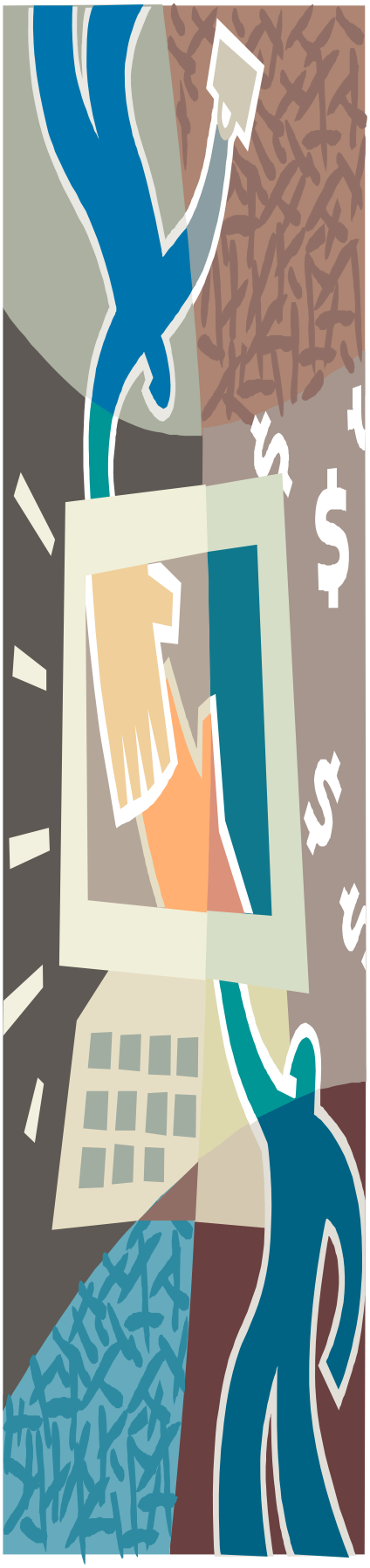

Technology Plan

July 2008 – June 2010

http://www.rayder.net/tech/

Charlevoix Public Schools

PO Box 67, Charlevoix, MI 49720
(231) 547-3200 phone

District Code: 15050
Charlevoix-Emmet ISD

Contact: Scott Mays
District Technology Coordinator
(231) 547-3240 phone
(231) 547-0556 fax
tech@rayder.net

The mission of the Charlevoix Public Schools, in partnership with the community, is to prepare students to become responsible, contributing members of a diverse, multicultural society.

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Attachments

Mission Statement

District Mission Statement

The mission of the Charlevoix Public Schools, in partnership with the community, is to prepare students to become responsible, contributing members of a diverse, multicultural society.

Technology Mission Statement

To learn effectively and live productively in an increasingly digital world, students must use technology effectively. Charlevoix Public Schools must provide the technology, support, professional development and an overall learning environment for both teachers and students that fosters and enhances:

- Creativity and Innovation
- Communication and Collaboration
- Research and Information Fluency
- Critical Thinking, Problem Solving, and Decision Making
- Digital Citizenship
- Technology Operations and Concepts

Based on: "Global Learning in the Digital Age." National Educational Technology Standards for Students. International Society for Technology in Education. 2007. retrieved 31 May 2008. <http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/NETS_for_Students.htm>

Introduction

Charlevoix Public Schools is a K-12 school district located in the northwest corner of Michigan's Lower Peninsula between the shores of Lake Michigan and Lake Charlevoix. The district serves approximately 1200 full-time students in three buildings with a total of 77 teachers, including 3 counselors and 2 library media specialists. In addition, the district provides classes for 70 St. Mary's students and operates an alternative education program on Beaver Island, serving 30 students.

The community approved a 7-year bond in May of 2008 to support the following technology, facilities and transportation needs:

- $400,000 for the purchase of five buses
- $1.5 million for energy reduction and building retrofitting projects
- $1.9 to $2.1 million for technology upgrades
- $2.25 to $2.4 million for academic, building and facilities upgrades

The District's facilities include a state of the art high school which opened in the fall of 2002, a middle school and elementary school both renovated in 2001, a new central administration building scheduled for completion summer of 2008 and plans for a new bus garage to be completed in 2009. These new and renovated facilities will meet the needs of the community far into the future.

Superintendent's Office:

Charlevoix Public Schools
PO Box 67
Charlevoix, MI 49720
(231) 547-3200

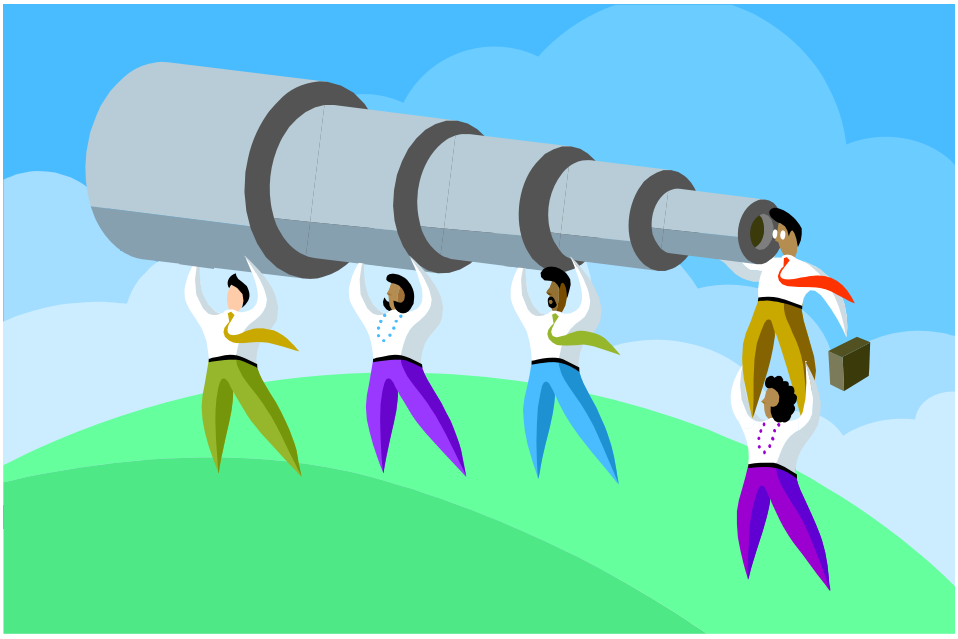
School Buildings:

	Socioeconomic Status *
Charlevoix Elementary School (Grades K-4) 13513 Division Street Charlevoix, MI 49720 (231) 547-3215	39.89%
Charlevoix Middle School (Grades 5-8) 108 E. Garfield Street Charlevoix, MI 49720 (231) 547-3206	29.15%
Charlevoix High School (Grades 9-12) 05200 Marion Center Road Charlevoix, MI 49720 (231) 547-3222	18.24%

* % of students participating in the National School Lunch Program

Vision

"Technological Empowerment for All"



The purpose of this vision statement is to provide direction and purpose to the integration of technology within the Charlevoix Public School District.

This vision statement is based upon the beliefs that:

- all students in the Charlevoix Public Schools must obtain technological literacy.
- a basic technological competency is essential in today's society.
- emerging technologies are powerful tools that provide new and innovative teaching strategies to support the educational process in Charlevoix Public Schools.

Technological 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 in the 21st century."

Source: "Media Literacy - Definition Matrix." SETDA Toolkit 2007. State Educational Technology Directors Association. 2007. retrieved 31 May 2008. <http://www.setda.org/web/guest/toolkit2007/medialiteracy/definitionmatrix>.

Goals

The goals and strategies outlined in this plan have the primary goals of improving teaching and learning and improving student academic achievement.

All learners and facilitators of learning will:

- master basic technology literacy skills.
- have adequate hands-on technology time to complete learning tasks, enhance academic achievement, and meaningfully develop technology literacy skills and technology integration methods.
- have access to up-to-date multimedia resources, telecommunications networks, and online resources to support meaningful, engaged learning and effective educational practices.
- have timely access to knowledgeable technical support staff.

Based on: "Develop a Vision and Policy: Why Develop a Technology Vision?." Technology Connections For School Improvement Planner's Handbook. North Central Regional Educational Laboratory. 1999. <http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED437908>.

Curriculum Integration

The District's Curriculum Development Cycle provides guidelines for developing and documenting curriculum. Technology integration, including alignment of the National Educational Technology Standards for Students (NETS-S) with local technology outcomes, is a key element of the Curriculum Development Cycle.

Working within the guidelines of the District Curriculum Development Cycle, the curriculum core teams shall:

- Recommend written curriculum that is aligned with the Michigan Curriculum Framework and other standards as documented in the Curriculum Development Cycle.
- Recommend assessments of grade level essential outcomes for individual student credentialing.
- Recommend delivery of the written curriculum.
- Recommend purchase of courseware (i.e. textbooks, equipment, computer software, technology, media center support materials, etc.) to deliver and access the written curriculum.
- Recommend the professional development necessary to deliver and access the written curriculum.

In 2004, the District's technology core team adapted the NETS-S with Performance Indicators for Technology-Literate Students into local technology standards. These standards are included as attachment A to this plan. Through the ongoing Curriculum Development Cycle, curriculum shall be modified and developed as necessary to address ever-changing needs.

Curriculum Goals

- All students shall achieve technology literacy prior to the completion of 8th grade
- Identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction.
- Use the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) computerized adaptive assessment program to measure and effect improvements in student academic achievement.

Strategies for Curriculum Integration	**Timeline**
Continue curriculum development cycle with added focus on technology integration in all areas of the curriculum	Ongoing per 5-year cycle
Promote the use of existing curriculum integration resources: • Best Practices of Technology Integration in Michigan http://www.remc11.k12.mi.us/bstpract/ • Curriculum Integration 2006 http://www.techplan.org/ci2006/ • Curriculum Integration 2007 http://www.techplan.org/ci2007/	Ongoing
Continue use of the NWEA MAP computerized adaptive assessment program, and provide training about understanding and interpreting data and the use of data tools to differentiate instruction and improve learning.	Annually – Fall, Winter & Spring

Student Achievement

The Impact of Technology on Student Achievement

The keys to raising student achievement are to provide students with a solid foundation of basic skills and to motivate them to learn. Technology can help accomplish this goal. It engages students and fires their imaginations. It helps teachers stimulate young minds in ways that make a profound and lasting difference. Numerous research studies on the impact of technology on student achievement have demonstrated this finding with remarkably similar results. A review of the literature resulting from these studies supports the following conclusions:

- Students, especially those with few advantages in life, learn basic skills — reading, writing, and arithmetic — better and faster if they have a chance to practice those skills using technology.
- Technology engages students, and as a result they spend more time on basic learning tasks than students who use a more traditional approach.
- Technology offers educators a way to individualize curriculum and customize it to the needs of individual students so all children can achieve their potential.
- Students who have the opportunity to use technology to acquire and organize information show a higher level of comprehension and a greater likelihood of using what they learn later in their lives.
- By giving students access to a broader range of resources and technologies, students can use a variety of communication media to express their ideas more clearly and powerfully.
- Technology can decrease absenteeism, lower dropout rates, and motivate more students to continue on to college.
- Students who regularly use technology take more pride in their work, have greater confidence in their abilities, and develop higher levels of self-esteem.

Source: "The Impact of Technology on Student Achievement: A Summary of Research Findings on Technology's Impact in the Classroom." Apple - Education - Research. April 2002. Apple Computer, Inc..

Technology (including software and electronically delivered learning materials) shall be integrated into the District's curricula and instruction for the purpose of improving student academic achievement. Specific examples from within content areas are shown in the following tables:

ELEMENTARY LEVEL: CURRENT/PROJECTED TECHNOLOGY INTEGRATION ACROSS THE CURRICULUM

Below are examples of how technology can be appropriately integrated in specific curricular areas.

Language Arts	Mathematics	Social Studies
Interact with CD-ROM stories. Drill and practice for language art skills. Use word processing in the writing process. Work with literature-based and reading programs. Use desktop publishing. Complete video projects. Write newsletters. (Student and teacher.) Utilize graphics in writing. Use dictionary, spell check, thesaurus and grammar programs. Design multimedia reports and publications.	Drill and practice math skills. Use simulation software in problem solving. Use instructional resources on videotape, videodisk, and instructional TV	Utilize individual and cooperative learning involving computer-based resources. Employ geography map skills. Write reports Access electronic databases for research. Use instructional resources on videotape, videodisk, and instructional TV Use multimedia software for student reports. Apply desktop publishing for student projects and reports.
Science	**Arts**	**Music**
Review basic skills and concepts using computer-based resources. Access electronic databases for research. Use simulation software for problem solving. Download data from weather satellite. Use the Internet. Use multimedia software for student reports. Use instructional resources on videotape, videodisk, and instructional TV Use a video-microscope.	Utilize computer-drawing programs. Produce multimedia projects. Use still and live video. Explore art history and gain an appreciation of art using laser disk and CD-ROM resources.	Use MIDI controls to compose music. Develop computer compositions. Print sheet music. Use microphones and audio CD players. Use a synthesizer and keyboards.

ELEMENTARY LEVEL: CURRENT/PROJECTED TECHNOLOGY INTEGRATION ACROSS THE CURRICULUM

Below are examples of how technology can be appropriately integrated in specific curricular areas.

Physical Education	Special Education	Media Centers
Access the Internet. Research health and physical education. Access electronic databases for research. Use instructional resources on videotape, videodisk, and TV	Use Franklin spellers. Conduct electronic IEP's. Access the Internet. Instruct using TV and VCR. Use a digital camera. Remediate using ILS. Use word processing. Drill and practice for skill development. Use assistive peripherals and software for special needs. Employ instructional resources on videotape.	Use OPAC and computerized circulation. Provide access to multiple computer stations Access on-line encyclopedias and other on-line resources. Use instructional resources on videotape, audiotape, and CD. Utilize video projector for instruction.
Counseling	**Integrated Learning Systems**	
Use a database for keeping track of students. Use word processing for composing letters to parents. Explore careers.	Remediate for MEAP. Support at-risk students. Provide enrichment. Provide across the curriculum educational support.	

MIDDLE SCHOOL LEVEL: CURRENT/PROJECTED TECHNOLOGY INTEGRATION ACROSS THE CURRICULUM

Below are examples of how technology can be appropriately integrated in specific curricular areas.

Language Arts	Mathematics	Social Studies
Use word-processing, spell check, thesaurus. Drill and practice for editing, punctuation, and capitalization. Review vocabulary. Use databases and telecommunications for research. Use word processing to produce research report.	Use graphing calculators with overhead projector. Use an electronic encyclopedia and word processor for research. Drill and practice math skills. Use VCR and monitor. Use graphing calculators. Use video projector for whole group instruction. Use spreadsheets. Teach geometry concepts.	Use electronic encyclopedia for research. Teach geography lessons with electronic mapping. Apply word processing skills to write reports. Use Multimedia software in the production of reports. Produce projects using desktop publishing. Use simulation software to teach problem solving.
Science	**Integrated Learning Systems**	**Music/Arts**
Use multimedia to produce student projects. Use videotape and laserdisc for resource information. Use a word processor. Use interactive lab simulation software. Prepare for MEAP. Individualize instruction Use simulations. Research using on-line resources. Study science careers.	Remediate for the MEAP Support at-risk students. Provide enrichment. Provide educational support across the curriculum.	Work with synthesizers. Use audio compact discs. Investigate art history using CD-ROM and video programs. Use graphic arts programs. Utilize computer drawing programs. Use technology in support of performing arts.

MIDDLE SCHOOL LEVEL: CURRENT/PROJECTED TECHNOLOGY INTEGRATION ACROSS THE CURRICULUM

Below are examples of how technology can be appropriately integrated in specific curricular areas.

Physical Education	Special Education	Technology Education
Research the history of sports. Use spreadsheets for fitness charts. Use software programs to produce awards and certificates. Use instructional resources on videotape, videodisk, and television. Individualize fitness programs. Use nutrition software.	Individualize instruction using ILS software. Provide remediation using ILS software for drill and practice. Use word processors.	Use modules of technology to explore careers. Create timelines of advancements in technology. Develop computer-generated drawings. Appreciate architecture and its history Use video resources.
Counseling	**Media Center**	
Use scheduling software. Use online career planning. Track attendance with computers. Develop computerized portfolios.	Use computerized circulation and OPAC Provide access to multiple computer stations Use desktop publishing. Provide individual and cooperative learning opportunities with computer-based resources. Instruct in electronic media in all subject areas.	

HIGH SCHOOL LEVEL: CURRENT/PROJECTED TECHNOLOGY INTEGRATION ACROSS THE CURRICULUM

Below are examples of how technology can be appropriately integrated in specific curricular areas.

Language Arts	Science	Business/Voc. Ed.
Access a writing lab. Use software to teach the writing process. Use on-line resources for research. Utilize desktop publishing for writing reports, publishing documents, etc. Develop video portfolios. Build instructional resources library on videotape and DVD for literature enrichment.	Perform lab simulations. Use interactive laser disc programs. Utilize video microscopy. Use a digital camera, video recorder, and camcorder for student and staff projects. Use a VCR for presentation of science programs. Develop science projects using word processing and spreadsheets. Use a video projector for class presentations and student projects. Use electronic balances.	Use word processing for applied communications and written presentations. Design spreadsheets for numerical analysis. Graph charts. Research online. Use a scanner for graphics and desktop publishing. Access telecommunications. Develop multimedia for reports and presentations. Use presentation software. Use desktop publishing programs. Explore careers.
Mathematics	**Media Center**	**Special Education**
Use graphing calculators and programs to support problem solving and visual concept development. Use word processing for presentation of problem solutions. Use spreadsheets for numerical analysis and data processing. Create multimedia reports with graphics, text, and sound. Research on-line sources.	Use OPAC and computerized circulation. Provide access to computer lab and individual computer stations. Access on-line resources for research. Utilize video projector for instruction and evaluation of on-line resources. Provide access to camcorders, laser printers, digital cameras, and scanner.	Photocopy for record keeping and portfolios. Use digital camera to provide documents for portfolios. Use camcorder for group projects. Use software for remediation and support of mastery learning. Use computer stations for term papers, MEAP preparation, research, record keeping, etc.

HIGH SCHOOL LEVEL: CURRENT/PROJECTED TECHNOLOGY INTEGRATION ACROSS THE CURRICULUM

Below are examples of how technology can be appropriately integrated in specific curricular areas.

Social Studies	Journalism	Broadcasting
Use online resources. Prepare multimedia reports with text, sound, and video. Use videotapes, overhead projector and video projector to support class activities. Use simulations.	Use word processing. Use camera, digital camera, and a scanner. Use Adobe Creative Suite.	Use camcorder for recording. Import from camcorder into Macs. Edit footage imported. Export for Rayder TV. Access on-line resources for information for newscasts.
Arts	**Physical Education**	**Computer Science**
Use computer drawing programs. Produce multimedia projects. Use still and live video in projects. Create animations. Use video and DVD resources for art history and appreciation.	Track sports statistics. Use an electronic timer for track. Use VCR to teach athletic skills. Use software to track training programs. Use simulations: diet and physical fitness.	Use hardware and software to support programming in C, C++, basic, and virtual reality scripting languages. Use databases and telecommunications. Use graphing programs for visual concept development.
Music	**Student Services**	**Industrial Technology**
Use monitor and computer to teach composition. Use MIDI interface for music composition and performance. Use audio compact disc. Create music expression using multimedia resources. Use online resources for research in music appreciation and history.	Access online career planning. Research colleges online. Complete test preparation online. Access Financial aide information. Use Student Information System: report cards, scheduling, attendance, discipline, and other administrative duties.	Learn principles of technology. Use CAD program. Program robotic devices. Explore careers. Produce videos. Use multimedia. Use desktop publishing. Use presentation software.
Foreign Language		
Use computer-aided instruction. Use VCR.		

Technology Delivery

The District utilizes a variety of methods for technology delivery including the Internet, *unitedstreaming*™ video, and on-line courses. In the Fall of 2004 the District began offering courses through the Michigan Virtual High School (MVHS). MVHS allows the District to expand curriculum offerings, save money and resources over traditionally staffed courses, improve technology skills of students and staff, and show the community our commitment to providing up-to-date learning options. MVHS also provides for greater flexibility and more solutions to accommodate the individual scheduling and learning needs of our students.

unitedstreaming™ provides the District with:

- The largest and most current K-12 digital video/video segment library available today
- The only standards-based video-on-demand application shown to increase student achievement
- Practical and easy-to-use learning resources for students and educators
- Access to the highest quality producers--including Discovery School, United Learning, Scholastic, Standards Deviants, and Weston Woods
- State-of-the-Art Professional Development sessions for online and onsite support

Source: "About unitedstreaming™." unitedstreaming™. Discovery Education. retrieved 31 May 2008. < http://streaming.discoveryeducation.com/home/aboutus.cfm >.

Strategies for Delivery of Specialized/Rigorous Courses	**Timeline**
Evaluate course offerings and course requests to identify specialized or rigorous courses and curricula that may be delivered through the use of technology, including distance learning technologies.	Annually
Evaluate online course offerings available to the district and include in course offerings made available to students as appropriate	Annually

Parental Communications & Community Relations

Strengthening the communication and dialogue between the ENTIRE school community (internal and external) is a key goal adopted by the Charlevoix Board of Education. The district shall use various forms of communications to inform students, parents, community, staff and media of the various technologies available in the district, and the role of technology in the curriculum.

Parents and other community members are involved in various aspects of planning throughout the District:

- Strategic Planning Committee
- District Steering Committee
- Building-level Curriculum Design Teams
- Specialized Task Forces
- PTO
- Boosters

Technology planning is a collaborative effort of many people. During the 2007-2008 school year, the district established a Strategic Planning Committee to develop a long-term plan for the future of Charlevoix Public Schools. The committee consisted of representatives from the ENTIRE school community including parents, teachers, students, administrators, support staff and community members. Technology is one of five key goal areas included in the recommendations from the committee and addressed within this plan. The District shall encourage the ongoing involvement of parents and other community members in technology planning, implementation and assessment.

Strategies for Communications	**Timeline**
Present District Technology Plan at Board of Education meeting and post on the District website with annual updates.	Present to BOE each planning cycle, update annually.
Maintain District/Schools website to provide general information, calendar of events, news, curriculum information, and highlights of student accomplishments.	Ongoing
Provide online parent and student access to grades, attendance, progress reports, and electronic communications with teachers	Ongoing – new system Aug 2008
The Acceptable Use Policy shall be used to communicate technology use guidelines to students, parents and staff.	Ongoing for new students and staff

Collaboration

District technologies have been utilized by Charlevoix-Emmet Intermediate School District (Char-Em ISD), colleges, universities, and industry for various education programs. Adult literacy service providers shall be encouraged to utilize the District's technologies. Collaborative programs shall be designed to:

- Maximize the use of technologies available in the district
- Provide community access to and benefit from the acquisition of district technology
- Offer additional technology training opportunities to staff
- Foster a positive relationship between the school, other educational institutions, and community
- Embody the concepts of life long learning

Professional Development

The district shall provide ongoing, sustained professional development for teachers, support staff, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

Guidelines for Implementing a Technology Staff Development Program

1. Technology should be provided to every classroom.
2. Training should be mandatory not voluntary.
3. Teachers should be the primary trainers of teachers.
4. Training should be hands-on.
5. Training should be done in small groups.
6. Training should be in content specific areas.
7. Training should focus on curriculum issues.
8. Training should be a regular part of the school day rather than an addition.
9. Training should be on going.
    a. Training should not be a one-shot episode.
    b. Adequate time should be spent in each session to allow for collaboration.
    c. Training should include time for interdisciplinary teamwork.
10. Training should be provided for all members of the school staff:
    a. School board members
    b. Administrative staff
    c. Instructional staff
    d. Paraprofessionals
    e. Support staff

Source: Siegel, Jessica. "The State of Teacher Training." Electronic Learning May/June 1995: 43-53.

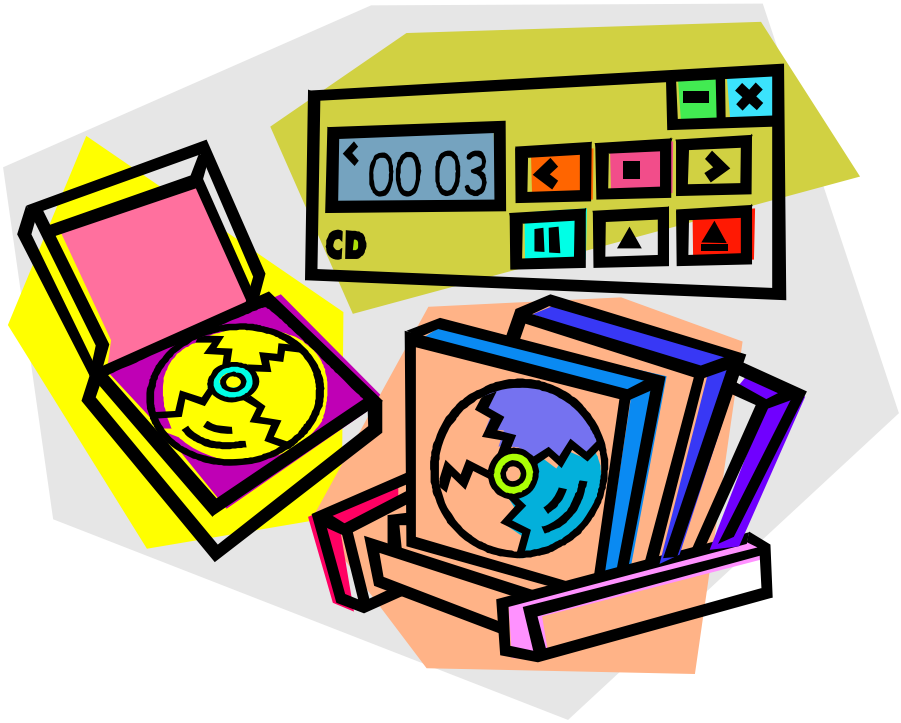
Strategies for Professional Development	**Timeline**
Incorporate the National Educational Technology Standards (NETS) for Teachers and the NETS for Administrators into future professional development offerings.	Ongoing
Solicit feedback after professional development sessions to identify what works, what doesn't work, and future training needs.	Ongoing
Continue to encourage staff participation in the technology professional development opportunities provided by Char-Em ISD.	Ongoing

Supporting Resources

Supporting resources such as services, software, other electronically delivered learning materials and print resources are required to ensure successful and effective uses of technology. Evaluating and identifying required supporting resources is part of the District Curriculum Development Cycle.

The following supporting resources are currently utilized to support the District's entire technology program:

- Acceptable Use Policy
- Various software programs, manuals and online documentation
- Charlevoix-Emmet ISD Media Center video lending library
- Charlevoix Public Library online research databases
- District website
- Online subscription services
    - Elementary Zone
    - *unitedstreaming*™
- Michigan eLibrary (MeL) and MeL databases
- REMC purchasing program



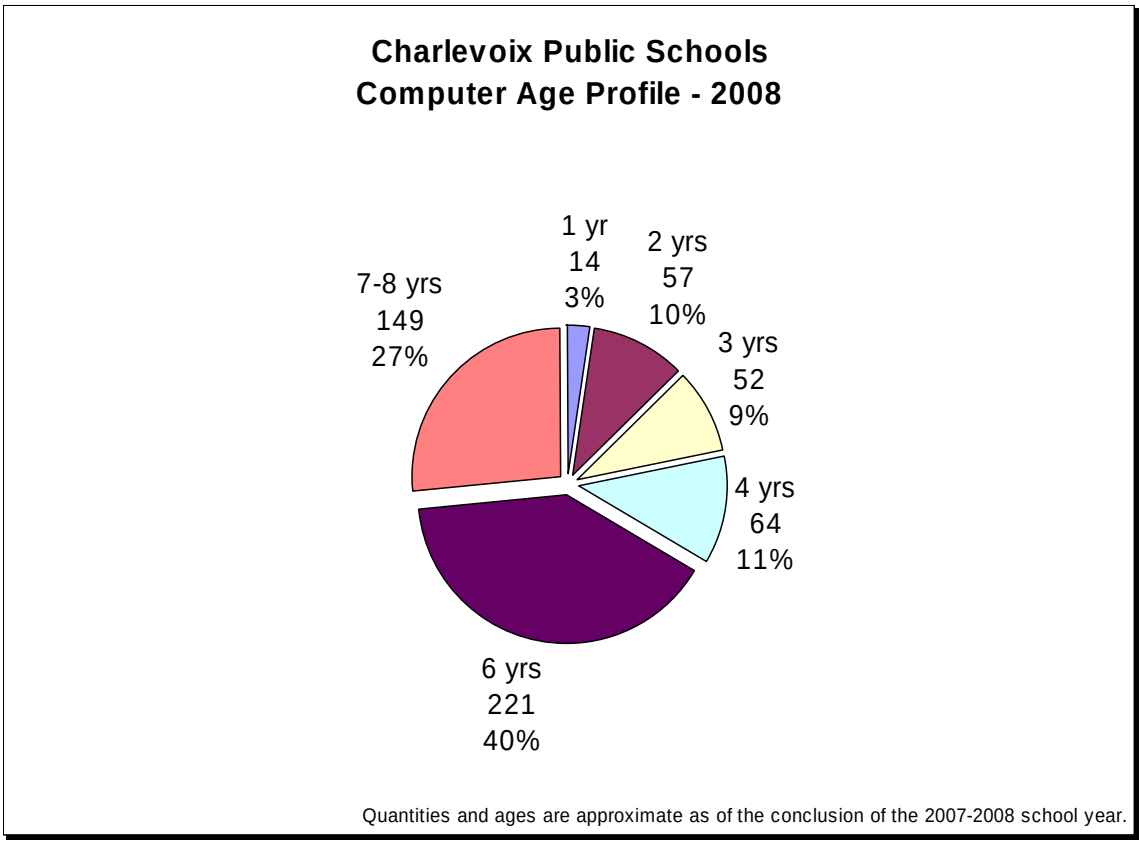
Infrastructure Needs/Technical Specification, and Design

To achieve the goals outlined in this plan, including access to up-to-date multimedia resources, telecommunications networks, and online resources, the district must regularly acquire new technologies. In addition, many previously acquired technologies must be regularly evaluated for educational appropriateness and updated or replaced as necessary.

The district shall evaluate the age of computer hardware and software annually. The goal is to replace computers after no more than 5 years, and to update or replace software after no more than 3 years. New equipment will be placed in areas requiring current hardware, and older technologies will be moved to other less demanding applications in the district as appropriate.

Current Status

The District currently has over 550 computers in operation. All teachers, administrators, and office staff have a dedicated computer. The ratio of students to dedicated student computers is approximately 2.75 to 1.



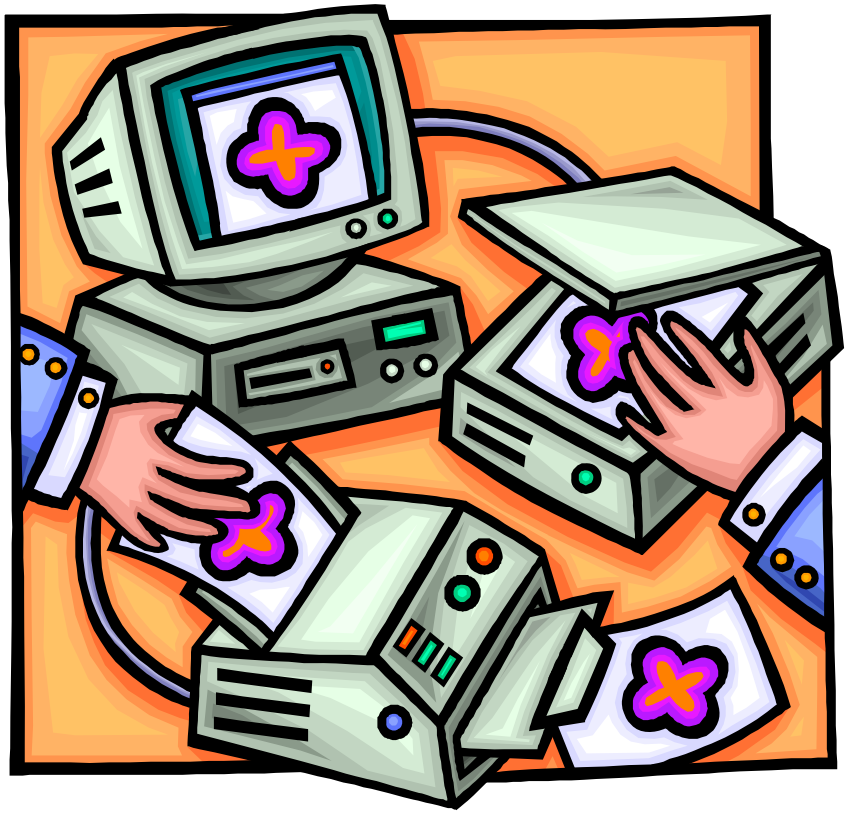
Microsoft Windows (XP or 2000) is used as the desktop operating system on most personal computers with the exception of the high school publications lab which uses Mac OS 10.x. Microsoft Office (XP or 2000) is installed on all staff computers, all

student computers in the middle and high schools, and the main computer lab in the elementary school. A variety of other software applications are used throughout the District.

All of the District's classrooms and offices are wired with Category 5 or 6 unshielded twisted pair (UTP) cable. In addition, the high school has a fiber optic backbone connecting all high school data closets. All three schools are equipped with 3Com SuperStack 3 switches providing 100MB connections to the desktop and 1GB connections between data closets and servers. The high school also has wireless access points in the science classrooms/labs, auditorium, publications classroom and the manufacturing technology area.

The District wide area network (WAN) currently consists of three leased point-to-point T-1's with the middle school acting as a hub. The WAN is used primarily for shared Internet access of an 8MB/2MB cable modem connection to Charter Communications.

Local telephone services throughout the District are currently provided using Centrex services from the telephone company. The high school has a 3Com NBX 5000 telephone system with phones in every classroom and office areas. The elementary school office and central office both have small Partner telephone systems with phones for office staff. Most of the elementary and middle school classrooms do not currently have telephones. Long distance services are also available throughout the District on select designated lines.



Technology Acquisition Goals

Since the inception of the original technology plan in 1995, the District has made significant progress in the acquisition and implementation of educational technologies. Acquisitions and upgrades shall continue to ensure the ongoing success of technology integration throughout the curriculum with the overall goal of improving teaching and learning.

- Hardware, software, telecommunications services and other technology resources shall be provided to support the network infrastructure required to meet the educational needs of the district.

- Each classroom in the district shall be provided with:

    - Access to the district network, the Internet, email, and other electronic resources
    - Telephones and appropriate telecommunications services
    - Cable/satellite television and access to other district video resources
    - One teacher computer with productivity, curriculum, and student management software
    - One printer and/or network access to other printing resources
    - Data projectors, interactive whiteboards, document cameras, audio systems, DVD players and other audio/visual technologies as required
    - Access to classroom response (hand-held clicker) systems

- Media centers shall be equipped with computer hardware, software, telecommunications services, Internet resources, audio/visual and multimedia resources required to support the educational mission of the media center.

- Office areas shall be provided with the appropriate hardware, software, and other technology resources necessary to perform the educational support functions of the office.

- Student and teacher access to computers (desktops, laptops, and handhelds) shall be provided through classrooms, computer labs, laptop carts and media centers. Sufficient quantities of computers shall be available to provide for the educational needs of all students.

Strategies for Acquiring Technologies	**Timeline**
Wide Area Network (WAN) – Implement fiber WAN solution that meets growing district bandwidth needs and provides for future growth.	Begin process Summer 2008 with completion during 2008-2009
Wireless Local Area Network (WLAN) – Perform site engineering, purchase and install wireless access points to supplement existing wired LANs.	2008 - Fall 2009
Telephone – Implement district-wide telephone system with telephones for every classroom/office and voicemail for all staff.	2008-2009
Internet – Monitor and evaluate Internet usage to determine the need for increased bandwidth to support district demand. Increase bandwidth as required.	Ongoing
Web/Email – Evaluate current web and email services and upgrade as required to meet communication/collaboration needs of the district.	Ongoing
Software – • Maintain licensing for network operating system. • Continue software maintenance agreements and upgrades for all standardized software used throughout the district.	Annually
Online Services – Review and renew as required to support the curriculum.	Annually
Replacement of Computer Systems – Review age and capabilities to perform required tasks, and replace as required.	Annually
Wireless Laptop Computers/Handheld Devices – Implement additional wireless laptop and/or handheld device programs	Summer 2008 - high school science and publications. 2008 - Fall 2009 elementary, middle and additional high school.
Telecommunications Services – Review all telecommunications services and upgrade/replace as necessary to meet changing needs and to obtain the best value for the District.	Annually
Design, develop and implement “Smart classrooms” (data projectors, interactive whiteboards, document cameras, etc.) district-wide.	2008-2009 - Setup prototype classrooms in each building. Summer 2009 – District-wide implementation.

Interoperability

To maintain interoperability among components of technologies to be acquired and existing technologies and to reduce the total cost of ownership, the district has standardized in several areas:

- Microsoft Windows operating system
- Novell Netware network operating system
- Microsoft Windows based PCs
- Microsoft Office suite of productivity applications

Future acquisitions of hardware and software will be planned as consolidated annual purchases. Standardized specifications will be developed each year to maintain optimal interoperability and lower support costs. The use of free open source software will be evaluated when developing the standardized specifications. By consolidating purchases, the district will realize better purchasing power and further reduce the total cost of ownership. Hardware and software needs for each year will be identified annually and purchased for summer implementation. When possible, installation of new or replacement technologies will take place when school is not in session to keep disruptions to a minimum.

Technical Support

Technical support is critical for the successful implementation and integration of technology. The district employs a full-time technology coordinator responsible for all technology related issues, including technical support. As schedules allow, one teacher is designated as building technology coordinator in each building and has regularly scheduled release time to provide front-line technical support. One or two students are normally selected each year to provide additional technical assistance in the high school under the guidance of the building technology coordinator.

The district uses a technology work request form to identify and track requests for technical support. The form is filled out by staff and forwarded to the district technology coordinator. The district technology coordinator will forward the request to the building technology coordinator as necessary.

Strategies for Technical Support	Timeline
Continue use of online “technology work request form” to enhance workflow and improve technical support.	Ongoing
Provide hands-on technical training to building technology coordinators and student assistants.	Ongoing
Implement closely managed network environment and continue with standardization of technologies to reduce support requirements.	Ongoing – Major upgrades 2008 – Summer 2009

Increase Access

For many students, particularly those from low income households and other at-risk groups, school offers the only opportunity for technology access. Increasing numbers of states and districts are seeing value in providing a computing device to each student. The District supports the concepts of 1-to-1 computing and the goals of Michigan's Freedom to Learn (FTL) Program which include:

- Engage students in learning (resulting in decreased dropout rates, tardiness, absenteeism, discipline referrals)
- Enhance student learning and achievement in core academic subjects with an emphasis on developing the knowledge and skills requisite to the establishment of a 21st century workforce
- Provide greater access to equal educational opportunities through ubiquitous access to technology
- Foster effective use of wireless technology through systematic professional development for teachers, administrators, and staff
- Empower parents and caregivers with the tools to become more involved in their child's education
- Support innovative structural changes and sharing of best practices
- Create educational environments that use technology as part of an instructional delivery system

Strategies for Increased Access	**Timeline**
Investigate and promote 1-to-1 computing initiatives and associated funding opportunities.	Ongoing
Continue email services for all staff. Provide email services to all students in grades 4 through 12.	Ongoing Ongoing
Provide online parent and student access to grades, attendance, progress reports, and electronic communications with teachers.	Ongoing – new system Aug 2008
Continue use of accessibility software and other assistive technologies.	Ongoing

Budget and Timetable

With the constant changes in technologies, and their associated costs, it is imperative for long-range plans to incorporate budgets and timelines that take into account the total costs of ownership (TCO) of technology. The district has established a long-range budget plan for technology that addresses acquisition costs, support, software, replacement costs and connectivity.

Professional development budgets are recommended in an amount equal to 15-30% of new technology purchases. All professional development activities, whether technology specific or not, should include some aspect of technology training.

One element of TCO, retrofitting of buildings to accommodate new technologies, is not reflected in this budget. With the new high school opened in 2002 and renovations to the middle and elementary schools that resulted from our 1999 bond issue, including asbestos removals, electrical upgrades, network wiring, and the addition of cooling systems, most technology related building infrastructure needs are met for the duration of this plan. The 7-year bond passed in May of 2008 will continue to support our technology and facility needs well beyond the life of this plan.

When budgeting and prioritizing technology needs, all of the following shall be considered:

- Number of students impacted
- Number of staff impacted
- Costs versus benefit
- Need driven by the curriculum
- Overall goal of increased student achievement
- Total Costs of Ownership

The following budgets shall be evaluated and revised annually to reflect changing needs, technologies and costs:

High School	2008-2009	2009-2010	2010-2011
Network Switches	$34,000		
Voice/Video/Data Wiring			
Wireless Networking	*$15,000*		
Network Servers	$10,000		
BAT Lab1 Computers		$31,200	
BAT Lab1 Peripherals	$2,000		
BAT Lab2 Computers		$30,000	
BAT Lab2 Peripherals	$2,000		
CAD/CAM Computers		$24,700	
CAD/CAM Peripherals	$3,000		
Publications Computers			
Publications Peripherals	$2,000		
Media Center Lab Computers	$27,500		
Media Center Computers	$12,100		
Media Center Peripherals	$2,000		
Mini-Lab Computers			
Mini-Lab Peripherals			
Mobile Laptop Carts	*$100,000*		
Wireless Laptops			
Teacher Computers	$29,700		
Classroom Student Computers			
Classroom Printers		$3,250	
SMART Classrooms	*$216,000*		
Classroom Response System	*$8,000*		
Administrative/Office Computers	$17,600		
Administrative/Office Printers	$1,250		
Administrative/Office Peripherals	$2,000		
Video Production Equipment	TBD	TBD	TBD
Subtotal	$484,150	$89,150	$0

Middle School	2008-2009	2009-2010	2010-2011
Network Switches	$22,000		
Voice/Video/Data Wiring			
Wireless Networking	*$15,000*		
Network Servers	$10,000		
Computer Lab Computers			
Computer Lab Peripherals			
Open Computer Lab Computers		$29,700	
Open Computer Lab Peripherals	$2,000		
Tech Ed Lab Computers	$15,400		
Tech Ed Lab Peripherals	$4,000		
Media Center Computers	$37,400		
Media Center Peripherals	$2,000		
Teacher Computers	$22,000		
Mobile Laptop Carts	*$100,000*		
Classroom Student Computers			
Classroom Printers	$5,250		
SMART Classrooms	*$152,000*		
Classroom Response System	*$8,000*		
Administrative/Office Computers	$12,100		
Administrative/Office Printers	$2,000		
Administrative/Office Peripherals			
Software			
Subtotal	$409,150	$29,700	$0

Elementary School	2008-2009	2009-2010	2010-2011
Network Switches	$28,000		
Voice/Video/Data Wiring			
Wireless Networking	$15,000		
Network Servers	$10,000		
Computer Lab Computers			
Computer Lab Peripherals			
Open Lab Computers	$0		
Open Lab Peripherals	$2,000		
Media Center Computers	$15,400		
Media Center Peripherals	$2,000		
Teacher Computers	$27,500		
Mobile Laptop Carts	$125,000		
Classroom Student Computers			
Classroom Printers			
SMART Classrooms	*$192,000*		
Classroom Response System	*$8,000*		
Administrative/Office Computers	$12,100		
Administrative/Office Printers			
Administrative/Office Peripherals			
Software			
Subtotal	$437,000	$0	$0

Central Office	2008-2009	2009-2010	2010-2011
District-Wide Phone System	*$225,000*		
Firewall/Proxy/VPN	$10,000		
Network Storage	$20,000		
Network Backup	$20,000		
Network Switches	$8,000		
Network Servers	$15,000	$15,000	
Administrative/Office Computers		$5,500	
Administrative/Office Peripherals	$2,000		
School Finance 2K	$3,450	$3,450	$3,450
Subtotal	$303,450	$23,950	$3,450

District Technology	2008-2009	2009-2010	2010-2011
Personnel	$124,000	$127,720	$131,552
Contracted Services	$5,000	$5,000	$5,000
Travel	$1,000	$1,000	$1,000
Training	$2,000	$2,000	$2,000
Software/Supplies/Subscriptions	$24,471	$24,511	$24,511
Network OS	*$2,600*	*$2,600*	*$2,600*
Web Filter	*$2,700*	*$2,700*	*$2,700*
SIS			
Mail Server	*$1,460*	*$1,500*	*$1,500*
Library Management	*$1,440*	*$1,440*	*$1,440*
Office Suite	*$12,587*	*$12,587*	*$12,587*
Desktop Security/Antivirus	*$3,684*	*$3,684*	*$3,684*
Equipment	$1,000	$1,000	$1,000
Subtotal	$157,471	$161,231	$165,063

Telecommunications	2008-2009	2009-2010	2010-2011
Phone Services	$17,400	$17,400	$17,400
WAN (*fiber to replace T-1s)			
Leased T-1s*	$8,064		
Private Fiber*	$181,000	TBD	TBD
	$89,000		
Internet Services Provider	$5,220	$5,220	$5,220
Subtotal	$300,684	$22,620	$22,620

GRAND TOTAL	$2,091,905	$326,651	$191,133

Coordination of Resources

The goals of this technology plan can not be accomplished without funds from a variety of sources. The district will coordinate available state and local resources to implement the activities and acquisitions prescribed in this plan. Funding from the general fund, Vocational-Technology millage, Universal Service Fund, bond proceeds, grants and donations are all critical to the success of this plan.

Strategies for Coordination of Resources	**Timeline**
Continue participation in the Universal Service Fund program.	Ongoing
Review other grant opportunities and apply as appropriate.	Ongoing

Evaluation

Due to the constantly changing nature of technology, this plan must be evaluated and revised regularly to determine the extent to which activities are effective in integrating technology into the curricula and instruction, increasing the ability of teachers to teach, and enabling students to reach challenging State academic standards.

Strategies for Evaluation of Progress	**Timeline**
The Technology Core Team shall meet regularly to evaluate progress on goals and accompanying strategies.	Meet bi-monthly as required during school year
The Technology Core Team shall meet annually to determine: • Which of the outcomes established in the technology plan have been met. • Which of the outcomes outlined in the technology plan were not met. • The effect of the technology plan on the implementation of technology in the district. • The best courses of action to meet those outcomes outlined in the technology plan that have not yet been realized. • Necessary changes and/or adjustments to the technology plan to meet the changing needs of the district.	Annually each Spring
The District shall analyze data collected from multiple data points (MEAP, NWEA, local assessments, etc.) and measure success by evaluating growth in student academic achievement over time.	Ongoing

Acceptable Use Policy

The district Acceptable Use Policy (AUP) was rewritten during the 2001-2002 school year to incorporate compliance with the Children's Internet Protection Act (CIPA) and to provide better guidelines regarding the use of district technologies. The policy was adopted by the Board of Education on June 10, 2002. The AUP is included as attachment B to this plan.

Strategies for Implementing the Acceptable Use Policy	**Timeline**
Distribute new policy via orientation sessions with staff and students. Orientation sessions should review the key points of the policy, including responsibilities of users, and explain the process for signing and returning the policy.	Ongoing
Review policy guidelines, filtering technologies, monitoring and disciplinary actions.	As required
Refine/develop and implement K-12 curriculum addressing Acceptable Use.	Ongoing

Attachment A

Charlevoix adapted
National Educational Technology Standards for Students (NETS-S) with Performance Indicators

National Educational Technology Standards for Students with K-2 Performance Indicators

All students should have opportunities to demonstrate the following performances.
Prior to completion of Grade 2, students will:

1. Basic operations and concepts

- **1.EE.1** Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audio tapes, telephones, and other technologies.
- **1.EE.2** Use a variety of media and technology resources for directed and independent learning activities.
- **1.EE.3** Communicate about technology using developmentally appropriate and accurate terminology.
- **1.EE.4** Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning.

2. Social, ethical, and human issues

- **2.EE.5** Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom.
- **2.EE.6** Demonstrate positive social and ethical behaviors when using technology.
- **2.EE.7** Practice responsible use of technology systems and software.

3. Technology productivity tools

- **3.EE.2** Use a variety of media and technology resources for directed and independent learning activities.
- **3.EE.8** Create developmentally appropriate multimedia products with support from teachers, family members, or student partners.
- **3.EE.9** Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories.

4. Technology communications tools

- **4.EE.9** Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories.
- **4.EE.10** Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners.

5. Technology research tools

- **5.EE.9** Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories.

6. Technology problem-solving and decision-making tools

- **6.EE.9** Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories.

National Educational Technology Standards for Students with 3-5 Performance Indicators

All students should have opportunities to demonstrate the following performances.
Prior to completion of Grade 5, students will:

1. Basic operations and concepts

- **1.LE.1** Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.
- **1.LE.2** Discuss common uses of technology in daily life and advantages and disadvantages those uses provide.

2. Social, ethical, and human issues

- **2.LE.2** Discuss common uses of technology in daily life and advantages and disadvantages those uses provide.
- **2.LE.3** Discuss basic issues related to responsible use of technology and information; and describe personal consequences of inappropriate use.

3. Technology productivity tools

- **3.LE.4** Use general purpose productivity tools and peripherals to support personal productivity, to remediate skill deficits, and to facilitate learning throughout the curriculum.
- **3.LE.5** Use technology tools (e.g., multimedia authoring, presentation, web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.

4. Technology communications tools

- **4.LE.5** Use technology tools (e.g., multimedia authoring, presentation, web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.
- **4.LE.6** Use telecommunications efficiently and effectively to access remote information and communicate with others in support of direct and independent learning and for pursuit of personal interests.
- **4.LE.7** Use telecommunications and on-line resources (e.g., email, online discussions, web environments) to participate in collaborative problem solving activities to develop solutions or products for audiences inside and outside the classroom

5. Technology research tools

- **5.LE.7** Use telecommunications and on-line resources (e.g., email, online discussions, web environments) to participate in collaborative problem solving activities to develop solutions or products for audiences inside and outside the classroom.
- **5.LE.8** Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem-solving, self-directed learning, and extended learning activities.
- **5.LE.9** Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.

6. Technology problem-solving and decision-making tools

- **6.LE.8** Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem-solving, self-directed learning, and extended learning activities.
- **6.LE.9** Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.
- **6.LE.10** Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources.

National Educational Technology Standards for Students with 6-8 Performance Indicators

All students should have opportunities to demonstrate the following performances.
Prior to completion of Grade 8, students will:

1. Basic operations and concepts

- **1.MS.1** Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.
- **1.MS.9** Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving.

2. Social, ethical, and human issues

- **2.MS.2** Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society.
- **2.MS.3** Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
- **2.MS.10** Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.

3. Technology productivity tools

- **3.MS.4** Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research.
- **3.MS.5** Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.

4. Technology communications tools

- **4.MS.6** Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.
- **4.MS.7** Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom.

5. Technology research tools

- **5.MS.4** Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research.
- **5.MS.6** Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.
- **5.MS.7** Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom.
- **5.MS.8** Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.
- **5.MS.10** Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.

National Educational Technology Standards for Students with 6-8 Performance Indicators

All students should have opportunities to demonstrate the following performances.
Prior to completion of Grade 8, students will:

6. Technology problem-solving and decision-making tools

- **6.MS.5** Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.
- **6.MS.6** Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.
- **6.MS.8** Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.
- **6.MS.9** Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving.
- **6.MS.10** Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.

National Educational Technology Standards for Students with 9-12 Performance Indicators

All students should have opportunities to demonstrate the following performances.
Prior to completion of Grade 12, students will:

1. Basic operations and concepts

1.HS.2 Make informed choices among technology systems, resources, and services.

2. Social, ethical, and human issues

2.HS.1 Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs.
2.HS.2 Make informed choices among technology systems, resources, and services.
2.HS.3 Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole.
2.HS.4 Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information.

3. Technology productivity tools

3.HS.5 Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence).
3.HS.9 Investigate and apply expert systems, intelligent agents, and simulations in real-world situations.

4. Technology communications tools

4.HS.5 Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence).
4.HS.7 Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity.
4.HS.8 Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning.
4.HS.10 Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

5. Technology research tools

5.HS.6 Evaluate technology-based options, including distance and distributed education, for lifelong learning.
5.HS.7 Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity.
5.HS.8 Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning.
5.HS.9 Investigate and apply expert systems, intelligent agents, and simulations in real-world situations.
5.HS.10 Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

National Educational Technology Standards for Students with 9-12 Performance Indicators

All students should have opportunities to demonstrate the following performances.
Prior to completion of Grade 12, students will:

6. Technology problem-solving and decision-making tools

- **6.HS.7** Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity.
- **6.HS.9** Investigate and apply expert systems, intelligent agents, and simulations in real-world situations.
- **6.HS.10** Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

Attachment B

Charlevoix Public School District
Acceptable Use Policy

Charlevoix Public School District
Acceptable Use Policy

Preamble

The Charlevoix Public School District is pleased to provide access to technology resources including access to the Internet. These technologies allow interaction internally within the district and externally to systems located all over the world providing access to electronic resources which promote and enhance learning consistent with district educational objectives. Use of district technology resources by students and employees is a privilege and not a right. Users are obligated to respect and protect the rights of every other user and act in a responsible, ethical and legal manner.

Internet Safety Measures

With access to the Internet comes the availability of material that may not be considered to be of educational value. To the extent practical, the District shall use Internet filtering technologies to block or filter access to inappropriate materials, including visual depictions deemed obscene, child pornography, or any material deemed harmful to minors. Filtering technologies may be disabled or minimized by the system administrator for adults engaged in bona fide research or other lawful purposes.

The District recognizes that filtering technologies are imperfect, and that on an ever-changing global network it is impossible to filter all inappropriate materials. The District firmly believes that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may obtain material that is not consistent with the educational goals of the District. In addition to the use of filtering technologies, online activities shall be monitored directly or indirectly to further safeguard students from accessing inappropriate materials.

When engaging in activities on the Internet, e-mail, and other forms of direct electronic communications, the following guidelines should be strictly adhered to:

- Students should not reveal their identity in any way, unless explicitly authorized by their teacher. This includes name, personal address, phone number, location, city, school name, team name, photographs or any other personal identification information.
- Users should not reveal personal information about others. This includes names, personal addresses, phone numbers, location, city, school name, team name, photographs or any other information that might identify others in any way.
- Students should never get together with anyone they meet online without permission of their parent or guardian.
- Users are responsible for all materials accessed under their assigned user accounts, and accept responsibility for keeping all inappropriate materials from entering the school via the Internet.
- Students should immediately tell their teacher, building principal or the system administrator if they receive or access anything that is inappropriate, threatening or uncomfortable.

Acceptable Use/Net Etiquette

Access to the District's technology resources, including the Internet, shall be made available to students and employees primarily for facilitating learning, enhancing educational information exchange, and administrative purposes. The following statements guide acceptable use of district technology resources:

- District technology resources shall not be used to engage in any illegal activities.
- Limited personal use of the system shall be permitted if the use:
    - Imposes no tangible cost on the District
    - Does not unduly burden the District's computer or network resources
    - Has no adverse effect on an employee's job performance or on student's academic performance.
- Users are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:

  - Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
  - Do not use the network in such a way that you would disrupt the use of the network by other users.
  - Be mindful of network security and immediately report any viruses, errors, or security problems
- Examples of unacceptable uses include (but are not limited to) the following:
  - Sharing your password with anyone for any reason or using someone else's password.
  - Transmitting or downloading any material in violation of any U.S. or state regulations. This includes, but is not limited to, material that is copyrighted, threatening and harmful, sexist, racist, discriminatory, sexually explicit, obscene or protected by trade secrets.
  - Plagiarizing, or taking the ideas or writings of another and using them as one's own. This includes the copying and pasting of another's information without documenting the source.
  - Accessing non-educational chat rooms, instant messaging, news groups or games.
  - Engaging in any unauthorized commercial activity, product advertisement or political lobbying.
  - Using school technology resources for-profit business.
  - Using technology to distort the truth, to lie, or to misrepresent someone else.
  - Using any technology intentionally to harm or harass anyone.
  - Committing acts of vandalism. Vandalism is defined as any attempt to harm, destroy, or disrupt the operation of the network, hardware, software, or the data of any other user on the system or any other system. This includes, but is not limited to hacking and knowingly transmitting computer viruses.
  - Installing or copying any software to or from district equipment unless permission is explicitly granted by the system administrator.
- Users are expected to abide by the following guidelines for general care and use:
  - Use equipment with care and keep computer areas clean and orderly.
  - Do not bring food or drinks into computer areas.
  - Do not relocate, remove, or modify hardware or software without permission from the system administrator.
  - Adhere to the printer use guidelines established for each printer.
  - Maintain file storage user space, including the removal of unnecessary files.

Wavier of Warranty/Disclaimer

The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. This includes loss of data resulting from delays, non-deliveries, missed deliveries or service interruptions caused by unforeseen network problems or a user's errors or omission. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services. The District does not guarantee that materials stored on the system will be private. System administrators may review the information stored on the system to determine whether it is being used properly.

Charlevoix Public School District
Acceptable Use Policy

Consequences for Violation of Policy

If a district user violates any provisions of this policy, his or her access could be limited, denied or terminated. The individual building administrator or superintendent may determine if the guidelines for the proper use of district technology have been violated and reserve the right to direct the cancellation of an individual's access if necessary. The system administrator may temporarily suspend a user's access without prior notice, if such access threatens the integrity of the District's network.

Use of district technology resources relating to or in support of illegal activities will be reported to the appropriate law enforcement authorities.

Staff disciplinary actions shall be handled in accordance with the applicable contract language.

Student disciplinary actions shall be handled in accordance with the Student Code of Conduct.

Declaration of Understanding and Adherence

I have read and understand the Charlevoix Public School District **Acceptable Use Policy** and agree to adhere to the principles and policies detailed within. In consideration for the privilege of using the Charlevoix Public School District's network and Internet connection, I hereby release Charlevoix Public Schools and its operators and sponsors from any and all claims arising from this use or inability to use these resources.

Year of Expected Graduation (students only): _____

Printed Name: _____

Signature of User: _____

Date: _____

The following is required for all minors:

Printed Name of Parent/Guardian: _____

Signature of Parent/Guardian: _____