and training on interpreting NWEA and other data, utilizing that information to target and differentiate instruction. At the building level, much of the professional development is centered around the Core Curriculum and School Improvement, and is driven by what they feel is needed to improve student achievement in their

situations. It may include technology training, but may also focus on other issues. While the professional development calendar for the 2012-13 school year will not be finalized until the close of the negotiations with the Ypsilanti Education Association for the teachers' contract, it will be similar to past years in terms of number and structure of professional development days. The focus for the 2011-12 school year was to provide training and support to teachers and other staff with Co-Teaching strategies. During the 2011-12 school year, the district provided several different types of professional development to the staff.

District wide professional development for the 2014 school year included:

- Drop in help sessions after school in each building focused on the MacBooks, iPads and PowerSchool were available during the first semester.
- PowerSchool training for specific user groups provided through WISD
- PowerSchool enrollment/SRSD training for secretaries
- Mac OS X training for secretaries
- NWEA data training for teachers
- Full day of data training for Principals and building leaders
- Technology Leadership training for principals and administrators from Apple Professional Development
- Follett Textbook Manager training for high school department chairs
- Follett Textbook Manager admin training for media specialist
- Drop in help in each building hosted by "building expert" teachers in the third marking period

In addition to the required professional development provided by the district or in each building, there were several other opportunities available to staff who wanted to improve their technology skills or explore something new. Half day sessions in the summer developed tech skills in topics ranging from classroom Brainpop use to website creation to best practices with interactive white boards. A series of technology focused classes was offered in the district, taught by a team of district teachers, where staff may earn SB-CEUs or graduate credit. During the 2011-12 school year, the following classes were taught:

SB-CEU/graduate credit classes were again offered to interested staff. The offerings for the 2014-15 school year were:

- **Fall** – Using Web 2.0 Tools in the Classroom to Develop 21st Century Skills / Moodle Basics – 3 Central Michigan University college credits or 9 SB-CEUs (if the class was taken for credit) or 3.6 SB-CEUs
- **Fall** – Spinning Web Design – 1.5 SB-CEUs
- **Winter** – Video Production using iMovie, iPhoto, iDVD, PhotoStory3, and PowerPoint/Keynote/Open Office Impress - 2 Central Michigan University college credits or 6 SB-CEUs (if the class was taken for credit) or 2.7 SB-CEUs

- **Winter** – Spinning Web Design – 1.5 SB-CEUs
- **Spring** – Using Web 2.0 Tools in the Classroom to Develop 21st Century Skills / Moodle Basics - 3 Central Michigan University college credits or 9 SB-CEUs (if the class was taken for credit) or 3.6 SB-CEUs
- **Spring** – Moodle Basics – For Saturday School Teachers
- **Spring** – Teaching and Learning Online – For WISD districts – taught by a team of district teachers - 1 University of Michigan Flint college credit or 3 SB-CEUs (if the class was taken for credit) or 1.6 SB-CEUs

Professional Development Planned for 2014-15:

2014 Summer Professional Development

Requested training that will impact student achievement.

- Envision Training (math with interactive board)
- Google Docs
- Eno Boards
- iPads and apps by subject area
- Student Responders

Consideration stage:

- Setup days for parents and community members to see in district technology.

Grant equipment training:

- 2 days a week training on purchased grant equipment

2014-16

Professional Development Ideas:

- Advanced Training for newly hired teachers - MAC basic and some of the installed software PowerSchool IPT training for new teachers and staff (hosted at WISD)
- Training for Administrators on software and technology/curriculum integration – as evaluations in the future will be geared toward technology/curriculum integration
- MacBook basic training for new teachers and staff
- Secretarial and Para-Professional training on current district software and hardware and newly purchased district software and hardware
- Electronic IEP training for special education staff (hosted at WISD) / although soon to be with a web-based interface
- Continuation of Polyvision interactive whiteboard training for all teachers
- Continuation of RM Easiteach training/used with Polyvision boards for all teachers
- Training on other interactive technology purchased by the bond (CPS)

- sets, document cameras)
- Data training for teachers and administrators (NWEA and MEAP data)
- Continued CFG focus on data and technology
- Advanced Microsoft Word/Pages/Open Office Writer
- Excel/Numbers
- Moodle / Online classroom creations for each classroom
- Teaching and Learning Online using a Blended format – How to create and successfully use Online or Flipped classrooms
- Video Production using iMovie, iPhoto, iDVD and PowerPoint/Keynote/Open Office Impress
- Using Web 2.0 Tools in the Classroom to Develop 21st Century Skills – 21 things 4 teachers and 21 things for students
- Web Design/Creation – Using District CMS Foxbright to create web pages and other internet web pages, such as, Weebly, Wix, and Adobe Dreamweaver – as means of communication with parents and the community
- Video Production using iMovie, iPhoto, iDVD and PowerPoint/Keynote/Open Office Impress/Photostory 3/Movie Maker
- Screencasting and Digital Storytelling / uploading and embedding into websites
- Digital Camera/Digital Video use and animation
- Garage Band – Creations
- Blogs and Wikis
- Social Networking sites
- Creating and Using Google Docs - Google Forms
- Skype – using computer / phones
- Powerschool /Powerteacher (how to use and create reports)
- Ways to Integrate district software into the curriculum (Go subject by subject using software on laptops to show how to integrate – such as, using ways to use iMovie or iPhoto to show a science project – this would use the feature of creating videos (Screencasting) uploading – to a webpage)
- Adobe Photoshop and/or Fireworks – Logo designing and more
- Adobe Flash
- Teaching teachers how to create Electronic Portfolios: Senior Student Portfolio and Resume’ – Teaching teachers how to start and add to an electronic portfolio that follows the students through his/her school years. End result: a Senior Student Portfolio and Resume’ to use for College submissions, Job submissions, etc.
- Training on other interactive technology purchased by the bond (CPS sets, document cameras)

Following the 2014-15 school year, the professional development calendar will be developed for the 2015-16 school year, and likewise for the following year. This will be based on a review of what staff might need to develop a further understanding about within the context of the Michigan Educational Technology Standards (METS) and National Educational Technology Standards (NETS) as well as new technologies that may be purchased, training requests received from

staff, and the proficiency of staff with technologies currently in use. The district will continue to offer technology training at district wide professional development days, as well as facilitate it at the individual building level. The SB- CEU/graduate credit classes might again be offered on technology topics, as well as training for new employees on technologies already in use by current staff. Data will continue to be a focus, and data training will be ongoing, as well as the data focus in the CFGs. Apart from the establishment in 2012 of a central location on the district's website for how-to directions and videos, some online options are also being explored (Moodle, Michigan LearnPort) to supplement face-to-face training options.

Supporting Resources

“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. “

The following resources will be used by the Ypsilanti Community Schools to support the use of technology:

- Acceptable Use Policy
 - Computer Use Guidelines – for Students
 - Acceptable Use Policy for Students’ Internet Use
- Computer Use Guidelines – for staff
- Accelerated Reader Renaissance Place (pending)
- Accelerated Math Renaissance Place (pending)
- STAR Reading Renaissance Place (pending)
- STAR Math Renaissance Place (pending)
- NWEA testing
- Follett Destiny Library Manager and Textbook Manager
- RM EasiTeach
- PowerSchool
- PowerTeacher Gradebook
- Computer application software, including the iWork Suite, Microsoft Office, iLife, Inspiration, Kidspiration, and Prezi.
- District website <http://www.ycschools.us>,
- Data for Student Success dynamic inquiry tool
- Michigan Educational Technology Standards
http://www.michigan.gov/mde/0,1607,7-140-28753_33232_37328---.00.html
- National Educational Technology Standards
<http://www.iste.org/AM/Template.cfm?Section=NETS>
- Apple Professional Development
- 2012 Architecture and Design Assessment for YCS

- Polyvision Professional Development
- Michigan and National PowerSchool User Groups
- Washtenaw Intermediate School District Technology Services Department
- Wiedenhammer and Pearson PowerSchool Technical Support
- Google GMail
- Tech Toolbox: <http://techtoolbox2.weebly.com/index.html>
- YCS Strategic Plan 2012-2017

Infrastructure, Hardware, Technical Support and Software Infrastructure Needs/Technical Specifications, and Design

“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.”

Hardware, Software, Network Infrastructure, Telecommunications needed to improve instruction and Student Learning:

A description of the current status of hardware, software, network infrastructure, telecommunications and other technology services in the district is provided.

The buildings in Ypsilanti Community Schools are linked as part of a wide area network, with 12 strands of single mode fiber optic cables between all district buildings. Each building’s head end is connected to Intermediate Distribution Locations via six strands of multi-mode fiber optic cables. Within each building, there are multiple data jacks located in each classroom and each building has at least one computer lab. All copper wiring to data or phone jacks installed prior to the 2008 bond funded construction project is Category 5. The newer data wiring installed starting in 2008 is category 5e or better. All district switches, routers and wireless nodes are Cisco, installed during 2009/2010 and 2013/2014 calendar years.

The district’s Local Area Network operating system is Macintosh OS X 10.6.8.x. and Windows 7. In addition to the LAN operating system, the district uses Google Mail for email and individual scheduling and Marshall 8e6 as a content filter. PowerSchool, the student information system, is hosted at our ISD. Firewall services are being performed by Cisco ASA appliance.

The district’s phone system was recently upgraded to a VOIP system. The main phone switch is served by two T1 lines coming in to the high school. Each building also has a number of POTS lines used to provide fire and security

notification. The district also has a number of cellular and smart phones to provide communication between staff members when landlines or the data network may be unavailable.

Internet access and phone service is provided to the district through four T1 lines, terminating at the high school

Proposed Network and Infrastructure upgrades:

A major upgrade was done in Summer 2013 to expand wireless capabilities in the district buildings. The district is applying for funding to increase coverage in some buildings.

Internet Access upgrades:

Internet connectivity is currently provided to the district via fiber connection to WISD. If the demand for bandwidth grows in the district, for distance learning, video streaming, or other uses, additional bandwidth may be purchased.

Interoperability and Compatibility

All proposed acquisitions of hardware or software will be evaluated by the district technology staff to ensure interoperability and compatibility with the technologies currently in place in the district.

Through the district's Technology Plan, improvement of the hardware, software, network infrastructure, telecommunications, and other services are planned in order to better deliver curriculum and support for the district. These improvements will be used to:

- Improve data sharing, data reporting, and communication internally and externally
- Coordinate the connection and sharing of educational resources
- Facilitate the systemic assessment of curriculum, instruction, and learning performance
- Allow all learners greater access to information from a variety of telecommunication resources including the Internet
- Facilitate the gathering and sharing of education research and time information for decision making
- Enhance and upgrade telecommunications systems to facilitate exchanges between district professionals, school parents, teachers, administrators, and support personnel
- Provide for obsolete technology through a plan of regular replacement and upgrading of equipment as budget permits, installing new equipment in areas that can use it, while providing for access to equipment.
- Provide for troubleshooting, maintenance, and repair of all equipment by

having tech staff on hand.

- Provide greater physical security for hardware, software, and networking equipment, as well as increased network security through improvements in hardware and management practices.

Software Upgrades:

The server infrastructure was upgraded to Windows based servers with final transition by July 1, 2014. Also, Macintosh OS X Server software and iBoss filtering will be maintained with all the Service Packs and Patches issued by the company for the version currently in use by the district. These software programs will be upgraded to a new version as appropriate to take advantage of new features, to gain a more stable product, or to keep current with version supported by the company. Some of these products may be replaced with new products if they offer the district improvements in performance, functionality or manageability. This will be evaluated annually at the time of the renewal of the licensing agreement. If new products are indicated or suggested, they will be evaluated by the district network engineer, workstation manager and director of technology for compatibility with hardware and software currently in place.

The Internet content filtering software, currently iBoss, will be upgraded and the actual appliance may be changed (most recent change was in 2013 to provide greater compatibility with the Mac OS X computers being implemented, and a greater level of support available through WISD). This software will keep the district compliant with the requirements of the Children's Internet Protection Act, CIPA. The district will monitor the requirements of CIPA in an ongoing manner, and if they change, the district will adopt the required measures in order to maintain its compliance.

The software in the districts' switches will be upgraded as needed to provide the most efficient operation for the type of traffic being sent across the network. The phone switch software will be upgraded and kept current with the most current version supported by the company and compatible with district hardware. Additionally, any new or mandated features that need to be a part of the telecommunications system will be installed.

Hardware Upgrades:

All file servers will be evaluated on a regular basis. They will be monitored for performance issues related to the hardware configuration and the recommendations of the company whose software is running on the computer. This will be done to insure the efficient and effective delivery of curriculum to the students and faculty. Additional hard drives will be installed as necessary to keep up the demand for storage space by the end users.

As contracts with telecommunications vendors expire, the district will evaluate other technologies and may choose to implement a new solution if it appears to offer the district improved performance or cost savings.

Technical Support

Realizing that technology cannot be used if it is not working, the district has implemented a comprehensive model for technical support. The first level of support in the district is the district HelpDesk website. Staff can make support requests to the helpdesk and have it routed directly to the appropriate support personnel. The technology staff is housed in the Instructional Resource Center at the high school. Their job titles and general areas of responsibility are:

- Network Engineer: servers, network operating system, network connectivity, email, phone connectivity, firewall and backup.
- Workstation Manager: servers, network operating systems, workstation management, workstation hardware and software.
- Technician: workstation hardware and software, AV and video equipment, printers, equipment recycling.
- Data Specialist: student information system day to day operation, financial software, human resources software.
- Webmaster: district intranet and district website.
- Director of Technology: oversees technology staff, does backup technical support in any of the other areas as needed, administers student information system.

Increase Access

“Strategies to increase access to technology for all students and teachers.”

Access to technology in Ypsilanti Community Schools has continued to be extended. With the bond funded technology refresh, all classrooms have five functioning computers, and all computer labs have thirty to thirty-three functioning computers. Additionally, the district has purchased some management software to allow remote deployment of software and files (FileWave) and remote troubleshooting and assistance by the district technology staff (Apple Remote Desktop). Apple Remote Desktop was also purchased for the computer lab teacher workstations to allow for better monitoring and supervision of student activities, with the intent of preventing damage to the computers by misuse or mischief. These things together have provided maximum uptime for the workstations. A helpdesk software package has also been installed to give staff the ability to quickly submit work requests for computers that are not working.

In addition to the desktop workstations that were purchased with bond funds, the district also purchased some laptop carts. Each elementary building has received both a mobile cart containing 30 laptops and a wireless access point. This allows any room to become a functioning computer lab, and offers teachers greater flexibility for the location and type of instruction they wish to provide. The middle schools and high school also have at least one cart. Several ipad carts replete with ipads are also in circulation throughout the district and are extending tech capabilities in many classrooms.

Wireless access points were installed throughout Ypsilanti Middle School, Ypsilanti High School and New Tech High School to provide full wireless coverage in those buildings. The elementary schools have a number of wireless hot spots. Each building also has a number of portable access points that can be moved around as needed by staff and students. Additional wireless will need to be installed to extend coverage in 2014.

Interactive boards were also adopted by the district, and were specifically planned to give the greatest access to all students. The boards have proven durable and to work smoothly. In the elementary schools and in classrooms where there may be wheelchair bound or otherwise mobility-restricted students, the district has installed adjustable height mounts to allow the boards there to be lowered to accommodate those who could not reach it at regular height, and raised for convenient use by adults or taller students.

Every classroom has a projector, usually ceiling mounted, that can relay a signal from a teacher or student device, to a board. These projectors also provide a large display of output from a DVD/VHS combo unit, installed in the classrooms. In some cases, other streaming video signals, such as from cable television, can be broadcast.

A wide variety of assistive technology is also available through Student Special

Services. Resources include touch screens, tablet computers, large monitors, adaptive keyboards and mice, and a wide variety of software. Software which has been identified as of possible value to the general education population or needed to assist special education students in general education classes is sometimes purchased for entire buildings. Student Special Services employs a full time assistive technology para-educator and a half-time para-educator to facilitate the use of this hardware and software with students.

In the fall of 2010, New Tech High School at Ardis opened, providing high school students a project-based curriculum, delivered to a large extent by technology, in a one-to-one computing environment. There are many varied technologies present in this program and a strong universal design for learning UDL mindset embraced. This New Tech program has garnered a number of honors and recognition in its limited time in operation. Within two years, it is expected to have all four grade levels (9-12) and a total student population of about 500.

Finally, each school office hosts at least one computer available for public use and will continue to do so into the foreseeable future. Every school office in our district has informational brochures on low cost internet access programs and also reminds families when asked that internet access also is provided at no cost at all local library branches.

Funding and Budget Budget and Timetable

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

Budget shown here is projected. Budget for the 2014-15 school year will be finalized before July 1, 2014.

Salaries and Benefits	519,982.00
Maintenance and Service Costs	177,418.00
License Agreements	40,000.00
Software and Curriculum Support	28,295.00
Office Supplies	6,000.00
TOTAL	771,695.00

Budget Detail for 2015-2016

Budget shown here is projected, and could be subject to change with changes in the district’s financial status.

Salaries and Benefits	545,981.00
Maintenance and Service Costs	186,289.00
License Agreements	42,000.00
Software and Curriculum Support	29,710.00
Office Supplies	6,000.00
TOTAL	809,980.00

Budget Detail for 2016-2017

Budget shown here is projected, and could be subject to change with changes in the district’s financial status.

Salaries and Benefits	573,280.00
Maintenance and Service Costs	195,603.00
License Agreements	44,100.00
Software and Curriculum Support	31,196.00
Office Supplies	6,000.00
TOTAL	850,179.00

Coordination of Resources

Ypsilanti Community Schools makes every effort to maximize technology dollars by supplementing them with grants, participating in consortium purchasing, coordinating purchases with the Universal Service Fund purchasing cycle, and utilizing any other opportunities that may become available. In the coming period, we envision continued best efforts given for all of these approaches.

The district has applied for and received USF funding for telecommunication services and Internet access since the beginning of the program, and will continue to apply for USF funding wherever applicable.

Many opportunities exist for collaboration with other entities to leverage volume discounts in purchasing. The district’s purchase of the PowerSchool student information system and Follett Destiny Library Manager were both purchased as part of a consortium purchase negotiated by Washtenaw Intermediate School District. The district maintains active communication with the WISD so that they will be notified of other opportunities of this type should they become available. In the coming year it is anticipated that the district will purchase a common county-wide finance and human resource software that will also be adopted by many if not all of the other districts within the consortium.

The REMC Association of Michigan also has negotiated consortium pricing on a large variety of technology related products, and the district often purchases from this contract. We will continue to review REMC offerings when purchase needs are identified.

YCS has received support from the Washtenaw Intermediate School District in the continued development of New Tech. A number of iPads, Wacom Bamboo tablets, document cameras, and other hardware have been provided by the WISD. New Tech also received grant funding from various organizations including the Ann Arbor Area Community Foundation and MAISA. The district will continue to pursue partnerships and grant funding to keep this program and its feeder academy at the middle school level, Stem Tech, sustainable into the future.

Monitoring and Evaluation

Supervision and Monitoring

Acceptable Use Policy

It shall be the responsibility of all members of the Ypsilanti Community Schools staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with Board policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Director of Technology or designated representatives.

The Assistant Superintendent of Education Quality or designated representatives will provide age-appropriate training for students who use the Ypsilanti Community Schools' Internet access. The training provided will be designed to promote the District's commitment to:

- a. The standards and acceptable use of Internet services as set forth in the Ypsilanti Internet Acceptable Use and Safety Policy;
- b. Student safety with regard to:
 - i. safety on the Internet;
 - ii. appropriate behavior while on online, on social networking Websites, and in chat rooms; and
 - iii. cyberbullying awareness and response.
- c. Compliance with the E-rate requirements of the Children's Internet Protection Act ("CIPA").

Following receipt of this training, the student will acknowledge that he/she

received the training, understood it, and will follow the provisions of the District's acceptable use policies.

As a precondition for access, all staff and students using the computers and network in Ypsilanti Community Schools are required to sign an Acceptable Use Policy. For staff this is the Network and Internet Access Agreement (Form 7540 F-2) and for students it is the Computer Use Guidelines for Students (Form 7540 F-1) and Acceptable Use Policy for Students' Internet Use (Form 7540 F-3). These are mandated by district policy (Policy 7540) and administrative guidelines (Administrative Guidelines 7540) as well as Bylaws & Policies that are articulated and adopted within the 7540 domain range. These policies and guidelines also specify the use of content filtering within the district, as well as Internet safety policies for minors. Some of the district schools also have additional forms for their students to complete. Copies of the district-wide forms and some of those forms are found in the Addendum.

Evaluation

“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.”

As noted, the administration and staff from the district's Office of Educational Quality will continue to monitor the integration of technology into the learning environment. On an ongoing basis, this office will identify and promote curricula and teaching strategies, such as those listed above, which enhance all learners' experiences and skill sets. The district will use several tools to evaluate the success of technology integration in the district. Although some assessments may be written, many will be anecdotal and be drawn from feedback given during meetings or professional development sessions. Feedback will also be drawn from meetings that other departments and cohorts hold in which discussions around technology in all of its aspects take place.

The district technology staff meets on a weekly basis. One important topic that is always discussed is issues the users are having that are interfering with their use of technology in teaching or learning. Based on the discussions, action can be taken to address the problem for all users. This also allows the technology staff to see trends that are found in more than one building and develop training materials or other solutions to correct existing problems.

Two other sources of anecdotal feedback are the monthly principals' meetings and weekly superintendent's cabinet meetings. In both these cases administrators often report on technology issues they are experiencing. They will often highlight issues or programs that are working well that they have noticed, as well as challenges that they see to the use of the technology.

For the last three years the district has been using a helpdesk software package to allow staff to make support requests from the technology staff. This software

produces reports, which can be used to track trends with the equipment and the users, as well as evaluate the effectiveness of technical support in the district. The district expects to continue the use of this software throughout the next three years, although some use of google forms has been explored and is expected to be used as well.

The teachers are daily users of technology, both for personal productivity and as teaching tools. In order to assess their technology skill, they have been surveyed near the close of the school year. They have been asked questions to determine their individual abilities to use technology, but have also been encouraged to provide feedback about what they find challenging, their perception of technology support in the district, how they are using technology in their job, and what kinds of training they would find most useful. Their feedback annually is expected to inform some of the trainings and How-To materials being offered in district and online. They have also been surveyed for the effectiveness of software and subscriptions and that feedback as well as student data will continue to inform the decision-making process.

In addition to the feedback mentioned above, one of the most critical areas to consider when evaluating the effectiveness of the use of technology is student achievement. Data on student achievement continues to be monitored on a regular basis both at a building level and through the Office of Educational Quality. The NWEA assessment will continue to be administered three times during the year, and the results will be studied. MEAP scores will also be studied. In cases where a class has shown great growth in test scores, the teacher will be encouraged to share the methods that are being used to produce that rate of growth.

Based on the structure and processes mentioned above, the district will be able to evaluate which technologies appear to have the greatest impact on student achievement, and plan for meeting the district's needs for hardware, software and technical support. They will also allow the district superintendent and his/her designated representatives to annually evaluate and revise the district technology plan as needed.

Index for ADDENDUM

- Board of Education Policy / Guidelines 7540 / 2008
- Form 7540 F-1 Computer Use Guidelines / 2009
- Form 7540 F-2 Network and Internet Access Agreement / 2002
- Form 7540 F-3 Acceptable Use Policy for Students' Internet Use / 2013

policy

BOARD OF EDUCATION

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YPSILANTI COMMUNITY SCHOOLS

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COMPUTER TECHNOLOGY AND NETWORKS

The Board of Education is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of District operations. It also recognizes that safeguards have to be established to ensure that the District's investment in both hardware and software is achieving the benefits of technology and inhibiting negative side effects.

The Superintendent is directed to establish administrative guidelines not only for proper acquisition of technology but also to ensure that staff and students are making appropriate and ethical use of the computers and other equipment as well as any networks that may be established.

The Superintendent shall also ensure that both staff and students are adequately informed about disciplinary actions that will be taken if District technology and/or networks are abused in any way or used in an illegal or unethical manner.

To the extent practical, technology protection measures (or "internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled, or in the case of minors, minimize only for bona fide research or other lawful purposes.

To the extent practical, steps shall be taken to promote the safety and security of users of the Ypsilanti Community Schools online computer network when using electronic mail, chat rooms, instant messaging, and other forms or direct electronic communications.

Specially as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use and dissemination of personal identification information regarding minors.

It shall be the responsibility of all members of the Ypsilanti Community Schools staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet Protection Act.

policy

BOARD OF EDUCATION

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YPSILANTI COMMUNITY SCHOOLS

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Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Superintendent or designated representatives.

Revised 6/23/ 08

guidelines

OFFICE OF THE SUPERINTENDENT

PROPERTY

YPSILANTI COMMUNITY SCHOOLS

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COMPUTER TECHNOLOGY NETWORKS

The Coordinator of Technology shall be responsible for the management of the District's technology system and for making the arrangements for any networks which may be used to enhance the educational program and/or operations of the District.

S/He shall ensure that the guidelines established for program development (AG's 2210 - 2252), the selection of materials and equipment (AG 2521), and the District's purchasing guidelines (AG 6320) are followed. In addition, the Coordinator of Technology shall make sure that the appropriate agreement form (7540 F1 or F2) is complete for each staff member and student who will have access to District technology and any networks.

All tentative agreements with networks or technology agencies are to be submitted to the Superintendent for review and approval.

It is the policy of Ypsilanti Community Schools to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful on-line activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No 106-554 and 47 USC 254(h)].

Definitions

Key terms are defined in the Children's Internet Protection Act.

TECHNOLOGY PROTECTION MEASURE - The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

- A. Obscene, as that term is defined in Section 1460 of Title 18, United States Code;

guidelines

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YPSILANTI COMMUNITY SCHOOLS

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- B. CHILD PORNOGRAPHY, as term is defined in Section 2256 of Title 18, United States Code; or
- C. HARMFUL TO MINORS - The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
 - 1. taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
 - 2. depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or stimulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 - 3. taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- D. SEXUAL ACT; SEXUAL CONTACT - The terms "sexual act" and "sexual contact" have the meanings given such terms in Section 2246 of Title 18, United State Code.

Requirements of CIPA

CIPA requirements include the following three items:

A. Technology Protection Measure

A technology protection measure is a specific technology that blocks or filters Internet access. It must protect against access by adults and minors to visual depictions that are obscene, child pornography, or with respect to use of computers with Internet access by minors- harmful to minors. It may be disabled for adults engaged in bona fide research or other lawful purposes. For schools, the policy must also include monitoring the online activities of minors.

B. The Internet Safety policy must address the following issues

1. access by minors to inappropriate matter on the Internet and World Wide Web
2. The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications
3. unauthorized access including "hacking" and other unlawful activities by minors online
4. unauthorized disclosure, use, and dissemination of personal information regarding minors
5. measures designed to restrict minors access to materials harmful to minors.

C. Public Notice and Hearing

The authority with responsibility for administration of the school or library must provide reasonable public notice and hold at least one public hearing to address a proposed technology protection measures and internets safety policy.

[http:// www.universalservice.org/ s1/ applicants / step 10/ cipa. aspx](http://www.universalservice.org/s1/applicants/step%2010/cipa.aspx)

Revised 6/23/08

YPSILANTI COMMUNITY SCHOOLS

"Where all Students are Prepared for Success"

2095 Packard Rd.
Ypsilanti, MI 48197

(734) 221-1045
fax (734) 714-1095

COMPUTER USE GUIDELINES – FOR STUDENTS

The following are the Administrative Guidelines for Ypsilanti Community Schools' computer user and is established for the responsible use of software and hardware in our classrooms and labs.

In order to restrict access by minors to inappropriate material, the district maintains a content filter. Access to Ypsilanti Community Schools' networked computers, including Internet, allows certain freedom to access and exchange information and resources. With this freedom, comes increased responsibility. It is important that the rules are followed.

This guideline is for the use of all computer systems within Ypsilanti Community Schools. Every student is expected to abide by these *Computer User Guidelines*.

It is expected that the student will...

- use district technology only to facilitate learning, district curriculum and instructional goals.
- use only those disks, sign-in sheets, checklists authorized by the teacher or site administrator every time the computer is used.
- comply with etiquette rules including restricting others' access to the network, conservation of time and file space.
- maintain the privacy of passwords and are prohibited from publishing or discussing passwords with other system users.
- responsibly seek assistance to solve problems effectively.
- maintain appropriate use of electronic mail. Violation of privacy and the receipt of inappropriate communications will be promptly reported to a program instructor.
- properly use and care for hardware and software within computer labs and classrooms.
- respect copyright laws by not downloading or copying any executable or program file into any computer workstation.
- not access or display pornography, obscenities, or other material deemed inappropriate for educational purposes, including any site blocked by the district's content filter.
- not access the district network of the Internet with any device not provided or approved by the school.
- not attempt to bypass the district's content filter by means of proxies or any other method.
- maintain Internet security by not revealing your personal information or that of anyone else online.
- be prohibited from utilizing Internet and District technology for private gain or product advertisement.

Vandalism of school computer systems will result in disciplinary action. Vandalism includes any malicious attempt to harm or destroy data of another student or hardware. This includes, but is not limited to, the uploading or creation of computer viruses. Vandalism may constitute a criminal offense and may result in criminal prosecution.

The smooth operation of the computer labs relies on the proper conduct of the student. These guidelines are provided so that the student is aware of the responsibilities he or she is about to acquire.

I (the student) agree to abide by Ypsilanti Community Schools' *Computer Use Guidelines* and understand that there will be consequences for not abiding by these rules.

Student Name Printed

Student Signature

Today's Date

Student Number

Birthdate

Homeroom
Teacher/Grade

I (the parent/guardian) support Ypsilanti Community Schools' *Computer Use Guidelines* and understand that there will be consequences for not abiding by these rules.

Parent/Guardian Name Printed

Parent/Guardian Signature

Today's Date

**Ypsilanti Community Schools
NETWORK AND INTERNET ACCESS AGREEMENT**

This agreement is entered into this _____ day of _____, 20_____ between (please print name and position)

_____, hereinafter referred to as Employee, and Ypsilanti Community Schools, hereinafter referred to as District. The purpose of this agreement is to provide Network (Electronic Mail and Electronic Bulletin Board) and Internet access, hereinafter referred to as Network, for educational purposes to the Employee. As such, this access will (1) assist in the collaboration and exchange of information, (2) increase productivity, efficiency and effectiveness of employees in the workplace, and (3) enhance information gathering and communication skills. The use of District and/or Network resources are for the purpose of support of the instructional/administrative programs and operations, telecommunications, general information, and contractually authorized employee association activities. The intent of this agreement is to ensure that the Employee will comply with all Network and Internet acceptable use policies approved by the District. In exchange for the use of the Ypsilanti Public Schools Network resources, I understand and agree to the following:

- A. The use of the Network is a privilege which may be revoked by the District. Appropriate reasons for revoking privileges include, but are not limited to, the altering of system software, or introduction of harmful programs on or through the computer system in either public or private files or messages. The District reserves the right to remove files, limit or deny access.
- B. The District may require demonstrated proficiency on systems software and network prior to authorizing use of the network or Internet. Training shall be provided for all employees.
- C. The District reserves all rights to any material stored in files and will remove any material which the District, at its sole discretion, believes may be unlawful, obscene, pornographic, or discriminatory. An Employee will not use his/her District approved computer account/access to obtain, view, download, or otherwise gain access to such materials.
- D. All information services and features contained on District or Network resources are intended for the official District business use by its registered users and any use of these resources for commercial-for-profit or other unauthorized purposes (i.e. advertisements, political lobbying), in any form is expressly forbidden.
- E. The District and/or Network resources are intended for the exclusive use by their registered users. The Employee is responsible for the use of his/her account/password and/or access privilege. Use of an account by someone other than the registered account holder is prohibited.
- F. Misuse of the account may result in suspension of the account privileges and/or other disciplinary action determined by the District. Misuse shall include, but not be limited to seeking information on, obtaining copies of, or modifying files, other data, or passwords belonging to others or misrepresenting oneself as another user; disrupting the operation of the Network through abuse of the hardware or software and/or interfering with others' use of the Network; illegal installation of copyrighted software or unauthorized downloading, copying, or use of licensed or copyrighted software.
- G. The District does not warrant that the functions of the Network will meet any specific requirements the user may have, or that it will be error free or uninterrupted; nor shall it be liable for any direct or indirect, incidental, or consequential damages (including lost data, information, or time) sustained or incurred in connection with the use, operation, or inability to use the Network.
- H. The District reserves the right to monitor computer use and to monitor fileserver space utilization by users. The District reserves the right to remove a user account on the Network. The Employee shall diligently delete old email messages on a weekly basis from the individual mail directory to avoid excessive use of the electronic mail disk space.
- I. The District agrees that in the event an employee is disciplined due to a violation of this agreement, it will provide access to all information gathered or recovered by the District to facilitate processing a grievance, including any deleted files recovered by the District.
- J. Employees shall not be disciplined for a student's misuse of the internet through the employee's account, unless it can be shown that the employee was negligent.

In consideration for the privilege of using the District and/or Network resources, and in consideration for having access to the information contained on the Network, I hereby release the District, the Network operators and administration from any and all claims of any nature arising from my use, or inability to use the District and Network resources. I agree to abide by such rules and regulations of system usage as may be further added from time to time by the District and/or Network Administration. These rules are available on the District's website (scnc.yps.k12.mi.us).

Signature of Employee _____ Date _____

Please print name _____ Building location _____
Received at Data Center by _____ Date _____

Ypsilanti Community Schools

Acceptable Use Policy for Students' Internet Use

Introduction

Internet access is available to students in the Ypsilanti Community Schools. Our educational system is pleased to bring this access, and believes that the Internet offers vast, diverse, and unique educational resources.

The Internet is an electronic highway connecting millions of computers and individual subscribers all over the world. Our goal in providing this service to students is to enhance innovative educational opportunities. These resources will improve learning and teaching through research, professional development, communication, collaboration, and dissemination of successful educational practices, methods, and materials.

The District's Acceptable Use Policy for Students' Internet Use is to prevent unauthorized access and other unlawful activities by users online, prevent unauthorized disclosure of or access to sensitive information, and to comply with the Children's Internet Protection Act ("CIPA"). As used in this policy, "user" includes anyone using the computers, Internet, email, chat rooms and other forms of direct electronic communications or equipment provided by the District (the "network.").

The District will use technology protection measures to block or filter, to the extent practicable, access of visual depictions that are *obscene, pornographic, and harmful to minors* over the network. The District reserves the right to monitor users' online activities and to access, review, copy, and store or delete any electronic communication or files and disclose them to others as it deems necessary. Users should have no expectation of privacy regarding their use of District property, network and/or Internet access or files, including email.

Terms and Conditions are provided so that Internet users are aware of the responsibilities they are about to assume. The user's and parent/guardian's signature at the end of this form are legally binding and indicates that he/she has read the **Terms and Conditions** carefully and agrees to abide by them.

Terms and Conditions

1. **Personal Safety and Privacy**

- a. Users will not post personal contact information about themselves or any other people. Personal contact information includes home address, phone number, home email address, school address, work address, etc.
- b. Personal photos and work can be published only if a signed district release form is on file.
- c. Users will not physically meet or agree to meet, with someone they have met online without appropriate approval. Inappropriate contacts should be reported to school authorities immediately.
- d. Students under the age of eighteen should only access YCS accounts outside of school if a parent or legal guardian supervises their usage at all times. The student's parent or guardian is responsible for monitoring the minor's use

2. **Illegal Activities**

- a. Users will not attempt to gain unauthorized access to any computer system or another person's account or files.
- b. Users will not intentionally attempt to disrupt the computer system performance or destroy data by spreading computer viruses or by any other means.
- c. Users will not engage in any other illegal act, such as drug sales, engaging in criminal gang activity, threatening the safety of a person or person's, etc.
- d. Users will not attempt to defeat or circumvent the Internet filtering system to obtain inappropriate material.

3. Security

- a. Users are responsible for their individual account and should take all reasonable precautions to prevent others from being able to use their account. Under no condition should users give their password to another person.
- b. Users will immediately notify school authorities if they have identified a possible security problem. Looking for security problems may be construed as an illegal attempt to gain access.
- c. Users will not attempt to gain unauthorized access to the network or attempt to access another person's files.
- d. Users will avoid the spreading of computer viruses.
- e. Users will only use disks, usb flash drives, and other storage and media devices that have been scanned and found to be free of viruses.

4. Inappropriate Language

- a. Users will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language. This includes personal attacks or harassment of another person.
- b. Users will not post information that could cause damage, pose a danger or disruption, or incite confusion or panic.
- c. Users will not post false or defamatory information about a person or organization.

5. Inappropriate Material

- a. Users shall not use the network to access material that is profane or obscene (pornography), advocates the use of illegal drugs, advocates illegal or dangerous acts, or advocates violence or discrimination toward other people. A special exception may be made for users to conduct advanced research which is approved by and closely monitored by the principal, the teacher, and a parent or guardian.
- b. If a user inadvertently accesses such information, s/he must immediately disclose the situation to a teacher/administrator. This disclosure shall protect users against an allegation that they have intentionally violated the Acceptable Use Policy

6. Respecting Resource Limits

- a. Users will use the system only for educational and professional or career development activities.
- b. Users will not download large files, streaming videos or music, unless approved by the Ypsilanti Community Schools technology coordinator. Educational videos downloaded from Learn 360/LPB/United Streaming are permitted.
- c. Users will not post chain letters or send annoying or unnecessary messages to others.
- e. Users will subscribe only to high-quality discussion group mail lists that are relevant to educational, professional or career development activities.

7. Plagiarism and Copyright Infringement

- a. Users will not take the ideas or writings of others and present them as if they were their own.
- b. Users will respect copyrighted materials.
- c. Users will not download or install copyrighted software from any source on a school computer.
- d. Users will immediately report to school authorities any site they access with inappropriate information.

8. Teacher Selection of Materials

- a. Teachers shall select material that is appropriate to the age of the students and that is relevant to the course objectives.
- b. Teachers will preview the materials and sites they require students to access and determine the appropriateness of the material contained.

9. Responsibilities of Schools and Teachers

- a. Access to the Internet by students shall be monitored by their teacher or other staff member.
- b. The teachers shall circulate among computers being used to access the Internet, or all monitors shall be in full view of the teacher.

10. Search and Seizure

- a. The content of a student's e-mail, electronic files, computer devices, and records of their online activity while using the Ypsilanti Community Schools network are subject to review at any time. Routine maintenance and monitoring of the system may lead to discovery that a student has or is violating the Ypsilanti Community Schools Acceptable Use Policy, the disciplinary code, or the law.
- b. If a Ypsilanti Community Schools technology coordinator, school administrator, supervisor, or superintendent discovers a potential violation by a student, s/he shall notify the appropriate supervisor. Ypsilanti Community Schools personnel shall cooperate in the subsequent investigation. An individual investigation shall be conducted if reasonable suspicion exists that a student has violated the law or the disciplinary code. The inquiry shall be reasonable and focus on the nature of the alleged violation. The Ypsilanti Community Schools is authorized to conduct individual computer file searches. The Ypsilanti Community Schools shall cooperate with local, state, and federal authorities in any investigation they might be conducting of an individual student. Such violations of the law, disciplinary code or this policy by students could result in criminal prosecution.

11. Consequences of Misuse and Due Process

- a. The use of the Internet is a privilege, not a right, and inappropriate use will result in a cancellation of privileges by administration, faculty, and staff.
- b. Users should expect no privacy of the contents of personal files and email on the district system. Messages relating to or in the support of illegal activities must be reported to the authorities.
- c. The Ypsilanti Community Schools allows for suspension of students for inappropriate or illegal use of the Internet. Other disciplinary action may also be warranted.
- d. Misuse of the system can result in possible prosecution, and will require restitution for costs associated with system restoration, hardware, or software costs.
- e. Users bringing illegal and/or inappropriate materials into the system's electronic environment will be subject to disciplinary action.
- f. The Ypsilanti Community Schools shall cooperate fully with local, state, or federal officials in any investigation concerning or relating to any illegal activities conducted through the Ypsilanti Community Schools network.
- g. If a student is believed to have violated this Acceptable Use Policy, the user shall be provided with a notice and opportunity to be heard in the manner set forth in the student discipline policy handbook policy and procedures handbook. Disciplinary action shall be tailored to specifically address the violation and to encourage appropriate student use of the network. If the alleged violation is an infraction of the student code, the violation shall be handled according to applicable provisions of the code.
- h. An administrator may terminate a student's access privileges by providing notice to the student and their parent or guardian.
- i. In sum, misuse may also lead to disciplinary and/or legal action for students, including suspension, expulsion, or criminal prosecution by government authorities. The District will attempt to tailor any disciplinary action to the specific issues related to each violation.

12. Parental Notification and Responsibility

- a. A parent or guardian must sign the Parent Internet Contract to allow their child(ren)'s access privileges.
- b. A parent or guardian may request alternate activities that do not require Internet access be provided for the child(ren).
- c. A parent or guardian may request the termination of their child(ren)'s access privileges.

The District makes no guarantees about the quality of the services provided and is not responsible for any claims, losses, damages, costs, or other obligations arising from use of the network or accounts. Any additional charges a user accrues due to the use of the District's network are to be borne by the user. The District also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of the District, its affiliates, or employees.

STUDENT: I understand and will abide by the provisions and conditions of this contract and realize my computer privilege is designed for educational purposes only. I understand that any violation of the above provisions will result in disciplinary action, the revoking of my user privileges, and any appropriate legal action. I will not hold my teacher, my school, or the Ypsilanti Community Schools responsible for or legally liable for the materials distributed to or acquired from the network (Internet). I also agree to report any misuse of the Internet to the system administrator or to my teacher.

Misuse can come in many forms, but can be viewed as any materials sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language and other issues described above.

Student Name: _____ (Print)

Student Signature: _____ Date: _____

PARENT/GUARDIAN: As the parent/guardian of _____, I have read this contract and understand that Internet access is designed for educational purposes only. I also understand that it is impossible for School to restrict access to all controversial materials. I will not hold the teacher, their school or the Ypsilanti Community Schools responsible for or legally liable for materials distributed to or acquired from the network (Internet). I hereby release the district, its personnel, and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from my child's use of, or inability to use, the electronic network. This includes, but is not limited to claims that may arise from the unauthorized use of the network components. I give permission for my child to access all components of the district electronic network which includes Internet access, computer services, videoconferencing, computer equipment and related equipment for educational purposes.

I also agree to report any misuse of the information system to the school director or teacher.

Misuse can come in many forms, but can be viewed as any materials sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language and other issues described above.

I accept full responsibility for my student's Internet use and understand that my child will be held responsible for any disregard of the Acceptable Use Policy. I hereby give my permission for my student to have Internet access and certify that information contained on this form is correct.

Parent/Guardian Name: _____
(Print)

Parent/Guardian Signature: _____ Date: _____

