GRASS LAKE COMMUNITY SCHOOLS
TECHNOLOGY PLAN SUMMARY SHEET

District: Grass Lake Community Schools 38050 **ISD:** Jackson County, Michigan	District Office **Address:** 899 S. Union St. Grass Lake, MI 49240	Contact: Matt Maynard Technology Coordinator (517) 522-5585
This Technology Plan can be viewed online at: http://www.grasslakeschools.com	**District Office** **Phone:** (517) 522-5540 **Fax:** (517) 522-5490	Email: mmaynard@grasslakeschools.com **ISD:** Jackson County ISD

Years covered by this Technology Plan: July 2012 to June 2015
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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	Grass Lake Middle School	George Long Elementary
11500 Warrior Trail	1000 Grass Lake Road	829 South Union Street
Grass Lake, MI 49240	Grass Lake, MI 49240	Grass Lake, MI 49240
Grades: 9 - 12	Grades: 6 - 8	Grades: K – 5
Students: 410	Students: 280	Students: 580
Teachers: 21	Teachers: 17	Teachers: 31

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 1270 students in the kindergarten through twelfth grades. The district serves an economically diverse population with a Free and Reduced Lunch ratio hovering around 20 percent. Approximately 120 experienced and dedicated teaching and support staff members provide professional learning experiences and services.

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

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

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

We believe that by integrating technology with all curricular areas, students will become technologically literate individuals. Such an individual:
- Understands the role and impact of technology upon society
- Accepts the responsibilities associated with living in the technologically oriented Information age
- Identifies when to use technology to solve a problem or accomplish a task and then selects and utilizes the appropriate technological system
- Uses technology as a tool for obtaining information, organizing, and creative expression;
- Recognizes the ever-changing nature of technology and is flexible in adapting these changes to new tasks

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

General Goals that help us to achieve this vision:

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

Guiding Documents For The Technology Plan

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

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

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

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

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

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

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

Grass Lake Community Schools
Technology Planning Team

Name	Position
Brad Hamilton	Superintendent
Andrea Overmyer	Curriculum Director
Matt Maynard	Technology Coordinator
Brian Thompson	High School Principal
Jeanene Satterthwaite	Middle School Principal
Michelle Clark	Elementary School Principal
Michael Arbuckle	Elementary School Teacher
Sarah Sherwood	Elementary School Teacher
Katelyn Beurer	Elementary School Teacher
Brad Coffey	High School Teacher
Larry Shaltis	Classroom Technology Support
Evie Erickson	Media Center Specialist / Teacher
Tim Waskiewicz	School Board Member
Darrell Hart	School Board Member

Curriculum Integration

A goal of **No Child Left Behind** is that schools will "*assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability.*"

The Michigan Educational Technology Standards for Students (METS-S) are aligned with the International Society for Technology in Education's (ISTE) National Educational Technology Standards for Students (NETS-S) and the Framework for 21st Century Learning. The Michigan standards are intended to provide educators with a specific set of learning expectations that can be used to drive educational technology literacy assessments.

Technology literacy is defined as the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills for the 21st century.

2009 Michigan Educational Technology Standards—Grades PK -2

PK-2.CI. Creativity and Innovation—By the end of grade 2 each student will:
PK-2.CI.1. use a variety of digital tools (e.g., word processors, drawing tools, simulations, presentation software, graphical organizers) to learn, create, and convey original ideas or illustrate concepts
PK-2.CC. Communication and Collaboration—By the end of grade 2 each student will:
PK-2.CC.1. work together when using digital tools (e.g., word processor, drawing, presentation software) to convey ideas or illustrate simple concepts relating to a specified project
PK-2.CC.2. use a variety of developmentally appropriate digital tools (e.g., word processors, paint programs) to communicate ideas to classmates, families, and others
PK-2.RI. Research and Information Literacy—By the end of grade 2 each student will:
PK-2.RI.1. interact with Internet based resources
PK-2.RI.2. use digital resources (e.g., dictionaries, encyclopedias, graphs, graphical organizers) to locate and interpret information relating to a specific curricular topic, with assistance from teachers, school library media specialists, parents, or student partners
PK-2.CT. Critical Thinking, Problem Solving, and Decision Making —By the end of grade 2 each student will:
PK-2.CT.1. explain ways that technology can be used to solve problems (e.g., cell phones, traffic lights, GPS units)
PK-2.CT.2. use digital resources (e.g., dictionaries, encyclopedias, search engines, web sites) to solve developmentally appropriate problems, with assistance from teachers, parents, school media specialists, or student partners
PK-2.DC. Digital Citizenship—By the end of grade 2 each student will:
PK-2.DC.1. describe appropriate and inappropriate uses of technology (e.g., computers, Internet, e-mail, cell phones) and describe consequences of inappropriate uses
PK-2.DC.2. know the Michigan Cyber Safety Initiative's three rules (Keep Safe, Keep Away, Keep Telling)
PK-2.DC.3. identify personal information that should not be shared on the Internet (e.g. name, address, phone)
PK-2.DC.4. know to inform a trusted adult if he/she receives or views an online communication which makes him/her feel uncomfortable, or if someone whom he/she doesn't know is trying to communicate with him/her or asking for personal information
PK-2.TC. Technology Operations and Concepts—By the end of grade 2 each student will:
PK-2.TC.1. discuss advantages and disadvantages of using technology
PK-2.TC.2. be able to use basic menu commands to perform common operations (e.g., open, close, save, print)
PK-2.TC.3. recognize and name the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, printer)
PK-2.TC.4. discuss the basic care for computer hardware and various media types (e.g., CDs, DVDs)
PK-2.TC.5. use developmentally appropriate and accurate terminology when talking about technology
PK-2.TC.6. understand that technology is a tool to help him/her complete a task, and is a source of information, learning, and entertainment
PK-2.TC.7. demonstrate the ability to navigate in virtual environments (e.g., electronic books, games, simulation software, web sites)

2009 Michigan Educational Technology Standards—Grades 3-5

3-5.CI. Creativity and Innovation—By the end of grade 5 each student will:

3-5.CI.1. produce a media-rich digital project aligned to state curriculum standards (e.g., fable, folk tale, mystery, tall tale, historical fiction)

3-5.CI.2. use a variety of technology tools and applications to demonstrate his/her creativity by creating or modifying works of art, music, movies, or presentations

3-5.CI.3. participate in discussions about technologies (past, present, and future) to understand these technologies are the result of human creativity

3-5.CC. Communication and Collaboration—By the end of grade 5 each student will:

3-5.CC.1. use digital communication tools (e.g., e-mail, wikis, blogs, IM, chat rooms, videoconferencing, Moodle, Blackboard) and online resources for group learning projects

3-5-2.CC.2. identify how different software applications may be used to share similar information, based on the intended audience (e.g., presentations for classmates, newsletters for parents)

3-5-2.CC.3. 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

3-5.RI. Research and Information Literacy—By the end of grade 5 each student will:

3-5.RI.1. identify search strategies for locating information with support from teachers or library media specialists

3-5.RI.2. use digital tools to find, organize, analyze, synthesize, and evaluate information

3-5.RI.3. understand and discuss that web sites and digital resources may contain inaccurate or biased information

3-5.RI.4. understand that using information from a single Internet source might result in the reporting of erroneous facts and that multiple sources should always be researched

3-5.CT. Critical Thinking, Problem Solving, and Decision Making —By the end of grade 5 each student will:

3-5.CT.1. use digital resources to access information that can assist in making informed decisions about everyday matters (e.g., which movie to see, which product to purchase)

3-5.CT.2. use information and communication technology tools (e.g., calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist with solving problems

3-5.CT.3. use digital resources to identify and investigate a state, national, or global issue (e.g., global warming, economy, environment)

3-5.DC. Digital Citizenship—By the end of grade 5 each student will:

3-5.DC.1. discuss scenarios involving acceptable and unacceptable uses of technology (e.g., file-sharing, social networking, text messaging, cyber bullying, plagiarism)

3-5.DC.2. recognize issues involving ethical use of information (e.g., copyright adherence, source citation)

3-5.DC.3. describe precautions surrounding personal safety that should be taken when online

3-5.DC.4. identify the types of personal information that should not be given out on the Internet (name, address, phone number, picture, school name)

3-5.TC. Technology Operations and Concepts—By the end of grade 5 each student will:

3-5.TC.1. use basic input and output devices (e.g., printers, scanners, digital cameras, video recorders, projectors)

3-5.TC.2. describe ways technology has changed life at school and at home

3-5.TC.3. understand and discuss how assistive technologies can benefit all individuals

3-5.TC.4. demonstrate proper care in the use of computer hardware, software, peripherals, and storage media

3-5.TC.5. know how to exchange files with other students using technology (e.g., network file sharing, flash drives)

2009 Michigan Educational Technology Standards—Grades 6-8

6-8.CI. Creativity and Innovation—By the end of grade 8 each student will:
6-8.CI.1. apply common software features (e.g., spellchecker, thesaurus, formulas, charts, graphics, sounds) to enhance communication with an audience and to support creativity
6-8.CI.2. create an original project (e.g., presentation, web page, newsletter, information brochure) using a variety of media (e.g., animations, graphs, charts, audio, graphics, video) to present content information to an audience
6-8.CI.3. illustrate a content-related concept using a model, simulation, or concept-mapping software
6-8.CC. Communication and Collaboration—By the end of grade 8 each student will:
6-8.CC.1. use digital resources (e.g., discussion groups, blogs, podcasts, videoconferences, Moodle, Blackboard) to collaborate with peers, experts, and other audiences
6-8.CC.2. use collaborative digital tools to explore common curriculum content with learners from other cultures
6-8.CC.3. identify effective uses of technology to support communication with peers, family, or school personnel
6-8.RI. Research and Information Literacy—By the end of grade 8 each student will:
6-8.RI.1. use a variety of digital resources to locate information
6-8.RI.2. evaluate information from online information resources for accuracy and bias
6-8.RI.3. understand that using information from a single Internet source might result in the reporting of erroneous facts and that multiple sources should always be researched
6-8.RI.4. identify types of web sites based on their domain names (e.g., edu, com, org, gov, net)
6-8.RI.5. employ data-collection technologies (e.g., probes, handheld devices, GPS units, geographic mapping systems) to gather, view, and analyze the results for a content-related problem
6-8.CT. Critical Thinking, Problem Solving, and Decision Making —By the end of grade 8 each student will:
6-8.CT.1. use databases or spreadsheets to make predictions, develop strategies, and evaluate decisions to assist with solving a problem
6-8.CT.2. evaluate available digital resources and select the most appropriate application to accomplish a specific task (e, g., word processor, table, outline, spreadsheet, presentation program)
6-8.CT.3. gather data, examine patterns, and apply information for decision making using available digital resources
6-8.CT.4. describe strategies for solving routine hardware and software problems
6-8.DC. Digital Citizenship—By the end of grade 8 each student will:
6-8.DC.1. provide accurate citations when referencing information sources
6-8.DC.2. discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, viruses, file-sharing)
6-8.DC.3. discuss the consequences related to unethical use of information and communication technologies
6-8.DC.4. discuss possible societal impact of technology in the future and reflect on the importance of technology in the past
6-8.DC.5. create media-rich presentations on the appropriate and ethical use of digital tools and resources
6-8.DC.6. discuss the long term ramifications (digital footprint) of participating in questionable online activities (e.g., posting photos of risqué poses or underage drinking, making threats to others)
6-8.DC.7. describe the potential risks and dangers associated with online communications
6-8.TC. Technology Operations and Concepts—By the end of grade 8 each student will:
6-8.TC.1. identify file formats for a variety of applications (e.g., doc, xls, pdf, txt, jpg, mp3)
6-8.TC.2. use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced materials
6-8.TC.3. perform queries on existing databases
6-8.TC.4. know how to create and use various functions available in a database (e.g., filtering, sorting, charts)
6-8.TC.5. identify a variety of information storage devices (e.g., CDs, DVDs, flash drives, SD cards) and provide rationales for using a certain device for a specific purpose
6-8.TC.6. use accurate technology terminology
6-8.TC.7. use technology to identify and explore various occupations or careers, especially those related to science, technology, engineering, and mathematics
6-8.TC.8. discuss possible uses of technology to support personal pursuits and lifelong learning
6-8.TC.9. understand and discuss how assistive technologies can benefit all individuals
6-8.TC.10. discuss security issues related to e-commerce

2009 Michigan Educational Technology Standards—Grades 9-12

9-12.CI. Creativity and Innovation—By the end of grade 12 each student will:

9-12.CI.1. apply advanced software features (e.g. built-in thesaurus, templates, styles) to redesign the appearance of word processing documents, spreadsheets, and presentations

9-12.CI.2. create a web page (e.g., Dreamweaver, iGoogle, Kompozer)

9-12.CI.3. use a variety of media and formats to design, develop, publish, and present projects (e.g., newsletters, web sites, presentations, photo galleries)

9-12.CC. Communication and Collaboration—By the end of grade 12 each student will:

9-12.CC.1. identify various collaboration technologies and describe their use (e.g., desktop conferencing, webinar, listserv, blog, wiki)

9-12.CC.2. use available technologies (e.g., desktop conferencing, e-mail, videoconferencing, instant messaging) to communicate with others on a class assignment or project

9-12.CC.3. collaborate in content-related projects that integrate a variety of media (e.g., print, audio, video, graphic, simulations, and models)

9-12.CC.4. plan and implement a collaborative project using telecommunications tools (e.g., ePals, discussion boards, online groups, interactive web sites, videoconferencing)

9-12.CC.5. describe the potential risks and dangers associated with online communications

9-12.CC.6. use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence)

9-12.RI. Research and Information Literacy—By the end of grade 12 each student will:

9-12.RI.1. develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys)

9-12.RI.2. identify, evaluate, and select appropriate online sources to answer content related questions

9-12.RI.3. demonstrate the ability to use library and online databases for accessing information (e.g., MEL, Proquest, Infosource, United Streaming)

9-12.RI.4. distinguish between fact, opinion, point of view, and inference

9-12.RI.5 evaluate information found in selected online sources on the basis of accuracy and validity

9-12.RI.6. evaluate resources for stereotyping, prejudice, and misrepresentation

9-12.RI.7. understand that using information from a single internet source might result in the reporting of erroneous facts and that multiple sources must always be researched

9-12.RI.8. research examples of inappropriate use of technologies and participate in related classroom activities (e.g., debates, reports, mock trials, presentations)

9-12.CT. Critical Thinking, Problem Solving, & Decision Making —By the end of grade 12 each student will:

9-12.CT.1. use digital resources (e.g., educational software, simulations, models) for problem solving and independent learning

9-12.CT.2. analyze the capabilities and limitations of digital resources and evaluate their potential to address personal, social, lifelong learning, and career needs

9-12.CT.3. devise a research question or hypothesis using information and communication technology resources, analyze the findings to make a decision based on the findings, and report the results

9-12.DC. Digital Citizenship—By the end of grade 12 each student will:

9-12.DC.1. identify legal and ethical issues related to the use of information and communication technologies (e.g., properly selecting and citing resources)

9-12.DC.2. discuss possible long-range effects of unethical uses of technology (e.g., virus spreading, file pirating, hacking) on cultures and society

9-12.DC.3. discuss and demonstrate proper netiquette in online communications

9-12.DC.4. identify ways that individuals can protect their technology systems from unethical or unscrupulous users

9-12.DC.5. create appropriate citations for resources when presenting research findings

9-12.DC.6. discuss and adhere to fair use policies and copyright guidelines

2009 Michigan Educational Technology Standards—Grades 9-12

9-12.TC. Technology Operations and Concepts—By the end of grade 12 each student will:

9-12.TC.1. complete at least one online credit, or non-credit, course or online learning experience

9-12.TC.2. use an online tutorial and discuss the benefits and disadvantages of this method of learning

9-12.TC.3. explore career opportunities, especially those related to science, technology, engineering, and mathematics and identify their related technology skill requirements

9-12.TC.4. describe uses of various existing or emerging technology resources (e.g., podcasting, webcasting, videoconferencing, online file sharing, global positioning software)

9-12.TC.5. identify an example of an assistive technology and describe its potential purpose and use

9-12.TC.6. participate in a virtual environment as a strategy to build 21st century learning skills

9-12.TC.7. assess and solve hardware and software problems by using online help or other user documentation

9-12.TC.8. explain the differences between freeware, shareware, open source, and commercial software

9-12.TC.9. participate in experiences associated with technology-related careers

9-12.TC.10. identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav, wmv, mp3, avi, pdf)

9-12.TC.11. understand and discuss how assistive technologies can benefit all individuals

9-12.TC.12. demonstrate how to import/export text, graphics, or audio files

9-12.TC.13. proofread and edit a document using an application's spelling and grammar checking functions

For additional information and resources relating to the 2009 METS-S, please visit: http://www.techplan.org/METS

Strategies to support goals include:

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

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

(3) Students will demonstrate proper care of technological systems and components.

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

(5) Students will critically evaluate information gathered through technology sources.

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

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

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

Identifying and Promoting Curricula and Teaching Strategies

Proactive leadership in developing a shared vision for educational technology is the culture created and used throughout Grass Lake Community Schools. Teachers, support staff, and administrators are stakeholders that effect change at every level. Ongoing professional development is the keystone for new learning. Teacher leaders have access to current and emerging technologies and digital resources with connectivity for all students, teachers and staff. Our teachers and staff attend state and local workshops related to topics of technology for professional learning. These opportunities dedicate time to practice and share ideas. The curriculum framework has content standards and related digital curriculum resources that are aligned with and support digital age learning and work.

Student Achievement

Technology is integrated into the curricula and instruction for the purpose of improving student academic achievement in the following ways:

(1) Grades K-12 students and teachers use Renaissance Learning's Accelerated Reader software for reading.

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

(3) 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.

(4) Yearbook classes use graphics editing software to create yearbooks.

(5) 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 changes and revisions to the State Standards and Benchmarks and the purchase of educational software as agreed upon by curriculum departments.

The time line below demonstrates our current effort of continued integration.

2012-13:

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

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

High School: Students use a variety of technology in all curricular areas. All students have network accounts and personal file storage space. Students demonstrate knowledge using presentation, spreadsheet, word processing, graphics editing and web page design software. Michigan Virtual University and e2020 will be used for online instruction. Examview/CPS and Data Director will be used for online assessment. Moodle will be used for course management and classroom collaboration.

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

2013-14:

Goals for additional implementation of specific software and goals will be set at the end of 2012-2013 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. Online assessment will increase. We will use data mined from the county-wide data warehouse to assist us in planning future strategies. Moodle use will be expanded to the Middle School for course management and classroom collaboration.

2014-15:

Goals for additional implementation of specific software and goals will be set at the end of 2013-2014 to reflect changes in school improvement goals, state standards, and additional software purchased in the district. Staff will be given professional development to support these goals.

Technology Delivery

Our district continues to explore emerging technologies and invest in equipment that makes the delivery of instruction increasingly interactive and engaging. Our students are growing up in a multi-tasking, technologically literate world. In order to maintain student interest teachers must keep up with technological advances and keep their instruction current and interesting. We have added equipment and training to our district that makes this possible for our teachers.

Going forward, a Technology Steering Committee comprised of representatives from each of the districts in Jackson County is currently studying various systems and methods to use in facilitating:
(1) Blended Learning- classroom, online and mobile
(2) Anytime, Anywhere Learning- provide students with content and learning opportunities 24/7.
(3) Differentiated Instruction- provide instruction designed to match each student's readiness level, interests and preferred mode of learning.

Strategies	Time Line
Increase the use of multimedia presentations, including PowerPoint®, United Streaming, CPS/Examview, and classroom projectors.	Ongoing
Teachers in core subjects incorporate Moodle course management system into their presentations. This software engages students and facilitates collaboration among them. It also provides a means for the students to access course content from home.	Ongoing
Teachers use interactive audience response technology in order to track the performance of every student in their class. Using CPS/Examview, and PowerPoint® teachers create interactive presentations that collect real-time responses from students.	Ongoing
Utilize Michigan Virtual High School and Michigan Virtual University for online distance learning needs and specialized training.	Ongoing
Utilize e2020 for distance learning and credit recovery needs	Ongoing
Provide reliable and robust wireless access campus-wide	2012
Find and implement an affordable way to provide students with interactive e-textbooks.	2012-13
Provide students with "cloud access" to personal files, learning materials and applications.	2012-15
Support and promote initiatives that strive to increase availability of broadband Internet access to students and parents in their homes	2012-15
Continue to work towards a 1:1 computing environment- possibly through implementing a Bring Your Own Device (BYOD) model.	2012-15

Parental Communications and Community Relations

Our schools use various electronic means by which to communicate with stakeholders, as well as other more traditional types of communications. The District's web presence can be found at www.grasslakeschools.com, where the public can find schedules, updates, events, calendars, menus, activities, community links, student progress, and more. Links to our parent and student portal (*PowerSchool*) can be found on the District website. The District also employs social media (*Facebook*) as an important means of dispensing late-breaking information pertaining to the District. Our District-wide automatic phone calling system has been used on numerous occasions to notify our school families of school closings, delays, schedule updates and reminders, as well as various community announcements made for non-profit organizations whose mission is to aid our school families and the community. Each school building sends regular e-mail announcements to families whose e-mail addresses have been shared with the school. Grass Lake alumni receive updates through e-mail from the school district, as well as obituaries of those deceased who have had a relationship with Grass Lake Community Schools. The District also takes advantage of various outside media, including print (*Jackson Citizen Patriot*, the *Grass Lake Times*, the *Salesman*, and the District's quarterly newsletter – the *Smoke Signals*), radio (WKHM-FM K105.3, WWWW-FM 102.9), and television (WLNS TV-6, WILX TV-10, Jackson JTV, Grass Lake Community Calendar). The District regularly requests and receives feedback from the public regarding the effectiveness of our communication efforts. In our desire to make our Technology Plan public, the plan is posted on our website and is also available in print upon request to our district office at: 899 S. Union Street, Grass Lake, MI 49240.

Involvement of the Community with the Technology Plan

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

Collaboration

The Grass Lake Community Schools collaborate with a number of organizations that incorporate the use of technology to provide academic and enrichment opportunities for all aspects of our community. These organizations include Grass Lake Community Education (all ages), Jackson Community College (HS students and adults), Jackson District Library (all ages), Farmers State Bank (adults), the Grass Lake Regional Chamber of Commerce (adults), the American Red Cross (teens), and the Grass Lake Community Wellness Initiative (all ages). Our District promotes the adult literacy efforts of Jackson Community College by allowing our community to access their programs in our buildings. Jackson Community College offers reading and writing opportunities on our High School campus. We also promote Jackson District Library literacy programs that are created to advance the options for adults to read and access reading materials electronically.

Professional Development

Professional Development is scheduled throughout the school year and delivered to all staff on an as needed basis. This focused PD includes topics which align with school improvement goals and matches the technology we use. Teachers have the opportunity to learn about new and innovative technology driven strategies for their students and classrooms. Many teachers have SmartBoards, iPads and iPods, for which they continually learn new ways to instruct. Additionally, two full In-Service days are scheduled at the beginning of each school year. The integration of technology into the curriculum is a major part of these professional development sessions.

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

Members of the District Wide Technology Committee attend the MACUL Conference each year to learn about emerging technologies and new classroom strategies. Additionally, committee members have the opportunity to meet and collaborate with educators from other districts.

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

Strategies and Supporting Resources	TIME LINE
Provide website Help Desk with links for tutorials, troubleshooting tips, etc.	2012-13
Provide web-streaming tutorials to staff on the use of available software applications in the District	2012-13
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
Provide staff with links to National (NETS) and Michigan Educational Technology Standards (METS)	Ongoing
Attend conferences relating to technology integration	Ongoing
Subscribe to many podcasts, wikis and listservs that provide for the interchange of technology ideas	Ongoing
Continue to collaborate with Technology and Curriculum Directors at other districts in the area	Ongoing
Continue to seek grant opportunities for support and various technology Professional Development needs	Ongoing

Infrastructure

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

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

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

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

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

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

High speed wireless network/Internet access is delivered to all classrooms in the middle school and high school. Wireless coverage in George Long Elementary is currently spotty, but will be expanded within the next few months.

Grass Lake Community Schools has adopted several technology standards to maintain a quality network and computer systems district wide. These standards include, but are not limited to, the following:
- Common student management software district wide
- Total cost of ownership program designed to keep our hardware and software current
- Multimedia system with sound and CDROM installed on all computers
- High speed Internet access from all workstations
- Content filter in use on internet access
- Computer system replacement a minimum of every five years
- Network storage space provided for every student grades 2-12
- E-mail accounts for all school employees and classroom level e-mail accounts where curriculum requires

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

Current Technology Use

George Long Elementary School uses a variety of CDROM based early elementary learning software that addresses the core curricular areas. Students use Accelerated Reader and other products from Renaissance Learning to assess and individualize learning. Every classroom has Internet access and at least four computers which teachers use in support of instruction. There are three computer labs and a mobile cart with 30 iPod Touches in the building. Students take part in 40 minutes of computer lab time each week and also have access to eight student computers in the Media Center.

At Grass Lake Middle School all students use Accelerated Reader and other products from Renaissance Learning to assess and individualize learning. Every classroom has internet access with at least four computers available to students. There are two 30-station labs for computer instruction and 40 laptop computers on two mobile carts. Students receive 40 hours of instruction each year in two computer labs and also have access to 5 student computers in the Media Center.

With two 30-station stationary computer labs and 105 laptop computers on 7 mobile carts, the High School offers a broad technology curriculum. Students have elective opportunities in Video Communications, Graphics Design, Desktop Publishing and Accounting. The High School participates with Michigan Virtual High School and Michigan Virtual University to provide students with additional distance learning opportunities. Transportation is provided to the Jackson Area Career Center where students are enrolled in such classes as Computer Programming, Web Design and Computer Aided Design (CAD). Each High School classroom has at least two student computers. Fourteen additional computers are available to students in the building's Media Center.

Future Plans

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

- Completing our wireless project, extending high speed wireless access to all classrooms in the district.
- Re-configuring and optimizing our current data network switching equipment to optimize bandwidth and reliability.
- Acquiring and implementing a redundant connection to services hosted at the Jackson County ISD and to the Internet.
- Exploring ways of managing a rapidly growing number of wireless devices and upgrading our infrastructure accordingly.
- Researching and evaluating ways of implementing 1:1 computing and/or Bring Your Own Device programs.
- Installing additional interactive whiteboards for the classrooms and Media Centers.
- Considering a possible upgrade to a digital VoIP phone system with centralized messaging and video conferencing capabilities.
- Continuing to collaborate with neighboring districts and the Jackson County ISD in acquiring new hardware and software solutions at the best possible prices.

Technical Assistance and Support

Grass Lake Community Schools has recently entered into a technical services agreement with the Jackson County ISD. A broad array of technical services and support (both locally and remotely) are provided through this agreement. We also provide the following additional layers of support:

- One full time district Technology Coordinator (also a member of the JCISD team).
- One full time Classroom Technology Support Specialist
- 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 every five years
- File servers and networking hardware are under support contracts
- Computer equipment is cleaned annually and inspected for operational readiness
- Anti-virus software is used to intercept and quarantine viruses before they spread
- A managed desktop environment limits students ability to modify computer settings

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

Strategies To Increase Access To Technology

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

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

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

To increase access for all students (home-bound students in particular) the district offers various web-based programs and data resources. These offerings include the Michigan Electronic Library, Michigan Virtual High School, Moodle and e2020.

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District Technology Budget
Grass Lake Community Schools

PROJECTED COST 2012-13

Item	Expense
Technology Staff Salaries, Insurance, Retirement, FICA	$143,900
Contracted Service, Network	32,500
Contracted Service, Instruction	42,500
Technology Capital Outlay	48,000
License Agreements	11,500
Software and Curriculum Support	10,500
District Telephone Services	30,000
Professional Development	11,500
Internet Access	11,200
Total Operating	**$341,600**

PROJECTED COST 2013-14

Item	Expense
Technology Staff Salaries, Insurance, Retirement, FICA	$148,217
Contracted Service, Network	33,000
Contracted Service, Instruction	43,000
Technology Capital Outlay	50,000
License Agreements	12,000
Software and Curriculum Support	11,000
District Telephone Services	30,500
Professional Development	12,000
Internet Access	11,700
Total Operating	**$351,417**

PROJECTED COST 2014-15

Item	Expense
Technology Staff Salaries, Insurance, Retirement, FICA	$152,663
Contracted Service, Network	33,500
Contracted Service, Instruction	43,500
Technology Capital Outlay	52,000
License Agreements	12,500
Software and Curriculum Support	11,500
District Telephone Services	31,000
Professional Development	12,500
Internet Access	12,200
Total Operating	**361,363**

Supporting Resources and Funding

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

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

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

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

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

Evaluation of Progress

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

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

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

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

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

Grass Lake Community Schools
Technology Use and Safety
Administrative Guidelines

POLICY

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

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

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.

It is the policy of the Board to maintain an education and work environment which is free from all forms of bullying and unlawful harassment. Bullying or other aggressive behavior toward a student by electronic means (cyberbullying) is strictly prohibited. For details, definitions and possible disciplinary actions see sections 5517 and 5517.01 of the Grass Lake Community Schools Bylaws and Policies document at http://www.neola.com/grasslake-mi.

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

SCOPE

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

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

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

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

The District currently employs an Internet content filtering system from M86 Security. While the system is used in collaboration with nearby districts and housed at the Jackson County ISD, it still allows local control of student access to Internet sites.

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

IMPLEMENTATION

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

I. Foreword

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

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

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

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

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

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

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

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

II. Hardware

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

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

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

III. Software

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

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

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

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

IV. Network/Internet

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

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

15. Users are responsible for any costs or fees for information services or repair costs for damages to the Network as outlined in Section VII.
16. Any misuse will result in disciplinary action as stated in Section VII, and may also result in legal action if appropriate.

C. District Responsibilities

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

V. Electronic Mail

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

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

C. District Responsibilities

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

VI. Security

A. User Privileges

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

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

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

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

VII. Discipline

Users violating the privileges outlined in the District Technology Use and Safety Policy will be subject to disciplinary action. Violations include but are not limited to:
1. Intentionally seeking information on, obtaining copies of (misappropriating), or modifying files, other data, passwords belonging to other users.
2. Misrepresenting others on the Network, or representing others without being explicitly authorized to do so.
3. Disrupting the operation of the Network through alteration or abuse of the hardware or software.
4. Malicious use of the Network through hate mail, profanity, vulgar statements, discriminatory remarks or other noncompliance with the Districts' policies dealing with sexual, racial, or other types of harassment.
5. The placing of unauthorized information, computer viruses, or harmful programs on or through the computer system in either public or private files or messages, or otherwise interfering with others' use of the Network.
6. Illegal installation of copyrighted software.
7. Unauthorized downloading, copying (transmission), or use of licensed or copyrighted software.
8. Transferring files, shareware, or software from information services and electronic bulletin boards without permission.
9. Using a computer I.D. or account, other than his/her own.
10. Allowing anyone to use another's account.
11. Access to the Network and Internet without permission.

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

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

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

VIII. Copyright

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

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

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