

800 State Road, Harbor Springs, Michigan 49740

# Harbor Springs

Public Schools

# *Technology Plan*

2006 - 2009

Adopted September 2005

# Harbor Springs Public Schools Technology Plan

Adopted September 2005

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## Section 1 - Cover Page

<b>Applicant</b>	Legal Name of Applicant Harbor Springs Public Schools		District Code / School Code
	Address 800 State South State Road		
	City Harbor Springs	Zip Code 49740	County Emmet
	Telephone 231-526-4545		Fax 231-526-4544
	Superintendent / PSA Director / Private School Official Dave Larson		Intermediate School District Char-Em
	Technology Plan Start Date July 1, 2006		Technology Plan End Date June 30 <sup>th</sup> , 2009

<b>Technology Plan Contact</b>	Name of Technology Plan Contact Bo Whitfield		Official Title Technology Director
	Address 800 State South State Road		
	City Harbor Springs	Zip Code 49740	
	Telephone 231-526-4839	Fax 231-526-4832	Email Address <a href="mailto:bo@harborps.org">mailto:bo@harborps.org</a>
<b>Check if the same as the Contact</b> <input type="checkbox"/> <b>Technology Director</b>	Name of Technology Director Bo Whitfield		Official Title Technology Director
	Address 800 State South State Road		
	City Harbor Springs	Zip Code 49740	
	Telephone 231-526-4839	Fax 231-526-4832	E-Mail <a href="mailto:bo@harborps.org">mailto:bo@harborps.org</a>

**URL of the District Educational Technology Plan:** [www.harborps.org](http://www.harborps.org)

## **Section 2 - Introductory Material**

Harbor Springs Public Schools launched an ongoing Strategic Technology Planning process in 1991. The process committed HSPS to building a technology infrastructure that would best support learning and teaching. This infrastructure focuses on using both quality hardware and software. It also requires continuous attention to research, upgrades, staff development and support. The HSPS Staff, administration, community members and parents have worked hard to ensure that all students will have access to the most current technology equipment, instruction and resources.

The Harbor Springs School District is working toward achieving high results for all students. Desired results include:

- 100% of our graduates will earn a State-endorsed diploma
- 100% of our students will exhibit the district's outcomes at designated achievement levels
- 100% of our students, within six months after graduation, will be either placed in entry level or higher employment positions, enrolled in an institution of higher learning, or in an advanced training program
- The community will be involved in the district's educational process, events, and/or committees.
- 100% of the students and staff will perceive the environment in our school system as safe, nurturing, and intellectually stimulating

## **Mission Statement**

The Harbor Springs Public Schools are committed to providing a positive learning environment and a purposeful, diversified educational program designed to require that all students develop and demonstrate the skills necessary to be life long learners and productive citizens.

In order to support the District Mission, the major objectives of the technology plan are:

- We believe that we can use technology to help make our learning environment a more positive experience.
- We believe that technology will allow access to a diversified base of information.
- We believe that technology will allow students to more richly express their talents and skills.
- We believe that technology will help our students develop information gathering skills that will carry over into life-long activities.

## **School Information - Introduction**

Description and demographic data.

Harbor Springs Public Schools, with 1125 students and 70 teachers, is located in Harbor Springs MI, which is near Lake Michigan in the Northwest lower peninsula of Michigan. The district consists of 4 distinct physical buildings.

Blackbird Elementary (K-2)  
421 East Lake St.

Shay Elementary (3-5)  
175 East Lake St.

Harbor Springs Middle School (6-8)  
800 South State Road

Harbor Springs High School (9-12)  
327 East Bluff Dr.

## **Section 3 - Vision & Goals**

### **Vision**

Our vision is to provide our students with sufficient technology and technological skills to allow them to become the life-long learners and productive citizens as described by our schools district mission statement. In addition, HSPS will:

1. Provide all students with equal access to a full range of information resources.
2. Integrate technology into the learning process of every student.
3. Incorporate Core Curriculum Technology Outcomes as defined by the State of Michigan.
4. Invest in the technology necessary to graduate competitive, technologically literate students.

### **Goals - Broad Based / General**

HSPS will use technology to facilitate known characteristics of an effective learning environment including:

1. Supporting teachers in their role as a facilitator of learning
2. Making technology an integral and inseparable part of the classroom environment, both physically and based on the curriculum.
3. To foster positive attitudes and perceptions by students about learning.
4. Shifting an emphasis to active, constructivist learning from passive, transmission learning.
5. Promoting, extending, and refining knowledge of higher order cognitive skills.
6. Creating meaningful experiences for students to apply knowledge.
7. Fostering productive habits of mind such as persistence, accuracy, using feedback, creativity and thinking rationally.

## District Technology Planning Team

The District Technology Resource Committee was first convened in the 1991-1992 school year. This committee is an ongoing body meeting bi-monthly to determine and plan district technology decisions and direction. From its inception in 1991, the DTRC has been an integral part of the district's curriculum reform efforts. The DTRC has continually functioned as a resource to aid other Subject Area Committees (SAC's) in their integration of technology into the curriculum as well as a clearinghouse for technical information and purchasing.

The current members are listed below:

<b>Last Name</b>	<b>First Name</b>	<b>Title</b>	<b>Location</b>
Blanck	Thomas	Media Specialist	Shay, Blackbird, Middle School, High School
Regentin	Curt	Teacher / Woodshop & Drafting	High School
Jacobs	Susan	Principal	High School
Matelski	Tony	Teacher / Science	High School
Scholten	Karey	Principal	Shay Elementary
Cochran	Scott	Principal	Middle School
Bokram	Bob	Board Member / Community Member	N/A
Nagurka	Nancy	Computer Lab Teacher / Parent	Middle School
Volker	Jan	Computer Instructor	Shay Elementary
Fenton	Joan	Board Member / Community Member	N/A
Bo	Whitfield	Technology Director	District Resource
Larson	Dave	Superintendent	District Resource
Talcott	Allan	Teacher / Visual Imaging / Parent	High School
Scholten	Karey	Principal	Blackbird Elementary
Bower	Jodi	Teacher	Blackbird

## **Section 4 - Curriculum Integration**

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

1. Teachers will use the phone and E-Mail system to make frequent parent contact to inform parents of the use of technology in their classrooms.
2. Teachers will use the phone system and Web Site to inform parents of due dates for technology related projects.
3. Teachers will develop classroom activities that incorporate challenging tasks with technology tools.
4. Teachers will seek opportunities to collaborate with other teachers and work in teams to design and implement technology-supported projects based on industry, state and federal standards.
5. Teachers will develop procedures and checklists to help monitor and document each student's progress in using technology to solve problems.
6. Teachers will be provided with the necessary training to insure that they can design classroom activities that incorporate a high degree of technology utilization.
7. Administrators and teachers will focus on the intersection of learning and technology so that engaged learning and high technology performance contribute to the students' technology effectiveness.
8. The school district will create and maintain state-of-the-art facilities for using technology for instruction.
9. The school will improve the technology and telecommunications infrastructure of the campus to give students, faculty and staff fast and reliable access to new technology-mediated learning resources.
10. The school district will use integrated computer based attendance and grading systems to improve teaching and learning for all students.
11. The school will utilize network based software tools to insure that the district curriculum is aligned with state and federal standards.

## **Grade Specific Technology Goals**

The Harbor Springs Public Schools continue to meet NCA accreditation standards. Instructional decisions will become increasingly more data driven in an attempt to improve student performance at all grade levels and in all subject areas. The following grade specific technology goals will or have been integrated into the curriculum and incorporated into instructional practices.

### ***KINDERGARTEN***

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- Introduce parts of the computer (monitor, screen, hard drive, CD-ROM & floppy drives, printer)
  - Familiar with menu bar
  - Familiar with mouse (click/double-clicking)
- Beginning keyboarding (become familiar with letters, etc.)
- Beginning graphic design
  - Introduce composing, graphics, and printing (create picture and label with letters; i.e. draw a picture and letters in Kid Pix)
- Introduce the Internet

## ***FIRST GRADE***

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- Use CD-ROMs
- Access programs from desktop
- Beginning keyboarding
  - Left/right position
- Beginning word processing
  - File menu: open, save, print
  - Keys: delete, return, arrow
  - Use mouse to insert cursor
  - Create a writing sample (create a picture and a sentence)
- Introduce the Internet

## **SECOND GRADE**

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- Use CD-ROMs for subject integration and to gather information
- Beginning keyboarding
  - Home row hand position
  - Key/finger accuracy
  - Five words per minute with 50% accuracy
- Beginning word processing
  - File menu: open, save, print, quit
  - Keys: delete, return, arrow
  - Font selection/size
  - Create a writing sample (i.e. two or more poems per student)
- Beginning desktop publishing
  - Type text
  - Choose graphic
  - Edit
  - Print
- Beginning use of the Internet

## **THIRD GRADE**

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- Use CD-ROMs for subject integration and to gather information
- Focus on keyboarding
  - Ten words per minute with 80% accuracy (score printed for portfolio)
  - Know location of all keys, shift bar, and punctuation
- Beginning word processing
  - File menu: new, open, close, save, save as, print, quit
  - Edit menu: undo
  - Document menu: spelling and thesaurus
  - Tab key
  - Select network printer
  - Create a document (i.e. compose, edit, and print a letter)
- Beginning desktop publishing and graphic design using a publishing program
  - File menu: new, open, close, save as, print
  - Edit menu: undo
  - Reference menu: spelling
  - Add graphics
  - Change size of text
- Beginning multi-media program (i.e. PowerPoint)
  - Create text and insert image
  - Beginning knowledge and use of currently available software
- Use of the Internet to conduct research

## ***FOURTH GRADE***

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- Use CD-ROMs for subject integration and to gather information
- Keyboarding
  - Ten words per minute with 85% accuracy (score printed for portfolio)
  - Reinforce home row and hand positions
- Word processing
  - File menu (reinforce third grade expectations)
  - Edit menu: cut, copy, paste and reinforce previous expectations
  - Justification and style
  - Set margins and tabs
  - Create folders and classify own documents
  - Create a document (i.e. compose, edit, and publish a creative writing story)
- Desktop publishing and graphic design using a publishing program
  - Text menu: font, alignment, style
  - Access templates
- Multi-media production
  - Organize and arrange information for a multi-media presentation (i.e. PowerPoint presentation of a report)
  - Create and import an image from a variety of sources
  - Create and use sound from a variety of sources
  - Knowledge and use of currently available software
- Use Internet to communicate and conduct research: access, signing on/off

## **FIFTH GRADE**

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- Use CD-ROMs for subject integration and to gather information
- Keyboarding
  - Twenty words per minute with 90% accuracy (score printed for portfolio)
  - Reinforce home row and hand positions
- Word processing
  - File menu (reinforce previous expectations)
  - Edit menu: copy, cut, paste, select all
  - Justification and style
  - Font type and size
  - Create a document (i.e. compose, edit, and publish a creative writing story)
- Desktop publishing and graphic design using a publishing program
  - Text menu: font, alignment, style
  - Use borders and color
  - Access templates
- Multi-media programming
  - Organize and arrange information for a multi-media presentation (i.e. PowerPoint presentation of a report)
  - Create and import an image from a variety of sources
  - Create and use sound from a variety of sources
  - Knowledge and use of currently available software
- Use Internet to communicate and conduct research

## ***Sixth GRADE***

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### **General Computer Procedures**

- How to create a new file
- How to save to a folder
- Use Find for finding lost files
- Using Spell Check
- How to search for images off the web

### **Microsoft Word**

- Using custom bullets
- How to set up header
- How to use draw tools
- How to add text to shapes
- How to set up a chart
- How to insert pictures into Microsoft Word
- How to get images off Internet

### **Keyboarding**

- Learn total keyboard without looking at keys
- Type between 15-30 words per minute

### **Basic PowerPoint Skills**

- Create new slides
- Insert pictures

## **7th GRADE**

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### **Review of Basic MS Office Skills:**

- Copy
- Paste
- Insert
- Font
- Size
- Justification
- Save as
- Header/footer
- Tables
- Bullets/numbering
- MS PowerPoint – 8-10 slide presentation with timing, sounds, transitions, and animations

### **Introduce Additional Computer Concepts:**

- MS Publisher –each students creates a 4-page newsletter with text & pictures
- Use of template in Publisher
- Citing work/pictures from Internet
- Converting newsletter to website
- Hyperlinks
- Motion clips
- Sound files
- Creating a website from scratch – no template
- Writing for our class newspaper – *Ram's Review*

### **Keyboard Practice**

- Micro Type Multimedia

# **8th GRADE**

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## COMPUTERS 8 CURRICULUM

This class is an 8-week exploratory with 6 different units.

- Unit 1:           KEYBOARDING
- Improve students' keyboarding skills utilizing Type to Learn and Microsoft Multimedia Typing programs.
  - Goal is to improve students' typing to 30 words per minute with 95% accuracy.
  - This unit is continuous across the nine weeks. Students work on keyboarding skills for the first 10 minutes of class each day.
- Unit 2:           WORD PROCESSING
- Improve students' word processing skills and expanding knowledge of Microsoft Word program.
  - Introduce students to new features of Microsoft Word (i.e., text wrapping, inserting tables, footnotes, etc.)
  - This unit lasts approximately 1 week depending on students' prior knowledge.
- Unit 3:           DESKTOP PUBLISHING
- Improve students' desktop publishing skills using Microsoft Publisher program.
  - Introduce students to new features of Microsoft Publisher (i.e., calendar making, business forms, etc.)
  - This unit lasts approximately 1 week depending on students' prior knowledge.

Unit 4: POWERPOINT PRESENTATIONS

- Improve students' skill and knowledge of working with and creating PowerPoint presentation.
- Introduce students to new features of PowerPoint (i.e., adding video clips, sound, transitions, etc.)
- This unit lasts approximately 2 weeks depending on students' knowledge.

Unit 5: SPREADSHEETS

- Introduce students to the Microsoft Excel program and the basics of spreadsheets.
- Improve student knowledge of uses for spreadsheets and formatting, making charts, etc.)
- This unit lasts 2 weeks.

Unit 6: DATABASES

- Introduce students to the Microsoft Access program and the basics of databases.
- Improve student knowledge of uses for databases and features of Access (i.e., sorting records, searching for information, table formats, queries, creating forms & reports)
- This unit lasts for 2 weeks.

Textbooks: Hands-On Microsoft Office by Computers Literacy Press  
Microsoft Office Basics by Thomson Learning.

Programs: Microsoft Word, Microsoft Publisher, Microsoft Excel, Microsoft Access, Microsoft Multimedia Typing, PowerPoint, and Type to Learn.

# Harbor Springs High School Technology Curriculum

High school Goals and Objectives reflect district philosophy for continuation of skills established K-8. This approach is more holistic instead of specific. Technology is integrated into the 9-12 curriculum when appropriate for the lesson and technology is accessible. Teachers are encouraged to use CD-ROMs and the Internet to integrate with their class goals and objectives. There are several classes in which the curriculum does revolve around the continuous use of technology to deliver the curriculum. These classes include Advanced Computers, business classes, Computer-Assisted Drafting, and Visual Imaging. Business Department

Business technology (B.E.S.T. – Business Education Service Technology)  
Accounting  
Advanced Computers

Graphic Art and Practical Arts  
All other –

## High School Overview grades 9-12

Our goal is to incorporate technology into all areas of curriculum. Word processing, database manipulation, spreadsheet applications and basic programming will be integrated into student-required courses. The use of on-line resources will be integrated into curricular areas for the exchange of ideas. Student elective courses will provide additional technological skills, including CAD/CAM, advanced programming, computerized accounting, and multimedia information.

The high school integrated technology curriculum may involve the following components:

- I. Technology integration into all content areas.
- II. Advanced knowledge in word processing, research, and multimedia through the study of language arts.

Students will:

1. Produce word-processed documents.
2. Manipulate databases.
3. Understand and use on-line resources.
4. Publish documents on-line.

5. Learn, discuss, and model ethical, legal, and responsible uses of technology.
6. Learn spreadsheet applications.
7. Create multi-media projects.
8. Produce computer programs.
9. Manipulate spreadsheets.
10. Use content-specific software.

## I. High School Integration into All Content Areas

Below are brief descriptions of how technology can be appropriately applied in specific curricular areas.

<b>Language Arts</b>	<b>Mathematics</b>	<b>Social Studies</b>	<b>Science</b>
Word processing, spell check, thesaurus, and grammar checking software used in writing process.	Spreadsheets to solve problems.	Atlas/map making	Database and telecommunications for research.
Database and telecommunications for research.	Graphing programs to discover concepts visually.	Telecommunications to use online resources.	Multimedia projects with graphics, text, and sound.
Outline/brainstorm software for writing.	Reinforce basic skills with computer software.	Multi-media projects with graphics, text, and sound.	Computer probes for measurement/analysis.
Multi-media projects with graphics, text, and sound.	Programming	Databases on compact disk.	Optical technologies for research and analysis.
Creation of timelines of events.	Probability simulations	Simulations.	Computer interface with lab instruments.
Desktop publishing of newspaper and yearbook on computer.	Special "work processors" with math symbols.		Gravity, projectile motion and other simulations.
Enhance photographs.	Statistics software.		Download and analyze data from weather satellite.
Video productions in Television Production class.			Troubleshooting to solve problems.
			Nationwide collaboration via telecommunications.

<b>Arts</b>	<b>Physical Science</b>	<b>Business Education</b>
Computer drawing with geometrical shapes or freehand.	Body fat analysis for physical fitness.	Computerized record keeping and accounting.
Design compositions.	Database for tracking of sports statistics.	Advanced work processing/publishing.
Critique artwork.	Computer interfaces to measure pulse in training.	Advanced database and spreadsheet applications.
Scanning images and enhancing on computer.	Automated timers.	Payroll, inventory management and other business simulations.
Animation.	Database and telecommunications for research.	Optical technologies for research and simulations
Enhance photography.		
Create multimedia portfolios.		
Database and telecommunications for/research.		

<b>Foreign Language</b>	<b>Special Education</b>	<b>Industrial Technology</b>	<b>Media Centers</b>
Foreign language work processors for writing.	Computer software for remediation.	Principles of technology.	Computerized card catalog.
Vocabulary review via computer.	Use technology as tool to accomplish required objectives.	Robotics.	Multiple databases on compact/video disk.
Introduction to languages via digitized voice.		Computer aided drafting/computer aided machining (CAD/CAM).	Telecommunications for research.
Compact disks with digitized speech.		Computerized diagnostic devices.	Multiple computer stations for teacher/student use.
Telecommunications for research.		Career exploration software.	Multimedia workstations.
		Monitoring and feedback devices.	
		Multimedia reports with graphics, text, and sound.	

## **Section 5 - Student Achievement**

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

1. Assess all staff to determine their needs in the use of technology to support all students, including those with special needs, and provide technical support and training for hardware and software specific to their needs.
2. Coordinate efforts among site staff, curriculum planning members, the district technology committee, and the Director of Technology to match curriculum needs with technology solutions.
3. The technology committee will routinely consider the recommendations for software and hardware.
4. Develop policies and administrative regulations providing for the coordination and maintenance of district-licensed software.
5. Develop evaluation criteria, guidelines, and a process for the review and adoption of technology based instructional resources.
6. Develop and adopt district standards for technology literacy.

<b>Curriculum Integration Strategies</b>	<b>TIMELINE</b>
Refine transition process from ES to MS and MS to HS for technology classes.	Annually
Study current and new BST programs to realign curriculum to meet new state requirements.	Annually
Complete initial implementation of curriculum mapping software, including training of all administration and staff.	Annually
Stay in tune with the ever-changing Michigan Curriculum Framework Technology Content Standards Benchmarks.	Ongoing
Monitor and make sure that the district stays at a level above the required benchmarks at all times.	Ongoing
Evaluate curricula to find more efficient and applicable uses of technology in the classroom.	Annually
Study the use of Distance ED learning centers in every building to increase the productivity of teachers and students alike.	Exploratory Basis
Implement wireless technologies in the classrooms, computer labs and media centers to enhance access to the technical resources provided to us through the local school network, the internet and on-line sources.	Fall 2005

**Current Technology Strategies to support the curriculum are:**

- Wide Area Network
- T-1 access to the Internet
- Phone and voice mail in each workspace.
- At least two computers in every class.
- Electronic attendance & grading programs on all classroom computers.
- Access to Curriculum standards and mapping software available on every classroom computer.
- Two business computer labs in the High School.
- Three computer labs in the Middle School.
- 1 computer lab in Shay Elementary.
- 1 computer lab in Blackbird.
- District Web Site

**New technology strategies to support the curriculum:**

- Teacher based web sites built and maintained to reflect the current tasks and projects being conducted in each specific classroom.
- Web based student grading and performance information available to student parents via the school web site.
- Wireless access to the main campus network in the common areas and media centers.
- Wireless computer labs that can be brought and used directly in the classroom.

## **Section 6 - Technology Delivery**

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

1. The school will create state-of-the-art facilities for using technology for instruction.
2. The school will improve the technology and telecommunications infrastructure to provide fast and reliable access to the Internet and other technology-mediated learning resources.
3. The school will use the Internet, cable and satellite technologies to extend learning opportunities for students.
4. The school will offer interactive television to high school students' eligible for the post-secondary enrollment option.
5. The school will provide streaming video technology so that ITV classes over the Internet can be downloaded and viewed at the students' convenience. ( United Streaming, Vbrick)
6. The school will extend learning opportunities for on-line courses and other technology related curriculums that are not currently offered.
7. The school will extend the hours of the school day to provide additional opportunities for students to be engaged in distance learning and other on-line learning opportunities.
8. The school will implement an in-house video streaming solution to provide desktop video to all computers in the district.

## **Section 7 -** **Parental Communications & Community Relations**

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

1. District newsletters, student handbooks, school calendars and notification of special service programs are given to parents, local newspapers and available on our school website.
2. The Board of Education will be updated on a regular basis on current technology trends and district needs.
3. The HSPS Technology Plan and implementation will be presented to the community through the newspaper and the HSPS web site.
4. Teachers will use the e-mail system and Centerpoint parent communication module to keep parents informed of how technology is being used with students in their classroom.
5. Staff will be informed of technological advances at staff meetings, workshops and through updates from the DTRC.
6. The school will use the web page to keep parents informed as to the technologies being used district-wide by students.
7. Teachers will invite parents to attend Open Houses at night that will display the various technologies that their students are using
8. Teachers and students will demonstrate how technology is being used during Parent / Teacher / Student conferences held in the fall and in the spring.
9. Teachers will send home newsletters on a consistent basis that highlight the technologies being used
10. Teachers will engage in curriculum mapping in which they will be documenting the use of technology.
11. The school will make curriculum maps public by using Rubicon Atlas software via the Internet so that parents can view each teacher's curriculum map.
12. Teachers will provide a course syllabus that will be sent home to parents that will give an overview of what types of technologies that students will be engaged in throughout the year.
13. The DTRC (District Technology Resource Committee) will be responsible for the development, maintenance, deployment and approval of all tech plans.
14. Parent and community members currently hold board positions on the DTRC, as stated previously in this document.

## **Section 8 - Collaboration**

***Strategies for developing the program, where applicable, in collaboration with adult literacy service providers***

- This section is not applicable to the Harbor Springs School District. The Harbor Springs School District does not offer adult literacy programs at this time. We do not offer adult education, GED certification programs, or ESL.

## **Section 9 - Professional Development**

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

1. Implement and foster participation in the Intel Teach to the future program within the school district. This program is designed to show teachers and administrators how to more effectively utilize the Microsoft Office Suite in their daily tasks, i.e., lesson plans, integration with the curriculum and day-to-day tasks.
2. Utilize current teacher in-service days for training. There will also be open office hours for staff to receive individual training from the Technology Director. This training will be used to make sure that all staff and administrators are made aware of how to use available technologies to improve student learning.
3. A continuous focus on bringing in software tools and the associated training that will aid in classroom instruction based on the curriculum in place for that class. For example, Rubicon Atlas, used in our curriculum mapping process, was implemented within the district and all teachers and administrators were trained in its use. It will now be referenced and utilized at the classroom level to help teachers develop and deliver current state and national standards based information directly to the student.
4. Modify current professional development offerings.
5. Enhance our peer mentoring system to include the training and instruction necessary to make new teachers or administrators comfortable with the software and hardware that is used on a day-to-day basis.

6. Restructure our curriculum to allow for an individual to be responsible for the teaching and training of teachers, administrators and media personnel.
7. Make a commitment to the ongoing monitoring of staff skills.
8. Utilize wireless and distance learning systems to train more effectively.
9. Utilize REMC and Char-Em ISD offered technology training to introduce and enhance staff technology expertise and comfort levels.
10. Encourage staff to attend technical conferences such as MACUL, MEIM and MAME which will provide statewide insight on developing trends in technology necessary to making informed decisions at both the committee and curriculum levels.

**Professional Development Timeline:**

<b>Aug. 2005 - Annually</b>	Centerpoint Grade Module review and training for new year for HS & MS staff.
<b>Sept. 2005 - Annually</b>	Centerpoint review and setup for new year for HS & MS staff.
<b>Sept. 2005 - Annually</b>	Various Microsoft Office training sessions for all staff on an as needed basis.
<b>Sept. 2005 - Annually</b>	Jostens training for yearbook staff.
<b>Aug. 2005 - June 2006</b>	Curriculum mapping and classroom instruction integration district wide in the <b>Math</b> content area.
<b>Aug. 2005 - June 2006</b>	Curriculum mapping and classroom instruction integration district wide in the <b>Language Arts</b> content area.
<b>Jan. 2004</b>	Staff development day to instruct staff in the use of the Centerpoint Grade Module for Internet / Web interface

## **Section 10 - Supporting Resources**

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

1. Reports generated from Centerpoint will allow greater accuracy in the assessment of students progress, downfalls, and superior achievement
2. Curriculum mapping software will allow us to better plan and prepare for what lies ahead while also making it available to the community through a web page.
3. The Continuing funding for a technology director to support the technology needs of the entire school district.
4. The designation of support contacts in each building to act as the resident “go to” person in each building to handle initial technical concerns.
5. The designation of web masters in each building to be the primary web designer for their respective building.
6. New purchases must be approved by the Technology Director to insure they meet the current district standards, are as easy as possible to use and are purchased at a competitive price.

In addition, the district utilizes a variety of resources and policies to support the use of the internal technology systems and programs including:

1. An acceptable use policy for Internet Access.
2. An Internet Code of Conduct and Code of Ethics Policy.
3. An Internet Use Agreement for users and parents.
4. A technology code of conduct policy.
5. A Harbors Springs Public Schools Board of Education Computer Technology and Networks Policy. This policy covers:
  - Technology Privacy
  - Data management
  - Technology planning
  - Mail and delivery systems
  - Communication services
  - Acceptable use of the Internet
7. District Technology leaders, admin support staff and building support contacts participate and will continue to participate in professional development course offerings thru Char-Em.
8. REMC support for technology purchases utilizing the REMC bid catalog and web site.

## **Section 11 - Infrastructure, Hardware, Tech Support, and Software**

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

1. Weekly Admin meetings have an agenda item to discuss the current state of technology in each building and issues that need to be resolved.
2. Technology Committee meetings are designed to have someone represented from every grade level. They are expected to bring technology requests to the committee to discuss and evaluate.
3. Once a technology solution is decided upon, a prototype is ordered and put through a trial run to make sure that it functions as expected and that it meets all district expectations and that it will run on the existing network infrastructure. Real life or live tests are performed to make sure that the software or hardware will not cause any unexpected problems, from both a support and operational standpoint. If no problems are encountered, then a roll out plan is developed by the DTRC.
4. Technology standards are in place to simplify technology support, purchases and use.

### **Current Network Status**

- Anti-Virus Solution for all servers and workstations.
- Network Firewall
- Web Server
- District computer room
- Main District file server.
- Middle School Lab file server
- High School Lab file server - 2
- Main district file server
- Comprehensive network security.
- Internet Content filter, Children's Internet Protection Act (CIPA) Compliant
- T-1 Internet Access
- E-Mail Solution / Server
- Unique network and e-mail addresses for all district employees.
- 3 Middle School computer labs
- 4 High School computer labs
- 1 Elementary (Shay) computer lab
- 1 Elementary (Blackbird) computer lab

- Power protection for all network devices.
- 22 Mini networks in teacher rooms.
- 11 Color laser printers
- Tape backup solution on main servers.
- Notebooks for all teachers
- Desktop publishing Lab with scanners / cameras / color printers / advanced applications / advanced computers.
- LCD projectors in main computer labs.
- LCD projectors in High School and Middle School classrooms
- Deploy Centerpoint through out the district with training.
- Deploy Centerpoint Grade Module throughout the district with training.

## High School Technology Resources

- BST Lab - 28 Computers / 2 printer / 1 Scanner / 1 LCD Projector / 2 File Servers
- Media Center HS Lab - 25 Computers / 2 Printers / 1 LCD Projector
- Visual Imaging Lab - 22 Computers / 3 Color Printers / 1 Scanner / 6 Cameras / 2 DV Camcorders
- Student Active Directory with student logon accounts and Server space.
- Admin Office - 4 Printers / 4 Computers
- Woodshop Lab - 20 Wireless notebooks / 1 File server / 4 Printers
- Athletic and Coaches Offices – 5 Computers
- Teacher PC's - 26 computers / 26 printers
- Web Server - 1
- E-Mail Server
- Main Network File Server / 1 Printer
- Firewall
- VBRICK Server
- PowerPoint Server
- Print Server
- E-mail Spam filter Server
- Content filter
- Main / Central Network Core Switches
- T-1 Router
- Media Center wireless computers & server – 12 laptops and 1 printer
- Lunch Room Computers - 2 Computers / 1 Printer
- Chemistry Lab - 20 Computers in workgroup
- District Centerpoint Server running Windows Server 2003
- **Totals** - 155 Computers / 43 Printers / 4 File Servers / 1 E-Mail Server / 1 Web Server / 1 Firewall / 1 Content Filter / 1 Router /

5 Network Hubs / 6 Network Switches / All Network User  
Accounts / 2 LCD Projectors / 2 Scanners / 8 Digital Camera's /  
4 DV Camcorders

## **Middle School Technology Resources**

- MS Media Center Lab - 28 Computers / 2 File Servers / 1 Printer / 1 Scanner
- MS 7<sup>th</sup> Grade Lab - 28 Computers / 2 File Servers / 1 Printer / 1 Scanner
- MS Research Lab - 20 Computers / 1 Scanner / 1 color printer
- Teacher PC's - 13 Computers / 13 Printers
- Student Active Directory with student logon accounts and Server space.
- Monica Graham AR Reader Mini Network - 4 Computers / 1 File Server
- Special Education Mini Network - 8 Computers
- Title Room Mini Network - 6 Computers
- Admin Office - 4 Computers / 2 Printers
- 30 Student PC's in classroom
- Weather Station and computer
- Network Hubs to support MS
- Wireless Link to MS research computer lab
- **Totals** - 141 Computers / 2 File Servers / 17 Printers / 3 Network Hubs / 8 Network Switches / 5 LCD Projectors / 1 Scanner

## **Shay Technology Resources**

- Shay Computer Lab - 28 Computers / 1 Color Printer / B & W Laser / 1 Scanner
- Shay work room - Color Laser Printer / Network Photocopier / 2 B & W Laser Printers
- Media Center - Library system / 3 PC's / 2 Printers
- Teacher PC's - 20 Computers / 20 Printers
- 40 Student PC's in Classrooms
- Special Education Mini Network - 5 Computers / 1 Printer / 1 Scanner
- Admin Office - 3 Computers / 2 Printers
- Lunch Room Computer - 1 Computer
- LCD Projector - 1
- Network Hubs to support Shay
- **Totals** - 96 Computers / 28 Printers / 3 Network Switches / 7 Network Hubs

## **Blackbird Resources**

- Media Center Computer Pod - 7 Computers / 1 Printer
- Media Center - Library system / 2 Computer / 2 Printers
- Admin Office - 2 Computers / 2 Printers
- Teacher Computers - 16 Computers / 16 Printers
- 42 Student Computers in Classrooms
- Special Education – 4 computers
- Title – 4 Computers
- Lunch Room Computer - 1 computer
- Work Room - 1 Color Printer
- Network Hubs to support Blackbird
- Totals - 78 Computers / 22 Printers / 1 Network Switch / 5 Network Hubs

## **Administration Office**

- 4 Computers
- 1 File Server
- 4 Printers
- 1 Network Switch

## **District Technology Totals**

### **Hardware Systems**

- 475 Computers
- 133 Printers
- 9 File Servers
- 1 E-Mail Server
- 1 Web Servers
- 21 Network Hubs
- 22 Network Switches
- 1 reading lab
- 6 student computer labs
- 1 visual imaging lab
- 1 Chemistry lab
- 2 Video Editing PC's
- 4 DV Camcorders
- 8 Digital cameras
- 8 LCD Projectors
- Virus Protection for all users
- Tape Backup Services for Main File Server and Lab Servers

## **Software Systems - Operating Systems and applications**

1. Windows Server 2003
2. Windows 2000 Advanced Workstation
3. Windows 2000 Advanced Server
4. Microsoft Internet Information Server
5. Microsoft Exchange Server 2000
6. Fortress 101
7. Deep Freeze
8. Novell v5.0
9. Novell Client 32
10. WS FTP Pro
11. Microsoft Front Page
12. Microsoft Word
13. Microsoft Excel
14. Microsoft PowerPoint
15. Microsoft Access
16. Microsoft Outlook
17. Microsoft Internet Explorer
18. Optimal Solutions Accounting Software
19. Centerpoint Student Management Software
20. Atlas Curriculum Mapper
21. Centerpoint Student grading Software
22. Adobe Illustrator
23. Adobe Photoshop
24. Adobe Premier
25. Adobe After effects
26. Adobe PageMaker
27. Pinnacle Impression DVD
28. Pinnacle DV500 DVD
29. Vector Works
30. Solid Edge
31. Mini CAD
32. MOIS
33. File Maker Pro
34. Arcserve TBU Software
35. Computer Associates E-Trust Antivirus
36. Ghost
37. Visio
38. SonicWall Firewall & Content Filter IOS
39. Barracuda Networks Spam Firewall

## Planned Technology Improvements Timeline

Upgrade / Solution	Date
1. Replace unmanaged 10bt and 100bt network switches with managed devices <ul style="list-style-type: none"> <li>• New Middle School</li> <li>• Shay</li> <li>• Blackbird</li> <li>• High School</li> </ul>	Summer 2006 Summer 2006 Summer 2006 Summer 2006
2. Replace Novel Server in Administration with new hardware and Windows server.	Summer 2006
3. Install (Upgrade) new E-Mail software provide more functionality.	Summer 2006
4. Upgrade E-mail server software to latest version from Microsoft.	Summer 2006
5. Upgrade High School Lab server's hardware & operating system.	Winter 2006
6. Upgrade Middle School Lab server and workstations.	Fall 2006
7. Implement wireless solution in Libraries.	Fall 2005
8. Provide wireless portable computer lab to be used in middle school classrooms.	Fall 2005
9. Upgrade Media Center software, servers and client workstations <ul style="list-style-type: none"> <li>• Middle School</li> <li>• High School</li> <li>• Blackbird.</li> </ul>	Fall / Winter 2006
Upgrade / Solution	Date
10. Post student grades, attendance and general information on the school web site to allow parents instant access to student status, grades and progress through Centerpoint.	Spring 2006
11. Implement a network based video monitoring solution for Woodshop.	Fall 2005
12. Install a 2 <sup>nd</sup> T-1 line to handle additional Internet user loads.	Spring 2008
13. Upgrade MS Office to new version. <ul style="list-style-type: none"> <li>• High School</li> <li>• Middle School</li> <li>• Shay</li> <li>• Blackbird</li> </ul>	Summer 2007

• Admin	
14. Telephony over IP.	Summer 2008
15. Replace teacher PC's	Summer 2006
16. Replace BST lab PC's with new PC's	Summer 2006
17. Install additional classroom computers in each teacher classroom.	Summer / Fall 2008

### **Available Technical Support**

1. HSPS Technology Director
2. Designated building specific experts.
3. Designated building specific web masters.
4. The manufacturer of the products.
5. Service level agreements with Microsoft.
6. Service level agreements with Centerpoint Grade Module.
7. Char-Em ISD support for Centerpoint Grade Module
8. Char-Em ISD support for CENTERPOINT
9. Char-Em ISD support for Atlas

## **Section 12 - Increase Access**

### ***Strategies to increase access to technology for all students and all teachers***

1. There is an ongoing process to determine the most effective location and type of hardware on a building by building basis. This process will be used to evaluate classroom space vs. lab space focusing on instructional strategies.
2. The schools will set up a scheduling process based on needs to provide increased access to computers for all students and teachers.
3. The school will extend access to technology by offering open labs during normal school hours, afternoon hours and evening hours for students.
4. The school will provide teachers with laptops and appropriate software that can be used at home as they develop lesson plans, etc. that integrate technology into their curriculums.
5. The school will lower the computer to student ratio so as to increase access to technology during the school day for students.

6. The school will provide wireless laptops and wireless networks to increase access to technology.
7. The school will provide specialized hardware and software for mentally and physically challenged students and teachers on an as needed basis.
8. The school will add technology labs to provide more whole classroom access to technology for integration into the curriculum.
9. The District will add wireless network labs on carts that can be brought directly into the classroom to provide access to computer technology without forcing the students to leave their classroom.
10. The school will install digital monitors or projectors in classrooms so that video and voice streaming through IP is available.

## Section 13 - Budget & Time Table

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

<b>HARBOR SPRINGS PUBLIC SCHOOLS</b> <b>TENTATIVE TECHNOLOGY BUDGET</b> 2006-2009
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Technology Need	Budget 2006-07	Budget 2007-08	Budget 2008-09	TOTAL
<b>Network Support (Maint. Agreements, On-Site support)</b>	<b>\$10,000.00</b>	<b>\$0,000.00</b>	<b>\$10,000.00</b>	<b>\$30,000.00</b>
District PC Replacement	\$20,000.00	\$20,000.00	\$20,000.00	\$60,000.00
Consumables	\$40,000.00	\$25,000.00	\$25,000.00	\$90,000.00
<b>Technology Support</b>	<b>\$80,484.00</b>	<b>\$84,911.00</b>	<b>\$89,746.00</b>	<b>\$255,141.00</b>
Software Upgrades	\$10,000.00	\$10,000.00	\$10,000.00	\$30,000.00
Network Maintenance - Hardware	\$15,000.00	\$13,000.00	\$13,000.00	\$41,000.00
Data Electronics / Network Upgrades	\$10,000.00	\$10,000.00	\$10,000.00	\$30,000.00
District Network Wiring	\$10,000.00	\$10,000.00	\$10,000.00	\$30,000.00
Miscellaneous Needs / Upgrades	\$5,000.00	\$5,000.00	\$5,000.00	\$15,000.00
<b>Totals</b>	<b>\$200,484.00</b>	<b>\$187,911.00</b>	<b>\$192,746.00</b>	<b>\$581,141.00</b>

\$200,000.00	\$186,639.00	\$186,639.00
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HARBOR SPRINGS PUBLIC SCHOOLS  
Funding Sources  
2006-2009

**Funding Sources**

(i) USF \$

(II) Char-Em \$

(III) Cell Phone Tower Revenue

## **Section 14 - Coordination of Resources**

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

1. USF funding to reinvest in technology.
2. Funds from Cell Phone towers on the roof of the High School.
3. Continue application for IDEA grant.
4. Continue application for Technology Grant.
5. Funding from the general fund.
6. HSPS bond issue passed included over \$1,000,000.00 for technology.
7. The district will coordinate available state and local resources to implement activities and acquisitions prescribed in this plan.
8. Funding from general fund, New Construction / Technology bond, USF funds and other grants or donations will all be coordinated in their usage. Funds will be utilized to their optimum.

## **Section 15 - Monitoring and Evaluation**

***Strategies that the district will use to evaluate the extent to which activities and effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to reach challenging State academic standards***

1. Teachers will engage in curriculum mapping as a documentation and accountability tool for integrating technology into curriculum and instruction.
2. Administrators will evaluate curriculum maps on an annual basis to identify opportunities to enhance the integration of technology into day-to-day instruction.
3. Administrators will perform an annual evaluation with the district curriculum teams to review the technology integration into the curriculum and instruction, and to evaluate the effectiveness of technology in classroom instruction. If deficiencies are found, than a plan will be developed based on this evaluation, to more effectively integrate technology into the curriculum / classroom.

4. Teachers will submit annual lesson plans in which there will be documentation of technology being integrated into daily instruction and based on the curriculum.
5. Teachers will share and display performance based assessments that included the use of technology in classrooms, hallways, display cases, etc. that demonstrate their students' abilities to use technology to reach challenging academic standards.
6. Teachers will be asked to create and use rubrics for all technology based projects so as to ensure quality and challenging opportunities.

## **Section 16 - Acceptable Use Policy**

***Strategies are in place to monitor the district's Acceptable Use Policy for staff and student use of the technologies***

1. Internet filtering and reporting allow us to track Internet usage and report on sites and users on an as needed basis.
2. Reporting is done on an as needed basis by IP address to allow us to view which computers are being used for what activities and by whom.
3. Server monitoring software allows users to be audited at any time to find out where they've been on the network and what they've been doing.
4. All E-Mail traffic is monitored and content filtered.
5. Firewall prevention systems are in place to prevent access to unauthorized sites on the Internet.

# Harbor Springs Public Schools

## STUDENT ACCEPTABLE USE POLICY AND AGREEMENT

### 1.0 INTRODUCTION

Computers are used to support learning and to enhance instruction. Computer networks allow people to interact, to share resources, and to communicate with others. The Internet carries these capabilities to people and resources around the world. With this freedom and flexibility come responsibility. To that end, the Harbor Springs Public Schools (HSPS) has developed this *Acceptable Use Policy* (AUP) for students.

We are excited about offering access to technologies such as the Internet. We feel that these tools will be a critical component of life long learning. Additionally, we look forward to working with parents and students to direct technology usage in a positive and productive manner. We request your help in the management of technology usage in our program.

### 2.0 PARENTAL INFORMATION

All students will have access to the Internet while attending the Harbor Springs Public Schools. While the school district cannot guarantee that students will be denied access to all undesirable Internet sites, it is our intent to reduce the likelihood of such access whenever possible. This will be attempted via filtering software, teacher oversight, and informing parents/guardians what constitutes appropriate computer usage.

Parents do have the option of denying Internet access and requesting alternative assignments not requiring direct Internet access. For this to occur, the parent must submit a written request to the appropriate Building Principal for their child.

### 3.0 CONDITIONS DEFINING ACCEPTABLE USE

Students are expected to use HSPS's technology resources for learning. Other uses are prohibited. All students must adhere to the following conditions:

- Parents/guardians requesting that a student not participate in accessing the Internet, must advise the HSPS in writing.
- Students shall not erase, rename, or make unusable anyone else's computer files, programs, or disks.
- Accessing another person's materials, information, or files must be done with the permission of that person.

- Students will receive a user identification (user id) and a password from the designated teacher(s) and/or staff. The user id and password are to be treated as personal and confidential information.
- Attempts to discover or use another student or staff member's password are strictly prohibited.
- Students shall not modify or attempt to modify any settings, appearance, or configuration of any HSPS computer equipment.
- Students shall use school technology equipment for school related work only.
- Students shall not use a computer for unlawful purposes, such as illegally copying or installing software, or violating any software copyright laws.
- Students shall not copy, change, or transfer any software or documentation provided by the school district, teachers, or another student without permission from the superintendent or his/her designee.
- Students shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer's memory, file system, or software (e.g. a computer virus or worm).
- Students shall not deliberately use the computer to annoy or harass others with inappropriate language, images, or threats. Users shall not deliberately access or create any obscene or objectionable information, language, or images.
- Students shall remove HSPS technology equipment from school premises only with written permission of the superintendent or his/her designee.
- Students shall not download or post any material considered being objectionable. (e.g. including but not limited to pornography, The Anarchist's Cookbook or similar materials designed to give instruction on violating the law and the rights of others).
- Students shall use technology equipment in a fashion consistent with the directions from teachers and staff.
- Students shall subscribe to or use fee based on-line services only with the prior written approval of the superintendent or his/her designee.
- Students shall report illegal or unauthorized use of the technology resources to the supervising teacher or the most immediately available staff member.

#### **4.0 DISCIPLINE**

Violation of any of the above conditions will be cause for immediate disciplinary action. Disciplinary action may include denial of further technology resource access, suspension, expulsion, and/or involvement of external law enforcement agencies.

*(a) Revised 07/14/05*

2 of 2

# Harbor Springs Public Schools Staff Acceptable Use Policy

## **NETWORK & ACCESS AGREEMENT FOR STAFF MEMBERS**

This agreement is entered into this \_\_\_\_ day of \_\_\_\_\_ 20\_\_\_\_ between \_\_\_\_\_ hereafter referred to as Staff Member, and the Harbor Springs School District, hereinafter referred to as District. The purpose of this agreement is to provide electronic mail, Electronic Bulletin Board and Internet access for educational and administrative purposes to the Staff Member. As such, this access will (1) assist in the collaboration and exchange of information, (2) facilitate personal growth in the use of technology, and (3) enhance information gathering and communication skills.

The intent of this contract is to ensure that Staff Members will comply with all Network and Internet acceptable use policies approved by the school district.

In exchange for the use of the District Internet resources either at school or away from school, I understand and agree to the following:

- A. The use of the District Network is a privilege which may be revoked by the district at any time and for any reason. Appropriate reasons for revoking privileges include, but are not limited to, the altering of system software, the intentional placement of unauthorized information, computer viruses or harmful programs on or through the computer system in either public or private files or messages. The District reserves the right to remove files, limit or deny access, and refer the Staff Member for other disciplinary actions.
- B. The District reserves all rights to any electronically stored files and may remove any material which the district, at its sole discretion, believes may be unlawful, obscene, pornographic, or abusive, or otherwise objectionable. Staff members will not use their District-approved computer account/access to create, obtain, view, download or otherwise gain access to such materials.
- C. All information services and features contained on District or Network resources are intended for the private use of its registered users and any use of these resources for commercial-for-profit or other unauthorized purposes (i.e. advertisements, political lobbying), in any form is expressly forbidden.
- D. The District and/or Network resources are intended for the exclusive use by their registered users. The Staff Member is

responsible for the use of his/her account/password and/or access privilege. Any problems which arise from the use of a Staff Member's account are the responsibility of the account holder. Use of an account by someone other than the registered account holder is forbidden and may be grounds for loss of access privileges. Staff Members shall log off the computer whenever they are not using it, or lock it whenever they leave the area where the computer is running.

- E. Any misuse of the account will result in suspension of the account privileges and/or disciplinary action determined by the District. Misuse shall include, but not be limited to:
  - 1. Intentionally seeking information on, obtaining copies of, or modifying files, other data or passwords belonging to other users without expressed consent.
  - 2. Misrepresenting other users on the Network.
  - 3. Disrupting the operation of the Network through abuse of the hardware or software.
  - 4. Malicious use of the Network through hate mail, harassment, profanity, vulgar statements or discriminating remarks.
  - 5. Interfering with others' use of the Network.
  - 6. Extensive use for nonwork-related communication.
  - 7. Illegal installation of copyrighted software.
  - 8. Unauthorized downloading, copying or use of licensed or copyrighted software.
  - 9. Accessing, downloading or creating any obscene or objectionable information, language, images or files.
  
- F. The use of district and/or Network resources are for the purpose of (in order of priority):
  - 1. Support of the academic/administrative program.
  - 2. Telecommunications.
  - 3. General Information.
  
- G. The District and/or Network does not warrant that the functions of the system will meet all specific requirements the user may have, or that it will be error free or uninterrupted; nor shall it be liable for any direct, 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.
  
- H. The Staff Member will delete old mail messages from the personal mail directory to avoid excessive use of the electronic mail disk space.

- I. The District and/or Network reserves the right to log Internet use and to monitor electronic mail space utilization by users and will periodically make determinations on whether specific users of the network are consistent with the Acceptable-Use Policy.
- J. The Staff Member may not transfer files, shareware, or software that would incur a financial obligation on the part of the District from information services and electronic Bulletin Boards without the permission of the District. The Staff Member will be liable to pay the cost or fee of any file, shareware or software transferred, whether intentional or accidental, without such permission.
- K. The District reserves the right to log computer use and to monitor fileserver space utilization by users. The District reserves the right to remove a user account on the Network to prevent further unauthorized activity. Personal information should not be stored on network resources.
- L. Software registry will be maintained. Registration of all District software/equipment will be maintained by the District.
- M. Staff shall make a good faith effort to monitor student Internet use. It is recognized that such monitoring is difficult and staff shall not be held responsible for inappropriate student Internet use.
- N. The use of electronic means, including e-mail and internet usage, shall not be referenced in employee evaluations unless usage is in non-compliance with this Network and Access Agreement.
- O. The Staff Member shall not remove District owned technology equipment and/or software from school premises without written permission of the Technology Director or the Building Principal or her/his designee.
- P. Staff shall not obligate the District financially or legally by subscribing to or using fee based on-line services without the prior written approval of the Superintendent or her/his designee.

In consideration for the privileges of using the District resources, and in consideration for having access to the information contained on the Network, or by the Network, I hereby release the District, Network and their operators and administration from any and all claims of any nature arising from my use, or inability to use the District and/or Network resources.

Signature of Staff Member: \_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_

## II. System Administrators

**-System Administrators** are responsible for supervision in the classroom during use of all electronic media, E-Mail and the Internet.

**-System Administrators** are responsible for auditing the users' electronic mail.

**-System Administrators** will be responsible for reviewing all audit trails created by the network's software and on each computer capable of accessing the Internet.

**-System Administrators** are responsible for determining and uncovering incorrect usage of the network and are also responsible for informing the user in question.