



GRASS LAKE COMMUNITY SCHOOLS TECHNOLOGY PLAN SUMMARY SHEET

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Years covered by this Technology Plan July 2009 to June 2012		

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MDE Technology Planning Web Site:

<http://techplan.org>

Jackson County Intermediate School District

GRASS LAKE COMMUNITY SCHOOLS

District Mission Statement

The mission of the Grass Lake Community Schools is to provide a quality learning environment which will empower all students to meet their individual needs, discover their potential, and gain essential skills that will enable them to become responsible contributing citizens of our world.

School Buildings

Grass Lake High School
11500 Warrior Trail
Grass Lake, MI 49240
Grades: 9 - 12
Students: 370
Teachers: 20

Grass Lake Middle School
1000 Grass Lake Road
Grass Lake, MI 49240
Grades: 6 - 8
Students: 300
Teachers: 19

George Long Elementary
829 South Union Street
Grass Lake, MI 49240
Grades: K – 5
Students: 580
Teachers: 38

District Profile

Grass Lake Community School District is located approximately 30 miles north of the Ohio border and midway between Michigan's eastern shore of Lake Erie and its western shore of Lake Michigan. Established in 1952, Grass Lake Community Schools was formed upon the consolidation of fifteen small, independent school districts. The district includes approximately 68 square miles and serves 1250 students in the kindergarten through twelfth grades. The district serves an economically diverse population with a Free and Reduced Lunch ratio hovering around 20 percent. Approximately 130 experienced, dedicated teaching and support staff members provide professional learning experiences and services.

The Grass Lake Community Schools enjoy a supportive relationship with its growing community. Commitment in the form of monetary support and community volunteers have made us Jackson County's best kept educational secret. In recent years, the area has been transformed by extensive housing developments. The district is in a period of accelerated growth. We are one of the fastest growing districts in the state.

TECHNOLOGY PLAN INTRODUCTION

Background:

Grass Lake Community Schools has been involved in technology planning since 1985. We believe that as a tool, technology must be applied to all areas. It is fundamental to communication, creative expression, knowledge and skill acquisition, problem solving, and information management.

The purpose of this document is to enhance curriculum, not to determine curriculum. The Technology Curriculum is reviewed annually at which time changes are made and approved. It is the duty of the individual curriculum areas to determine appropriate learner outcomes.

We believe that by integrating technology with all curricular areas, students will become technologically literate individuals. Such an individual:

- Understands the role and impact of technology upon society
- Accepts the responsibilities associated with living in the technologically oriented Information age
- Identifies when to use technology to solve a problem or accomplish a task and then selects and utilizes the appropriate technological system
- Uses technology as a tool for obtaining information, organizing, and creative expression;
- Recognizes the ever-changing nature of technology and is flexible in adapting these changes to new tasks

District Technology Vision and Goals

It is the mission of the district to assure that all learners are prepared to adapt to the challenges of the future as global citizens through the access and effective use of technology in gathering and using information, communicating effectively and making responsible informed decisions. As stated in the district's Strategic Plan a major goal is to move toward total technology immersion to enhance learning, instruction and communication.

General Goals that help us to achieve this vision:

- Keep technology current within the district and in support of the curriculum
- Facilitate the use of technology into all grades and subjects
- Provide direction in professional development opportunities
- Develop competence in all appropriate technologies
- Move towards 1:1 student computing to facilitate anytime, anywhere learning
- Embrace real world and classroom opportunities to utilize technology in all grade levels and subjects as it is deemed beneficial to the learning experience

Guiding Documents For The Technology Plan

Grass Lake Community Schools Strategic Plan
<http://grasslakeschools.com>

Grass Lake Community Schools District Improvement Plan
<http://grasslakeschools.com>

Guiding Questions for Technology Planning: North Central Regional Technology Education Consortium
<http://www.ncrel.org/>

Michigan Curriculum Framework
<http://www.mde.state.mi.us/reports/>

National Educational Technology Standards Project
<http://cnets.iste.org/>

NSSE Indicators for Quality for Information Systems in K-12 Schools (National Study of School Evaluation). Library of Congress Catalog No. 95-71988.1996

Required Elements of a Technology Plan
<http://techplan.org/>

Grass Lake Community Schools Technology Planning Team

Name	Position
Brad Hamilton	Superintendent
Andrea Overmyer	Curriculum Director
Matt Maynard	Technology Coordinator
Brian Thompson	High School Principal
Jeanene Satterthwaite	Middle School Principal
Michelle Clark	Elementary School Principal
Natalia Morris	High School Computer Teacher
April Fulara	High School Business Teacher
Linda Kelley	High School Graphics Design Teacher
Julie Alexander	Middle School Teacher
Andria Althoen	Elementary School Computer Teacher
Larry Shaltis	Classroom Technology Support
Evie Erickson	Media Center Specialist / Teacher
Susan Solo	Media Center Specialist
Tim Waskiewicz	School Board Member
Darrell Hart	School Board Member

Curriculum Integration

K-2 (By the end of Grade 2)

Source: Educational Technology Standards and Benchmarks

<p>1. Basic Operations and Concepts - a. Students demonstrate a sound understanding of the nature and operation of technology systems.</p>	<ol style="list-style-type: none"> 1) Students recognize, name, and can label the major hardware components in a computer system (e.g. computer, monitor, keyboard, mouse, and printer). 2) Students identify the functions and care of the major hardware components in a computer system. 3) Students identify common uses of technology found in daily life. 4) Students identify simple functions represented by symbols and icons commonly found in application programs (e.g. font, size, bold, alignment, color). 5) Students discuss basic care for computer hardware and various media types (e.g. diskettes, CDs, DVDs, videotapes). 6) Students know that all people use technology in their daily tasks.
<p>b. Students are proficient in the use of technology.</p>	<ol style="list-style-type: none"> 1) Students are aware of correct finger positions on the keyboard. 2) Students recognize functions of basic file menu commands (e.g. new, open, close, save, print). 3) Students use personal folders to manage computer files. 4) Students use a variety of age-appropriate technologies for sharing information (e.g. drawing a picture, writing a story, creating a simple slide show). 5) Students use various age-appropriate technologies for gathering information (e.g. dictionaries, encyclopedias, web resources).
<p>2. Social, ethical, and human issues a. Students understand the ethical, cultural, and societal issues related to technology.</p>	<ol style="list-style-type: none"> 1) Students identify common uses of information and communication technologies. 2) Students discuss advantages and disadvantages of using technology.
<p>b. Students practice responsible use of technology systems, information, and software.</p>	<ol style="list-style-type: none"> 1) Students recognize that using a password protects the privacy of information. 2) Students discuss scenarios describing acceptable and unacceptable uses of age-appropriate technology (e.g. computers, internet, and email) and describe consequences of inappropriate use. 3) Students describe appropriate and inappropriate uses of technology in the classroom. 4) Students describe the consequences of irresponsible use of technology resources at home and at school.
<p>c. Students develop positive attitudes toward technology uses that support lifelong learning,</p>	<ol style="list-style-type: none"> 1) Students understand that technology is a tool to help them complete a task, and is a source of information, learning and entertainment. 5) Students identify places in the community where one can access technology.

collaboration, personal pursuits, and productivity.	
	2)
3. Technology productivity tools a. Students use technology tools to enhance learning, increase productivity, and promote creativity.	<ol style="list-style-type: none"> 1) Students know how to use a variety of productivity software (e.g. word processors, drawing tools, presentation software) to convey ideas and illustrate concepts. 2) Students identify the best type of productivity software to use for a certain age-appropriate tasks (e.g. word-processor, drawing, browser).
b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.	<ol style="list-style-type: none"> 1) Students are aware of how to work together when using technology tools (e.g. word processor, drawing, presentation software) to convey ideas or illustrate simple concepts relating to a specified project.
4. Technology communications tools a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	<ol style="list-style-type: none"> 1) Students, with assistance from teacher, parents, or student partners, identify procedures for safely using basic telecommunication tools (e.g. e-mail, IM) to read or send electronic information.
b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.	<ol style="list-style-type: none"> 1) Students know how to use a variety of age-appropriate media (e.g. presentation software, newsletters, word processors) to communicate ideas to classmates, families, and others. 2) Students, assisted by teachers, parents, or student partners, know how to select media formats (e.g. text, graphics, photos, video) to communicate and share ideas to classmates, families, and others.
5. Technology research tools a. Students use technology to locate, evaluate, and collect information from a variety of sources.	<ol style="list-style-type: none"> 1) Students know how to recognize the Web browser and associate it with accessing resources on the internet. 2) Students, assisted by teachers, parents, or student partners, identify steps for using technology resources (e.g. CD-ROMs, DVDs, search engines, websites) to locate information relating to a specific curricular topic.
b. Students use technology tools to process data and report results.	<ol style="list-style-type: none"> 1) Students, assisted by teachers, parents, or student partners, know how to use existing electronic databases (e.g. dictionaries, encyclopedias, spreadsheets) to locate and interpret information.
c. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.	<ol style="list-style-type: none"> 1) Students provide a rationale for choosing one type of hardware or software over another for completing a specific assigned task.

6. Technology problem-solving and decision-making tools a. Students use technology resources for solving problems and making informed decisions.	1) Students know how to use technology resources (e.g. dictionaries, encyclopedias, search engines, websites) to solve age-appropriate problems.
b. Students employ technology in the development of strategies for solving problems in the real world.	1) Students identify ways that technology has been used to address real-world problems.

Grades 3-5 (By the end of Grade 5)

Source: Educational Technology Standards and Benchmarks.

1. Basic Operations and Concepts - a. Students demonstrate a sound understanding of the nature and operation of technology systems.	1) Students know how to use basic input and output devices; access network resources (e.g. printers, servers); and use various peripherals (e.g. scanners, digital cameras, video projectors). 2) Students recognize and discuss ways technology has changed life at school and at home. 3) Students recognize and discuss ways technology has changed business and government over the years. 4) Students identify characteristics that suggest that the computer system hardware or software needs to be upgraded. 5) Students recognize and discuss the need for security applications (e.g. virus detection, spam defense, popup blockers, firewalls) to protect information and to keep the system functioning properly.
b. Students are proficient in the use of technology.	1) Students know proper keyboarding positions and touch-typing techniques. 2) Students demonstrate proper care in the use of the computer system, hardware, software, peripherals, and storage media. 3) Students manage and maintain their own files on a hard drive or the network. 4) Students know how to exchange files with other students using technology (e.g. e-mail attachments, network file sharing, diskettes, flash drives). 5) Students identify software used for information management and know which types of software can be used most effectively for different types of data, for different information needs, and for conveying results to different audiences. 6) Students identify search strategies for locating needed information. 7) Students identify resources that contribute to solving a specified problem.
2. Social, ethical, and human issues a. Students understand the ethical, cultural, and societal issues related to technology.	1) Students identify cultural and societal issues relating to technology. 2) Students identify issues relating to how information and communication technology supports collaboration, productivity, and lifelong learning. 3) Students understand and discuss how various assistive technologies can benefit individuals with disabilities. 4) Students discuss the accuracy, relevance, appropriateness, and bias of electronic information sources.
b. Students practice responsible use of technology systems,	1) Students know how to independently use existing databases (e.g. library catalogs, electronic dictionaries, encyclopedias) to locate, sort, and interpret information on an assigned topic.

information, and software.	2) Students perform simple queries on existing databases and report results on an assigned topic.
b. Students practice responsible use of technology systems, information, and software.	<ol style="list-style-type: none"> 1) Students discuss scenarios describing acceptable and unacceptable uses of technology (e.g. computers, digital cameras, cell-phones, PDAs, wireless connectivity) and describe consequences of inappropriate use. 2) Students discuss basic issues regarding appropriate and inappropriate uses of technology (e.g. copyright, privacy, file sharing, spam, viruses, plagiarism) and related laws. 3) Students discuss appropriate kinds of information that should be shared in public “chat rooms”.
c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.	<ol style="list-style-type: none"> 1) Students identify software or technology-delivered access that is valuable to them, and describe how it improves their ability to communicate, be productive, or achieve personal goals. 2) Students identify their personal goals or pursuits and explore technology resources that may assist them in identifying paths leading to their goals or pursuits.
3. Technology productivity tools	
a. Students use technology tools to enhance learning, increase productivity, and promote creativity.	<ol style="list-style-type: none"> 1) Students know how to use menu options in applications to print, format, add multimedia features; open, save, manage files; and use various grammar tools (e.g. dictionary, thesaurus, spell-checker). 2) Students know how to insert various objects (e.g. photos, graphics, sound, video) into word-processing documents, presentations, or web documents. 3) Students use a variety of technology tools and applications to promote their creativity. 4) Students understand that existing (and future) technologies are the result of human creativity.
b. Students use productivity tools to collaborate in constructing technology enhanced models, prepare publications, and produce other creative works.	<ol style="list-style-type: none"> 1) Students collaborate with classmates using a variety of technology tools to plan, organize, and create a group project.
4. Technology communications tools	
a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	<ol style="list-style-type: none"> 1) Students use basic telecommunication tools (e.g. e-mail, Web Quests, IM, chat rooms, web conferencing) and online resources for collaborative projects with other students.
b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.	<ol style="list-style-type: none"> 1) Students use a variety of media and formats to create and edit products (e.g. presentations, newsletters, brochures, web pages) to communicate information and ideas to various audiences. 2) Students identify how different forms of media and formats may be used to share similar information, depending on the intended audience (e.g. presentations for classmates, newsletters for parents).
5. Technology research tools	
	<ol style="list-style-type: none"> 1) Students use Web search engines and built-in search functions of other various resources to locate information. 2) Students describe basic guidelines for determining the validity of

<p>a. Students use technology to locate, evaluate, and collect information from a variety of sources.</p>	<p>information accessed from various sources (e.g. web site, dictionary, on-line newspaper, CD-ROM).</p>
<p>c. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.</p>	<ol style="list-style-type: none"> 1) Students identify appropriate technology tools and resources by evaluating the accuracy, appropriateness, and bias of the resource. 2) Students compare and contrast the functions and capabilities of the word processor, database, and spreadsheet for gathering data, processing data, performing calculations, and reporting results.
<p>6. Technology problem-solving and decision-making tools a. Students use technology resources for solving problems and making informed decisions.</p>	<ol style="list-style-type: none"> 1) Students use technology resources to access information that can assist them in making informed decisions about everyday matters (e.g. which movie to see, which product to purchase, perform "how-to" tasks).
<p>b. Students employ technology in the development of strategies for solving problems in the real world.</p>	<ol style="list-style-type: none"> 1) Students use information and communication technology tools (e.g. calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist them with solving real-life problems.

Grades 6-8 (By the end of Grade 8)

Source: Educational Technology Standards and Benchmarks.

<p>1. Basic Operations and Concepts - a. Students demonstrate a sound understanding of the nature and operation of technology systems.</p>	<ol style="list-style-type: none"> 1) Students discuss common hardware and software difficulties and identify strategies for trouble-shooting and problem solving. 2) Students describe strategies for identifying and preventing routine hardware and software problems that may occur during everyday technology use. 3) Students describe a variety of ways that information and technology resources can be combined to develop and promote understanding. 4) Students identify changes in hardware and software systems over time and discuss how these changes affected various groups (e.g. individual users, education, government, and businesses). 5) Students understand that new technology tools can be developed to do what could not be done without the use of technology.
<p>b. Students are proficient in the use of technology.</p>	<ol style="list-style-type: none"> 1) Students use proper keyboarding posture, finger positions, and touch-typing techniques to improve accuracy, speed, and general efficiency in computer operation. 2) Students can identify appropriate file formats for a variety of applications. 3) Students can use basic utility programs or built-in application functions to convert file formats, as necessary. 4) Students use a variety of technology tools (e.g. dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced products. 5) Students identify a variety of information storage devices (e.g. floppies, CDs, DVDs, flash drives, tapes) and provide rationales for using a certain device for a specific purpose (very large file, portability, permanent storage). 6) Students use accurate terminology and select appropriate technology tools and resources to accomplish a variety of tasks. 7) Students identify resources that assist with various consumer related activities (e.g. purchases, banking transactions, product

	<p>descriptions).</p> <p>8) Students discuss security issues related to e-commerce.</p>
<p>2. Social, ethical, and human issues</p> <p>a. Students understand the ethical, cultural, and societal issues related to technology.</p>	<p>1) Understand the potential risks and dangers associated with on-line communications.</p> <p>2) Identify security issues related to e-commerce.</p> <p>3) Discuss issues related to acceptable and responsible use of technology.</p> <p>4) Describe possible consequences and costs related to unethical use.</p> <p>5) Provide accurate citations when referencing information from outside sources in electronic documents.</p>
<p>b. Students practice responsible use of technology systems, information, and software.</p>	<p>1) Students provide accurate citations when referencing information from outside sources.</p> <p>2) Students discuss issues related to acceptable and responsible use of technology (e.g. privacy, security, copyright, plagiarism, spam, viruses, file-sharing).</p> <p>3) Students discuss the consequences and costs related to unethical use of information and communication technology.</p>
<p>c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.</p>	<p>1) Students use technology to identify and explore various occupations or careers.</p> <p>2) Students discuss possible uses of technology (present and future) to support personal pursuits and lifelong learning.</p> <p>3) Students identify effective uses of technology to support effective communication with peers, family, or school personnel.</p> <p>4) Students discuss possible societal impact of technology in the future.</p>
<p>3. Technology productivity tools</p> <p>a. Students use technology tools to enhance learning, increase productivity, and promote creativity.</p>	<p>1) Students apply common software features (e.g. spellchecker, thesaurus, formulas, charts, graphics, sounds) to enhance communication to an audience and to support creativity.</p> <p>2) Students use a variety of resources, including the internet, to enhance learning and increase productivity.</p> <p>3) Students explore basic applications that promote creativity (e.g. graphics, presentation, photo-editing, programming, video-editing).</p> <p>4) Students use available utilities for editing pictures, images, or charts.</p>
<p>b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.</p>	<p>1) Students describe how to use online environments or other collaborative tools to design, develop, and enhance materials, publications, or presentations.</p>
<p>4. Technology communications tools</p> <p>a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.</p>	<p>1) Students use a variety of telecommunication tools (e.g. e-mail, discussion groups, IM, chat rooms, blogs, video-conferences, web conferences) and online resources to collaborate interactively with peers, experts, and other audiences.</p>
<p>b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.</p>	<p>1) Students create a project (e.g. presentation, web page, newsletter, information brochure) using a variety of media and formats (e.g. graphs, charts, audio, graphics, video) to present content information to an audience.</p>

5. Technology research tools a. Students use technology to locate, evaluate, and collect information from a variety of sources.	<ol style="list-style-type: none"> 1) Students use a variety of Web search engines to locate information. 2) Students effectively evaluate information from various online resources for accuracy, bias, appropriateness, and comprehensiveness. 3) Students can identify types of internet sites based on their domain names (e.g. edu, com, org, net, gov, au)
b. Students use technology tools to process data and report results.	<ol style="list-style-type: none"> 1) Students know how to create and populate a database. 2) Students perform queries on existing databases. 3) Students know how to create, and modify a simple database report.
c. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.	<ol style="list-style-type: none"> 1) Students evaluate new technology tools and resources, and select the most appropriate tool to use for accomplishing a specific task.
6. Technology problem-solving and decision-making tools a. Students use technology resources for solving problems and making informed decisions.	<ol style="list-style-type: none"> 1) Students use database or spreadsheet information to make predictions, develop strategies, and evaluate decisions to assist them with solving a basic problem. 2) Students identify technology resources that can be used to: solve a specific problem; assist them with making an informed decision; and allow them to present the result.
b. Students employ technology in the development of strategies for solving problems in the real world.	<ol style="list-style-type: none"> 1) Students describe the information and communication technology tools they might use to collect information from different sources, compare the data, analyze their findings, and draw conclusions for addressing real-world problems.

Grades 9-12 (By the end of Grade 12)

Source: Educational Technology Standards and Benchmarks.

1. Basic Operations and Concepts - a. Students demonstrate a sound understanding of the nature and operation of technology systems.	<ol style="list-style-type: none"> 1) All students are required to take an introduction to technology designed to develop an understanding of the many applications of technology used outside of the school setting. 2) Students demonstrate an understanding of the uses. 3) Students identify areas in their career path where technology skills are used and increase their awareness of the skills they will need to improve.
b. Students are proficient in the use of technology.	<ol style="list-style-type: none"> 1) Students are required to use multi-media presentations across the district high school curriculum. 2) Students demonstrate an understanding and ability to function on common programs such as Word, Excel, PowerPoint, etc. 3) Students are preference in developing and organizing information on a desktop.
2. Social, ethical, and human issues a. Students understand the ethical, cultural, and	<ol style="list-style-type: none"> 1) Students have an awareness of the dangers inherent to internet usage. 2) Students are aware of the types of protective devices available to secure information.

societal issues related to technology.	
b. Students practice responsible use of technology systems, information, and software.	<ol style="list-style-type: none"> 1) Students are able to cite information obtained from outside sources appropriately. 2) Students understand the consequences of plagiarism, spam, viruses, and file sharing.
c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.	<ol style="list-style-type: none"> 1) Students are adept at finding information associated with careers, interest, and hobbies. 2) Students demonstrate proficient use of communication via technology.
3. Technology productivity tools	
a. Students use technology tools to enhance learning, increase productivity, and promote creativity.	<ol style="list-style-type: none"> 1) Students are able to use application to enhance learning and presentations including graphics, editing, and multi-media components. 2) Students have the opportunity to learn basic web design techniques.
b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.	<ol style="list-style-type: none"> 1) Students utilize their technology skills in the production of student portfolios and projects. 2) The opportunity is available for students in learning to use publication software, especially in the area of business education.
4. Technology communications tools	
a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	<ol style="list-style-type: none"> 1) Students use a variety of tools to support collaboration with peers, staff, and others.
b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.	<ol style="list-style-type: none"> 1) Students readily organize information and create audience specific presentations using multi-media production tools.
5. Technology research tools	
a. Students use technology to locate, evaluate, and collect information from a variety of sources.	<ol style="list-style-type: none"> 1) Students use a variety of web search engines to locate information 2) Students are able to effectively evaluate information for accuracy, bias, appropriateness, and comprehensiveness.
b. Students use technology tools to process data and report results.	<ol style="list-style-type: none"> 1) Students know how to use existing databases. 2) Students are able to create a database. 3) Students are able to generate reports from database materials.

c. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.	1) Students evaluate new technology tools and resources; they are able to select appropriate tools to complete a task
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6. Technology problem-solving and decision-making tools a. Students use technology resources for solving problems and making informed decisions.	1) Students are able to use database or spreadsheet information to solve problems of increasing complexity. 2) Students are proficient in applying technology to individual and group tasks and creating presentations to demonstrate knowledge gained.
b. Students employ technology in the development of strategies for solving problems in the real world.	1) Students are able to solve real world problems using technology. 2) Students are able to demonstrate confidence when encountering new technology.

Strategies to support goals include:

Students will analyze sources of information via technology, and use technology to communicate throughout various curricular areas, including language arts and social studies.

Students will use technology resources to explore career paths and evaluate various job opportunities, including those in technology fields.

Students will demonstrate proper care of technological systems and components.

Students will input and retrieve information from technology sources; interpret and analyze that information, and apply it to problem solving techniques and situations.

Students will critically evaluate information gathered through technology sources.

Students will use a variety of technologies to express ideas (voice, data, video, graphics, etc).

Students will use technologies to communicate for a variety of purposes and to a variety of audiences.

Students will use technology to organize thoughts in a logical process.

Identifying and Promoting Curricula and Teaching Strategies

The Grass Lake Community School District provides ongoing professional development opportunities for teachers where they learn how to integrate technology into curricula and instruction. A 90 minute session, once a month during our Common Planning, is devoted to “Technology Immersion”. This session is dedicated to teachers learning and sharing the latest and greatest technology integration tools. Also, many of our textbook resources have a variety of technology support materials such as e-books for students, online tutorials that support classroom instruction, interactive assessments and electronic methods of tracking individual progress. We also use software programs such as Study Island and Renaissance Learning to remediate and enrich the MDE’s Grade Level Content Expectations (GLCEs). End of year surveys are completed by teachers and students evaluating that year’s programming.

Student Achievement

The elementary schools focus on curriculum integration using products such as Accelerated Reader and Accelerated Math, S.T.A.R. Math, S.T.A.R. Reader, Science MEAP Challenge and Study Island.

With the use of PowerSchool and DataDirector programs, teachers use technology to record and report student achievement data on a continuous basis. The use of online pre and post assessments in the core academic areas are a focus in the district.

Career Pathways explorations are done using an on-line forum in the middle school and high school. The Internet is used district wide as a tool for teaching and learning. Language arts classes use word processing to write young author books, short stories, plays, reports, and essays. Yearbook classes use graphics editing software to create yearbooks.

Students use presentation software to deliver reports in Social Studies, Language Arts, Science, Health, Business and exploratory classes.

Time Line for Integration: Our time lines are flexible. They will depend on three factors:

- (1) Changes/revisions to the State Standards and Benchmarks for curriculum
- (2) Purchase of software as agreed upon by curriculum departments.
- (3) Progress of the Data Warehousing project at the Jackson County ISD.

The timeline below demonstrates our current effort of continued integration.

2009-10:

Elementary Schools: Staff will use the computer labs to support curriculum. Study Island, Kidspiration and Examview/CPS will be the areas of focus for new technology integration.

Middle School: Technology use is integrated into all core curricular areas. All students have network accounts and personal file storage space. Examview/CPS and Study Island will be used for online assessment.

High School: Students use a variety of technology in all curricular areas. All students have network accounts and personal file storage space. Students demonstrate knowledge using presentation, spreadsheet, word documents and graphics editing software as well as web page design software. Examview/CPS will be used for online assessment. Moodle will be used for course management and classroom collaboration.

The district will provide all teachers with access to the Discovery Channel's United Streaming content. United Streaming is an Internet resource that provides video content related to classroom instruction in all curricular areas.

2010-11:

Goals for additional implementation of specific software and goals will be set at the end of 2009-2010 to reflect changes in school improvement goals, state standards, and additional software purchased in the district. Staff will be given professional development to support these goals. On line assessment will increase. We hope to use data mined from the county-wide data warehouse to assist us in planning future strategies. Moodle use will be expanded to the Middle School for course management and classroom collaboration.

2011-12:

Goals for additional implementation of specific software and goals will be set at the end of 2010-2011 to reflect changes in school improvement goals, state standards, and additional software purchased in the district. Staff will be given professional development to support these goals.

Technology Delivery

Our district continues to explore emerging technologies and invest in equipment that makes the delivery of instruction increasingly interactive and engaging. Our students are growing up in a multi-tasking, technologically literate world. In order to maintain student interest teachers must keep up with technological advances and keep their instruction current and interesting. We have added equipment and training to our district that makes this possible for our teachers. A Technology Steering Committee comprised of representatives from each of the districts in Jackson County is currently studying various integrated online learning systems (Compass Learning, E 2020, Plato Learning, etc.). It is the intent of Grass Lake Community Schools, in collaboration with other districts, to implement the online system when selected by the committee.

Strategies	Time Line
Implementation of an integrated online learning system	2009 - 2012
Increase the use of multimedia presentations, including Power Point, United Streaming, CPS/Examview, and classroom projectors.	2009 - 2012
Teachers in core subjects will incorporate Moodle course management system into their presentations. This software engages students and facilitates collaboration among them. It also provides a means for the students to access course content from home.	2009 - 2012
Teachers will use interactive audience response technology in order to track the performance of every student in their class. With CPS/Examview, teachers use PowerPoint® to create interactive presentations that collect real-time responses from students.	2009 - 2012
Utilize Michigan Virtual High School and Michigan Virtual University for on-line distance learning needs and specialized training.	2009 - 2012

Parental Communications and Community Relations

Our schools use various means to communicate schedules, menus, activities, and student progress. Our website at www.grasslakeschools.com is currently undergoing a major overhaul to provide a more user-friendly interface for parents and students. A link to our PowerSchool parent and student portal will provide real-time access to grades, attendance history and upcoming assignments. Our Middle School also provides daily e-mail services to all parents who desire it that include daily announcements and daily homework assignments. Our recently implemented telephone notification system provides us the ability to get late-breaking announcements to parents very quickly. We also take advantage of various publications including our own quarterly newsletter, *Smoke Signals*, the *Grass Lake Times*, and the *Jackson Citizen Patriot*. This Technology Plan is posted at our website and is also available to community members in printed form upon request.

Strategies	Time Line
Revamp website, implement PowerSchool.	2009
Utilize a mass voice / email messaging system in communicating with parents and community members.	2009
Continue to provide access and training to community members for using PowerSchool and our school web site that has teacher hosted pages.	2009 - 2012
Continue to communicate with the community through our quarterly newsletter, <i>Smoke Signals</i> .	2009 - 2012

Involvement of the Community with the Technology Plan

Our District School Improvement Team including school board representation and parents participated in the development of this technology plan. Building administrators gather information from parents at school events and through surveys about the availability and use of technology in the home. This information is used in both the development of technology policy/planning and in the evaluation process of the technology plan.

Collaboration

In collaboration with Jackson Community College, Grass Lake Community Schools is hosting college-level classes (some of which are technology related) in the evenings at our high school. These for-credit classes are available to our students and other community members.

We also offer a variety Community / Adult Education courses throughout the district. Current offerings include Computer Literacy, Microsoft Office and Podcasting classes.

Professional Development

Professional development is scheduled throughout the school year and delivered to all staff at weekly two-hour Common Planning sessions. Additionally, two full In Service days are scheduled at the beginning of each school year. The integration of technology into the curriculum is a major part of these professional development sessions.

The Jackson Intermediate School District has partnered with Grass Lake Community Schools and offers an extensive array of technology classes which are taught in the district outside of school hours. Teachers and support staff can take these classes for college credit toward their certification.

Each building in the district has a professional development planning committee that meets several times each year to plan professional development activities. Plans for professional development sessions are developed at least one semester prior to the scheduled dates. Building members of the District Technology Committee serve as members of the professional development planning committees. Staff is encouraged to use [Michigan Virtual University](#) as an additional resource.

Funding for professional development activities is a joint effort of the district Technology Department and the district Curriculum Department. Money for professional development is included in the budget of the Curriculum Department. Individual building budgets also include professional development funds that can be used for technology.

Strategies and Supporting Resources	TIME LINE
Provide website Help Desk with links for tutorials, troubleshooting tips, etc.	2009 - 2010
Provide web-streaming tutorials to staff on the use of available software applications in the District	2009 - 2010
Provide training to the staff on the use of communications and collaboration tools available on our network	2009 - 2012
Provide summer workshops and Professional Development days for integrating technology into the curriculum	2009 - 2012
Provide information to staff about state and national technology standards	2009 - 2012
Provide teacher training opportunities through Jackson County ISD and Michigan Virtual University	2009 - 2012
Provide staff with links to National (NETS) and Michigan Educational Technology Standards (METS)	Ongoing
Attend conferences relating to technology integration	Ongoing
Subscribe to many list serves that provide for the interchange of technology ideas	Ongoing
Continue to collaborate with Technology and Curriculum Directors at other districts in the area	Ongoing
Continue to seek grant opportunities for support and various technology professional development needs	Ongoing

Infrastructure

Grass Lake Community Schools currently has a district-wide fiber optic network that interconnects all buildings.

At the core of our network is a Hewlett Packard ProCurve 5406 layer 3 switch located in George Long Elementary School. The buildings are interconnected with redundant fiber-optic links. This recently upgraded infrastructure provides reliable and robust connectivity to our 700 workstations. We utilize VLANs to manage network traffic.

Within Grass Lake High School there is multi-mode fiber-optic cabling running from the MDF of that building to each IDF closet. CAT 5e cable runs from managed switches in the wiring closets to the classrooms for a 100TX connection to the desktop computer. All classrooms are connected to the district's data network and the Internet.

At Grass Lake Middle School there is multi-mode fiber-optic cabling running from the MDF of the building to each IDF closet. Cat 6 cable runs from managed switches in the wiring closets to the classrooms. All desktop computers have at least a 100TX connection. All classrooms are connected to the district's data network and the Internet.

At George Long Elementary School there is multi-mode fiber-optic cabling running from the MDF of the building to each IDF closet. Cat 6 cable runs from managed switches in the wiring closets to the classrooms. All desktop computers have at least a 100TX connection. All classrooms are connected to the district's data network and the Internet.

High speed Internet access is provided via fiber-optic cable using a Gigabit Ethernet link to the Jackson County Intermediate School District. Every office and classroom in the district is equipped with a telephone. Teachers receive internal calls and inbound voicemail messages in the classrooms. All district phones can place local and emergency outbound calls without switchboard assistance.

With the Internet connection, students, staff and the community have access to a large variety of on-line classes from [Michigan Virtual University](#) and [Michigan Virtual High School](#) and to dual-enrollment offerings from colleges.

Grass Lake Community Schools has adopted several technology standards to maintain a quality network and computer systems district wide. These standards include but are not limited to the following:

- Common student management software district wide
- Total cost of ownership program designed to keep our hardware and software current
- Multimedia system with sound and CDROM installed on all computers
- High speed Internet access from all workstations
- Content filter in use on internet access
- Computer system replacement a minimum of every five years
- Network storage space provided for every student grades 2-12
- E-mail accounts for all school employees and classroom level e-mail accounts where curriculum requires

New technologies are evaluated for potential use in the district. The first prerequisites for consideration are compatibility with existing systems and SIF compliance to ensure compatibility in the future.

Current Technology Use

George Long Elementary School uses a variety of CDROM based early elementary learning software that addresses the core curricular areas. Students use Accelerated Reader, Accelerated Math and other products from Renaissance Learning to assess and individualize learning. Every classroom has Internet access and at least four computers which teachers use in support of instruction. There are three computer labs in the building. Students take part in a 40 minutes of computer lab time each week and also have access to eight student computers in the Media Center.

At Grass Lake Middle School all students use Accelerated Reader, Accelerated Math and other products from Renaissance Learning to assess and individualize learning. Every classroom has internet access with at least four computers available to students. There are two 30-station labs for computer instruction and also a 15 station Science lab. Students receive 45 hours of instruction each year in the main computer lab and also have access to 16 student computers in the building's Media Center.

The Middle School has access to the Channel One Network allowing and students participate in Channel One content daily. Channel One Network features stories on breaking news and in-depth issues that affect the world, the nation and specifically, America's teenagers.

With three 30 station computer labs, the High School offers a broad technology curriculum. Students have elective opportunities in Video Communications, Graphics Design, Desktop Publishing and Accounting. The High School participates with Michigan Virtual High School and Michigan Virtual University to provide students with additional distance learning opportunities. Transportation is provided to the Jackson Area Career Center where students are enrolled in such classes as Computer Programming, Web Design and Computer Aided Design (CAD). Each High School classroom has at least two student computers. Fourteen additional computers are available to students in the building's Media Center.

Future Plans

In 2007 Grass Lake Community Schools used bond proceeds to fund the expansion of the George Long Elementary building, district-wide network infrastructure upgrades and technology enhancements in the classrooms. With those upgrades now in place our focus will shift to:

- Installing ceiling mounted projectors and audio enhancement systems in the ten remaining High School classrooms that don't have them.
- Acquiring and implementing a redundant connection to services hosted at the Jackson County ISD and to the Internet.
- Re-configuring and optimizing our current data network switching equipment to optimize bandwidth and reliability.
- Implementing wireless network and Internet access throughout the district.
- Installing mobile computer labs (wireless laptop carts) in Grass Lake High School.
- Purchasing interactive whiteboards for the classrooms and Media Centers.
- Possible upgrade to a VoIP phone system with centralized messaging and video conferencing capabilities.
- Continuing to collaborate with neighboring districts and the Jackson County ISD in acquiring new hardware and software solutions at the best possible prices.

Technical Assistance and Support

Grass Lake Community Schools currently provides several layers of support for staff:

- One full time district Technology Coordinator
- One full time Classroom Technology Support Specialist
- One Certified Network Engineer contracted for 8 hours per month
- Building computer lab teachers and media center specialists also perform initial technical support.

In addition to labor, there are many procedures in place that help maintain the highest state of operations, including:

- A database which tracks technology and is used to log requests for support
- Computer equipment is scheduled for replacement at every five years
- File servers and networking hardware are under a support contracts
- Computer equipment is cleaned annually and inspected for operational readiness
- Anti-virus software is used to intercept and quarantine viruses before they spread
- A managed desktop environment limits students ability to modify computer settings

These practices help us to provide timely cost-effective support in our district.

Strategies To Increase Access To Technology

All of the Grass Lake Community Schools' computer labs are handicapped accessible.

The District accommodates the visually impaired with extra large monitors where needed.

Premier Assistive Technology's Accessibility Suite software is offered in all three buildings.

To increase access for all students (home-bound students in particular) the district offers various web-based programs and data resources. These offerings include the Michigan Electronic Library, Michigan Virtual High School, Moodle and Study Island.

We currently have a 30-station computer lab, in Grass Lake High School, available to students and other community members every Thursday afternoon and evening. The lab is monitored by a staff member who is available to help with technical questions. We are considering the expansion of this program to other buildings and additional days.

District Technology Budget Grass Lake Community Schools

PROJECTED COST 2009-10

Item	Expense
Technology Staff Salaries, Insurance, Retirement, FICA	\$120,242
Contracted Service, Network	\$21,000
Contracted Service, Instruction	\$40,000
Technology Capital Outlay	\$45,000
License Agreements	\$9,000
Software and Curriculum Support	\$10,000
Technology Repair / Supplies	\$18,000
District Telephone Services	\$30,000
Professional Development	\$5,000
Internet Access	\$10,000
Total Operating	\$308,242

PROJECTED COST 2010-11

Item	Expense
Technology Staff Salaries, Insurance, Retirement, FICA	\$123,850
Contracted Service, Network	\$21,000
Contracted Service, Instruction	\$41,000
Technology Capital Outlay	\$45,000
License Agreements	\$10,000
Software and Curriculum Support	\$10,000
Technology Repair / Supplies	\$18,000
District Telephone Services	\$30,000
Professional Development	\$5,000
Internet Access	\$10,000
Total Operating	\$313,850

PROJECTED COST 2011-12

Item	Expense
Technology Staff Salaries, Insurance, Retirement, FICA	\$126,327
Contracted Service, Network	\$21,000
Contracted Service, Instruction	\$42,000
Technology Capital Outlay	\$45,000
License Agreements	\$11,000
Software and Curriculum Support	\$10,000
Technology Repair / Supplies	\$18,000
District Telephone Services	\$30,000
Professional Development	\$5,000
Internet Access	\$11,000
Total Operating	\$319,327

Supporting Resources and Funding

Grass Lake Community Schools currently provides annual funding to acquire and support district technology, including software. This funding is secured through a Capital Outlay budget. Many of the Professional Development activities are funded from the Curriculum Budget.

Desktop and notebook computer equipment is obtained using a purchase program where approximately 20% of computer inventory is replaced annually. Computer and software licenses are purchased concurrently to maintain compliance with established copyright laws.

In addition, staff members annually seek a variety of local, state and federal grants to improve curricular areas at all grade levels.

Because of the nature of grant funding, a decision was made to not rely on this type of funding to support operations. Grant funding is sought for special projects as needed.

Grass Lake Community Schools applies every year for Universal Service Funding and generally receives funding for telephone service and Internet access.

Evaluation of Progress

The Grass Lake Community Schools Strategic Goal #2 is: “To move toward total technology immersion to enhance learning, instruction and communication.” The evaluation of this goal is ongoing with discussions at monthly School Board meetings. This goal sits on the top shelf where its focus is always apparent.

The Grass Lake Community Schools District Technology Committee meets quarterly and has two primary objectives:

- The first objective is to determine how to best integrate technology into the curriculum for the maximum benefit of Grass Lake students.
- The second objective is to assess the stated goals contained within the Technology Plan. The committee accomplishes this objective by regularly surveying staff and testing students to assess progress in mastering the benchmarks defined in the Technology Plan. This information is then returned to the Technology Committee for evaluation for possible proposed changes to the Technology Plan.

Principals and teachers are using a web-based program titled Power Walkthrough from McREL. Robert Marzano’s “Nine Categories of Instructional Strategies” found in the book titled, *Using Technology With Classroom Instruction That Works* are the basis for data collection as each principal visits a teacher’s classroom regularly for 3 to 5 minutes. Once data has been collected, principals and teachers study the teaching habits used in the classroom. Many of these topics include the use of technology. The data is reviewed for strengths and weaknesses as related to student learning. Modifications to teaching strategies are made. Data is evaluated in January and June of each year by building principals. Each building focuses attention on weaknesses and creates a plan for the upcoming semester to turn weaknesses into strengths.

Current use of DataDirector has enabled staff to look at each and every student’s achievement across the years. DataDirector is an innovative online data management and assessment tool – a powerful decision-support system that allows us to access data, view reports and understand students. All teachers and administrators have personalized accounts that allow access to student achievement data. Teachers can create and analyze reports about core programs and interventions. The use of DataDirector is ongoing and endless. As more student data is recorded here, the more powerful the tool becomes. Expectations have been set for teachers to enter student data as well as studying the state and local assessment data as it becomes available. The data found here plays a key role in the development of end-of-year school improvement goals and plans filed with the Michigan Department of Education.

Work Cited

Pitler, Howard, Elizabeth R. Hubbell, Matt Kuhn, and Kim Malenoski.
Using Technology With Classroom Instruction That Works. Alexandria: ASCD, 2007.

Grass Lake Community Schools Technology Use and Safety Administrative Guidelines

POLICY

The School Board (hereinafter referred to as the Board) of Grass Lake Community Schools, (hereinafter referred to as the District) recognizes that as technologies affect the manner in which information may be accessed, communicated and transferred by members of society, those changes may also alter instruction and student learning. Telecommunications, electronic information services and networked services significantly alter the information landscape by opening schools, classrooms and library media centers to a broader array of resources. The Board generally supports access by students to rich information resources along with the development by staff of appropriate skills to analyze and evaluate such resources.

Telecommunications, including video, audio and text services, because they may be connected to any publicly available source in the world, will open classrooms to electronic information resources which may not have been specifically chosen or previewed for use by students of various ages.

The Internet, in particular expands classroom and library media center resources by making information, images and even computer software from places otherwise impossible to reach available to students, teachers, librarians and media specialists. Access to these resources can yield individual and group projects, collaboration, curriculum materials and idea sharing. Internet access also makes contact with people all over the world, bringing into the classroom experts in every content area.

In making decisions regarding student access to telecommunications and networked information resources, the Board considers its own stated educational mission, goals and objectives. This policy requires that all instructional and library media materials support and enrich the curriculum while taking into account the varied instructional needs, learning styles, abilities and developmental levels of the students.

Additionally, it is the policy of the Board that the District will maintain full compliance with the Children's Internet Protection Act (CIPA) and the Family Educational Rights and Privacy Act (FERPA). CIPA is a federal law enacted by Congress in 2000 to address concerns about access to offensive (or threatening) content over the Internet on any school or library computers. A more detailed description of CIPA is available at <http://www.fcc.gov/consumerfacts/cipa> . FERPA is a federal law enacted in 1974 that protects the privacy of student educational records and "directory" information. A more detailed description of FERPA is available at <http://www.ed.gov/policy/gen/guid/ferpa> .

SCOPE

The Technology Use and Safety Administrative Guidelines delineate the procedures in place to ensure that the District complies with all Federal, State and Local statutes regarding:

1. Hardware
2. Software
3. Network/Internet
4. Electronic Mail
5. Security
6. Discipline
7. Copyright

The Administrative guidelines also explain the Technology Protection Measures used to block or filter Internet access to pictures and content that:

1. Are Obscene
2. Contain child pornography
3. Are harmful to minors
4. The district determines is inappropriate for minors

The District currently employs an Internet content filtering system from WebWasher. While the system is used in collaboration with nearby districts and housed at the Jackson ISD, it still allows us local control of student access to Internet sites.

The Technology Use and Safety Administrative Guidelines also outline the specific responsibilities of the District, Staff and Students.

IMPLEMENTATION

The Board authorizes the Office of the Superintendent to prepare appropriate Administrative Guidelines for implementing this policy and for reviewing and evaluating its effect on instruction and student achievement. The Office of the Superintendent is also authorized to revise the Administrative Guidelines to incorporate recent changes in Federal, State or Local statutes to ensure compliance. Both the Policy and the Guidelines shall be available for review by parents, guardians, students, staff, and other members of the community. Further, all provisions of both Policy and the Guidelines are subordinate to local, state and federal statute.

I. Foreword

Use of technology at Grass Lake Community Schools, hereinafter referred to as the District, is a privilege extended to students and staff to enhance learning and exchange information. Use must be consistent with the mission of the District, and where appropriate, must comply with the stated purposes and use policies of any other networks used.

Users are responsible for using technology only for facilitating learning and exchanging information consistent with the mission of the District. Users must not use District technology on behalf of outside organizations without administrative approval. District technology is a closed forum. Occasional authorized approval for non-school related purposes or on behalf of outside organizations does not give rise to a right to such use in the future and does not create a limited open forum.

Messages and documents are the property of the District, and the District has the right to supervise the use of such property. Users shall have no expectation of privacy when using District technology. The District also has the right to revoke the user's access privileges any time for any reason.

Unless otherwise specified, the following regulations shall apply equally to all students, employees, volunteers, and all other users of the District network. Employees, volunteers, and users outside the school community may have additional obligations or access privileges owing to the nature of their positions.

With the privileges of membership in the District technology community comes responsibility. Users need to familiarize themselves with these responsibilities. Failure to follow them will result in loss of network privileges and/or disciplinary action as outlined in the Code and respective Board of Education policies.

The District shall not be held responsible for any individual's inappropriate use of its technology in violation of the law.

Each user shall be held personally, civilly and criminally responsible for any violations of the law. Each user of technology shall read and sign the Acceptable Use Guidelines summary page before using District technology. Use of District technology shall constitute agreement and consent to abide by the terms set forth in the Technology Use and Safety Policy.

A violation of the Technology Use and Safety Policy will be documented in a District Incident Report, and processed according to District procedures.

II. Hardware

A. User Privileges

Users have the privilege to use all hardware for which they are authorized and have received training. Use of District technology shall constitute agreement and consent to abide by the terms set forth in the Technology Policy.

B. User Responsibilities

1. Users are responsible for using technology only for facilitating learning and exchanging information consistent with the mission of the District.
2. Users are responsible for properly using and caring for the hardware. Users are to seek assistance if necessary.
3. Users must not use the hardware on behalf of outside organizations without administrative approval.
4. Users must not use the hardware for illegal activity.
5. Users must not use the hardware to find obscene or pornographic material.
6. Users must not disrupt the operation of individuals or the technology through altering or abusing the hardware.
7. Student users must use the hardware under the supervision of a staff member or his/her authorized representative.
8. Users must follow all copyright guidelines as stated in Section VIII.
9. Users are responsible for any costs or fees or repair costs for damages as outlined in Section VII.
10. Any misuse of the hardware will result in disciplinary action as stated in Section VII, and may also result in legal action if appropriate.

C. District Responsibilities

1. The District does not warrant that the functions of the system will meet any specific requirements the user may have, or that it will be error-free, or that its operation will not be interrupted. The District will not be liable for any direct or indirect, incidental, or consequential damages (including lost data, information, or use time) sustained or incurred in connection with the use, operation, or inability to use the hardware.
2. The District does not warrant any system to be absolutely secure.
3. The primary purpose of the District hardware shall be in support of the academic program and shall take precedence over professional support, and general information.
4. The Superintendent or his/her designee will periodically make determinations on whether specific uses of the hardware are consistent with this policy. The District reserves the right to monitor use. Therefore, the District reserves the right to limit or deny access any time, for any reason.
5. District staff will demonstrate good faith efforts to supervise use of hardware under their charge.

III. Software

A. User Privileges

Users have the privilege to use all software for which they are authorized and have received training. Use of District technology shall constitute agreement and consent to abide by the terms set forth in the Technology Policy.

B. User Responsibilities

1. Users are responsible for using software only for facilitating learning and exchanging information consistent with the mission of the District.
2. Users must not place unauthorized information, computer viruses, or harmful programs on or through the computer system in either public or private files or messages.
3. Users must not disrupt the operation of individuals or the technology through altering or abusing the software.
4. Student users must use the software under the supervision of a staff member or her/his authorized representative.
5. Users are responsible for properly using and caring for software.
6. Users are to seek assistance if necessary.
7. Users must not use software on behalf of outside organizations, without administrative approval.
8. Users must not use software for illegal activities.
9. Users must not use software to create or find obscene or pornographic material.
10. Users must follow all copyright guidelines as stated in Section VIII (this includes any illegally installed copyrighted software, or the transferring of files, shareware, or software from information services without permission of the facilitator.)
11. Users are responsible for managing personal files and deleting old files in a timely manner.
12. Users are responsible for any costs or fees or repair costs for damages to the software as outlined in Section VII.
13. Any misuse will result in disciplinary action as stated in Section VII, and may result in legal action if appropriate.

C. District Responsibilities

1. The District does not warrant that the functions of any District-authorized software will meet any specific requirements that the user may have, or that it will be error free, or that its operation will not be interrupted. The District will not be liable for any direct or indirect, incidental, or consequential damages (including lost data, information, or time) sustained or incurred in connection with the use, operation, or inability to use the District software.
2. The District does not warrant any system to be absolutely secure.
3. The primary purpose of the District software shall be in support of the academic program and shall take precedence over professional support, general information, and recreation.

4. The Superintendent or his/her designee will periodically decide whether specific uses of the software are consistent with this policy. Therefore, the District reserves the right to monitor use. The District reserves the right to limit or deny access any time for any reason.
5. District staff will demonstrate good faith efforts to supervise the use of software under their charge.

IV. Network/Internet

A. User Privileges

Users have the privilege to use all District network resources both internal and external (such as Internet) for which they are authorized and have received training. Use of District technology shall constitute agreement and consent to abide by the terms set forth in the Technology Policy.

B. User Responsibilities

1. Users are responsible for using the network only for facilitating learning and exchanging information consistent with the mission of the District.
2. The student user may only log on and use the network under the immediate supervision of a staff member or authorized representative and only with an appropriate user account
3. The student is responsible for the use of her/his account and/or access privilege. Any problems that arise from the use of a student's account are the responsibility of the account holder.
4. Users must use only their account ID. Use of an account by someone other than the registered account holder is forbidden.
5. Users must not intentionally seek information on, obtain copies of (misappropriating), or modify files or other data belonging to other users.
6. Users must not misrepresent others on the network, or represent others without being explicitly authorized to do so.
7. Users must not disrupt the operation of the network through altering or abusing the hardware or software on the network.
8. Users must not use the network for sexual harassment, hate mail, profanity, vulgar statements, discriminatory remarks, defamatory statements or other remarks that would constitute noncompliance with the District's policies dealing with sexual, racial, or other types of harassment.
9. Users must not access pornographic material, educationally unsuitable files or files dangerous to the integrity of the network.
10. Users must not place unauthorized information, computer viruses, or other harmful programs on or through the computer system in either public or private files or messages, or otherwise interfere with others' use of the network.
11. Use of the network is for school purposes. Personal use should be limited according to the Superintendent's Administrative Guidelines. Staff members are encouraged to keep personal records and personal business at home.
12. Users are responsible for managing their personal files and deleting old files in a timely manner.
13. Users may not use the network on behalf of outside organizations, without administrative approval.

14. Users must follow all copyright guidelines as stated in Section VIII. (This includes illegally installed copyrighted software, or the transferring of files, shareware, or software from information services and electronic bulletin boards without the permission of the facilitator.)
15. Users are responsible for any costs or fees for information services or repair costs for damages to the Network as outlined in Section VII.
16. Any misuse will result in disciplinary action as stated in Section VII, and may also result in legal action if appropriate.

C. District Responsibilities

1. The District operates a Technology Protection Measure that blocks or filters Internet access to pictures and content that:
 - a. Are Obscene
 - b. Contain child pornography
 - c. Are harmful to students
 - d. The district determines is “inappropriate for students”
2. The District blocks students access to e-mail, chat rooms, and other forms of direct public-forum electronic communications (e.g. Instant Message services).
3. Where direct electronic communications between students are necessary for curriculum-related collaboration, such communications occur in a closed forum and are monitored by District staff.
4. The District prohibits unauthorized disclosure, use and dissemination of personal identification information regarding students using District technology.
5. The District prohibits computer hacking and other unlawful activities by students using District technology.
6. The District employs measures (such as supervision and monitoring) to restrict students’ access to material harmful to students.
7. The District does not warrant that the functions of any District-authorized software will meet any specific requirements that the user may have, or that it will be error free, or that its operation will not be interrupted. The District will not be liable for any direct or indirect, incidental; or consequential damages (including lost data, information, or time) sustained or incurred in connection with the use, operation, or inability to use the network.
8. The District does not warrant any system to be absolutely secure.
9. The primary purpose of the network shall be in support of the academic program and shall take precedence over professional support, general information, and recreation.
10. The District reserves all rights to material stored in files on the network and will remove any material that the District, at its sole discretion, believes may be unlawful, obscene, pornographic, abusive, or otherwise objectionable educationally unsuitable or materially and substantially disruptive.
11. The Superintendent or his/her designee will periodically decide whether specific uses of the Network are consistent with this policy. The District reserves the right to log Internet use and monitor fileserver space utilization by users. Therefore, the District reserves the right to limit or deny access any time for any reason.

12. District staff will demonstrate good faith efforts to supervise the use of the network under their charge.
13. The use of District technology constitutes consent, under the Electronic Communications Privacy Act, on the part of all users to allow the District and its agents to intercept and access the e-mail and network/internet history information of each individual user.

V. Electronic Mail

A. User Privileges

Users have the conditional privilege to use electronic mail for which they are authorized and have received training. Staff may send e-mail to any member on the network or the Internet; prior approval is not required. Use of District technology shall constitute agreement and consent to abide by the terms set forth in the Technology Policy.

B. User Responsibilities

1. Users are responsible for using e-mail only for facilitating learning and exchanging information consistent with the mission of the District.
2. Users must use only their account ID. Use of an account by someone other than the registered account holder is forbidden.
3. Users must not intentionally seek information on, obtain copies of (misappropriating), or modify files or other data belonging to other users.
4. Users must not misrepresent others on e-mail, or represent others without being explicitly authorized to do so.
5. Users must not disrupt the operation of the e-mail through altering or abusing the hardware or software on e-mail.
6. Users must not use e-mail for sexual harassment, hate mail, profanity, vulgar statements, discriminatory remarks, defamatory statements or other remarks that would constitute noncompliance with the Districts' policies dealing with sexual, racial, or other types of harassment.
7. Users must not place unauthorized information, computer viruses, or other harmful programs on or through the computer via e-mail.
8. Use of the e-mail is for school purposes. Personal use should be limited according to the Superintendent's Administrative Guidelines. Staff members are encouraged to keep personal records and personal business at home.
9. Users must follow all copyright guidelines as stated in Section VIII. (This includes illegally installed copyrighted software, or the transferring of files, shareware, or software from information services and electronic bulletin boards without the permission of the facilitator.)
10. Users are responsible for any costs or fees for information services or repair costs for damages to the e-mail system as outlined in Section VII.
11. Any misuse of e-mail will result in disciplinary action as stated in Section VII, and may also result in legal action if appropriate.
12. Users may not use e-mail on behalf of outside organizations, without administrative approval.

C. District Responsibilities

1. The District blocks students access to e-mail, chat rooms, and other forms of direct public-forum electronic communications (e.g. Instant Message services).
2. Where direct electronic communications between students are necessary for curriculum related collaboration, such communications occur in a closed forum and are monitored by District staff.
3. The District does not warrant that the functions of the system will meet any specific requirements that the user may have, or that it will be error free, or that its operation will not be interrupted. The District will not be liable for any direct or indirect, incidental or consequential damages (including lost data, information, or time) sustained or incurred in connection with the use, operation, or inability to use the system.
4. The District does not warrant any system to be absolutely secure.
5. The primary purpose of the District electronic mail system shall be in support of the academic program and shall take precedence over professional support, general information, and recreation.
6. The District reserves all rights to material stored in files on its e-mail system that are generally accessible to others and will remove any material that the District, at its sole discretion, believes may be unlawful, obscene, pornographic, abusive, or otherwise objectionable educationally unsuitable or materially and substantially disruptive.
7. The Superintendent or his/her designee will periodically decide whether specific uses of e-mail are consistent with this policy. The District reserves the right to log e-mail use and monitor fileserver space utilization by users. Therefore, the District reserves the right to limit or deny access any time for any reason.
8. District staff will demonstrate good faith efforts to supervise use of the Network by the students under their charge, as appropriate to the age level.
9. The use of District technology constitutes consent, under the Electronic Communications Privacy Act, on the part of all users to allow the District and its agents to intercept and access the e-mail and network/internet history information of each individual user.

VI. Security

A. User Privileges

1. Users may expect to use the technology free of harassment of any kind, either physical or electronic.
2. Staff members have the privilege to use technology resources consistent with professional development needs.
3. Users have the privilege to use all authorized technology for which they have received training. Each person using the technology must complete the Technology Acceptable Use Summary form. Use of District technology shall constitute agreement and consent to abide by the terms set forth in the Technology Policy.

B. User Responsibilities

1. Users experiencing harassment must report the problem immediately to the designated staff member.
2. Users identifying a security problem must notify the technology facilitator in charge. The problem is not to be shown to anyone.
3. Users are responsible for using technology only for facilitating learning and exchanging information consistent with the mission of the District.
4. Any relocation, removal, or modification of the technology equipment must have the permission of the facilitator.
5. Users must use only the accounts and account numbers assigned to them. They are responsible for the use of those accounts and access privileges. They are not to share accounts or leave accounts unattended. They are not to publish, share, or discuss passwords.
6. Users must use real names. Anonymity and pseudonyms are not allowed.
7. Users will not abuse the rights and property of others by intentionally seeking information on, or modifying, the files of others; nor will users place unauthorized information, computer programs or viruses in either the public or private files of others or the Network.
8. Users must comply with the Districts' policies dealing with sexual, racial, or other types of harassment. Users will not divulge personal data to which they have access without explicit authorization to do so.
9. Users must not access pornographic material, inappropriate text files, or files dangerous to the integrity of the network.
10. Users are responsible for any costs or fees for information services or repair costs for damages as outlined in Section VII.
11. Any misuse will result in disciplinary action as stated in Section VII.

C. District Responsibilities

1. The District does not warrant that the functions of the system will meet any specific requirements that the users may have, or that it will be error-free, or that its operation not be interrupted. The District will not be liable for any direct or indirect, incidental, or consequential damages (including lost data information, or use time) sustained or incurred.
2. The District does not warrant any system to be absolutely secure.
3. The primary purpose of the District technology shall be support of the academic program and shall take precedence over professional support, general information, and recreation.
4. The District reserves the right to review materials stored in files on the Network that are generally accessible to others and will remove any material that the District, at its sole discretion, believes may be unlawful, obscene, pornographic, abusive, or otherwise objectionable educationally unsuitable or materially and substantially disruptive.

5. The Superintendent or his/her designee will periodically decide whether specific uses of the technology are consistent with this policy. The District reserves the right to monitor use. The District reserves the right to limit or deny access any time, for any reason.
6. District staff will demonstrate good faith efforts to supervise technology under their charge.

VII. Discipline

Users violating the privileges outlined in the District Technology Use and Safety Policy will be subject to disciplinary action. Violations include but are not limited to:

1. Intentionally seeking information on, obtaining copies of (misappropriating), or modifying files, other data, passwords belonging to other users.
2. Misrepresenting others on the Network, or representing others without being explicitly authorized to do so.
3. Disrupting the operation of the Network through alteration or abuse of the hardware or software.
4. Malicious use of the Network through hate mail, profanity, vulgar statements, discriminatory remarks or other noncompliance with the Districts' policies dealing with sexual, racial, or other types of harassment.
5. The placing of unauthorized information, computer viruses, or harmful programs on or through the computer system in either public or private files or messages, or otherwise interfering with others' use of the Network.
6. Illegal installation of copyrighted software.
7. Unauthorized downloading, copying (transmission), or use of licensed or copyrighted software.
8. Transferring files, shareware, or software from information services and electronic bulletin boards without permission.
9. Using a computer I.D. or account, other than his/her own.
10. Allowing anyone to use another's account.
11. Access to the Network and Internet without permission.

Student users violating any of the above regulations will be subject to a range of consequences including, but not limited to losing computer privileges, suspensions from school and expulsion, depending on the severity of the infraction. All offenses will be recorded in the student's permanent file.

Additional Action:

All users violating the above code may face additional disciplinary action deemed appropriate in keeping with the disciplinary policies and guidelines of the school.

Cases in which could involve violations of state, local or federal laws could result in criminal prosecution and/or requirement of financial restitution.

VIII. Copyright

A. User Privileges

Users have the privilege to use all hardware or software for which they are authorized and have received training. Use of District technology shall constitute agreement and consent to abide by the terms set forth in the Technology Policy.

B. User Responsibilities

1. The use of copyrighted software without authorization is prohibited. Users are further prohibited from installing any copyrighted software or materials on the District hardware without proper authorization.
2. Users are prohibited from copying copyrighted materials from software, networks or other electronically accessible sites, without proper authorization.
3. Users must follow these copyright guidelines in the use of hardware and software, and in the transmission or copying of any text or files. Plagiarism rules apply to the electronic medium and to print materials.
4. Users must assume that **NOTHING ON THE INTERNET IS IN THE PUBLIC DOMAIN** unless the author specifically puts notice there, or if the information is used after the expiration of the copyright. If any use is found to be illegal, the user is responsible.

C. District Responsibilities

1. The Superintendent or his/her designee will periodically decide whether specific uses of the technology are consistent with respect to copyright law. The District reserves the right to monitor use. The District reserves the right to limit or deny access any time, for any reason.
2. The Superintendent or his/her designee reserves the right to review materials stored in files on the network and will remove any material that the District, at its sole discretion, believes to be a violation of copyright. The District reserves the right to remove a user account to prevent any further unauthorized activity.
3. The Superintendent or his/her designee will make reasonable steps to inform all staff and students of the District adherence to copyright policy and procedure.