



GRASS LAKE COMMUNITY SCHOOLS TECHNOLOGY PLAN SUMMARY SHEET

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Years covered by this plan: July 2006 to June 2009		

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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: 355
Teachers: 21

Grass Lake Middle School
1000 Grass Lake Road
Grass Lake, MI 49240
Grades 5 - 8
Students: 375
Teachers: 21

George Long Elementary
829 South Union Street
Grass Lake, MI 49240
Grades K – 4
Students: 454
Teachers: 26

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 1184 students in the kindergarten through twelfth grades. Approximately 120 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. Over the past 10 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. Our community just passed an 11.85 million dollar bond extension to cover more building needs for the current growth.

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 every three years at which time changes are made and approved. It is the duty of the individual curriculum areas to determine appropriate learner outcomes. Therefore, you will not see any computer programs related specifically to math, social studies, science, etc. The tools we recommend in this document can be used across the curriculum and are to enhance and support all teaching and learning. The selection of instructional materials, or computer software, is not the responsibility of the District Technology Committee. The decision to purchase these types of programs will be made by committees for each curricular area.

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/Mission Statement

The Mission of this plan is 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.

How the technology plan ties in with the district mission and school improvement plan:

Major goals of the technology plan:

- 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

Goals for staff and students:

- Develop competence in all appropriate technologies
- 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

1. Required Elements of a Technology Plan
<http://techplan.org/>
2. National Educational Technology Standards Project
<http://cnets.iste.org/>
3. Michigan Curriculum Framework
<http://www.mde.state.mi.us/reports/>
4. NSSE Indicators for Quality for Information Systems in K-12 Schools (National Study of School Evaluation). Library of Congress Catalog No. 95-71988.1996
5. Guiding Questions for Technology Planning: North Central Regional Technology Education Consortium
<http://www.ncrel.org/>

CONSORTIUM ACKNOWLEDGMENT

Grass Lake Community Schools is a member of the South Central Network Consortium of Michigan (SCNC). This consortium is administered through Michigan State University.

The Southeast Central Network Consortium of Michigan (SCNC) is a group of Universities, Community Colleges, Intermediate School Districts, and School Districts working together to provide Internet access to all of the school districts in southeastern Michigan.

Grass Lake Community Schools Technology Planning Team

Name	Position
Brad Hamilton	Superintendent
Andrea Overmyer	Curriculum Director
Matt Maynard	Technology Coordinator
Kathy Pecora	High School Principal
Doug Moeckel	Middle School Principal
Darcel Hall	Elementary School Principal
Natalia Morris	High School Computer Teacher
April Fulara	High School Business Teacher
Linda Kelley	High School Graphics Design Teacher
Andria Althoen	Middle School Teacher
Michelle Clark	Elementary School Teacher
Evie Erickson	Media Center Specialist
Larry Shaltis	Classroom Technology Support
Tim Waskiewicz	School Board Member
Paige Hance	School Board Member
Sue Phillips	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

a. Students use technology to locate, evaluate, and collect information from a variety of sources.	information accessed from various sources (e.g. web site, dictionary, on-line newspaper, CD-ROM).
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 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.
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 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).
b. Students employ technology in the development of strategies for solving problems in the real world.	<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.

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) 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.
b. Students are proficient in the use of technology.	<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>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 societal issues related to	<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.

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	<ol style="list-style-type: none"> 1) Students evaluate new technology tools and resources; they

select new information resources and technological innovations based on the appropriateness to specific tasks.	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.	<ol style="list-style-type: none"> 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.	<ol style="list-style-type: none"> 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

For our teachers, the District currently provides and will continue to seek out professional development opportunities that integrate technology into curricula and instruction. Specific examples include weekly Common Planning Professional Development sessions on topics such as Power Point, Excel, Word, GroupWise, Interactive White Boards and Video Streaming.

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 the GradeQuick Data Management Program, 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.

2006-07

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

Middle School: Technology is used to support all curricular goals. All students have network accounts and personal file storage space is provided to every student. 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 is provided to every student. 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.

2007-08:

Goals for additional implementation of specific software and goals will be set at the end of 2006-2007 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.

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.

2008-09:

Goals for additional implementation of specific software and goals will be set at the end of 2007-2008 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 interesting. 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. Our plan is to continue to research the latest trends in technology delivery, acquire the tools necessary to provide the latest equipment to our teachers, and provide the necessary training needed to make the transition from old style presentations to new style presentations.

Strategies	Time Line
Students will be more attentive and participate more when teachers use projectors during multimedia presentations.	2006 - 2009
Increase the use of multimedia presentations, including Power Point, United Streaming, CPS/Examview, and SMART Board presentations.	2006 - 2009
Teachers will incorporate the SMART Board interactive whiteboard system into their presentations. This system enables the teacher to write notes, insert diagrams, link to websites, and save their work for future use during presentations to the class.	2006 - 2009
Teachers will use the newly acquired 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.	2006 - 2009
Utilize Michigan Virtual High School for on-line distance learning needs and specialized training.	2006 - 2009

Parental Communications and Community Relations

Our schools use various means to communicate schedules, menus, activities, and student progress. Our website at www.grasslakeschools.com was improved and Edline was made available for students' families with Internet access. Edline not only offered us the ability to have a user-friendly website, but more importantly offers regularly updated progress reports of students for parents. This password-protected service has proven to be beneficial for checking grades and examining patterns of homework completion. Our Middle School also provides daily e-mail services to all parents who desire it that include daily announcements and daily homework assignments. We also take advantage of various publications including our own quarterly newsletter, *Smoke Signals*, the *Grass Lake Times*, and the *Jackson Citizen Patriot*.

Strategies	Time Line
Utilize the Grass Lake Community Schools web site.	Ongoing
Communicate with parents and community members through e-mail	Ongoing
Continue to provide access and training to community members for using Edline, our school web site that has teacher hosted pages, student grades, schedules, attendance, etc.	Ongoing
Continue to communicate with the community through our quarterly newsletter, <i>Smoke Signals</i> .	Ongoing

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 open houses and other school events 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

Discussions of offering Adult Educational programs have been met with little or no interest from the community. We will continue to monitor public sentiment and will implement such a program, when needed.

Professional Development

Professional development is scheduled throughout the school year and delivered at weekly two-hour Common Planning sessions. Additionally, two full In Service are scheduled at the beginning of each school year. The use of technology in the curriculum is 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 can take 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.

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.

Staff is encouraged to use Michigan Virtual University as an additional resource.

Strategies and Supporting Resources

Strategies	TIME LINE
Provide website Help Desk with links for tutorials, troubleshooting tips, etc.	2007-2009
Provide web-streaming tutorials to staff on the use of available software applications in the District	2007-2009
Provide training to the staff on the use of communications and collaboration tools available on our network	Ongoing
Provide summer workshops and Professional Development days for integrating technology into the curriculum	Ongoing
Provide information to staff about state and national technology standards	Ongoing
Provide teacher training opportunities through Jackson County ISD and Michigan Virtual University	Ongoing
Supporting Resources	
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 connects all buildings.

At the core of our network is a Enterasys VH2402 layer 3 switch located in George Long Elementary School. The network currently has over 450 computers. We utilize VLANs to manage network traffic.

Within Grass Lake High School there is fiber 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.

At Grass Lake Middle School there is CAT 5e cabling running from the MDF of the building to each IDF closet. Cat 5 cable runs from unmanaged switches and hubs in the wiring closets to the classrooms. Most desktop computers have a 100TX connection; All workstations have at least a 10Mbps connection. All classrooms are connected to District's data network.

At George Long Elementary School there is CAT 5e cabling running from the MDF of the building to each IDF closet. Cat 5 cable runs from unmanaged switches and hubs in the wiring closets to the classrooms. Most desktop computers have a 100TX connection; All workstations have at least a 10Mbps connection. All classrooms are connected to District's data network.

High speed Internet access is provided via fiber-optic cable using a Gigabit Ethernet link to the Jackson County Intermediate School District.

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 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 on the district network
- Content filter in use on internet access
- Computer system replacement a minimum of every five years
- Network storage space provided for every student grades 6-12
- 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 prerequisite for consideration is compatibility with existing systems.

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 two computers which teachers use in support of instruction. There is 30-station computer lab in the building. Students take part in a 40 minutes of computer lab time each week and also have access to seven 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 one computer available to students. There is a 26-station lab 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 November of 2005, Grass Lake Community Schools successfully passed an \$11,850,000 bond request. Proceeds from the bonds will be used to fund the expansion of the George Long Elementary building, district-wide network infrastructure upgrades and technology enhancements in the classrooms.

Network infrastructure upgrades will include:

- Relocation and updating of the fiber backbone connecting our buildings. Each building will have a 10Gbs connection to the core switch over single-mode fiber optic cable.
- Upgrading (replacing) the District's core switching equipment.
- Upgrading the current copper cabling between wiring closets to fiber in the Elementary and Middle Schools.
- Upgrading the Middle School and Elementary School to managed network switches providing 100TX connections to all desktops over CAT 6 cabling.

The District has a plan to use bond money to enhance classroom instruction through the purchase of additional computers, LCD Projectors and classroom sound fields.

Expansion and upgrades will begin in Spring 2006 and continue through Summer 2008.

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 16 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 network 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.

A plan is being formulated to make a computer lab available to teachers, students and other community members during non-school hours starting in the Fall of 2006.

District Technology Budget Grass Lake Community Schools

PROJECTED COST 2006-07

Item	Expense
Technology Staff Salaries, Insurance, Retirement, FICA	\$86,446
Contracted Service, Network	\$21,000
Contracted Service, Instruction	\$37,800
Technology Capital Outlay	\$30,000
License Agreements	\$7,000
Software and Curriculum Support	\$10,000
Technology Repair / Supplies	\$18,000
District Telephone Services	\$22,500
Professional Development	\$2,000
Internet Access	\$10,000
Total Operating	\$244,746

PROJECTED COST 2007-08

Item	Expense
Technology Staff Salaries, Insurance, Retirement, FICA	\$97,000
Contracted Service, Network	\$21,000
Contracted Service, Instruction	\$38,700
Technology Capital Outlay	\$35,000
License Agreements	\$8,000
Software and Curriculum Support	\$10,000
Technology Repair / Supplies	\$18,000
District Telephone Services	\$23,500
Professional Development	\$2,000
Internet Access	\$10,000
Total Operating	\$263,200

PROJECTED COST 2008-09

Item	Expense
Technology Staff Salaries, Insurance, Retirement, FICA	\$107,000
Contracted Service, Network	\$21,000
Contracted Service, Instruction	\$39,800
Technology Capital Outlay	\$45,000
License Agreements	\$8,000
Software and Curriculum Support	\$10,000
Technology Repair / Supplies	\$18,000
District Telephone Services	\$23,500
Professional Development	\$2,000
Internet Access	\$10,000
Total Operating	\$284,300

Network infrastructure upgrades and many classroom technology upgrades will be funded from the proceeds of a recent bond issue. These capital outlays are excluded from this operating budget.

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.

Desktop and notebook computer equipment is obtained using a purchase program where 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.

Many Professional Development activities are funded from the district Curriculum Budget.

Evaluation of Progress

Grass Lake Community Schools has a District Technology Committee that meets regularly. This committee has two 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 remedial action or possible changes to the Technology Plan. Remedial actions might include reallocation of resources (i.e. labor or money) or purchase of additional hardware or software assets.

EVALUATION PLAN- YEAR 2006				
Required Components	Status	Progress Towards Goal	Focus Areas	Notes
Infrastructure	Ongoing	40%	Upgrades in the MS and ES	
Curriculum Integration	Ongoing	100%		Annual Review
Collaboration	n/a			Continue to monitor need
Professional Development	Ongoing		Determine Needs	Annual Review
Technical Support	Ongoing	70%	Additional Training	
Supporting Resources	Ongoing			
Costs/Funding	Complete	100%		Constant Review
Coordination of Funding Resources	Ongoing			Annual Review
Acceptable Use Policy	Ongoing	100%		Annual Review
Communications	Ongoing	100%		
Impact on Student Achievement	Ongoing			Annual Review
Timeline	Ongoing			Annual Review

Grass Lake Community Schools Acceptable Use Policy

POLICY

The School Board (hereinafter referred to as the Board) of the 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.

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.

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.

In particular, the Internet is a collection of interconnected computer networks around the world that makes it possible to share information almost instantly. The networks are owned by countless commercial, research, governmental and educational organizations. The Internet 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.

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:

- Hardware
- Software
- Network/Internet
- Electronic Mail
- Security
- Discipline
- Copyright

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

- a) Are Obscene
- b) Contain child pornography
- c) Are harmful to minors
- d) The district determines is “inappropriate for minors”

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

IMPLEMENTATION 2

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
- II) Hardware
- III) Software
- IV) Network/Internet
- V) Electronic Mail
- VI) Security
- VII) Discipline
- VIII) Copyright
- IX) Staff Summary
- X) Student Summary

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. 3 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.

Grass Lake Community Schools Acceptable Use Guidelines

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 Statement of Understanding or the Staff Summary, 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.
 - 4 2. The District does not warrant any system to be absolutely secure.
- Grass Lake Community Schools Acceptable Use Guidelines
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 5

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 use time) sustained or incurred in connection with the use, operation, or inability to use the software.
- Grass Lake Community Schools Acceptable Use Guidelines

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 account number.
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 Internet.
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 Districts' policies dealing with sexual, racial, or other types of harassment.
9. Users must not access pornographic material or 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.

Grass Lake Community Schools Acceptable Use Guidelines

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 electronic communications (e.g. Instant Message Services).
- 3. The District prohibits unauthorized disclosure, use and dissemination of personal identification information regarding students using District technology.
- 4. The District prohibits computer hacking and other unlawful activities by students using District technology.
- 5. The District employs measures (such as supervision and monitoring) to restrict students’ access to material harmful to students.
- 6. 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.
- 7. The District does not warrant any system to be absolutely secure.
- 7 8. 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.

Grass Lake Community Schools Acceptable Use Guidelines

- 9. The District reserves all rights to material 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.
- 10. 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.
- 11. District staff will demonstrate good faith efforts to supervise the use of the Network under their charge.
- 12. 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 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.

Grass Lake Community Schools Acceptable Use Guidelines

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 electronic communications (e.g. Instant Message Services).
2. 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.
3. The District does not warrant any system to be absolutely secure.
4. 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.
5. 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.
6. 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.
7. District staff will demonstrate good faith efforts to supervise the students use of the Network under their charge, as appropriate to the age level.
8. 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 Statement of Understanding form. Use of Grass Lake Community Schools Acceptable Use Guidelines 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.
- 10 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.

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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 the following disciplinary action:

Students will be subject to a range of consequences for violating this policy 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.

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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 that are generally accessible to others 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.

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IX. Staff Summary

The District considers technology a tool for teaching and learning and encourages the responsible use of computers and related technology in the District.

Listed below is a summary of the Technology Use and Safety Policy. Please read the full policy before signing below. Some aspects of the policy may already be addressed in other District policies; e.g., the policies on harassment, copyright, and supplemental materials selection.

1. All use of the District technology must be in support of education and be consistent with the Technology Use and Safety Policy of the District. (Foreword)
2. Users have the privilege to use all of the technology for which they have had training. Anyone using the technology is responsible for the preservation and care of that technology. (Sections I, II, III, IV)
3. Accounts are to be used only by the owner or users authorized by the owner. Sharing of the passwords is prohibited. (Section IV, V)
4. Real names must be used; no pseudonyms are allowed. Additional personal information must not be shared over the Internet. (Section IV, V)
5. Users experiencing harassment or receiving requests for personal information should report the problem. (Section V)

6. Technology users identifying a security problem or inappropriate use must notify the proper authority. (Section IV, V, VI)
7. The use of unauthorized software is prohibited. (Section III, VII)
8. Staff must demonstrate good faith efforts to supervise students' use of the technology under their charge. (All Sections)
9. Copyright laws must be followed. (Section II, III, VIII)

Use of District technology shall constitute agreement and consent to abide by the terms set forth in the Technology Use and Safety Administrative Guidelines as outlined in the above summary. User has received and read the "Technology Use and Safety Administrative Guidelines" and agrees to the terms set forth in the Administrative Guidelines. 13

Signed Date

Grass Lake Community Schools Acceptable Use Guidelines

X. Student Summary

The District considers technology a tool for teaching and learning and encourages the responsible use of computers and related technology in District classrooms.

This is a summary of the Technology Use and Safety Administrative Guidelines. All students and parents are encouraged to read the full Administrative Guidelines before signing this Statement of Understanding. All students and parents must sign the Statement of Understanding before using District technology.

1. All use of the District technology must be in support of education. (Administrative Guidelines Foreword)
2. Users have the privilege to use all of the technology for which they have had training. Anyone using the technology is responsible for the preservation and care of that technology. (Administrative Guidelines Sections I, II, III, IV)
3. Accounts are to be used only by the owner. The sharing of passwords is prohibited. (Administrative Guidelines Sections IV, V)
4. Real names must be used; no aliases are allowed. Additional personal information must not be shared over the Internet. (Administrative Guidelines Sections IV, V)
5. Users experiencing harassment or receiving requests for personal information must report the problem. (Administrative Guidelines Section V)
6. Any violations of the use of the technology should be reported to the teacher in charge. Students violating the Administrative Guidelines may be subject to discipline as outlined in the District Discipline policy, and may also be subject to legal action if appropriate. (Administrative Guidelines Sections II, III, IV, V, VI)
7. Copyright laws must be followed. (Administrative Guidelines Sections II, III, VIII)

A copy of the Full Administrative Guidelines can also be found in school offices, media centers, and computer labs.

User has received and read the Technology Use and Safety Administrative Guidelines summary and agrees to the terms.

Student Sign Date

Parent Sign Date