Fowler Public Schools

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FOWLER PUBLIC SCHOOLS MISSION STATEMENT

Fowler Public Schools, in partnership with the surrounding community, will work to provide all students and staff with a safe educational environment that focuses on a well-rounded, technology-oriented curriculum. Our staff will help create responsible citizens by giving all students the opportunity to develop the skills essential for success in family, life, work, and community.

FOWLER COMMUNITY

The Fowler district encompasses a rural community located in central Clinton County. The district contains the village of Fowler and adjoining townships. The district has a stable population of approximately 3000 residents. It is a close knit community, with strong values and work ethics. It is because of this community and its high parental support that our children have excelled in academics and sports. Many of our seniors have received scholarships for higher education through academic and athletic achievement. Integrated within our fundamental curriculum of arts, health, language arts, math, science and world studies, are learning experiences for pre-school, gifted and talented, and special education. Our program is well rounded and designed to serve the entire community. The City of Lansing, Michigan State University and Lansing Community College are located 25 miles southeast of Fowler. Central Michigan University and Grand Valley University are within approximately 50 miles. There are numerous recreational opportunities in the adjoining areas. The District is comprised of a high school and an elementary/middle school. The district currently has a low bond debt. The Fowler Public Schools are part of the *"Schools of Choice"* option in the Clinton County Regional Education Service Agency attracting approximately 70 students to the district.

2012-13 ENROLLMENT

Full-Time Equivalents
K - 5 - 255
6 - 8 - 105
9 - 12 - 185
Total - 545

SCHOOL PERSONNEL

K-8 teachers- 19
9-12 teachers- 10.5
Special Education- 2
Counselors 1
Principals- 1.5
Food Service- 4

Clerical- 2
Transportation- 5
Custodial/Maint.- 3.5
Teachers Assistants- 7
Central Office- 1.5

TECHNOLOGY VISION STATEMENT

Our vision for technology within Fowler Public Schools is to provide hand's on technological experiences through voice, video, and data that enable all students to further cultivate the skills essential for success in life, work, and community.

TECHNOLOGY GOALS

1. Provide high quality, current technology to ensure that all students have the opportunity to achieve academically and all staff can teach to the best of their ability.
2. Focus on continually upgrading the district's voice, video, and data technologies in an effort to sustain and build student achievement.
3. Provide high quality professional development to complement consistent, planned improvements in the district's voice, video, and data technologies.
4. Fully implement the Michigan Technology Curriculum and requirements.

CURRICULUM

The spreadsheets in Appendix A (Pages 16 – 25) depict how technology is currently integrated into the curriculum of Fowler Public Schools. Each spreadsheet identifies the accompanying technology objectives for the elementary, the middle school, and the high school levels. These correspond directly to the Michigan Educational Technology Standards identified by the Michigan Department of Education. All classrooms are equipped with a telephone, Internet and cable television access, and a television/DVD or digital projector. Teachers use these devices daily as a means of integrating technology into their individual classrooms.

Fowler Public Schools are part of a wide area fiber network that is a collaborative effort between Fowler, Pewamo-Westphalia, and Clinton County RESA. Increased bandwidth allows for streaming media, distance learning, online high school and dual enrollment courses, and virtual field trips. These opportunities include collaborative efforts with MMNET, Clinton County RESA, Lansing Community College, Baker College, and Michigan Virtual School. The end result continues to be increased academic achievement for all students.

The Fowler Public Schools District School Improvement Plan includes specific goals to improve student performance in 1) Secondary Science, 2) Elementary English Language Arts 3) Math and Reading in grades 7 & 8, and 4) High School Writing.

Specific technology strategies that support the achievement of the school improvement goals identified in the District Improvement Plan include :

1. Assure all students are provided instruction in the adopted K – 5 technology curriculum in a manner that integrates objectives with core curriculum content.
   Evaluation: Annual teacher checklist and report.
2. Assure that all students master at least 80% of the identified K – 8 technology curriculum objectives by the end of 8th grade.
   Evaluation: Performance on 8th grade technology assessment.
3. Provide an integrated online learning experience as part of every core content course at Fowler High School, consistent with the requirements of the Michigan Merit Curriculum.
   Evaluation: Annual teacher checklist and report.
4. Assure that students learn and utilize the essential technology skills necessary to succeed in their core content classes at Fowler High School.
   Evaluation: Successfully completion of Computers 1 and Computers 2.
   Successful completion of MMC and graduation.

PARENT AND COMMUNITY COMMUNICATIONS AND THE DISTRICT TECHNOLOGY COMMITTEE

The technology committee has met since December of 1995. The committee is comprised of principals, teachers, tech support staff, and board members. Each member contributes a different perspective to the discussion. The meetings bring all school technology people together to share concerns and brainstorm solutions. The committee sets the direction for technology education and purchases and is ultimately responsible for evaluating effectiveness of the program. The committee and the Board revisit the plan every year. The plan is disseminated at the board meeting, via the district website, and key components are shared through the district newsletter sent to all households in the community.

The district continues to place an emphasis on the use of technology as a tool for disseminating information and interacting with parents and community members. The district website allows for effective and timely timely management of its content, and provides a user friendly environment. Most standard school communications are posted for easy access to the district website. These include monthly lunch menus, the monthly edition of the *Eagle Flyer* district newsletter, sports schedules, building updates, daily announcements, and school closing notices. The website serves as a portal to our Parent Connect application that allows student and parent access to up to date grade and attendance information. Additionally, parent email lists have been created for each class, grade, and building enabling targeted communication to be sent from school to as broad or narrow an audience as desired depending on the content of the information. The technology plan, school improvement plan, and district budget are all posted on the district's website, which is located at www.fowlerschools.net.

TECHNOLOGY COMMITTEE MEMBERS

NAME	**POSITION**
Neil Hufnagel	Superintendent/H.S. Principal, Parent, & Chair
Tim Becker	Board of Education, Parent
Sarah Lewis	Teacher
Lori Miller	Board of Education
Kriss Naumann	K - 8 Principal
Ryan O'Rourke	Board of Education, Parent
Annette Pohl	Media Specialist/Teacher
Jeff Seguin	Computer Teacher
Mike Spicer	Teacher, Parent
Deanna Stark	Computer Teacher
Adam Thompson	Computer Technician

COLLABORATIVE TECHNOLOGY EFFORTS

Fowler Public Schools currently collaborates with many others when working with technology. As mentioned earlier, CCRESA, Ingham ISD, Lansing Community College, MMNET, and Michigan Virtual School are all partners of ours in some fashion. Ingham ISD and CCRESA provide our staff with professional development throughout the year. CCRESA and LCC provide our students with opportunities to learn about technology through the vocational educational courses they offer. Approximately 20 high school students access college classes through LCC or Baker College online through our high school media center. A recent addition to our collaborative efforts is a partnership with Michigan Virtual School to offer online high school courses to students in their junior and senior year in the area of Social Studies. Our relationship with MMNET is solid as they are going to provide us with high speed Internet access as well as filtering. We recently initiated a collaborative program through CCRESA to provide wireless access in the school district by linking to a shared controller. Transition plans are being made to join a county-wide consortium for use of a centralized data center that will house local school district servers and allow for shared support, improved redundancies, and potential cost savings through vitalization. We do not offer any kind of adult education and therefore do not collaborate in that area.

PROFESSIONAL DEVELOPMENT FOR TECHNOLOGY

The training of all staff is an on-going task. The professional staff has been offered training in the following areas over the past few years:

- Internet Safety
- Open Office
- Career Cruising
- SDS Web Based Grade Program
- Polycom system
- ExamView
- AimsWeb
- Dibels
- Data Director
- Moodle
- Google docs
- gMail

New technological devices also require additional in-service training. Some of our staff has been trained in using the:

- Graphing calculators/probes
- Data Projector
- Classroom Performance System
- Digital Video Camera
- Digital Camera
- Polycom system
- Netbooks
- iPads

Our staff also attends area technology meetings and specialized conferences such as MACUL on a regular basis that keeps them updated on the latest technology. The district is aware of the ISTE standards for teachers and administrators and works to ensure that these people follow the standards when delivering the curriculum.

	Professional Development Schedule	
2012-2013	2013-2014	2014-2015
• Google Docs • iPads • Classroom interactive projection (Mimio) • Moodle • MI Virtual HS • Data Director	• Web based instructional tools • Blended Instruction • Flipped Classroom • Continue previous year topics • New technology or software	• Student database • Open source software • Continue previous year topics • New technology or software

The entire technology program is supported by Board adopted policies, student and staff handbooks, a video lending library offered by Ingham ISD, an informational school website, various kinds of instructional software, online subscription services, and the technology and general education services staff of CCRESA.

TECHNOLOGY OVERVIEW

Fowler High School and Waldron Elementary and Middle School have local area networks to serve labs and individual classroom computers. Waldron has a computer lab and multiple stations in the library. The high school has a computer lab, business lab and 27 stations in the media center for student use. Both libraries have color laser printers or multi-function printers (MFPs), as well as user-friendly web pages available for student use. There is also a mini-lab in the Industrial Arts room to support CAD instruction and printing. Classrooms in both buildings have Pentium computers with ink jet printers or ready access to centrally located MFPs. All classroom computers have Internet access as well as current software programs. Scanners, digital cameras, data projectors, CD burners, and MFPs with copy, fax and scan to email functions are also available. Software and hardware All teachers and students, including those with disabilities or who are economically disadvantaged, have access to the technology needed to be successful in the school curriculum.

Televisions and DVD/VCR's or digital projectors are available in all classrooms. Wireless access is now available throughout the high school, and will be added over the next couple of years in the middle school and elementary. A telecommunications network is also in place, which provides phone access and voice mail to all rooms. Due to state legislation and safety concerns, discussions have occurred in regard to the installation of public address systems in both buildings.

INFRASTRUCTURE

Fowler High School has an infrastructure of cabling which runs throughout the halls in cable trays. Individual computers are linked to the network server using category 5 cabling. The business lab and the library have 30 port switches. The switches are connected to the lab by a single category 5 cable. All classrooms have at least one drop, which enables them to have network and Internet access. Phone service is now VOIP provided through our network and available in each classroom and office, and includes a voice mailbox. Cable TV access is available in every classroom and in the library. Four wireless access points have been installed that are linked to a shared wireless controller located at CCRESA. A bank of 30 netbooks have been purchased to utilize the wireless network and provide additional student access.

The Waldron infrastructure is similar except that the category 5 cabling is run above the drop ceiling. A switch is located in the staff room that services computers to the elementary wing of the school. A cable TV backbone has been installed at Waldron and cable access is available in every classroom and in the library. A bank of 20 iPads have been purchased and placed on a cart that includes a wireless AP expanding student access to Internet resources

Our Internet access is through the Mid Michigan Network. Both buildings have a fiber hookup that is part of a wide area network that ultimately leads back to MMNET in Ithaca, Michigan. CIPA compliant filtering is provided through MMNET. The network connects Fowler Schools with Pewamo-Westphalia schools and CCRESA.

Technical support is multi-tiered and available through a number of sources. Twice per week direct site support is provided through ITRight, a local technology support contractor. Support for our wireless controller and several software utilities is provided by staff at CCRESA. Support for our fiber network and associated services is provided by the MMNET support staff based at the Gratiot-Isabella RESD.

Additional infrastructure, hardware, and services that will need to be acquired over the term of the plan to improve student instruction and student learning are included as items in the three year budget for each building. Key components include:

- Scheduled upgrades of PCs in labs and libraries according to the predetermined replacement rotation.
- Adding wireless AP to provide full coverage in both buildings.
- Moving servers to a data center at CCRESA to provide a controlled climate environment, improved redundancy, and generator back-up.
- A scheduled upgrade to the student data system.
- Budgeted purchases of new instructional software.
- Equipment and adaptive technologies needed to support student learning in the special education program.

FUNDING AND BUDGET

Fowler Public Schools regularly uses a variety of methods to offset the high cost of keeping pace with technological change. We are able to use a portion of our Title I funds for technology related expenses. In addition to these federal funds we received a rolling grant from the federal government that has netted us approximately $40,000. Other grants both public and private are applied for on a regular basis. Technology is also supported locally with budgeted monies for technological improvements and maintenance of current equipment. Fowler Public Schools also expects to continue participating in the Universal Service Fund during the 2012-2015 school years.

DISTRICT TECHNOLOGY BUDGET
2013 - 2016

Item	2012-2013	2013-2014	2014-2015	2015-2016
Network/Internet Access	$22,500	$22,500	$22,500	$22,500
Salaries for Maintenance Services and Technical Support, and License Agreements	$30,000 (included software & supplies)	$30,000	$30,000	$30,000
Software and supplies	$3,000	$3,000	$3,000	$3,000
Capital Outlay – PC & peripheral equipment	$38,000	$38,000	$38,000	$38,000
Professional Development Budgeted through general fund. All teachers can obtain P.D. in technology on demand.	As needed	As needed	As needed	As needed
Totals	$93,500	$93,500	$93,500	$93,500

FOWLER HIGH SCHOOL
TECHNOLOGY BUDGET
2013-2016

ITEM	13-14	14-15	15-16
1. Internet access through MMNET	$11,250	$11,250	$11,250
2. Renewal of School License Agreement w/ Microsoft	$1,500	$1,500	$1,500
3. Contract with ITRight for tech support services.	$10,000	$11,000	$12,000
4. Web server contract with ITRight	$250		
5. SDS contract for student & financial data package. Transition to a new student package in 2013-2014, 2014-2015	$1,500	$8,000	$4,000
6. Print cartridges	$800	$800	$800
7. Instructional Software	$500	$750	$1000
8. Replace HS Library Lab (30)	$24,000		

9. Switch and mount replacement	$2,000		
10. Add two (2) Apple workstations to the Computer Lab	$1,600	$1,600	$2,400
11. Add data projectors with ceiling mounts	$2,700	$900	
12. Add Wireless APs	$1,500		
13. Maintain and replace equipment as needed.	$500	$500	$2,000

WALDRON ELEMENTARY & MIDDLE SCHOOL
TECHNOLOGY BUDGET
2013-2016

ITEM	**13-14**	**14-15**	**15-16**
1. Internet access through MMNET	$11,250	$10,500	$10,500
2. Renewal of School License Agreement with Microsoft.	$1,500	$1,500	$1,500
3. Contract with ITRight for tech support services	$10,000	$11,000	$12,000
4. Web server contract with ITRight	$250		
5. SDS contract for student & financial data package. Transition to a new student package in 2010-2011, 2011-2012	$2,100	$8,000	$4,000
6. Printer cartridges.	$1,200	$1,100	$1,000
7. Instructional Software	$1,000	$1,000	$1,000
8. Replace computers in Waldron Library Lab (10)		$12,000	
9. One to one devices (iPads)		$5,150	
10. Replace Waldron Classroom and Office PCs			$24,650
11. Add digital projectors with ceiling mounts	$2,700	$1,800	$900
12. Add Wireless APs	$3,000	$4,500	
13. Maintain and replace equipment as needed.	$750	$750	$3,000
14. Switch and mont replacement	$1650		

MONITORING AND EVALUATION

The district technology plan is evaluated annually by the district technology committee in the fall of each school year. The chair of the committee reports to the remainder of the committee on the progress toward adopted goals. The specific technology and curriculum goals (p. 3) are reviewed to determine if they have been successfully accomplished. An action plan is developed for goals that are not achieved as recorded in the technology committee meeting notes. The budget for the upcoming year is then adjusted to provide the resources necessary to meet the agreed upon goal and implement the corresponding strategy.

TECHNOLOGY HARDWARE INVENTORY

	Fowler Public School – Technology Hardware Inventory - 2012	
Number	**Hardware Description**	**Location**
	Computers	
1	Compaq EVO D5D	Bus Garage
1	Dell Optiplex GX110	Waldron Kitchen
1	Apple PowerMac7300/200	Art Room
1	Dell Optiplex GX270	Yearbook
13	LVO TS TC Edge71	H.S. Staff
24	Dell Optiplex GX260	H.S. Business Lab
31	HP SB 3400 I5-2300	H.S. Computer Lab
1	iMac 20” 2.26	H.S. Computer Lab
3	iMac 21.5” 25qc	H.S. Computer Lab
28	Dell Optiplex GX280	High School Library, CAD Lab (4)
28	Lenvo ThinkPad x100e Netbooks	H.S. Computer Lab
30	HP Compaq dx2400	Waldron Computer Lab
22	iPad I	Waldron Library Waldron Special Ed (2)
4	Dell Optiplex GX 520	Waldron Library (4)
30	HP Compaq dc5800	Waldron Staff Waldron Library (3)
2	Dell Dimensioon 4500s	Waldron Staff
	Servers	
2	Dell Power Edge 800 Server	H.S. Lab
3	Dell Power Edge 200 SC Server	H.S. Lab, Waldron Lab, Central Office
	Printers	
20	HP DeskJet 845c Printer	
18	HP DeskJet 500 - 900 series (various)	
3	HP 3550, 5940, 6540	
1	HP DeskJet 9800	
6	Misc. HP LaserJet (1200(2), 2420DN, 2600n, 3800c, 4050(2))	
2	Canon LaserJet (3600, 5450)	
1	HP Photo Smart 7450	

	Switches & Hubs	
1	Netgear RP614 Firewall/Switch	Lewis
2	Linksys 16 port SD 216 Switch	Kallweit, Kleimola
1	9 port hub	HS Office
1	Linksys 8 port EZXS 88W Switch	Pierson
1	Trend Net 48 Port Switch	H.S. Lab
5	Trend Net 24 Port Switch	Hughey, Waldron Staff Room, Waldron Lab (2), H.S. Lab
2	Trend Net 16 Port Switch	H.S. Lab, Waldron Lab
1	Trend Net 8 Port Switch	Central Office
1	3COM 24 port SuperStack II 1100	H.S. Library
	Other	
3	Flatbed Scanners	
22	Digital Data Projectors	
2	Fax Machines	
5	Digital Cameras	
2	Digital Video Camera	
1	Liberty Power Sure 600 Battery Backup	H.S. Lab
6	TV - View	H.S. Lab, Waldron Lab, Classrooms (4)
10	Aruba 105 WRLS AP	H.S. (6), M.S. (4)

FOWLER PUBLIC SCHOOLS

ELECTRONIC INFORMATION ACCESS AND USE POLICY

Fowler Public Schools encourage and strongly promotes the use of electronic information technologies in educational endeavors. The district provides students and staff access to information resources available in a variety of electronic formats, and for the development of information management skills. Together these allow learners to access current and relevant resources, provide the opportunity to communicate in a technologically rich environment and assist them to become responsible, self-directed, life-long learners.

The district recognizes the need to provide filtering services that are aligned with the Children's Internet Protection Act (CIPA). These services are currently being provided through MMNET. These standards are supported by district policy addressing cyber bullying and social networking. Policies, procedures, and instruction are implemented in all grade levels K - 12.
These include:

- Access by minors to inappropriate matter on the Internet and World Wide Web
- The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communication
- Unauthorized access including "hacking" and other unlawful activities by minors online
- Unauthorized disclosure, use, and dissemination of personal information regarding minors
- Measures designed to restrict minors' access to material harmful to minors.

District Responsibility

Fowler Public Schools is responsible for the management of the structure, hardware and software that the district uses to allow access to information technologies for educational purposes. These include:

a. Assigning and removing of member accounts on the network
b. Maintenance and repair of equipment that comprises the network
c. Selection of software that the network will support
d. Electronic Information Access and Use Policy
e. Defining the rights/responsibilities of members
f. Providing resources that support the mission of the school district
g. Providing training opportunities on the use of application of information technology, including training and information on new technologies, software and media as they are acquired and put into use in the district.
h. Implementing and enforcing the conduct standards for educational technology as stated in the Electronic Information Access and Use Policy.

The district does not take responsibility for resources located or actions taken by the members that do not support the purposes of the school district. The district makes no

stated or implied guarantee regarding the privacy of electronic mail.

The district makes no warranties of any kind, whether express or implied for the uses of its educational technology, including but not limited to the loss of data resulting from delays, non-delivery, or any service interruption.

The district is not responsible for any damages caused to a user's hardware or software incurred from downloading computer viruses or other contaminants.

Fowler Public Schools Network Members

All account holders on the Fowler Public Schools Network will be granted access to all services the network offers based upon position. The following people may hold accounts on the Fowler Public School District Network:

1. STUDENTS: Students who are currently enrolled in the district may be granted a network account upon agreement to the terms stated in this policy.

2. FACULTY AND STAFF: Staff members currently employed the district may be granted a network account upon agreement to the terms stated in this policy.

3. OTHERS: Anyone may request a special account on the Fowler Public School District network. These requests will be granted on a case-by-case basis, depending on need and resource availability.

PRIVILEGES AND RESPONSIBILITES OF

FOWLER PUBLIC SCHOOL DISTRICTS NETWORK MEMBERS

Privileges

In accordance with the terms set forth in this policy, members have the privilege:

- to use all authorized hardware and software for which they have received training to facilitate learning and enhance educational information exchange.
- to access information from outside resources which facilitate learning and enhance educational information exchange.
- To access district networks and the Internet to retrieve information to facilitate learning and enhances educational information exchange.

Members have the conditional right to sign up for listservs and news groups on the Internet which facilitate learning and enhance educational information exchange.

Responsibilities

Members are responsible for:

- utilizing technology in the school only for facilitating learning and enhancing educational information exchange consistent with the purpose of the school.
- attending appropriate training sessions in the use and care of hardware, software, and networks and refraining from using any technology for which they have not received training.
- adhering to the rules established for the use of hardware, software, labs, and networks in the school or through remote access outside of the school.

- maintaining the privacy of passwords and are prohibited from publishing or discussing passwords.
- having all disks or videos scanned for virus, dirt, or other contamination which might endanger the integrity of district hardware, software or networks before they are used in district system.
- all material received via the Internet under their account. They accept responsibility for keeping all pornographic material, inappropriate files, or files dangerous to the integrity of the school's network, equipment, or software from entering the school via the Internet or from home and from being reproduced in visual, digital or written format.
- making all subscriptions to listservs or news groups known to the system administrator and seeking prior written approval before requesting such subscriptions on the Internet.
- maintaining the integrity of the electronic mail (e-mail) system, reporting any violations of privacy and making only those e-mail contacts which facilitate learning and enhance educational information exchange.
- adhering to copyright guidelines in the use of hardware and software and in the transmission or copying of text or files on the Internet or from other resources.

ACCEPTABLE USE POLICY FOR INTERNET ACCOUNTS

All users are encouraged to make use of the school's facilities in pursuit of their academic goals, but are asked to remember that an Internet account is a privilege, not a right, offered each academic year to students, teachers and Administrative Staff.

Usage Guidelines

The Internet account holder is held responsible for his/her actions and activity within his/her account. Unacceptable uses of the technology resources will be reported to the Network Administrator and Building Principal and will result in restriction or suspensions of these privileges. Repeat violators will be subjected to further disciplinary actions such as suspension. Some examples of unacceptable uses are:

1. Using the network for any illegal activity, including violation of copyright or other contracts;
2. Using the network for financial or commercial gain;
3. Degrading or disrupting equipment, software or system performance; equipment includes but is not limited to computers, graphic calculators, scanners, cameras, printers, VCRs, TVs

4. Theft or vandalizing of another user's data;
5. Wastefully using finite resources; such as the printer, scanner, etc.
6. Gaining unauthorized access to resources or entities;
7. Invading the privacy of individuals;
8. Using an account owned by another user;
9. Use of **any** e-mail system by a F.P.S. network member to send spam, harass, threaten, etc. another F.P.S. network member's District e-mail account.
10. Posting personal communications without the original author's consent;
11. Posting anonymous messages:
12. Accessing and/or participating in Chat groups
13. Downloading, promoting links to, storing and/or printing files or messages, including music lyrics, that are profane, pornographic, obscene, or use language that offends or tends to degrade others or encourage criminal activity;
14. Transmitting, executing, promoting links to, or strong malicious, threatening, or abusive programs or material;
15. Downloading, executing, or storing programs from the Internet on any drive or network directories. This includes, but is not limited to, files that end with an extension of exe, bat, zip, or com. (unless permission is given by instructor)
16. Violating the content guidelines as outlined below.
17. Violating the *Student Electronic Information Access and Use Policy*, which current users have already signed. Disciplinary measures will include, but will not necessarily be limited to, the following: Students may have their rights to use the District's computer system revoked for 2 to 9 weeks for minor offenses. Students may forfeit their rights to use the District's computer system for the balance of the school year for serious offenses or repeated minor offenses. In addition, students may also be suspended from school or placed in in-school suspension or given community service for violations of the computer code. This also applies to violations of the INTERNET usage policy.
18. If a student inadvertently accesses an inappropriate site, (See 13 above) the student must immediately report this to the responsible teacher.

Content Guidelines

Students, as part of a valid classroom assignment, may be allowed to produce for electronic publications on the Internet. Teachers and the Network Administrator may monitor these materials to ensure compliance with content standards. The following restrictions apply:

1. No personal information about a student will be allowed. This includes home telephone numbers and addresses as well as information regarding the specific location of any student at any given time.
2. All student works must be signed with the student's full name.
3. Copyright laws need to be adhered to whenever possible or appropriate.
4. No text, movie or sound that contains pornography, profanity, obscenity, or language that offends or tends to degrade others will be allowed.

FOWLER PUBLIC SCHOOLS CONSENT and WAIVER FORM

- Teachers, administrators, parents, guardians, and students share the responsibility of appropriate use of the Internet.
- By signing the Consent and Waiver Form, the student and his/her parent(s) or guardian(s) agree to abide by the restrictions outlined in this policy. The student and his/her parent(s) or guardian(s) should discuss these rights and responsibilities.
- To that end, Fowler Public Schools supports and respects each family's right to decide whether or not to sign below for Internet access for their student.
- Users should be aware that Fowler Public Schools does not have control of the information on the Internet, nor can it provide foolproof barriers to account holders accessing the full range of information available. Other sites accessible via the Internet may contain material that is illegal, obscene, profane, pornographic, defamatory, inaccurate, or potentially offensive to some people.
- Email forwarded to or accessed on Fowler Public Schools network servers or workstations become the property of Fowler Public Schools and may be monitored to ensure that content falls within the Usage and Content Guidelines.
- I agree to abide by the above agreement.
- I have read the above agreement with my student and understand my student can lose his/her privileges if she/he breaks this agreement.

_____	_____
(Print student name)	(Parent signature)
_____	_____
(Student signature)	(Date)
_____	_____
(Current grade level)	(Student user ID)

APPENDIX A

FOWLER PUBLIC SCHOOLS
TECHNOLOGY CURRICULUM

1 - 2 TECHNOLOGY OBJECTIVES

Students in grades 1 - 2 have 36 class sessions with the computer teacher. Many of the concepts introduced in computer class are reinforced through integration into the classroom, which is the ultimate goal of the program.

Beyond the integration piece, the main objectives are:

1. The students will be able to identify major technology devices. (Grade: 1)
2. The students will understand the basic operation, terminology and uses for specific technologies. (Grade: 1)
3. The students will describe ways in which technology is used. (Grade: 1,2)
4. The students will independently begin and end a computer work session. (Grade: 1,2)
5. The students will be able to operate basic software applications. (Grade: 1,2)
6. The students will use a printer and a CD-ROM at an introductory level. (Grade: 1,2)
7. The students will do entry level work processing including some editing and manipulation. (Grade: 1,2)
8. The students will be able to use the computer for assisted instruction. (Grade: 2)

3 - 5 TECHNOLOGY OBJECTIVES

Students in grades 3 - 5 have computer classes once a week or about 36 times a year. Teachers also have the opportunity to bring students to the lab as they integrate computer skills into their lessons.

The main objectives taught at this level are:

1. The students will gain an awareness of presentation software. (Grade: 3)
2. The students will identify a variety of technological devices on a more advanced level. (Grade: 3-5)
3. The students will have an advanced understanding of the terminology, operation, and use of technology. (Grade: 3-5)
4. The students will increase their understanding of peripherals such as CD-ROMs, printers, digital cameras, and scanners. (Grade: 3-5)
5. The students will learn to use word processing programs to create columns, set tabs, and add graphics. (Grade: 3-5)
6. The students will improve their keyboarding skills. (Grade: 4)
7. The students will become familiar with a variety of Internet applications including the use of search engines. (Grade: 4,5)
8. The students will have an entry-level understanding of copyright laws. (Grade: 5)

9. The students will use software to create designs, graphs, and charts. (Grade: 5)
10. The students will use software to create cards and signs. (Grade: 5)
11. The students will learn about input and output. (Grade: 5)
12. The students will describe the roles of hardware and software in computer operations. (Grade: 5)

6 - 8 TECHNOLOGY OBJECTIVES

Students at the 6-8 grade level have 45 class sessions each year. These students integrate many of the skills they learn into daily class work.

1. The students will learn about copyright laws, ethics in computers, and viruses. (Grade: 6)
2. The students will learn the process of numeric manipulation using a spreadsheet. (Grade: 6)
3. The students will become more effective in the use of Internet for research and other applications. (Grade: 6 - 8)
4. The students will continue to develop proper keyboarding skills. (Grade: 6 - 8)
5. The students will understand the process of information management using databases (introductory level). (Grade: 7)
6. The students will identify technologies that work together. (Grade.: 7,8)
7. The students will analyze and correct problems encountered in technology use. (Grade: 7,8)
8. The students will learn Internet terminology. (Grade: 6,7)
9. The students will have an understanding of the historical development of technology devices. (Grade: 8)
10. The students will understand the effect of current and emerging technologies and how advances have increased the amount of accessible information. (Grade: 8)
11. The students will learn the anatomy of a personal computer. (Grade: 7,8)
12. The students will use Internet graphics and sounds, the scanner, and the digital camera to create projects in Microsoft Word, Microsoft Excel, and Microsoft PowerPoint. (Grade: 6,7,8)
13. The students will learn to print labels and envelopes in Microsoft Word. (Grade: 7).
14. The students will complete a portfolio according to Michigan Technology Literacy guidelines. (Grade: 8)

COMPUTERS 1 - Required 9th Grade Class (1 Semester Only)

1. Students will develop appropriate keyboarding and professional documentation skills utilizing various software packages such as MicroType and MicroSoft Word.
2. Students will complete introductory applications and exercises using MicroSoft Word, Excel and PowerPoint.
3. Students will become aware of various educational opportunities while utilizing the many features of the Internet.
4. Students will develop an understanding of copyright infringement and appropriate documentation while featuring items retrieved from Internet search engines.

5. Students will construct a detailed knowledge of introductory terminology and computing components.
6. Students will develop the skills to produce professionally accepted documents such as business letters, memos and reports.
7. Students will be introduced to appropriate oral presentation skills and techniques. Each student will use Microsoft PowerPoint as a tool while making oral presentations.
8. Students will develop the ability to multi-task while utilizing all of the features desktop computing can offer. Each student will be introduced to file integration and manipulation.
9. Students will develop an understanding of efficient memory usage and folder management.
10. Students will become aware of their accountability for any misuse of the Internet and any other technology as stated in the Acceptable Use Policy.

COMPUTERS 2- Required 10th Grade Class (1 Semester Only)

1. Students will continue utilizing the Internet as an educational research tool. Advanced information will be presented to all students referencing appropriate citation for information retrieved while using Internet resources.
2. Students will be introduced to manipulating and inserting images as a project enhancement tool. Images will be implemented into PowerPoint and written projects to support student's thoughts and assignments.
3. Advanced keyboarding skills will continue to be developed. Students will be required to possess the ability to keyboard accurately during 3 and 5-minute timings.
4. Students will become aware of career opportunities related and unrelated to technology using Career Cruising and the Internet.
5. Students will continue completing applications and exercises utilizing all of the Microsoft Office software (Word, Excel, PowerPoint and Access).
6. Students will be introduced to other media inputs such as digital cameras and scanners.
7. Students will complete a Personal Business Plan using all of the skills attained while working with various Microsoft Office applications. This overall project will allow the students to illustrate complete understanding of multi-tasking and program implementation skills.
8. Students will be introduced to fundamental troubleshooting skills and theory.

DESKTOP PUBLISHING (Computers 2 starting 13-14)

Course Description: Students will be provided with the skills and tools to create professional publications utilizing Microsoft Publisher. The students will use basic skills to create simple documents such as flyers and brochures. As they proceed through the course, the students will research marketing plans and everyday products that use desktop publishing as and instrumental marketing tool. Students will create a final project in which they develop a marketing plan of their own utilizing all of the skills learned throughout the semester.

Course Detail: The course will run for 18 weeks (1 semester). The class will be an elective class offered to all high school students (9-12).

Textbook: *A Guide to Microsoft Office 2007, Lawrenceville Press*.
Step by Step, Microsoft Publisher 2007, Joyce Cox and Joan Preppernau.

Course Outline: The following is a potential unit breakdown for the pilot/implementation of this program.

Unit 1-"Defining Desktop Publishing" (3-4 Weeks)

- Introduce tools and accessories associated with Publisher.
- Layout requirements
- Examples of desktop publishing in society
- Creating "basic" publications
    - Flyers
    - Brochures
- Printing publications
    - Color vs. Black-and-White

Unit 2-"Graphic Design and Balance" (3-4 Weeks)

- Utilizing graphic images in publications
- Layout balance
- Formatting Images
- Digital Formatting
- Template Design vs. Custom Design
- Importing documents/images
- Troubleshooting layout obstacles
- Previewing/Printing Publications
- The art of creating interest
    - Visual Driven/Content Driven
- How to create text with visual appeal?
- Creating Cards/Calendars

Unit 3- "Corporate Publications" (4-5 Weeks)

- Newsletter/Catalog Productions
- Multiple page publications
- Theme vs. Overcrowding
- Defining a "Target" audience
- Developing a purpose for publication
- Publication Templates
- Copyright Laws
- Production of a multiple page publication
    - Catalog
    - Newsletter

Unit 4- "Effects in a Global Market" (4-5 Weeks)

- Identify marketing strategies utilized in a global market
- E-mail imports/pop-up genre
- Digital advertising vs. hard copy advertising?
- Keys to developing a successful marketing plan
- Final Project
    - Identify a product and prepare a business/marketing plan utilizing the skills and knowledge gained from the preceding units.

TECHNOLOGY IN CAREER EXPLORATION

Course Description: Students will be provided the knowledge and skills to utilizing technological tools in preparation for career opportunities in a global job market. Students will prepare various projects such as *Career Cruising*, *Career Forward*, resumes, and portfolios (electronic), and will participate in job shadowing experiences. Students will also be given the opportunity to hear from professionals in the current job market through guest speakers and e-mail communication. Interviewing skills will be introduced and reinforced through mock interviewing activities.

Course Detail: The course will run for 18 weeks (1 semester) and is an elective for juniors and seniors.

Textbook: *The Busy Student's Guide to College & Career Success, Sherene McHenry Ph.D., L.P.C.* (if possible)

Course Outline: The following is a unit breakdown for the implementation of this program.

Unit 1 "Self Evaluation" (2-3 weeks):

- Update/utilize "Career Cruising" Education Development Plan (EDP) for possible career matches and skill sets.
- Introduce "Career Forwarding" as a supplemental tool to introduce key concepts for goal setting and real-world experiences and troubleshooting (Web-based).
- Identify databases and search engines that will enhance a successful self-evaluation of skill sets and matching with possible careers.
- Identify possible "resume" or "portfolio" builders (experiences) available to the students at Fowler High School.

Unit 2 "College Preparation" (4-5 weeks):

- Identify schools/programs of interest.
- Organize college visits through counseling office.
- Research potential scholarship and financial opportunities to assist with college tuition.
- Prepare or expand cover letters/resumes.
- Choosing a major.

- Exploring possibilities of earning a Masters Degree.
- Create a database of references.
- Identifying college expenditures and creating an estimated budget.

Unit 3 "Exploring Professions" (4-5 weeks)

- Job shadowing opportunities
- Researching occupation outlook and security
- Guest speakers from areas of interest
- Interview skills and preparation
- The art of interviewing
- The "Occupation" Pyramid
- Blackboard Discussions
- Introduction of hard copy and electronic portfolios

Unit 4 "Competing in a Global Market" (5 weeks)

- Skills for success
- Pros/Cons of hard copy portfolios
- Final Project
    - Electronic Portfolio: Students will complete and electronic portfolio enabling their cover letter, resume, awards and experience to be transmitted digitally for future employment or admission opportunities. The students will have the ability to take this project with them after high school.

ADVANCED COMPUTERS
(Consolidation of Computers I and II Courses)

Note: The Computers I and II courses are being combined into a single, year long course entitled Advanced Computers. The Advanced Computer course will cover generally the same content as the Computers I and II courses did, but in a consolidated fashion. I may be helpful to note that the Computers I and II courses had been taught together in the same hour and had come to feature many of the individualized and customized activities described in the Advanced Computers course description.

Course Detail: Elective – Grades 11 & 12
Full Year Course

Course Description: Students will create their own business application projects using the integration capabilities of the Microsoft Office suite. Advanced topics in desktop publishing, graphics, and programming will be presented as well as units on multimedia presentations using the digital camera and flatbed scanner.

This course will also provide students with an opportunity to work independently on pre-approved projects of their own using the materials, equipment, and skills from previous classes. This may include working closely with another teacher on a project, assisting in troubleshooting problems with hardware, testing new software, preparing

presentations for other teachers, and writing their own programs for use in other classes.

1. Students will continue utilizing advanced skills previously learned while using Microsoft Office while completing more advanced projects.

2. Students will continue using scanners and photo imagine devices to continually enhance their daily work in a professional format.

3. Students will be introduced to Web Page design using Microsoft Front Page 2000. Students will also be informed of the importance of caution while posting web pages out to the World Wide Web. Students will be introduced to advanced programming using HTML.

4. Students will begin learning more advanced troubleshooting skills while working on daily assignments. Students will have the opportunity to learn hardware terminology and infrastructure.

5. Students will continue working on advanced projects using PowerPoint and Publisher to produce professional appealing documents that will be accepted in the current business world.

6. Students will be introduced to Visual Basic Programming. Students will learn the fundamentals associated with object-oriented programming and programming logic.

7. Students will continue utilizing the Internet as an advanced research tool for all school and personal projects.

8. Students will understand the process of installing software and hardware applications on to personal computers.

9. Students will learn the fundamentals of networking goals and network mapping.

10. Students will be responsible for production of the Senior Video, which will incorporate all of the media skills they've developed utilizing PowerPoint, digital cameras and scanners.

11. Students will also participate in the practical application of these skills by producing the monthly *Eagle Flyer* using Microsoft Publisher.

WEB PUBLISHING

Course Description
This semester-long course is tailored to introduce students to 21st century web publishing concepts. Students will learn the basic elements of web design and development as they learn to code their own web pages using HTML. Concurrently, students will be introduced to
the concepts of blogging as they design, build and maintain their own blogs on a theme of their choosing.

Course Detail
This course will run for 1 semester of 18 weeks. It is an elective for sophomores, juniors, and
seniors that have completed Computers I. This course will also be administered in a blended
instruction environment, meeting State of Michigan requirements for student experiences in
online learning. The course/content will be managed through Moodle and Google Apps.

Textbook
None.

Required Building Materials
• Computer Lab
• Internet Connectivity

Course Outline
The following is a unit breakdown for the implementation of this course:

Unit 1 "Introduction and the Building Blocks of the Web" (3 Weeks)
- Set up the goals/objectives for the course
- A history of information and communication technology
- What exactly is the "World Wide Web"?
- The basics of networking - wired and wireless
- Web browsers and why they matter

Unit 2 "Blogging" (2 Weeks - and then continued throughout semester)
- What is a blog?
- The genesis of personal web publishing
- The implications of web publishing and how it in!uences our public conscience
- Mainstream blogging platforms - Wordpress, Tumblr, Blogger, etc.
- Reading blogs
- RSS - What is it, why should we use it?
- Subscribing to popular technology blogs - Engadget, TechCrunch, etc.

Unit 3 "Creating Webpages" (6 Weeks)
- Plain text editors - notepad, textedit, etc.
- HTML Markup
- The basics: tags, elements, attributes, etc.
- The header and metadata
- Tables, lists, paragraphs, headings
- Links, images, frames
- Colors and formatting

Unit 4 "Styling Webpages" (5 Weeks)
- CSS
- What is a stylesheet and why should we use them?
- The importance of <DIV>

• Working with web graphics, video and embedded media
• Essential web design principles: contrast, precedence, navigation, spacing, etc.

Unit 5 “The Final Project” (2 Weeks)

• Create a personal multimedia website that uses the skills learned from throughout
semester

9-12.CI.2. create a web page
9-12.CI.3. use a variety of media and formats to design, develop, publish, and present projects (e.g., newsletters, web sites, presentations, photo galleries)
9-12.CC.2. use available technologies (e.g., desktop conferencing, e-mail, videoconferencing,
instant messaging) to communicate with others on a class assignment or project
9-12.CC.3. collaborate in content-related projects that integrate a variety of media (e.g., print,
audio, video, graphic, simulations, and models)
9-12.CT.1. use digital resources (e.g., educational software, simulations, models) for problem
solving and independent learning
9-12.CT.2. analyze the capabilities and limitations of digital resources and evaluate their potential to address personal, social, lifelong learning, and career needs9-12.DC.6. discuss and adhere to fair use policies and copyright guidelines
9-12.TC.1. complete at least one online credit, or non-credit, course or online learning experience
9-12.TC.2. use an online tutorial and discuss the bene"ts and disadvantages of this method
of learning
9-12.TC.6. participate in a virtual environment as a strategy to build 21st century learning skills
9-12.TC.9. participate in experiences associated with technology-related careers
9-12.TC.10. identify common graphic, audio, and video "le formats (e.g., jpeg, gif, bmp, mpeg, wav, wmv, mp3, avi, pdf)
9-12.TC.12. demonstrate how to import/export text, graphics, or audio file.