

Zeeland Public Schools Educational Technology Plan

July 1, 2012 – June 30, 2015

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Intermediate School District – Ottawa Area ISD/REMC 7: <http://www.oaisd.org>
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Meets local, State, Federal No Child Left Behind (NCLB), and FCC E-rate requirements

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Section 2: Introduction

District Vision

- Promoting the potential of every student
- Recognizing the importance of each person
- Respecting the value of our community

District Mission Statement

Zeeland Public Schools, with family and community, prepares students for a lifetime of learning.

In order to fulfill the vision and mission of Zeeland Public Schools there are four areas that educators continually pay attention to that specifically relate to their student's learning:

- **specific expectations** for student learning and curriculum resources
- **professional collaboration** and **professional development** about student learning
- **on-going assessment** about student learning
- **intentional leadership** that focuses on student learning

In order to achieve this vision and mission, the **culture of Zeeland Public Schools** is:

- dedicated to relationships among students, families and the community
- dedicated to rigor and meticulous care about clarity of expectations for student learning and relevant curriculum resources
- dedicated to thoroughness with professional collaboration and professional development about student learning
- dedicated to attention to on-going assessment of student learning
- dedicated to intentional leadership and continually grows the culture toward the district's vision and mission

District Profile

The Zeeland Public School district covers 94 square miles of prime growth area in West Michigan, encompassing the city of Zeeland, a portion of the city of Holland, and eight rural townships in Ottawa and Allegan Counties. Traditional community values and a robust job market are attracting many young families to the area. Current information can be found at <http://www.zps.org/content/about-us>.

- 2011-2012 Enrollment: 5,800 students in kindergarten through grade 12
- Number of professional staff, part-time, and full-time: 322
- Number of support staff, part-time and full-time: 372
- Student retention rate: 86%
- 2011-2012 budget: \$49.7 million

Instructional and Non-instructional Buildings

Building	Address	City	State	Zip	Telephone	Grade
Administration Building	183 W. Roosevelt	Zeeland	MI	49464	616.748.3000	N
Adams Elementary (Opening Fall 2012)	TBD					
Cityside Middle School	320 E. Main Street	Zeeland	MI	49464	616.748-3200	6-8
Creekside Middle School	179 W. Roosevelt	Zeeland	MI	49464	616.748.3300	6-8
Early Childhood Center *	140 W. McKinley	Zeeland	MI	49464	616.748.3275	K
Lincoln Elementary	60 E. Lincoln	Zeeland	MI	49464	616.748.3350	1-5
Maintenance Facility	2952 100th Avenue	Zeeland	MI	49464	616.748.3345	N
New Groningen Elementary	10542 Chicago Drive	Zeeland	MI	49646	616.748.3375	1-5
Quincy Elementary	10155 Quincy	Zeeland	MI	49646	616.748.4700	K-5
Roosevelt Elementary	175 W. Roosevelt	Zeeland	MI	49464	616.748.3050	1-5
Summit School	3333 96th Avenue	Zeeland	MI	49646	616.748.4740	9-12
Transportation Facility	720 E. Main Street	Zeeland	MI	49464	616.748.3425	N
Woodbridge Elementary	9110 Woodbridge	Zeeland	MI	49464	616.748.3400	1-5
Innocademy **	175 W. Roosevelt	Zeeland	MI	49464	616.748.3050	1-6
Zeeland East High School	3333 96th Avenue	Zeeland	MI	49464	616.748.3100	9-12
Zeeland West High School	3390 100th Avenue	Zeeland	MI	49464	616.748.4500	9-12

* The Early Childhood Center becomes a preschool building starting Fall 2012

** Innocademy becomes Zeeland Quest in July 2012

NOTE: all grade 1-5 buildings will become K-5 starting Fall 2012

School Buildings

Building	Grades Served	Headcount Enrollment
<i>Early Childhood Center</i>	PK-K	335
<i>Lincoln Elementary School</i>	1-5	401
<i>New Groningen Elementary School</i>	1-5	376
<i>Quincy Elementary School</i>	K-5	521
<i>Roosevelt Elementary School</i>	1-5	351
<i>Woodbridge Elementary School</i>	1-5	422
<i>Innocademy</i>	1-6	83
<i>Cityside Middle School</i>	6-8	745
<i>Creekside Middle School</i>	6-8	424
<i>Zeeland West High School</i>	9-12	717
<i>Zeeland East High School</i>	9-12	1019
<i>Summit School</i>	9-12 alt. ed.	24

Supplemental Nutrition – Fall 2011

Current information can be found at the following site:

http://www.michigan.gov/cepi/0,1607,7-113-21423_30451_36965---,00.html

	Free Lunch Eligible	Reduced-Price Lunch Eligible	Not Eligible	Total Count
Zeeland Public Schools	1092	412	4281	5785

Consortium Acknowledgement

Zeeland Public Schools works with the Ottawa Area Intermediate School District (OAISD). The OAISD provides many technology related resources including professional development opportunities, Internet services and filtering, audio/visual resources, and trained staff to Zeeland Public Schools and other constituent school districts. The OAISD mission is as follows:

Our mission at Ottawa Area Center is to maximize each student's success and independence by addressing individual educational needs within a safe supportive environment.

Guiding Documents for a Michigan Technology Plan

Several helpful resources are on-line which have assisted us in technology planning:

- Michigan Department of Education K-12 Technology Planning Web Site: <http://www.techplan.org>
- State of Michigan Technology Plan: <http://www.techplan.org/STP%202010%20Final.pdf>
- National Technology Plan: <http://www.ed.gov/technology/netp-2010>
- SIER TEC: <http://www.seirtec.org/techplan.html>
- NETS (National Educational Technology Standards): <http://www.iste.org/nets> (NETS-S, NETS-A, NETS-T)
- METS (Michigan Educational Technology Standards): <http://www.techplan.org>
- Michigan Curriculum Framework Benchmarks and Grade Level Content Expectations: http://www.michigan.gov/documents/MichiganCurriculumFramework_8172_7.pdf

Educational Technology Introduction

During the 1992-93 school year, Zeeland Public and Christian Schools initiated a planning process titled, the Application Transfer Study (ATS) Charting the Future for Zeeland Schools. Prior to the implementation of ATS, the District lacked a cohesive long term plan to address its technology needs in a systematic manner. This three to seven year planning document continues to be a reference point for the district.

Presently, the state of technology in Zeeland supports a mixed environment with a wide variety of equipment, software and applications. With a district enrollment of over 5,800 students, instructional services are a major focus. Since the School Board's adoption of the multiple phase Application Transfer Study, significant upgrades of building infrastructure and acquisition of technology supporting instruction have taken place:

- Since 1996 we have constructed four new buildings: Zeeland East High School, Woodbridge Elementary School, Zeeland West High School, and Quincy Elementary School.
- Zeeland West High School opened in the Fall of 2002 and includes the District Educational Technology offices, centralized server farm, and district network operations. It also includes a Technology Education wing with the latest in design, construction, and automation equipment.
- All buildings and classrooms are connected supporting voice, data, video, and audio
- Every classroom supports one teacher multimedia workstation with capacity for additional workstations.
- Every academic space is supported with wireless networking (coverage and density)

These assets are the result of careful planning and successful bond requests. This document is a continuation of the planning process and the vision of the District.

Section 3: Vision and Goals

All students can become productive, fulfilled, inquisitive citizens who are an asset not only to themselves, but to their communities. Our challenge is to enhance the lives of students by motivating them to learn and grow through whatever resources technology can provide.

This vision is summarized in our educational technology mission statement that is modeled after the district mission statement:

Zeeland Public Schools will use technology to assist all in a lifetime of learning.

We believe that this mission statement shows the important role technology plays in the lives of our staff, students, and community.

3 Year goals

Our technology plan is transitioning from being a document that outlines the acquisition of “stuff” toward how we will use our technology resources to support student learning. As a result, we see three (3) primary goals we hope everyone in our school community will embrace. These goals are connected to words that have become a core of who we, as a district, hope to be about for all members of our school community: safe, valued, and loved.

Safe

We will have a digital citizenship "course" required of all students before they are given access to tablets (iPads) and other district technology. By Fall of 2013, we will have a beginning program in place. Within three years we will have a comprehensive program differentiated according to grade and ability level. Parents, too, will attend a technology orientation session to give them tools and an understanding of the appropriate use of technology.

Valued

Staff will feel valued in their personal professional learning by focusing collaboratively on a K-12 transformational instructional strategy.

Students will feel valued by creating products that are used and viewed by authentic audiences.

Loved

We will differentiate instruction for students by ability and learning styles. This will happen through the use of appropriate technologies. These technologies will allow students to be active and engaged in their education while fostering a love of learning.

Big Ideas

Over the 2008-2009 school year a group of educators, administrators, and staff met to plan a road-map for the coming 3 years. This has resulted in a vision that is summarized as four big ideas: achievement, coaching, communication, and cooperation/collaboration. In developing this current plan, we continue to hold these ideas as a foundation for the role of technology in our organization.

Big Idea 1 - Achievement

Safe | Valued | Loved

Standards (academic, social, emotional, technical) & Resources

Relevant learning experiences

Frequent and rigorous evaluations

Relevant Learning Experiences

In an effort to prepare students to succeed in a continually changing world, students will engage in self-directed, responsible learning. Instruction takes place in integrated, real world (relevant) ways as students working in teams or individually on projects, guided by trained teachers. These teams study complex topics such as air quality in their community or the history of their town. They analyze information from multiple resources such as the Internet, interviews with experts, print materials and hands on experiential learning.

This integrated project based instruction will reach across and explore inter-subject relationships. It will provide challenges and enhance greater problem solving strategies and skills. Learning will be demonstrated through authentic products.

Through this process, students develop the skills to collaborate with others, adhere to timelines and meet state standards. Each student is responsible for learning subject matter and developing social/emotional skills that will provide an important foundation and advantage for their lives as workers, family members and citizens.

Project duration will be age and subject appropriate and may last minutes or weeks, may cover a single or cover multiple subjects and will frequently be presented to audiences beyond the traditional school building, including parents, other students and community members. As a requirement for success, each student will have easy access to resources, tools and each other.

Standard Expectations & Resources

We believe it is important to have standard expectations for the skills, knowledge, and outcomes for our students and staff. Here is a sampling of expectations:

- Michigan GLCEs
- Michigan Education Technology Standards
- NETS for Teachers
- NETS for Administrators
- NETS for Students
- NETS for Coaches
- Local curriculum
- Outcomes: Students who are safe, valued, and loved

These expectations are used as a foundation for learning opportunities as well as a measurement for monitoring progress

We expect that all of our work will be supported through analog and digital resources. The availability of tablets will allow us to create and curate digital resources that can be used immediately to improve student learning.

Frequent and Rigorous Evaluations

We will assess learning through national, state, and local assessments. The Zeeland Leadership Team will allocate time to identify our progress toward our goals. We are using a newly implemented data warehouse (IRIS) as well as our student information system (Infinite Campus) to collect and analyze data. Other tools such as online assessment tools and surveys are used as well.

Big Idea 2 - Coaching

Self-directed learning has meaning and intentionality when a coach is available to guide the learner through the learning process, giving special attention to nurturing a learner's interests and self-confidence.

Coaching is encouraged at several levels:

- **Coaching Staff:**
For staff, the coach is a resource with whom they can collaborate and explore new ways to use technology to enhance student achievement. This person has formal training and experience in a wide variety of technology applications. The coach works with teachers brainstorming ways to integrate technology to the existing curriculum and is also available to "team teach" in the classroom. Each school has a technology coach available to bring learning practice through the use of technology.
- **Adult Coaching for Student:**
For students the coach is the classroom teacher or some other adult who facilitates the use of technology in their learning. This "coach" guides and instructs students how to choose the best technology tools and resources to construct and demonstrate what they have learned.
- **Peer Coaching for Students:**
Students learn best when they work with their peers. We will also encourage student coaches who work with their peers or students from another grade level to share their knowledge, troubleshoot, brainstorm and enhance learning.
- **Coaching for Parents:**
Parents can contribute to the learning process more effectively when they are given guidance and are made an active part of the student's learning process. ZPS will actively engage parents in the student's education process and intentionally coach them in their role. The district implements multiple online ways for staff and students to publish, share, and organize information that will help address the needs of our learners. Learners have technology readily available to access and share this information and intentional resources are readily available so less time needs to be spent in large instruction and more time can be spent mentoring individual learners and helping them address individual challenges.

Big Idea 3 - Cooperation and Collaboration

Zeeland Public Schools uses cooperation and collaboration to prepare students for work in a global society. Working together, in person or online, on project teams and guided by trained leaders, learners use their

individual strengths to help the rest of their team accomplish pre-identified goals. Trained leaders may be teachers or students. Collaboration and conflict-resolution skills are developed through on-going participation in this process and through online development resources. The team members have Internet-enabled technology that allows them to function as a team and publish their work anywhere and anytime that is appropriate. Online learning/collaboration environments, audio and video conferencing, web publishing, and messaging tools will be used to gather information and to share with other learning communities.

Big Idea 4 - Communication

Communities, in working together can transform and improve almost every aspect of learning. Online resources can strengthen relationships, enhance simulations and demonstrations in school as well as allow learners to share their work and communicate more productively and creatively with others.

The proper and unfettered use of automated tools and access to current relevant information for all stakeholders will allow for more efficient maintenance of records, assessments and communication of both success and improvement plans. Much of this can be accomplished with the district's current resource of Infinite Campus. This approach will encourage and develop an even stronger collaborative environment between staff and parents for greater focus and combined energy toward student achievement.

ZPS will actively cultivate stronger alliances with parents and community members, welcoming their active participation in coaching every student toward achievement of higher expectations. This will involve greater parental involvement in the learning process, through parents and community members coaching learners with project work, critiquing learner project presentations and celebrating success.

Technology Structure

The Director of Instructional Technology meets with the building committees, serves on the district Education Leadership Team, Administrative Council, and also leads various District Educational Technology Committees.

All requests or questions about hardware, software, curriculum integration, and professional development are funneled through the building principal, the appropriate committee, or directly with the Director of Instructional Technology.

District Level

- **Director of Educational Technology:**
responsible for the actions of both the District Educational Technology Committee and the District Educational Technology Department. Also serves on the district's Education Leadership Team.
- **Educational Technology Services:**
responsible for setting hardware and software standards for the district, evaluating all purchase requests to ensure that they meet or exceed the district standards, and purchasing, inventorying, and installing hardware and software
- (IMPLEMENTED WHEN NEEDED) **District Educational Technology Planning Teams:**
responsible for items in the area of technology such as: setting a vision for the future, monitoring and updating the District Technology Plan, communicating with staff, adopting and monitoring hardware and software standards, and planning for the effective use of technology by staff and students. See [Appendix A](#) for participating groups and individuals.

- (IMPLEMENTED WHEN NEEDED) The District Educational Technology Core Team is a group of exemplary teachers, administrators and staff who understand teaching and learning and are able to apply it to the use of technology.
- (IMPLEMENTED WHEN NEEDED) The District Educational Technology Steering Committee is a small group that oversees the technology planning process to ensure that the goals are realistic and match district vision, mission, and goals.
- **Instructional Innovation Team:**
this team consists of building coaches, a district-level instructional technology coach, curriculum leader, and the Director of Instructional Technology. This group provides focused goals to improve student achievement through the use of technology.

Building-Level School Improvement Teams

These teams look at how to best use technologies as a part of the school improvement process. The building principal is responsible for coordinating these goals with the Director of Instructional Technology.

Section 4: Curriculum Integration

Zeeland Public Schools has made curriculum and technology integration a priority by developing an Instructional Technology curriculum. This curriculum started with a Computer Education Plan written in 1991 to drive formalized instruction in the computer labs with technology specialists. That plan was updated in 1995. This curriculum was absorbed into the Instructional Technology Curriculum in 1998 with the objective of connecting computer skills to the curriculum and instruction. It was on a 6 year rewrite and 3 year revisit cycle. As of 2005, The Instructional Technology component is now a part of every curriculum rewrite and revisit. We are using NETS (<http://cnets.iste.org/>) and the Michigan Educational Technology Standards to guide us in providing student, staff and administrator training.

Two goals are at the heart of why the Zeeland Public Schools system is working to integrate technology into the curriculum where appropriate:

- to prepare students for the workplace as self-directed life-long learners
- to provide classroom tools that will help students increase their academic achievement

4.1 Goal: Educate students on Internet safety

Zeeland Public Schools will educate students in digital citizenship. This will center on Internet safety including appropriate on-line behavior, interacting with other individuals on social networking websites and in chat rooms, and cyber-bullying awareness and response. This will occur by following the recommendations as listed in Michigan Cybersafety Initiative <http://www.michigan.gov/csi>, METS, NETS-Students, Netcetera Cyber toolkit <http://onguardonline.gov/> and the REMC 21 Things 4 Students <http://www.21things4students.net/> curriculum. The Director of Instructional Technology will work with building instructional technology staff and principals to ensure that Internet safety is being incorporated into existing curriculum and instruction K-12.

4.1.1 Goal: Provide every student with digital citizenship education before using an iPad

We will create learning opportunities that will include special speakers as a part of an orientation to happen prior to students receiving and using district technology.

- Responsible person(s): Chief Academic Officer, District Instructional Technology Coach, Building instructional technology staff, Building principals
- Begins/ends: July 2012/Annually
- Evaluation: reduction in behavior incidents using iPads

4.1.2 Goal: Implement a comprehensive K-12 curriculum in digital citizenship

We will look for a way to ensure that every student is able to be a positive digital citizen. We will investigate the use of a digital "Driver's License" every three years with refresher course required on other years (ex: <http://www.digitalcitizenship.net/uploads/FoundAct2.pdf>). The focus would be on teaching students to use technology correctly rather than take technology away.

- Responsible person(s): Chief Academic Officer, District Instructional Technology Coach, Building instructional technology staff, Building principals
- Begins/ends: July 2013/Annually
- Evaluation: reduction in behavior incidents using iPads

4.1.3 Goal: Create common expectations on how staff and students should be using technology for learning

As we have begun to use technology with students we are finding the need to clearly articulate expectations on how, why, and when technology should be used. We will bring together groups of teachers and students to develop a common culture for use of technology.

- Responsible person(s): Chief Academic Officer, Director of Instructional Technology, District Instructional Technology Coach, Building instructional technology staff, Building principals
- Begins/ends: July 2012/Annually
- Evaluation: posted expectations in classrooms and in student handbooks

4.2 Goal: Integrate METS and NETS into all content areas

We will thoroughly research and investigate both on-site and acquired resources to evaluate needs and options, synthesize that information, and adapt curriculum for ensuring the integration of technology to enhance teaching, training, and student achievement. The technology of the district exists to be a tool that supports student learning and needs to become an integrated part of all curricular areas. The National Educational Technology Standards and Michigan Educational Technology Standards will be integrated into district curriculum in all content areas to ensure that all students have required technology skills applied to their learning. The Director of Instructional Technology will disseminate current information about METS and NETS to each curriculum rewrite and revisit technology integration specialist.

- Responsible person(s): Chief Academic Officer and Director of Instructional Technology
- Begins/ends: July 2012/Ongoing
- Hardware/software required: none
- Other resources required: ISTE resources, METS resources, and Zeeland Leadership Team
- Evaluation: Changed classroom practice as evaluated through principal observation and self-assessment surveys

4.3 Goal: Identify effective uses of technology for instruction

Staff will have many opportunities to learn about how to use technology in the classroom. It is critical for us to take time to disseminate that learning within our district. This will result in teaching and learning that will cause students to be engaged in their learning. As a result we expect them to have increased retention. Technology and teaching staff have attended conferences and workshops on technology (e.g., MACUL [Michigan Association for Computer-related technology Users in Learning], OAISD [Ottawa Area Intermediate School District] Opportunities). Technology and teaching staff have visited other districts to view their implementation of technology. Technology and teaching staff have taken college courses and classes in technology. Teachers have attended in-house technology in-services. Elementary grade groups and departments have shared technology curriculum integration efforts; e.g., use of videos and computers for Daily Oral Language, videotaped frames from field trips as a basis for writing projects, Internet sites for current events and updated maps for social

studies, use of data projectors and document cameras to analyze writing. Middle school teachers have included technology representatives on their building teams. K-2 staff has collaborated on creating and evaluating lessons using SMART boards. At the High School level staff has been sharing how they have been using iPads with students with each other and with visiting school districts.

- The Instructional Innovation Team will coordinate the articulation of technology-related best practices in each curricular area as a part of grade group, subject area, and team meetings.
 - Responsible person(s): Chief Academic Officer and Director of Instructional Technology
 - Begins/ends: July 2012/Ongoing
 - Hardware/software required: none
 - Evaluation: Changed classroom practice as evaluated through principal observation and self-assessment surveys
- The Chief Academic Officer will ensure that a technology advocate will be assigned to work on each curriculum rewrite and revisit committee who will survey staff to identify current individual best practices by staff in that particular subject area and disseminate that information.
 - Responsible person(s): Chief Academic Officer and Director of Instructional Technology
 - Begins/ends: July 2012/Ongoing
 - Evaluation: Changed classroom practice as evaluated through principal observation and self-assessment surveys
- The Assistant Superintendent for Instruction, Director of Instructional Technology, building principals, and individual staff will continue to utilize OAISD technology training offerings (on-site and at the OAISD) as well as other technology conferences and workshops.
 - Responsible person(s): Chief Academic Officer and Director of Instructional Technology
 - Begins/ends: July 2012/Ongoing
 - Evaluation: Changed classroom practice as evaluated through principal observation and self-assessment surveys

4.4 Goal: Identify appropriate technology applications within the curriculum

We have seen that there are 4 main areas of software applications that are used by students: Tutorial, application, exploratory and reference, communication (Planning into Practice, 68-69). We currently focus most of our efforts on application and communication software because they are readily used as tools in every curricular area. Students will demonstrate their knowledge through using software to create information, communicate with others, and aid in their learning.

A Software Evaluation Process for teacher adoption of all new curriculum-specific materials has been formulated to ensure that the hardware supports the software and that the program is instructionally-sound and curricular-compatible. A number of teachers have experienced initial interaction with demonstration software at the OAISD as well as at MACUL and other technology conferences, classes, and workshops. Application software is evaluated and implemented by the Educational Technology Services department to ensure interoperability among all staff and students throughout the district.

- The Director of Instructional Technology will work with Educational Technology Coaches to evaluate suggested technology and software provided by textbook publishers and recommends their adoption to improve student achievement.
 - Responsible person(s): Director of Instructional Technology

- Begins/ends: July 2012/Ongoing
- Evaluation: Increased use of these resources by staff
- Curriculum rewrite materials selection will include software and project based learning recommendations (each year following a rewrite) using the existing software evaluation process.
 - Responsible person(s): Chief Academic Officer
 - Begins/ends: July 2012/Ongoing
 - Evaluation: Inclusion of software and project recommendations in curriculum
- The Director of Instructional Technology will work with the District Educational Technology Core Team and Instructional Innovation team to recommend planned updates for operating system software, application software, and mobile apps.
 - Responsible person(s): Director of Instructional Technology
 - Begins/ends: July 2012/Annually
 - Evaluation: Written recommendations

4.5 Goal: Develop technology school-to-work programs.

K-12 students are learning to use technology as a tool for the work place as per the North Central Association's Transitions process employability skills. All students participate in using keyboarding, word processing, and desktop publishing software. The Michigan Occupational Information System (MOIS) software program is in place at the high school and middle school levels to allow students to identify various careers in their interest area(s), explore the components of those careers, and learn the kind and amount of training/education needed to be successful in that career. A number of courses are offered that specifically fall into the technology preparation field: Computer/Robotics Technology, Applied Technology, and Computer Assisted Drafting. Additional related courses are found in the Business Education curriculum: Advanced Computers and Business Analysis, Business and Information Technology, Computer Applications, Programming, Web Design, Video Production, Internet Projects, Computer Art and Design and Advanced Computer Art and Design.

- The Zeeland Leadership Team will ensure that K-12 students will be able to use computers for occupational awareness in keeping with Transitions' "career awareness and exploration" model.
 - Responsible person(s): Chief Academic Officer
 - Begins/ends: July 2012/Ongoing
 - Evaluation: Written recommendations
- Building Principals will ensure that electronic EDP (Education Development Plan) is in place for all students grades 8-12 using an on-line system that is hosted and coordinated through the Ottawa Area Intermediate School District.
 - Responsible person(s): Building Principals
 - Begins/ends: July 2012/Ongoing
 - Evaluation: EDP's

4.6 Inquiry-based learning implementation schedule

Multi-Subject team oriented projects, designed to facilitate inquiry based learning, intended to meet existing curriculum outcomes and follow state standards, will be created for students teams at all grade levels. The Instructional Innovation Team will oversee the creation of projects per grade level per marking period. The focus and schedule of the development of these projects will include a minimum of eight (8) projects, distributed across grades K-2, 3-5, 6-8, and 9-12. Development of this project based, inquiry focused enhanced

curriculum will generally include pilot work with student groups. Integration of projects into the day to day curriculum will generally begin the following school year.

Through our technology planning process we have seen that inquiry learning:

- can be used at all grade levels
- supports differentiation of student learning
- fits well with technology
- supports increased student achievement
- can be used with existing curriculum

These projects are directly tied to the implementation of one-to-one computing as listed in Section 11.

As described in the Vision and Goals Achievement section of this plan, evaluation will be a key element of this process. Each series of projects developed and implemented will be carefully and rigorously evaluated the year after implementation and every two years thereafter. Adjustments to programs and projects will be made, based on these regular evaluations in order to optimize student attainment of achievement objectives.

- Responsible person(s): Director of Instructional Technology, Zeeland Leadership Team, Instructional Innovation Team
- Begins/ends: July 2012/Annually
- Evaluation: increased student achievement with less re-teaching because of better student retention of material through this learning model.

Section 5: Student Achievement

Student achievement is a result of engaged learners, committed teachers, and a supportive community. We believe that technology specifically will assist us in increasing student achievement when we use relevant and reliable tools and resources to engage learners, differentiate instruction, and conduct substantive conversations.

5.1 Goal: Provide relevant and reliable tools and resources

When students are using relevant technology and associated resources and it operates in a reliable manner the tool becomes something that allows them to explore many paths toward a single learning objective.

- The Director of Instructional Technology and the Educational Technology Services Department will develop a process for evaluating each new technology that appears to have educational implications and determine which stakeholders would find benefit in utilizing those technologies.
 - Responsible person(s): Director of Instructional Technology, Educational Technology Services, Instructional Innovation Team, District Leadership Team
 - Begins/ends: July 2012/Annually
 - Evaluation: adoption of new technologies as appropriate
- Building Principals and School Improvement Teams will look at which technologies can be used to meet their school improvement goals and look at ways for evaluating the effectiveness of their use. The Education Leadership Team will review those goals to ensure that technology is used appropriately.
 - Responsible person(s): Building Principal, Zeeland Leadership Team
 - Begins/ends: July 2012/Annually

- Evaluation: meeting building school improvement student achievement goals

5.2 Goal: Students creating products that are viewed by an authentic audience

Multimedia and on-line technologies surround our students in every aspect of their lives; cell phones, gaming systems, instant messaging, digital video and audio, and much more. When used appropriately, these types of technologies are able to be used to move students from content receivers to content producers. Applying learning to create products that can be accessed and evaluated by a larger audience gives students an authentic context to apply their learning. Over the coming years we will be actively pursuing the following technologies to engage our students:

- Students will use tablets to create digital artifacts that can be shared with our local and global communities
 - Responsible person(s): Instructional Innovation Team, Teachers
 - Begins/ends: July 2012/July 2015
 - Evaluation: increase in the number of physical products students create and that are shared with our local and global community
- Staff throughout the district will receive instruction in the use of collaborative web tools in order to use them with students.
 - Responsible person(s): Building Technology Coach
 - Begins/ends: July 2012/July 2014
 - Evaluation: use of collaborative tools increasing by 20% each year
- Students will use technology to model and design physical products
 - Responsible person(s): Instructional Innovation Team, Teachers
 - Begins/ends: July 2012/July 2015
 - Evaluation: increase in the number of physical products students create and that are shared with our local and global community

5.3 Goal: Differentiate instruction and universal design

Technology is one of the few tools that supports students learning at their own pace and level. Universal design is a concept that has existed in building and interior design with the goal of designing environments that work for everyone including those with special needs. This concept can be applied to student learning when we look at delivering instruction and evaluation using many different methods.

- The Director of Instructional Technology will work with the Chief Academic Officer and the Director of Special Education to implement technologies that allow staff to create content that addresses the different learning styles/modes so that all students can learn at their full potential. This may include audio, video, text, and other media formats.
 - Responsible person(s): Director of Instructional Technology, Special Education Director(s)
 - Begins/ends: July 2012/Annually
 - Evaluation: online content increasing by 10% each year.
- The Zeeland Leadership Team will monitor and advocate for the use of Discovery Education Assessment and additional tools to support student learning.
 - Responsible person(s): Zeeland Leadership Team
 - Begins/ends: July 2012/July 2014

- Evaluation: use of system increasing yearly
- The District Data Committee will research the implementation of individualized learning plans within our student information system to allow staff to target the individual learning needs of each student.
 - Responsible person(s): District Data Committee
 - Begins/ends: June 2012/July 2014
 - Evaluation: implementation of electronic individualized learning plans

5.4 Goal: Anytime/anywhere learning

An important aspect of learning involves being able to conduct substantive conversations in a meaningful way and in a timely manner. Technology allows for this dialog to happen at all times and from any location. We are finding that text book publishers are starting to include online help guides for parents and students to access at any time. Online learning environments like Moodle allow for students and staff to interact around topics. The future of education will not be limited to a school day or school year. It will occur around the clock and throughout the year.

- The Director of Instructional Technology will work with the OAISD to implement collaborative technologies that allow for any time/any place learning.
 - Responsible person(s): Director of Instructional Technology
 - Begins/ends: July 2012/Annually
 - Evaluation: increasing use of collaborative technologies
- The Chief Academic Officer will work with curricular technology advocates to evaluate online learning communities and opportunities that relate to each content area as a part of the rewrite and revisit process.
 - Responsible person(s): Chief Academic Officer
 - Begins/ends: July 2012/Annually
 - Evaluation: meeting building school improvement student achievement goals
- The Chief Academic Officer will form a team to evaluate virtual school opportunities that we could offer to our students K-12.
 - Responsible person(s): Chief Academic Officer
 - Begins/ends: July 2012/July 2013
 - Evaluation: increase in the number of students taking virtual classes

Section 6: Technology Delivery

We are continually looking for ways to connect students, staff, and community with learning opportunities and experts from outside of our district through the use of distance learning, video conferencing, and other interactive technologies. Many opportunities are available for us as we maintain our District Fiber Wide Area Network and use our connection to our OAISD Wide Area Fiber Network. We envision that Internet 2 and other county-wide initiatives will enable us to realize new capabilities for communications and reducing costs.

6.1 Goal: Research, use, and evaluate online learning opportunities for students.

We will investigate online learning systems like Michigan Virtual High School/University to provide students with remediation and challenging courses to supplement our district's curriculum. We currently have students

using E2020 for remediation. We would like to expand these offerings and research how we might deliver our own online learning opportunities. The goal is to meet individual student needs for increased academic achievement.

- Responsible person: High School and Middle School Principals in coordination with Director of Instructional Technology and Chief Academic Officer
- Begins/ends: July 2012/July 2014
- Professional development required: Supervisory staff will need to be trained in supervising students participating in on-line courses.
- Evaluation: Performance by students on related assessments and comparison to students who have participated in similar classes with on-site instructors. Reporting by the supervising staff member.

6.2 Goal: Implement online assessment system

We will coordinate with the Ottawa Area Intermediate School District to use their web-based testing solution called inQwizIT. This tool is designed to enable teachers to create formative assessments from a test item bank that is specifically aligned to the Michigan Grade Level Content Expectations (GLCEs) and the High School Content Expectations (HSCEs). Students take the formative assessments online and receive immediate feedback on their performance. The software enables teachers to quickly determine which students need additional instruction on which content expectations. Students can review their performance to see where, if at all, they are having difficulty and where they should focus their efforts in order to successfully master the content or skills.

- Responsible person: Director of Instructional Technology and OAISD Technology Director
- Begins/ends: July 2012/July 2014
- Hardware/software required: none – provided via the web
- Other resources required: OAISD inQwizIT Coordinator, Building School Improvement Teams, and Education Leadership Team
- Professional development required: staff who will be using the system will need to receive 4 hours of training that would include 2 hours of initial training and setup and 2 hours of follow-up to answer other questions.
- Evaluation: Participating staff would demonstrate the use of the system during a building staff meeting; students would be evaluated on their participation and performance on district assessments.

Section 7: Parental Communications & Community Involvement

The district has a long history of using technology to communicate with parents and the community. In fact, the district began marketing technology as a community resource in 1995 with the initiation of its web site which was announced through printed materials, radio coverage, television announcements on the local cable access channel and district publications. The district continues to use this resource to feature a new summary of events and projects every Friday, lunch menus, sports schedules, fine arts schedules, building and district calendars, curriculum guides, job postings and applications, and more. Weather delays and school cancellations are posted by 6:20 a.m. The district newsletter Spotlight on Schools is printed bimonthly and circulates to approximately 10,000 households. Important information about technology is included and the web site and e-mail address is prominently displayed in each edition. The district also uses a email mailing list called the eTeam to send out

information to parents and community members who wish to receive frequent updates about the school district.

Every building maintains web space on our web server that includes a building calendar and information related to that school, most schools also maintain email lists for parents, and every teacher may have web space. Many teachers are maintaining web pages for students, parents, and community. The district and building staff members continue to provide support and professional development. Middle school students are learning to create web pages and pages as a part of their curriculum.

The district planning team includes a board member and parent who is involved in the planning, implementation, and assessment of the technology plan. Parents are also included on School Improvement Teams and will contribute to our planning processes as well. We are looking for ways to increase the amount of input by community as a part of our technology planning and evaluation.

7.1 Goal: Update ZPS website and individual school websites to share information with students, parents, the community, and the world.

A district website was created in 1995 and is updated on a regular basis. All buildings currently have (since 1997) and maintain websites. The web server will continue to be updated as use increases. Starting in 2006 the district is working with the OAISD to evaluate content management systems that incorporate blog, wiki, podcast, and other current web technologies. The current connection to the OAISD has been increased to Fiber in order to improve Internet-based communications.

- Responsible person: District Communications Specialist and Director of Instructional Technology
- Begins/ends: July 2012/July 2015
- Hardware/software required: District web server and GPL web software (Drupal & Wordpress), Google Apps
- Other resources required: Building web supervisors
- Professional development required: Classes and online web resources will be offered in the development of classroom web pages.
- Evaluation: Posted web pages and web analysis software

7.2 Goal: Staff will create and maintain web sites for student, parent, and community reference and interaction using Google Apps.

These web pages will encourage the sharing of instructional best practices, classroom projects, and interactive communication with students, parents, the community, and the world.

- Responsible person: Building Principals and individual staff members
- Begins/ends: July 2012/July 2015
- Hardware/software required: District web server and GPL web software (Drupal & Wordpress), Google Apps, Moodle, Infinite Campus, Edmodo
- Professional development required: Classes and online web resources will be offered in the development of classroom web pages using current technologies. OAISD staff will be utilized for training in specific web technologies (i.e. blogging and podcasting).

- Evaluation: All teaching staff will have current information posted on the Internet.

7.3 Goal: Maintain a portal for parents to access attendance and learning information about their children.

We believe it is important to improve our communication with parents about their children and their learning progress. It is understood that we will need to provide ways for parents who do not have Internet access at home to be able to access the same information. We will also implement messaging from our student information system so emails can be sent to parents.

- Responsible person: Director of Instructional Technology
- Begins/ends: July 2012/July 2015
- Hardware/software required: Existing Student Information System
- Professional development required: Staff training to update the assessment and attendance data for students, homework and assignment information, Parent information meetings.
- Evaluation: The use of the system by parents.

7.4 Goal: Disseminate Technology Plan to Community and Parents and implement feedback mechanism

This plan is a document that must change over time. An integral part of this change must be in response to suggestions and feedback from our parents and community. Parents are informed about all areas of the district through print, web, and email communications. This plan is posted on the district web site and will include a link to an online survey where parents and community can suggest changes.

- Responsible persons: Director of Instructional Technology, District Communication Specialist, School Improvement Teams
- Begins/ends: July 2012/July 2013
- Hardware/software required: Existing online survey tool and web server
- Evaluation: Feedback via survey tool.

Section 8: Collaboration

Zeeland Public Schools has been providing Adult and Community Education program to the Zeeland constituency since 1974. Technologies acquired by the District at the building level have always been integrated into Adult Literacy initiatives and community enrichment programs. It is through Adult and Community Education that the special need populations in the community are provided opportunities in computer literacy, Adult High School Completion, GED classes, Senior Citizens, Second Language Speakers, and individuals needing basic literacy skills.

Classes are generally offered at various sites beginning with each academic semester focusing on computer literacy, application skills, desktop publishing, and Internet access for adults.

The Adult and Community Education Program is a resource for funding the District and is actively involved in the review, development and coordination of proposals seeking local, state and federal funding. Proposal recommendations may be submitted to the Educational Technology Services Department for review and

endorsement.

Zeeland Public Schools is also providing computer instruction for area private schools through the shared time program which is managed by the Community Education program.

Section 9: Professional Development

Identifying effective ways to utilize technology in the classroom and insuring that teachers understand those best practices are crucial to achieving both goals. Professional development is required in order to cause systematic change. As a district we are working on integrating technology professional development into our district's professional development structure of a District Development Plan, Building Development Plan, and Individual Development plan.

Strong principal leadership as well as teacher training are key to effective use of technology in classrooms and media centers. Due to both growth and attrition, nearly 50% of the Zeeland Public School faculty has been hired within the past eight years. Although new teachers may come with some degree of computer knowledge, they still need to be assimilated into the district's specific uses of technology. Veteran staff needs to be extensively trained not only in the rudiments of computer use but also in visioning the applications of technology within the curriculum. All teachers need routine access to an ongoing training program to continuously develop and hone their technology skills, to provide them with effective instructional strategies, and to give them the skills necessary to evaluate their students' progress.

The most effective training continues to be just-in-time one-on-one staff development which is facilitated by having staff at each building who are able to assist staff with technology training when they are most needed.

Expectations and Goals

In looking at professional development over the years we have found it helpful to categorize professional development into five categories. We currently adhere to the categories that have been developed by ISTE with the NETS for Teachers standards (<http://www.iste.org/standards.aspx>) :

- Digital Age Work
- Digital Citizenship
- Digital Age Learning
- Student Learning
- Professional Growth

Minimal competency standards for teachers and administrators were recommended by an Instructional Technology Committee over the summer of 1999 and 2002 that fit into those core areas. We have now transitioned to the use of NETS from ISTE (<http://www.iste.org/NETS/>) as a part of new professional development opportunities.

As we look at planning and evaluating the use of technology we have also found the Technology Integration Matrix from the Florida Center for Instructional Technology (<http://fcit.usf.edu/matrix/>) to be a helpful resource. It lists levels of technology integration into the curriculum:

- Entry
- Adoption

- Adaptation
- Infusion
- Transformation

Along with characteristics of the learning environment:

- Active
- Collaborative
- Constructive
- Authentic
- Goal Directed

We intend to use these tools to guide our work with staff.

Provide and Deliver

Technical training for building staff members is offered as new technologies are implemented. Elementary, middle school, and high school staffs are surveyed as to needs and competencies (ongoing). Employees are sent to conferences and workshops (ongoing). Over the 2011-2012 school year we implemented an Instructional Technology Coach model where the coaches received professional development and, in turn, provided instruction and just-in-time support to staff within each school building.

New teachers attend a half-day session in the summer where they are trained by District Staff to learn about the technologies available to them, the role of the media center and access to media, and how to receive additional help and support. They are surveyed after the training so we can learn how to modify the day to be more meaningful.

As the technology has become more transparent we are moving toward training that focuses more on integration and use than basic skills and troubleshooting. This use will improve student achievement. Our district has employees who assist users as a follow-up resource to training, effective use of the student information system, troubleshooting hardware and software problems, assist in network management, and coordinate work orders for district network workstation technicians or systems administrator. The role of media center personnel is expanding to be a resource at the building level for staff as well.

Our district has three levels of professional development: district, building and individual. We are developing ways to offer training at each level. The district level training is for times where we introduce new technologies or strategies at the district level. This becomes part of the yearly District Development Plan. Building level training is written into the yearly Building Development Plan. This supports local initiatives at the building level based on the School Improvement needs assessments and Building Technology Committee recommendations. Individual staff members are asked to set professional goals including technology goals that could be met from many different training opportunities.

We have found that our overall Big Ideas from this plan are meaningful for staff as well as students. The following charts and graphics show the various types of professional development and how much money needs to be allocated to support those types of learning.

Achievement: individual self-directed learning

- Learning new information
 - on-line tutorials

- books and magazines
- web resources
- Summer training opportunities
- buffet style PSD
- staff visitation days
- OAISD (and other ISD's) opportunities
- Solving problems/questions
- Creating

Communication

- from one-to-one
 - district instructional technology coach
 - building instructional technology coach
 - Educational technology services staff
 - Inspirational speakers (\$5,000 per year)
- from one-to-many

Coaching

- one-to-one
 - district instructional technology coach (1 FTE)
 - building technology coach (\$2,000 stipend per coach, one coach per building)
 - technology focus area PD (2012-2013)
 - technology focus area PD (2013-2014)
 - technology focus area PD (2014-2015)
- one-to-many

Cooperation and collaboration

- learning new information
 - professional learning communities
 - study groups
 - partnerships
 - school improvement teams
- solving problems/questions
- creating something new

Instructional Technology Coaches

Starting with the 2012-2013 school year we intend to put the following structure in place for our staff and students:

- Hire a full-time Instructional Technology Specialist
- Implement ten (10) Building Technology Coaches who would be paid a \$2,000 stipend
- Form an Instructional Innovation Team that would require the participation of a Curriculum leader, Director of Instructional Technology, Instructional Technology Specialist and Building Technology Coaches (as needed). This team would replace the current Technology Plan Team as well as the Instructional Technology Coaches team.

We found that the current coach structure was not effective at all buildings in being a catalyst for change. The

intent of the new Instructional Innovation Team would be to provide focus and guidance to our coaches and staff in supporting district and building school improvement goals through the use of technology.

We do not believe that it is appropriate to task the new Instructional Technology Specialist with the job of researching, creating, and advocating for an online school. This should be accomplished by either hiring a consultant/outside resource or funding an individual to get this in place through the use of funds generated from the program.

Instructional Innovation Team

GOAL: Improving student achievement by connecting standards, assessment, and technology with innovative instructional strategies (<http://www.iste.org/standards/nets-for-coaches.aspx>).

Participants:

- Curriculum Leader
- Educational Technology Leader
- (1) Instructional technology specialist - full-time one-year position - see job description
- (10) Building coaches - 1 per building (\$2,000 stipend)

Building coach Individual responsibilities:

- Collaborate with district Instructional Technology Specialist
- Work with staff in the building to support the use of technology for instruction
- Assist and lead professional learning communities
- Be a content expert and advocate for district-determined instructional strategy
- Assist teams in connecting SIP goals with Technology Plan goals
- Assist staff in creating individual goals and coaching to help attain those goals

Team responsibilities:

- Make recommendations for technology budget expenditures by March
- Communicate with the school community about best-practices in teaching and learning
- Instruct each other on best-practices for instruction
- Evaluate effectiveness of instructional strategies by analyzing student achievement data

9.1 Goal: Teachers and staff using technology to positively impact the education of our students.

Each year a group of staff will meet to learn about and use technology. This group will share, teach other staff, and organize professional development opportunities.

Additional plan strategies:

- Survey teaching and support staff on Information Technology Survey. - Every 3 years

- Provide classroom integration training for teachers based on curricular objectives and aligned with NETS as identified through curriculum rewrites. – Ongoing
- Continue to provide district-wide training in standard application and network/communication software. – Ongoing
- Continue to grow the technology training opportunities available to teachers in instruction tracks. – Ongoing
- Use teachers to mentor colleagues. –Ongoing
- Work with the OAISD to establish a summer institute to provide opportunities for training in intensive topics similar to their Ed Tech camp. -Ongoing
- Evaluate and subscribe to online training site for staff, students, and parents. –Ongoing

9.2 Goal: Administrators using technology to enable staff and students to excel

We have adopted the ISTE Administrator Standards. Building principals and district administrators who understand how to use technology well and appropriately will be champions for the use of technology at all levels. The Director of Instructional Technology will work with the administrators to review the standards and look for ways to best meet their needs.

- Responsible person: Director of Instructional Technology
- Begins/ends: July 2012/July 2015
- Budget allowed for this activity: Most will occur using in-house staff and during pre-scheduled meetings which will include administrative meetings.
- Evaluation: Improvement in post survey, increased use of technology at the building levels, and modeling of technology use during staff meetings.
- Plan Strategies: Review ISTE standards with administrators, survey administrators to find their competencies and needs, present short trainings during principal meetings and district administrator meetings (i.e. Effective Instruction Team and OAISD teams) to meet those needs, and possibly bring in training based on identified needs. Complete a post-survey to identify and celebrate growth.

9.3 Goal: Secretaries using technology to support staff and students in the use of data to improve learning

Secretaries and support staff use technology frequently and are invaluable in the operations of our schools. Online learning tools and in person meetings will be used to assist these staff in their learning.

- Responsible person: Director of Instructional Technology, Student Information System Specialist
- Begins/ends: July 2012/July 2015
- Other resources required: Release time will need to be identified to allow for groups to spend time at training.
- Budget allowed for this activity: We will conduct this using in-house resources.
- Evaluation: Secretaries and support staff pre-surveys and post-surveys, increased efficiencies at using the technologies.
- Plan Strategies: Meeting with representative group from all building levels to identify strengths and weaknesses of current jobs using technologies, identify goals, prepare and conduct survey, provide training in identified areas, conduct post-surveys, meet with representative group again to start next

cycle of training.

9.4 Goal: Research on-line technology and curriculum integration training system as well as the creation of on-line tutorials specific to district technologies.

We need to have just-in-time on-line resources available for all staff to be able to learn about using computers and software in the areas of communication (use technology to communicate effectively and creatively), information processing (use technology to access and retrieve, to interpret and evaluate visual and auditory information), productivity (use technology and its application to enhance productivity and work place skill development), and integration.

- Responsible person: Director of Instructional Technology and District Instructional Technology Coach
- Begins/ends: July 2012/July 2013
- Hardware/software required: will be identified as a part of the process
- Budget allowed for this activity: TBD
- Evaluation: Usage reports and improved use of technologies by staff.
- Plan Strategies: create rubric of needs, identify vendors, review systems, recommend and purchase system, train staff on how to access and use system, evaluate staff on effectiveness of program.

9.5 Goal: Focus on one transformative K-12 instructional technology goal.

Through our technology planning process we are recognizing that staff is feeling pulled in many directions. We can show our staff that we value and respect them by focusing on a key instructional strategy each year. Professional development would occur through collaborative work as well as district created resources. The key goal would be developed by our Instructional Innovation Team. We would expect the goal to be related to one of the following: online learning (Edmodo, Moodle, and iTunes U), virtual school, project-based learning, problem-based learning, individualized education, real-time electronic assessment, digital resource creation, digital resource curation, and flipped classroom.

- Responsible person: Instructional Innovation Team
- Begins/ends: July 2012/Annually
- Hardware/software required: will be identified as a part of the process.
- Budget allowed for this activity: TBD
- Evaluation: increased use of technologies by staff.
- Plan Strategies: create rubric of needs, identify resources, connect with district/school improvement goals, and evaluate staff on effectiveness of the strategy.

Section 10: Supporting Resources

The district's most critical supporting resource is its personnel, as noted above. The other resources are direct extensions of how these individuals assist staff in the effective use and maintenance of the district's technology investment. Following is a listing of other resources available:

- Online and Commercial Media Resources:
 - Michigan Electronic Library
 - REMC 7 Media Web Site (Media services)
 - Classroom Connect Web Site (Effective Teaching Strategies)
 - Zeeland Public Schools Web Page (General Information)
 - Streaming videos through the OAISD and other online sources like Learn 360 and Discovery Streaming
 - District policies online through a portal (Neola)
- Internet and Intranet online resources are also used at various locations. The following services to be available on the district's Intranet server:
 - Reference materials from training classes
 - E-mail and phone listing Directory
 - Frequently asked Questions and Answers
 - Posting of Technology information
 - Newsletters
- Each building's Media center also may subscribe to current professional subscriptions such as Technology and Learning, Classroom Connect, New Media, T.H.E. Journal, Educational Leadership, EduTopia and other current literature, help users integrate technologies into effective teaching strategies.
- District group share file services
- Shared web-based calendars
- All district policies and curriculum are available on-line

10.1 Goal: Maintain and update district sites for the purpose of sharing information, technical support, and curriculum applications and integration.

A district Intranet server was installed in 1997 which allows for the delivery of content that is only able to be accessed on the district network. It was implemented to allow for the web-based sharing of information that is not necessarily appropriate to be accessed outside of the district network. Initial curriculum content and professional development resources were entered in 1997. It continues to be a valuable resource to allow for sharing of handbooks, curriculum guides, forms, and guidelines. We are moving most content to our Google Sites space or public web sites.

- Responsible person: Director of Instructional Technology
- Begins/ends: July 2012/July 2015
- Hardware/software required: Google Apps infrastructure
- Evaluation: Usage by staff
- Plan Strategies: continue to develop content for Intranet specifically related to technology and work with other District services to produce content.

10.2 Goal: Implement collaborative file storage that is available to staff and students 24/7

Our focus over the years has been to have servers in place for students and curriculum. In order to improve efficiency and collaboration we are implementing collaborative file storage. This will provide staff and students with access to district information and their files via the Internet from any location. This will assist students and

staff in learning and improving at any time.

- Responsible person: Director of Instructional Technology
- Begins/ends: July 2012/July 2014
- Hardware/software required: Cloud-based service such as Google Drive, Dropbox, or Box.net
- Evaluation: Review of access logs and file server usage

Section 11: Infrastructure, Hardware, Technical Support, and Software

Technology needs to work, be upgraded, and supported in order for staff and students to rely on and use as a part of teaching and learning. Zeeland Public Schools needs to continually be assessing technologies, support, and infrastructure to provide the best quality of service. As a public school district, we also need to look for ways to use technology to improve the efficiencies of the district to save money and increase the quality of education our students receive.

We celebrate that technology is becoming an integral part of how we operate. Specifically, we are seeing that 90% of our staff are using technology to support instruction at least 4 days a week.

Needs/Technical Specifications, and Design

Current Status

In order to maintain interoperability, provide timely support, and reduce total cost of ownership we have set the following standards:

District Standards

- Fiber connectivity between buildings
- Web and email services
- Voice-mail services
- File services: Microsoft Active Directory
- Software: Microsoft Office (2010), Firefox, Internet Explorer, additional open source and freeware applications
- Head-end IP video distribution center capable of distributing video signals to all classrooms
- Antivirus software (Microsoft Forefront)
- Desktop locking software (Deepfreeze)
- Lab management software (LanSchool)

Building Standards

- Data projector(s)
- Digital camera(s)
- Scanner(s)
- Access to the LAN and WAN District library catalog system for book retrieval

- Connectivity to the WAN supporting digital telecommunications, video, and data via fiber
- Central distribution closet capable of supporting computer labs and classroom data drops
- Wireless (coverage and density) for all academic spaces

Classroom Standards

- One Computer Instructor's Station connected to the instructional LAN and Administrative servers.
- Support for four data drops for instructional computers
- Projector, document camera, audio system, vga/composite video/audio inputs
- A classroom phone with voice mail
- Instructor access to e-mail and Internet services
- Up to 4 student stations in each classroom upon request by staff member to building principal who then requests the equipment from the Director of Instructional Technology. Placements reviewed yearly
- Multimedia instruction labs with 30-32 computers

Acquisitions to improve student learning

Over the past school year we have conducted the following upgrades:

- Transition of computer labs and staff stations to the Windows 7 with connections to our Microsoft network for ease of maintenance, administration, and the reduction of total cost of ownership.
- Developed shared staff server file storage space district-wide for collaboration
- Consolidation of all central servers and network equipment to ZWHS data center
- Implementation of multimedia technologies in our classrooms with multimedia carts including crestron control system, wireless audio system, data projector, visualizer, tablet pc, dvd/vcr, response system.
- Implement email, file, and calendar system for staff
- Update web server technology
- Implement 1GB to all teacher stations and computer labs

We will conduct the following hardware, software, network, and telecommunications upgrades to improve student learning and district operations:

2012-2013

- 10 iPads in each classroom grades 3-5
- 1:1 iPads for all Middle School students (cart based)
- 1:1 iPads for all High School students
- Update local server backup solution
- Add additional server capacity for Virtual Server environment
- Implement 12 strands of single-mode fiber capacity to Adams Elementary School
- Implement Discovery assessment and Discovery streaming
- Migrate to OAISD provided firewall and Internet filter (Palo Alto)
- Replace computer labs at elementary schools and middle schools
- Increase bandwidth to OAISD (1GB > 10GB)

2013-2014

- classroom sets of iPads (~30) in all classrooms grades 3-5

- add approximately 900 tablets purchased from general fund dollars and/or investigate use of bring-your-own-device
- implement additional technology for K-2 students

2014-2015

- upgrade virtual server infrastructure
- increase SAN capacity
- replace/upgrade core telecommunications equipment for voice services

K-2 Classroom

We will maintain the following standard for all K-2 classrooms:

- Interactive white board
- Document camera
- Network attached multimedia computer
- Classroom audio
- Network connected multimedia projector
- Student technology (researching best options)
- Teacher tablet
- DVD playback capability

3-12 Classroom

We will maintain the following standard for all grades 3-12 classrooms:

- Document camera
- Network attached multimedia computer
- Classroom audio
- Network connected multimedia projector
- Teacher tablet
- DVD playback capability
- One-to-one student computing using tablets (cart based)
 - 2012-2013: 10 tablets per classroom
 - 2013-2014: 1:1

School Technologies

We will be maintaining the following standards:

- Shared network laser printer(s)
- Shared multi-function copiers
- Shared color printing
- Security cameras
- Shared digital cameras
- Shared digital video cameras

- Networked digital video broadcasting

Infrastructure

The district needs to implement and/or maintain the following technologies to support the curriculum objectives listed in this document:

- Internet filtering
- Email filtering
- File backup system with off-site storage
- Centralized multimedia projector management
- Centralized network management
- Centralized computer management
- Centralized wireless access point management
- File storage available from anywhere
- Network video streaming and storage
- Web services:
 - Online classroom environment(s)
 - District web sites
 - Social networking and portfolio space
 - Google applications
 - Shared video storage and retrieval

Technology Replacement Schedule

Zeeland Public Schools is currently monitoring the use of technologies and revising their useful life cycle. The following table is used to project the funding needed for future equipment purchases:

Technology	Useable Life
Computer stations	7 years
Printers	8 years
Network Equipment	6 years
Data Projectors	5 years
Servers	5 years
Digital Cameras	6 years
Scanners	6 years
Digital Video Cameras	5 years
Document Cameras	6 years
Tablet computers	4 years
Netbook Computer	3 years

Technical Support

We provide qualified staff who can assist staff in the use of technologies to improve student learning. The following positions support the district's technology investment:

- **Director of Instructional Technology:** supports staff in the use of technologies and software and manages district technical support staff.
- **Educational Technology Services Assistant:** staff can call a phone number and are routed to the appropriate support person to receive support through remote control software or step-by-step instruction. When answers are not able to be provided, work orders are entered into a web-based tracking system.
- **Student Services and Student Information Systems Specialist:** supports staff in the use of our Student Information System
- **Systems Administrator:** monitors and repairs the network infrastructure and maintains district servers and users.
- **Network Workstation Technician:** support staff and students in resolving computer problems
- **Mobile Device Technician:** support staff and students with mobile devices like iPads
- **Media / Educational Technologists (all sites):** support staff with on-site support when needed and escalate issues to district level when needed. This may include a “Café” style of support for student devices as they are rolled out into the inventory. This model would operate during normal, or extended school hours and may include involvement of some students. The model may be patterned somewhat after the “Genius” approach taken in some Apple Computer Stores.

In purchasing equipment we strive to always have an in-stock inventory of replacement parts to allow for timely repairs. When purchasing computers we prefer a 3 year warranty and maintain spare equipment to minimize interruptions to teaching and learning.

We expect to be reviewing printer and copiers throughout the district to look at ways to minimize costs for maintenance and supplies.

Section 12: Increase Access

As technology becomes a part of how everyone in society operates it becomes more critical for the schools to help provide similar access. At the same time we need to ensure that all students are able to access technologies no matter what their socioeconomic status. To support this we have the following initiatives:

- **One-to-one computing:** We believe that one-to-one computing is the future of education. During the 2011-2012 school year all students in grades 9-12 received iPads. As outlined in this plan, all students in grades 3-12 will be using iPads by the beginning of the 2013-2014 school year. We will be continually evaluating new technologies to find the best fit for teaching and learning. Funding continues to be an issue and we will be looking for ways to creatively fund these initiatives as we identify cost savings such as reduced paper and textbook costs. These technologies truly change the way teaching and learning occurs. One-to-one computing can also improve data collection by staff and real-time access to information to best meet the needs of students.
- **Assistive technologies:** We will be working with the Special Education department to identify assistive technologies that will support students with special needs. We strongly support these technologies even though they can demand extra technical support. We also are researching the use of universal design when implementing new technologies and delivering curriculum.
- **Web-based systems:** Whenever possible, we are moving to offer all services web-based to allow for access by school staff, parents, and students anytime/anywhere. This includes email, policies, curriculum, student assessments, student information system, and library systems.
- **After school/before school programs:** We are looking for ways to increase the access of students and

community to our technology. This allows everyone to have equal access to information and technology. Options may include open lab time, courses, Internet kiosks, and portable technologies.

- **Open Source applications:** A large community of programmers around the world is developing software that is released at no cost. No matter what a student's socioeconomic status they can freely install and use these same software packages at home. By readily adopting and supporting this software within our district we are removing the boundaries of costly software to succeed.
- **Open wireless access:** our school buildings all have wireless coverage including wireless Internet access for visitors to the buildings.

Section 13: Funding and Budget

History

The technology bond fund has provided the students and community of Zeeland Public Schools with the infrastructure and initial deployment of devices for an exciting and educationally “game changing” opportunity. This program has funded the installation of an initial deployment of iPads for all high school and middle school students as well as iPads for classroom use in grades 3-5 classrooms. It has also provided for a classroom multimedia configuration in each classroom, a district wide high density wireless network, completely new network infrastructure, new staff workstations, new security video cameras in and on our buildings across the district and server and storage enhancements to accommodate the operation of all of these district upgrades.

While these \$3+ million of infrastructure oriented investments have positioned the district for a number of years of operation without significant investment in upgrades, their general maintenance and operational costs will need to continue to be funded through the technology department budget. Each year, the technology department will continue to project the budget impact of the operation of these important infrastructure components and systems. This will allow the focus of capital funding to be the sustenance of the 1:1 student device program that is beginning to change the way education is delivered to ZPS students.

Sustain

To sustain the 1:1 student device program launched at the beginning of the 2011-12 school year with high school students, it will become critical to appropriate general fund dollars toward ongoing equipment replacement. The direct equipment maintenance costs associated with the 1:1 program are being accommodated within the program by student reimbursement for material damage and loss of equipment. For families unwilling to bear the risks associated with accidental damage and/or loss, an insurance program is made available as an option.

Based on the total annual budget of Zeeland Public Schools, our plan will required the School Board’s ongoing commitment to establish funds within that budget for the sustenance of this program of between 1% and 1.5%. This commitment will provide for the refresh of between 800 and 1000 of the oldest units and/or devices in the worst condition. Please see the table below for an illustration of this portion of the program sustenance budget. While funding at this level, of this quantity of devices is not, in itself, fully capable of maintaining the program, we plan to supplement this committed level of funding with a new revenue as well as cost reduction and/or device deferment strategies.

Budget Scenarios		
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Student Basis:	\$118.17	(5200 students with devices)
General Fund Basis:	\$614,532.00	(1.2% of \$51.2M General Fund)
Annual device purchase:	991	(\$620 per unit)

We expect revenue enhancement programs adopted to annually fund an additional 100 to 150 units annually. A committee will be established to recommend, develop and define these programs. Ideas for such program may include options for internal insurance program, technology fees, summer rental and more. Revenue enhancement programs will likely either be optional for families or consider student free and reduced lunch status.

We expect cost reduction and/or device deferment strategies to provide for another 250 to 300 units annually. The same committee established to assist with revenue enhancement will provide recommendations, development and definition for programs in this area. Such programs may include options for students to bring their own devices, and/or incentive to directly purchase a personal device through a ZPS program over a number of months. We are also investigating the use of selling devices to students when they graduate. Funds from the sales would be re-invested to purchase additional devices.

Overall, a consistent budget allocation by our board of education of 1-1.5% of general fund to the sustenance of our 1:1 program, along with establishment of reasonable new revenue programs and device purchase deferment programs starting next school year will result in the maximum age of our 1:1 student devices being 3.5-4 years old.

It is understood that it is difficult to maintain technology within our school district without adequate financial resources. These resources are needed to support the purchase of new equipment, the repair of existing equipment, and the supporting staff who make it all work.

The district has been working through a long-range plan for financing the construction of facilities and development of infrastructures to accommodate the instructional needs of the District.

In 1999 a bond was passed which has helped upgrade large portions of our computer systems and networks. This included upgrading all of our teacher station computers, networked laser printers, and fiber-ready wide area network equipment.

As the District has moved through these changes it continues to support technology from the general fund, grants, and other state and local sources will continue. It is intended that revenues made available to the District through the Universal Service Fund will be applied to all eligible projects and contracts.

In addition, the administration and board are considering the potential to place a bond funding request before voters in the near future which, in part, would be targeted to supply capital for this plan. Without such a funding source, the schedule and roll-out of the new components of this plan, particularly the Project Based Learning focus, will need to be significantly extended.

Budget and Timetable (desktops)

The following tables will give an overview of how we plan to budget for the continued use and support of

technology. Costs are projected and may change based on changes in federal, state, and local finances. We are also reviewing the possible purchase of off-lease equipment.

No. of computer stations	1,300
Useable Life	5 years
Replacement (annual)	240
Replacement Cost	\$1,500
Annual Replacement	\$360,000

Recommended Budget	FY 12-13	FY 13-14	FY 14-15	FY 15-16
General Operations	\$590,736.00	\$608,458.08	\$626,711.82	\$645,513.18
Hardware updates/ replacements	\$614,532.00	\$632,967.96	\$651,957.00	\$671,515.71
Professional Development	\$125,000	\$125,000	\$125,000	\$125,000
Total Budget	\$1,330,268.00	\$1,366,426.04	\$1,403,668.82	\$1,442,028.89

Section 14: Coordination of Resources

Universal Service Fund (USF):

Zeeland Public Schools has applied for and will continue applying for universal service discounts under the universal service support mechanism, E-rate, which is a federal program created to provide discount reimbursements and assist most schools and libraries with obtaining affordable technologies, including telecommunications and Internet access. Discounts are based on an individual schools' enrollment in the National School Lunch program. Zeeland Public Schools anticipates \$25,000 annual average reimbursement from E-rate.

Grants:

Zeeland Public Schools will continue to seek out federal and state grants that will help in implementing our

long-range technology plan. Any grant funds received will be disbursed according to the goals and objectives outlined in our technology plan. Accordingly, our plan will evolve as new technologies arise. To avoid duplication of funds, we will consistently update our technology plan to reflect technologies that have been acquired.

Other areas of funding:

- **Building budgets:** Buildings allocate funding for supplies, purchase equipment using existing funds and parent club fundraisers.
- **District budgets:** Listed in a previous section. In some cases Building and Site funds are used to support major infrastructure upgrades.
- **Bond Funds:** These have been and will be used to help support the implementation of wide-scale technology roll-outs and infrastructure upgrades.

Section 15: Monitoring and Evaluation

There are at least four areas that appear to have some rationale for using technology in education:

- Motivation (gaining learner attention; engaging the learner through production work; increasing perception of control of one's own learning)
- Unique instructional capabilities (linking learners to information sources; helping learners visualize problems and solutions; tracking learner progress; and linking learners to learning tools)
- Support for new instructional approaches (cooperative learning; shared intelligence; problem solving and higher level skills)
- Increased teacher productivity (freeing time to work with students by helping with production and record-keeping tasks; providing more accurate information more quickly; allowing teachers to produce better-looking, more "student-friendly" materials more quickly). (from Roblyer, M.D., Edwards, J., and Havriluk, M. [1997]. Integrating Educational Technology into Teaching, 28-31)

In light of this information, we will need to formulate and substantiate over time our own site justification for the utilization of technology throughout the district from the office to the classroom.

We plan, as a district, to research, identify, and use one of the following survey tools to help us better use the technologies we have and to support our plans for the future.

- Software & Industry Information Assessment Vision K-20
<http://www.siaa.net/visionk20/index.html>
- School 2.0 Reflection Tool
<http://etoolkit.org/etoolkit/reflection/about>
- SpeakUp 2012 (October 2012)
www.speakup4schools.org/speakup2012/

Progress on the goals of this plan will be evaluated every 6 months by the Director of Instructional Technology who will then update the Zeeland Leadership Team with a written summary. Any objectives that are not met will be revisited by the appropriate district team (curriculum, administrative, technology) to evaluate if the goal is still appropriate and, if so, to identify the issues that need to be resolved in order to move the goal forward.

Teacher Assessment

It is acknowledged at the outset that there are multiple levels of teacher proficiency in the use of technology. The TIMS matrix (<http://fcit.usf.edu/matrix/>) identifies the following: entry, adoption, adaptation, infusion, transformation. Through annual observations by administrators, technology specialists, and colleagues, along with teacher self-assessment, the varied expertise of individual teachers will be evaluated. Questions that may be considered are:

- Does the teacher feel comfortable and confident in using technology?
- Does the teacher model risk-taking in the field of technology to her/his students?
- Does the teacher reflect and revise his/her practices as new skills are developed?
- Does the teacher use technology to allow classroom instruction to be student-centered and cooperative-group focused?
- Are the students encouraged to perform authentic tasks and do these result in authentic assessments (i.e.,

- performance-based products)?
- Does the student see a real-world connection?
- Use of the ISTE Classroom Observation Tool <http://icot.iste.org> will be evaluated as another tool to assist in this process.

The ISTE (International Society for Technology in Education) Recommended Foundations in Technology for All Teachers will be used as a basis for determining levels of competency in “Basic Computer/Technology Operations and Concepts,” “Personal and Professional Use of Technology,” and “Application of Technology in Instruction.” Accompanying staff development efforts will be carried on to meet the needs at each level. Integration of Technology into all curricular areas will be measured against the Michigan Department of Education's ITAC (Instructional Technology Across the Curriculum) Content Knowledge strands.

We also have staff complete a self assessment, the Personnel Skilled with Technology Assessment, that is used to report data to the Michigan Department of Education by October 31 each year. That assessment is located at: <http://www.21things4teachers.net/> .

Student Assessment

Student proficiency will be measured against the objectives of the present district computer education curriculum and NETS/METS objectives as we transition to them while the semester report cards will reflect the student's ability to perform the specific tasks.

In addition to the performance of specific tasks, observation also plays a key role in assessment. The MDE's ITAC document lists several characteristics of a technologically literate learner:

- explores, evaluates, and uses technology to accomplish , independently and cooperatively, real world tasks
- develops knowledge, ability, and responsibility in the use of resources, processes and systems of technology
- acquires, organizes, analyzes, and presents information
- expands the range and effectiveness of communication skills
- solves problems, accomplishes tasks, and expresses individual creativity
- applies legal and ethical standards

The state of Michigan standards require all students to:

- use and transfer technological knowledge and skills for life roles
- use technologies to retrieve, organize, manipulate, evaluate, and communicate information
- apply appropriate technologies to critical thinking, creative expression, and decision-making skills
- employ a systematic approach to technological solutions by using resources and processes to create, maintain and improve products, systems, and environments
- apply ethical and legal standards in planning, using, and evaluating technology
- evaluate the societal and environmental impacts of technology and forecast alternative uses and possible consequences to make informed civic, social, and economic decisions

Other Evaluations

In short, assessment of the effectiveness of this Educational Technology Plan will come in a number of ways through a variety of sources:

- Observations (Positive/negative) by Administrators, technology integration specialists, grade group chairpersons, media personnel, classroom teachers, students, parents, board of education, business community, educational community
- Interviews and informal meetings
- School Improvement Team meetings, Building staff meetings, Grade Group/ Department meetings, Administrative Council/Curriculum Forum, Board of Education, Zeeland Leadership Team, District/ Building Technology Committees, Instructional Technology Committee, Instructional Innovation Team, Parent Advisory Committees, Parent Teacher Organizations
- Surveys

Section 16: Acceptable Use Policy

Zeeland Public Schools requires all staff to sign an Acceptable Use Policy which can be found in Appendix B. Staff actions are monitored by their supervisor. Any misuse of District Technologies that is observed by the Educational Technology Services staff as a part of normal operations will be forwarded to the appropriate supervisor.

Students fall under Acceptable Use Policies as stated in their respective building handbooks. Staff monitor students when using technology and will discipline students when appropriate. Any misuse of district technologies by students that is observed by the Educational Technology Services staff as a part of normal operations will be forwarded to the building principal or assistant principal.

CIPA Compliance: Zeeland Public Schools has and will continue to comply with the requirements of the Children's Internet Protection Act, as codified at 47 U.S.C 254(h) and (l). The district is committed to assuring the safe conduct of all students while online and has a comprehensive policy about the proper use of our technological resources. It is the district's intent to preserve network bandwidth and improve network response times by limiting Internet access to educational-related sites. The filtering software used to block and filter access to the Internet from pornographic and obscene sites is a Palo Alto Appliance that is manufactured by Palo Alto Networks (<http://www.paloaltonetworks.com>), ensuring compliance with district policies and maintaining a positive environment. This filter has been installed and is maintained by the Ottawa Area ISD. At times the district implements additional local filters and logging as needed. CIPA compliance was approved by the Board of Education at a meeting on 12/16/2002. It was re-opened for public comment at the Board of Education meeting on 5/21/2012. Documentation is maintained with the district's E-rate records.

Since no Internet filtering solution is totally reliable, ZPS staff monitors all students while they are using computers and mobile devices at the district. This is accomplished by monitoring students' computer and device screens either in person or remotely using available software. Additionally, we are providing instruction to students in appropriate online behavior, including cyberbullying awareness and response, and Internet safety. This Educational Technology Plan also outlines the comprehensive integration of Internet safety curriculum in an age-appropriate way at all grade levels. Presently, ZPS is using curriculum provided through 21 Things 4 Students (<http://www.21things4students.net/digital-citizenship.html>) as well as iSafe curriculum (<http://www.isafe.org>). ZPS will also bring in content experts to speak with students, parents, and staff about digital citizenship and Internet safety as needed.

A listing of additional district policies can be found in Appendix C and includes a student photo and name policy.

Conclusion

It is important to note that this Educational Technology Plan is a working and living document. It will continue to evolve to meet the changing needs of the Zeeland Public Schools stakeholders and community. We anticipate future planning and direction to come from our Zeeland Leadership and Instructional Innovation Teams. These two groups will study the implementation of this plan's goals, evaluate the plan based on a variety of influencing factors, and restructure it accordingly. Revisions of the Educational Technology Plan will be presented to the Board of Education, the Zeeland Leadership Team, Parent Advisory Councils, Building School Improvement Teams, and parents for feedback.

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The Technology Integration Matrix. Florida Center for Instructional Technology, College of Education,

University of South Florida. Copyright 2011.

ISTE NETS standards. <http://www.iste.org/nets>

Appendix A

District Educational Technology Planning Teams

- Board of Education
- Administrative Cabinet
- Administrative Council – all administrators from school district
- Zeeland Leadership Team: staff from all school buildings including teachers, administrators, community representatives
- District Educational Technology Office
 - Stephen Braunius, Director of Instructional Technology
 - Dan Yonker, Systems Administrator
 - Dean Day, Workstation Technician
 - Barb VanGinhoven, Student Information System Specialist
 - Robyn Parks, Administrative Assistant
 - Brandon Prenger, Mobile Device Technician
- Technology Plan Team
 - Judy Tuttle, Roosevelt Elementary Principal and Zeeland Quest Director
 - Laurie Poll, New Groningen Elementary School Principal
 - Jon Voss, Cityside Middle School Principal
 - Greg Eding, Creekside Middle School Principal
 - Craig Greshaw, East High School Assistant Principal
 - Colleen Johnson, West High School Principal
 - Liz Vanholstyn, Cityside Middle School Special Education Teacher
 - Bobbe Mills, Early Childhood Center Teacher
 - Ben Braymer, Quincy Elementary School Teacher
 - Whitney Inman, New Groningen Elementary Teacher
 - Allison Nelson, New Groningen Elementary Teacher
 - Jen Timmer, Lincoln Elementary Teacher
 - Kip Holland-Anderson, Roosevelt Elementary Teacher
 - Kim Fogg, Woodbridge Elementary School Teacher
 - Ben Hondorp, Creekside Middle School Teacher
 - Merrienne TerHaar, Cityside Middle School Teacher
 - Steve Turner, East High School Teacher
 - Lisa Engers, West High School Teacher
 - Janet Schoettle, Media Specialist and Director
 - Lisa Shears, Elementary School Teacher, Computer Instruction and Professional Staff Development
 - Stephen Braunius, Director of Instructional Technology
 - Carl VanderZee, Communications By Design, Consultant
 - Erik Cliff, Communications By Design, Consultant

- District Leadership Team
 - David Barry, Superintendent
 - David VanGinhoven, Assistant Superintendent for Finance
 - Michael Dalman, Curriculum Supervisor
 - Jon Voss, Human Relations Supervisor
 - Carl VanderZee, Communications By Design, Consultant
 - Stephen Braunius, Director of Instructional Technology
- Instructional Technology Coaches

Appendix B

Acceptable Use Policy

The goal of participation in online technologies is to assist in the collaboration and exchange of information between school personnel. Users can use Internet and e-mail for accessing information.

The intent of this policy is to comply with Zeeland Public School's Acceptable Use Policy and the stated purposes and acceptable use policies of any other networks utilized.

This acceptable use agreement applies to all users accessing the network and equipment of Zeeland Public Schools and any on-site connections through the gateway of Ottawa Area Intermediate School District.

1. Users have access to the Internet and e-mail to facilitate personal and professional growth in technology, information gathering skills, and communication skills.
2. Each user is responsible for all material sent and received under their user account.
3. Any violations of the use of Internet should be reported to the building principal or supervisor assigned to the user, or by contacting a member of Zeeland Public Schools Technology Office.
4. Users will honor copyright laws and licensing agreements when using software within the district.
5. Users may not use any means to access inappropriate files such as adult/pornographic material, or files dangerous to the integrity of the local/wide area network or the Internet.
6. It is the user's responsibility to maintain the integrity of the private electronic mail system. The user has the responsibility to report all violations of privacy. Users have the responsibility to make only those contacts leading to some justifiable personal or professional growth on the Internet.
7. Users who violate the policies of Zeeland Public Schools will have their account privileges reviewed and potentially discontinued.
8. The rights and responsibilities listed above are supplemental to local district policy.

Zeeland Public Schools is a cooperative participant with the Ottawa Area Intermediate School District and Merit for Internet access.

Appendix C

District Internet Related Policies and Guidelines

<http://www.neola.com/zeeland-mi/>

- 7540 - Computer Technology/Networks
- 7540.01A - Private Use of District Technology
- 7540.01B - At-Home Access to District Technology
- 7540 - Computer Technology and Networks
- 7530A - Technology Equipment Security Procedures
- 7545 - Electronic Communications
- 7540.01 - Technology Privacy
- 7540.02 - District Web Page
- 7540.02 - Web-Page Specifications
- 5722 - School Publications/Productions
- 2416 - Student Privacy and Parental Access to Information
- 7440.01 - Video Surveillance and Electronic Monitoring