

TECHNOLOGY PLAN SUMMARY SHEET

District: Central Montcalm Public School

District School Code Number: 59125

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Date of Plan: July 2012 – June 2015

Date of Creation: October 2011

Intermediate School District: Montcalm Area ISD

URL: www.central-montcalm.org

CENTRAL MONTCALM PUBLIC SCHOOL

Mission Statement: To advance quality learning.

District Profile

The district is located in the rural communities in central Michigan. The population is 93% Caucasian. It is made up of five buildings covering 149 square miles. Each building contains classrooms, a media center, a computer lab or 1:1, separate art and music rooms, a cafeteria, a gymnasium as well as other support space.

Central Montcalm Elementary is a K-1 building. There are 272 students and 15 teachers. It has an 81% free and reduced lunch population.

Central Montcalm Upper Elementary is a 2-5 building with 556 students and 28.5 teachers. It has an 85% free and reduced lunch population.

Central Montcalm Middle School is a 6-8 building with 441 students and 23.2 teachers. They have an 84% free and reduced lunch population.

Central Montcalm High School is a 9-12 building with 527 students and 24 teachers. They have a 72% free and reduced lunch population.

CMPS Alternative Education has 17 alternative education students and one classroom teacher. They have a 51% free and reduced lunch population.

School Buildings

Central Montcalm High School
1480 Sheridan Rd.
Stanton, MI 48888
989-831-2100

Central Montcalm Elementary
289 St. Clair Street
Sheridan, MI 48884
989-831-2500

Central Montcalm Middle School
1480 Sheridan Rd.
Stanton, MI 48888
989-831-2200

CMPS Alternative Education
710 N State Street
Stanton, MI 48888
989-831-2400

Board of Education
1480 S Sheridan Rd
Stanton, MI 48888
989-831-2001

Central Montcalm Upper Elementary
1488 Sheridan Rd.
Stanton, MI 48888
989-831-2300

Vision and Goals

District technology vision/mission statement:

In keeping with our district's goal of quality learning, we will strive to train, support and communicate with the educational community as we work to utilize technology.

District technology goals:

The Technology Committee believes it is imperative that all students, K-12, utilize portable electronic devices and be taught 21st Century skills to advance quality learning.

- To utilize portable electronic devices to engage students in the learning process.
- To prepare students to become productive members of society.
- To develop intentional global connections.

Current Technology Program:

Central Montcalm has worked very hard to meet the goals put forth to them in previous technology plans. A technology committee meets to articulate vision for technology as well as evaluate what is currently in place. The technology director and two technicians keep the infrastructure stable to support the technology goals of the district. A technology coordinator/trainer works with teachers and students to support the integration of technology into the curriculum. Students and staff work within a networked environment in which all classrooms and work areas are equipped with networked computers and telephones with voice mail. There is an extensive wireless infrastructure in every building. All computers are imaged with the necessary applications to meet the needs of the educational community. All students and staff are able to have network and email accounts so that they may collaborate and seek information. Staff has dedicated server space where they may access their information from any point in their building. The district is linked in a voice, video, and data wide-area network. Teachers received laptops to promote more versatility in their work environment as well as enhancing professional development opportunities. Students in grades 6-12 received laptops to fully integrate technology in the learning process. It is the intent of the district to continue to have these resources in place to support the educational community as they continue to integrate technology into teaching and learning.

Reflected throughout the technology plans are goals and strategies aligned to the strategic plan such as: continuing the pursuit of excellence in academic achievement with a K-12 aligned curriculum for all subject areas that includes standards, professional practices, activities and assessments; and develop a district wide system to improve planning and instructional time, applied professional development and resources for quality instruction.

CURRICULUM INTEGRATION

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

- I Integrate technology and learning
 - A) Support an awareness of The Michigan Curriculum Standards and Benchmarks in Technology - <http://www.techplan.org/mets.html>
 - 1) Provide staff with current technology standards
 - 2) Provide opportunities for staff to fully understand the implications of the standards for their grade level or course.
 - B) Keep the internet safety/cyber bullying curriculum current
 - 1) http://docs.google.com/Doc?id=df6ftfn9_4dfztsxf4
 - 2) <http://www.common sense media.org/educators>
 - 3) <https://sites.google.com/site/cyberwits/>
 - 4) <http://michiganicac.com/>
 - C) Integrate The Michigan Curriculum Standards and Benchmarks in Technology with the Core Content State Standards
 - 1) Curriculum/grade level study groups will use research based information to ensure technology is embedded in the CCSS
 - 2) School improvement teams will use process data and achievement data to determine areas of focus for integrating technology into the curriculum
 - D) Students will have opportunities to develop a variety of 21st Century technology skills.
 - 1) Students will use or be exposed to 21st Century technology skills as guided by the Partnership for 21st Century Learning Skills(<http://www.p21.org/>).
 - (a) Research and Information Fluency
 - (b) Communication and Collaboration
 - (c) Critical Thinking and Problem Solving
 - (d) Creativity and Innovation
 - 2) The district will make technology available for students to address Universal Learning/Differentiated Instruction
 - 3) Broadcasts
 - (a) Daily news at each building that can be seen across the district
 - (b) Recordings that are recorded digitally and published electronically
- II Identify and promote strategies to integrate technology
 - A) Conferences and workshops
 - 1) MACUL, MIEM, ETLC, NECC
 - 2) Summer Courses
 - 3) Online Classes
 - (a) <http://www.youtube.com/user/TEDxTalks#p/search/10/A5NKHY-bF9k>

- (b) <http://www.technologybitsbytesnibbles.info/archives/tag/edutopia>
- (c) <http://www.pbs.org/teacherline>
- (d) <http://www.21things4teachers.net/index.html>
- (e) RSS Feeds

B) Professional Journals and Websites

- 1) EduHound Weekly, Scholastic, edweek
- 2) *ESchool News, MACUL Journal, The Journal, Edutopia*

III Timeline

Action	Who	2012/2013	2013/2014	2014/2015
Integrate technology into the curriculum	Building Level Support Specialists	Fall – Lead teachers through METS Checklist	METS Checklist	METS Checklist
Support Awareness	Building Level Support Specialists	Meet with grade levels to do a gap analysis	Meet with grade levels for update	Meet with grade levels for update
Promote Strategies	Building Level Support Specialists	Keep staff informed of professional opportunities available	Keep staff informed of professional opportunities available	Keep staff informed of professional opportunities available
Professional Development	MAISD DSIT	“Hair on Fire” Teachers will understand the common core expectations	“Hair on Fire” Teachers will build assessments to support the common core expectations	“Hair on Fire” Teachers will intentionally implement, communicate, and evaluate the common core expectations

Student Achievement

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

I Pyramid of Interventions

A) Tier 1

- 1) Unpacking the Core Content State Standards – I Can Statements
 - (a) Edmodo
 - (b) Online Portfolios (Livebinder, Wiki, purchased software)
 - (c) Identify a product for storage
 - (d) Training
 - (e) Superintendent will drive the process
 - (f) How the data is collected (ipads, laptops, phones, cameras, mp3)
 - (g) Posted on CM Webpage
 - (h) Superintendent will collect from principals
 - (i) Technology Director will post
- 2) Seminar – Relationship Building
 - (a) Ichat
 - (b) Listservs – email
 - (c) Edmodo
 - (d) Powerschool
 - (e) All students emails will be setup in PS
- 3) ELA Literacy Block
 - (a) Word processing
 - (b) Training on aligned hardware and software
 - (c) Webbased - Story Jumper
 - (d) Training on aligned websites
 - (e) Power Point
 - (f) SRI/SRC
- 4) Universal Design For Learning/Differentiated Instruction
 - (a) Document cameras
 - (b) Projectors
 - (c) LiveScribe
 - (d) Text to Speech
 - (e) Interactive Whiteboard
 - (f) Flipped Classroom
 - (g) Laptops
 - (h) Handheld devices
 - (i) Thinking Maps
 - (j) Webbased - Bubbl.us, LucidChart
 - (k) Word
 - (l) Project Based Learning
 - (m) Internet – Research, Communication

- (n) Presentation Software
- (o) Word Processing

B) Tier 2/Interventions

- 1) LINCS Procedure
 - (a) Student online portfolio
- 2) Universal Design For Learning
 - (a) Document cameras
 - (b) Projectors
 - (c) LiveScribe
 - (d) Text to Speech
 - (e) Interactive Whiteboard
 - (f) Flipped Classroom
 - (g) Laptops
 - (h) ipods
- 3) Correctives
 - (a) Flipped Learning
 - (b) Interactive sites
 - (c) Online peer tutoring
- 4) 31A
 - (a) Counseling
 - (i) Powerschool log entries
 - (ii) Wikis
 - (b) Read 180
 - (c) Foundations Math
 - (i) Online tutorials(Kahn Academy)
 - (ii) Student portfolio
 - (d) After School Programs
 - (i) Flipped lessons
 - (ii) Online Peer Tutoring
 - (iii)Online tutorials(Kahn Academy)
- 5) Title Services
 - (a) Read 180
 - (b) After School Programs
 - (i) Flipped lessons
 - (ii) Online Peer Tutoring
 - (iii)Online tutorials(Kahn Academy)
 - (c) Reading, Math, Science, and Social Studies
 - (i) Interactive sites
 - (ii) Student portfolios

II Tier 3

- 1) Interventions on an individual or paired basis
 - (a) Skype
 - (b) Student Portfolios
- 2) Behavior Plans with counselors
 - (a) Powerschool logs
 - (b) Google Docs

III Proposed Timeline for core curriculum development: *Technology benchmarks will be integrated in tandem with this core curriculum effort.*

Action	Who	2012/2013	2013/2014	2014/2015
Integrate technology into the curriculum	DSIT, Curriculum Coordinator	Revisit existing Pyramid of Intervention and programs	Train on integration	Implementation and Evaluation

Technology Delivery

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

- I Online Learning
 - A) Michigan Virtual High School
 - B) Career Cruising
 - C) Compass Learning
 - D) E2020
 - E) College Courses – Blackboard
 - F) Career Center - Moodle

- II Course Management Systems/Blended Learning
 - A) Edmodo
 - B) Wiki
 - C) Webpage
 - D) College Courses – Blackboard
 - E) Career Center - Moodle

Parental Communications & Community Relations

Strategies to promote parental involvement and to increase communication with parents and community, including a description of how parents and community will be informed of the technology to be used with students.

I Technology Plan

- A) Tech plan will be posted on the CMPS Website
- B) A community member will be a part of the creation and update

II Technology Communication

- A) PowerSchool
 - 1) Grades
 - 2) Attendance
 - 3) Posting assignments
 - 4) Discipline
 - 5) Parent feedback
- B) CMPS Webpage
 - 1) Teacher Webpages
 - 2) Building Information
 - 3) Annual Report
 - 4) Technology Plan
 - 5) Acceptable Use Policy
- C) Central Issue Publication
 - 1) District technology events
 - 2) Classroom technology integration
- D) Edmodo
 - 1) Assignments
 - 2) Teacher updates

III Parental/Community Involvement

- A) Educational Showcase
- B) Building-Based Curriculum-Technology Nights
- C) Collaborative planning and sharing of information within school improvement teams

Collaboration

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

- I Involvement of Central Montcalm Adult/Community Education
 - A) District School Improvement Team's Monthly Meetings
 - B) Monthly Technology Team Meetings that adult literacy providers may attend.
 - C) E-mail, telephone, and/or face-to-face collaboration and support as needed.
- II Research similar programs involving adult literacy providers
 - A) Connect with community agencies, the Michigan Department of Education, as well as federal agencies and educational departments to identify successful collaborative efforts.
 - B) Assess the capacity, resources, and engagement of all stakeholders to promote realistic and viable program development.

Professional Development

Strategies for providing ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to ensure that staff know how to use the new technologies to improve education and library services.

- I Technology Personnel
 - A) Building Level Support Specialist
 - 1) Give technology tips at staff meetings
 - 2) Train individuals at their buildings
 - 3) Report at the district technology meetings needs at their buildings
 - 4) Train at district professional development as requested.

- B) Technology Coordinator/Trainer
- 1) Organize professional development on an individual, building and district level
 - 2) Give technology training needs assessment
 - 3) Review *ISTE Technology Standards for Teachers*
 - 4) Review *ISTE Standards for School Administration*
 - 5) Distribute The Michigan Education Technology Standards
 - 6) Train in disaggregating data
 - 7) Train new teachers on technology tools and integration
 - 8) Classroom Management
 - 9) Coordinate Teacher Trainers in areas of expertise in technology

II Professional Development Needs

- A) Course Management/Blended Learning
- B) 21st Century Learning
- 1) Research and Information Fluency
 - 2) Communication and Collaboration
 - 3) Critical Thinking and Problem Solving
 - 4) Creativity and Innovation
- C) Classroom Management
- D) Differentiated Instruction/Universal Design for Learning
- E) Disaggregating Data

III Timeline

	2012/2013	2013/2014	2014/2015
Needs Assessment	Given in spring to plan for professional development	Given in spring to plan for professional development	Given in spring to plan for professional development
Technology Committee Meetings	Building Level Support Specialists bring technology needs monthly	Building Level Support Specialists bring technology needs monthly	Building Level Support Specialists bring technology needs monthly
New staff orientation	Beginning of year/as needed	Beginning of year/as needed	Beginning of year/as needed
District School Improvement Team	Determine where we are with 21 st Century Learning and sets goals	Build 21 st Century Learning Into School Improvement Plans and core content	Implement and Evaluate 21 st Century Learning
Disaggregating Data	Work with teachers on entering assessments into INGA. Train teachers on getting data out of IGOR.	Work with teachers on entering assessments into INGA. Train teachers on getting data out of IGOR.	Work with teachers on entering assessments into INGA. Train teachers on getting data out of IGOR.

Infrastructure Needs/Technical Specifications, and Design

Strategies to identify the need for telecommunication services, hardware, software, and other services to improve education or library services, and strategies to determine operability among the components of the technologies to be acquired.

I Current Status

A) Hardware

- 1) A laptop for every teacher
- 2) A laptop for every student 6-12
- 3) Multiple classroom computers
- 4) Computer lab in lower elementary
- 5) Multimedia lab in high school
- 6) 11 wireless laptop carts
- 7) Networked laser printers throughout district
- 8) 70 data projectors
- 9) 67 document cameras
- 10) 1 CPS System

B) Technology Resources

- 1) Classroom Applications
 - (a) k-12 Microsoft Office Suite
 - (b) 2-5 typing program
 - (c) K-12 Scholastic Reading Counts and Inventory
 - (d) K-12 iLife Suite
 - (e) K-12 Multiple specialized applications
 - (f) Easy IEP
 - (g) Lexia
 - (h) FinalCut Pro
 - (i) Compass Learning
 - (j) WorldBook Online
- 2) Administrative Applications
 - (a) Microsoft Office Suite
 - (b) Powerschool
 - (c) Versatran
 - (d) Infocentre
 - (e) Meal Magic
 - (f) CIMS
 - (g) CIMS-2
 - (h) SIRS
 - (i) StuRec

- (j) Schooldude
- (k) Easy IEP
- (l) IGOR/INGA
- (m) Apple Remote Desktop
- (n) Intermapper
- (o) VMFusion

C) Network Infrastructure

- 1) Fiber connected to all five buildings
 - (a) network
 - (b) voice
 - (c) video
- 2) Fiber to remote closets within buildings
- 3) CAT6 to desktop
- 4) Wireless throughout district
- 5) Centralized video distribution system
- 6) Centralized server farm
 - (a) active directory group
 - (b) LDAP directory group
- 7) Fiber to MMNET consortium
 - (a) Internet
 - (b) CIMS
- 8) Fiber to ISD
- 9) Fiber to ISP vendor
 - (a) firewall
 - 1. Astaro internet security throughout district
 - 2. packet filtering
 - (b) intrusion protection
 - (c) email
 - (d) proxy
 - (e) network monitoring
 - (f) webhosting
- 10) Middle school/high school surveillance cameras

D) Telecommunications

- 1) Central PBX
 - (a) PRI lines
 - (b) voicemail
 - (c) caller ID
 - (d) DID
- 2) Cell Phones
 - (a) caller ID
 - (b) voicemail
 - (c) repeaters
 - (d) connection data cards
 - (e) tethers
 - (f) data

II Future acquisitions

A) Hardware

- 1) Wireless access points
- 2) Mobile wireless access
- 3) Handheld Devices
- 4) Replacement cycle

B) Software

- 1) Network monitoring software
- 2) Replacement cycle

C) Telecommunications

- 1) Voice over IP
- 2) Replacement cycle
- 3) E911 to the classroom

III Support and acquisitions

A) Interoperability

- 1) District standard equipment/images
- 2) Purchase district license for standard operating system

B) Upgrades

- 1) Two labs replaced every year
- 2) Three servers replaced every year
- 3) Three year device rotation cycle and redistribution
- 4) Laptop cart replacements

IV Technology Staff

A) Technology Director - 1

- 1) Servers and Infrastructure
- 2) District coordination of hardware needs

B) Technology Curriculum Coordinator/Trainer - 1

- 1) Student Management Software
- 2) Support and train in district software

C) Technicians - 2

- 1) End user hardware support
- 2) End user software support

V Timeline

	2012/2013	2013/2014	2014/2015
Laptops	Teacher laptop purchase	Renew lease	Continue lease
Lab rotation	Replace two labs	Replace two labs	Replace two labs

Servers	3 servers	3 servers	3 servers
Printers	5 printers	5 printers	5 printers
Video Distribution	As needed	As needed	As needed
Network Switches	10 switches	10 switches	10 switches
Operating System Licenses	N/A	District wide OS upgrade	N/A
Wireless Infrastructure	Access points for 2 elementary buildings	Evaluate wireless infrastructure	Replace middle school, high school and upper elementary wireless technology

Increase Access

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

- I Identify areas within teaching and learning where technology is needed and utilized.
 - A) As teachers use the pyramid of interventions for student achievement they will identify technology needs
 - 1) Zoomerang
 - 2) Schooldude
 - 3) Google Forms
 - 4) School Improvement Teams
 - 5) PLCs
 - B) Feedback from parents and students
 - 1) Zoomerang
 - 2) Conferences
 - 3) Google Forms

- II Research additional methods in which to increase the access to technology
 - A) Connect with other districts

 - B) Technology awareness activities (Attendance at MACUL for example)

 - C) Coordinate with the MAISD

 - D) Consult with Vendors
 - 1) Internal Connectivity
 - 2) Offsite Connectivity for students
 - 3) Bandwidth
 - 4) Portable Electronic Devices

- III Collaborate with school and community groups to problem-solve and to make any necessary changes that will result in increasing access.

Budget and Timetable

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

	2012-2013	2013-2014	2014-2015
Technology Salaries (Director and Technology Staff)	107,610	108,686	109,773
Technology Staff Benefits	75,730	79,517	83,492
Technology Hardware (Installment Purchase Agreement)	200,000	210,000	214,000
Technology Software (Including licensing)	50,600	53,130	55,787
Contracted Maintenance Services	41,500	41,500	41,500
Contracted Internet Services	8,280	8,280	8,280
Supplies	7,700	7,800	7,900
Professional Development	1,500	1,600	1,700

Coordination of Resources

Strategies that will be employed to coordinate state and local resources to implement activities and acquisitions prescribed in the technology plan.

I. Federal

- A. Consolidated Application
- B. Universal Service Fund
- C. IDEA
- D. Available Grants

II. State

- A. Foundation Grant
- B. At Risk Funding
- C. Available Grants

- III. Local
 - A. General Budget
 - B. Community Foundation
 - C. Available Grants

Supporting Resources

Strategies and supporting resources such as services, software, and other electronically-delivered learning materials and print resources that will be acquired to ensure successful and effective uses of technology.

- I. Provide technology leadership to coordinate the resources needed to implement technology into the district's vision of quality curriculum integration
- II. Provide the training necessary for staff and students to incorporate technology into the curriculum
- III. Technology Guidelines
 - A. Student Laptop User Agreement and Handbook
 - B. Acceptable Use Policy
 - C. Teacher Laptop Agreement
 - D. Cyber Bullying Policy
 - E. Student Publishing Policy
 - F. Disaster Plan
- IV. Develop an online technology portal which includes
 - A. Written policies and guidelines related to technology
 - B. Directions on how to use software and hardware
- V. Ensure adequate hardware and software is available to support the curriculum
- VI. Keep current basic support resources
 - A. Kent ISD/REMC8 materials
 - B. MeL
- VII. Support contracts are held with the following:

- A. CASair - for network maintenance
- B. PowerSchool - for student management
- C. Infocentre for media circulation
- D. Merit - for internet access
- E. Scholastic SRI – online student assessment in reading
- F. Career Cruising
- G. Compass Learning
- H. E2020
- I. DIBELS
- J. EasyCBM

VIII. Additional Needed Support Services

- A. Motivational Speaker
 - 1. Kevin Honeycutt
 - 2. Heidi Hayes Jacobs
 - 3. Jim Wenzloff

Monitoring and Evaluation

Strategies that the district will use to evaluate the extent to which activities are effective and integrating technology into curricula and instruction, increasing the abilities of teachers to teach, and enabling students to reach challenging state and national academic standards.

I. 8th Grade Technology Assessment

The eighth grade technology assessment, as per NCLB will be given every spring. The assessment will reflect the standards outlined in the Michigan Educational Technology Standards. The middle school principal is responsible for administrating the assessment. Data will be collected from the student assessments. The Technology Curriculum Coordinator will address unmet goals. It will be brought to the attention of the appropriate curriculum study groups.

II. Technology Needs Assessment

The Building Level Support Specialists will give the Technology Needs Assessment every spring. The Technology Committee will evaluate the assessments. Unmet needs will be addressed individually, by building, or at a district level as needed.

III. Online Surveys(Zoomerang)

Online surveys will be given following technology professional development. The Technology Curriculum Coordinator will give the surveys. The District School Improvement Team, and the Technology Committee will review the surveys. The unmet goals will be addressed in future professional development.

IV. METS Checklist

Teachers will use a variety of assessment tools to track the progress of their students in meeting the requirements of The Michigan Educational Technology Standards. Teachers will review the unmet goals. The teacher can use available resources for support in meeting these unmet goals. Available resources include the Building Level Support Specialist, Technology Coordinator/Trainer, curriculum study groups, etc.

V. Parent Survey

As part of the strategic plan a community survey is sent out to get feedback on parent satisfaction with the district. Technology is included in the survey.

VI. Technology Readiness Assessment

7540.03 - STUDENT NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY

Advances in telecommunications and other related technologies have fundamentally altered the ways in which information is accessed, communicated, and transferred in our society. Such changes are driving the need for educators to adapt their means and methods of instruction, and the way they approach student learning, to harness and utilize the vast, diverse, and unique resources available on the Internet. The Board of Education is pleased to provide Internet services to its students. The Board encourages students to utilize the Internet in order to promote educational excellence in our schools by providing them with the opportunity to develop the resource sharing, innovation, and communication skills and tools which will be essential to life and work in the 21st century. The instructional use of the Internet will be guided by the Board's policy on Instructional Materials.

The District's Internet system has not been established as a public access service or a public forum. The Board has the right to place restrictions on its use to assure that use of the District's Internet system is in accord with its limited educational purpose. Student use of the District's computers, network, and Internet services (Network) will be governed by this policy and the related administrative guidelines, and the Student Code of Conduct. The rights of all users will be respected in the event there is a suspicion of inappropriate use of the Network. Users have no right or expectation to privacy when using the Network including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity while on the Network.

The Internet is an electronic highway connecting computers and users in the District with computers and users worldwide. Access to the Internet enables students to explore thousands of libraries, databases, and bulletin boards, while exchanging messages with people throughout the world. Access to such an incredible quantity of information and resources brings with it, however, certain unique challenges and responsibilities.

First, and foremost, the Board may not be able to technologically limit access to services through the Board's Internet connection to only those services and resources that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, will open classrooms and students to electronic information resources which have not been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures which block/filter Internet access to visual displays that are obscene, child pornography or harmful to minors. The Board utilizes software and/or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. Nevertheless, parents/guardians are advised that a determined user may be able to gain access to services on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents/guardians may find inappropriate, offensive, objectionable or controversial. Parents/guardians assume risks by consenting to allow their child to participate in the use of the Internet. Parents/guardians of minors are responsible for setting and conveying the standards that their children should follow when using the Internet. The Board supports and respects each family's right to decide whether to apply for independent student access to the Internet.

The technology protection measures may not be disabled at any time that students may be using the Network, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

The Superintendent is directed to prepare guidelines which address students' safety and security while using e-mail, chat rooms and other forms of direct electronic communications, and prohibit disclosure of personal identification information of minors and unauthorized access (e.g., "hacking"), cyberbullying and other unlawful or inappropriate activities by minors online.

Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of the Internet. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response. All Internet users (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

Students and staff members are responsible for good behavior on the Board's computers/network and the Internet just as they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are often public in nature. General school rules for behavior and communication apply. The Board does not sanction any use of the Internet that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines. Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users granted access to the Internet through the Board's computers assume personal responsibility and liability, both civil and criminal, for uses of the Internet not authorized by this Board policy and its accompanying guidelines.

The Board designates the Superintendent and building administrator as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to the use of the Network and the Internet for instructional purposes.

P.L. 106-554, Children's Internet Protection Act of 2000
P.L. 110-385, Title II, Protecting Children in the 21st Century Act
18 U.S.C. 1460
18 U.S.C. 2246
18 U.S.C. 2256
20 U.S.C. 6777, 9134 (2003)
20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended (2003)
47 U.S.C. 254(h), (1), Communications Act of 1934, as amended (2003)

STUDENT NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY AGREEMENT

To access e-mail and/or the Internet at school, students under the age of eighteen (18) must obtain parent permission and must sign and return this form. Students eighteen (18) and over may sign their own forms.

Use of the Internet is a privilege, not a right. The Board's Internet connection is provided for educational purposes only. Unauthorized and inappropriate use will result in a cancellation of this privilege.

The Board has implemented technology protection measures which block/filter Internet access to visual displays that are obscene, child pornography or harmful to minors. The Board also monitors online activity of students in an effort to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. Nevertheless, parents/guardians are advised that determined users may be able to gain access to information, communication and/or services on the Internet which the Board of Education has not authorized for educational purposes and/or which they and/or their parents/guardians may find inappropriate, offensive, objectionable or controversial. Parents/Guardians assume this risk by consenting to allow their students to participate in the use of the Internet. Student's accessing the Internet through the school's computers assumes personal responsibility and liability, both civil and criminal, for unauthorized or inappropriate use of the Internet.

The Board has the right to monitor, review and inspect any directories, files and/or messages residing on or sent using the Boards computer/networks. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.

Please complete the following information:

Student User's Full Name (please print) _____

School: _____ Grade: _____

Parent/Guardian's Name: _____

Parent/Guardian

As the parent/guardian of this student, I have read the Student Network and Internet Acceptable Use and Safety Policy and Guidelines, and have discussed them with my child. I understand that student access to the Internet is designed for educational purposes and that the Board has taken available precautions to restrict and/or control student access to material on the Internet that is obscene, objectionable, inappropriate and/or harmful to minors. However, I recognize that it is impossible for the Board to restrict access to all objectionable and/or controversial materials that may be found on the Internet. I will not hold the Board (or any of its employees, administrators or officers) responsible for materials my child may acquire or come in contact with while on the Internet. Additionally, I accept responsibility for communication to my child guidance concerning his/her acceptable use of the Internet – i.e., setting and conveying standards for my

daughter/son to follow when selecting, sharing and exploring information and resources on the Internet. I further understand that individuals and families may be liable for violations.

To the extent that proprietary rights in the design of a web site hosted on the Board's servers would vest in my child upon creation, I agree to assign those rights to the Board.

Please check each that applies:

- I give permission for my child to use and access the Internet at school and for the Board to issue an Internet/e-mail account to my child.
- I give permission for my child's image (photograph) to be published online, provided only his/her first name is used.
- I give permission for the Board to transmit "live" images of my child (as part of a group) over the Internet via a web cam.
- I authorize and license the Board to post my child's class work on the Internet without infringing upon any copyright my child may own with respect to such class work. I understand only my child's first name will accompany such class work.

Parent/Guardian's Signature: _____ Date: _____

I. Student

I have read and agree to abide by the Student network and Internet Acceptable Use and Safety Policy and Guidelines. I understand that any violation of the terms and conditions set forth in the Policy and Guidelines is inappropriate and may constitute a criminal offense. As a user of the Board's computers/network and the Internet, I agree to communicate over the Internet and the Network in an appropriate manner, honoring all relevant laws, restrictions and guidelines.

Student's Signature: _____ Date: _____

Teachers and building principals are responsible for determining what is unauthorized or inappropriate use. The principal may deny, revoke or suspend access to the Network/Internet to Individuals who violate the Board's Student Network and Internet Acceptable Use and Safety Policy and related Guidelines, and take such other disciplinary action as is appropriate pursuant to the Student Code of Conduct.