



Hanover-Horton School District

2012-2015

District Technology Plan



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## **Section I: Identification & Contact Information**

**District:** Hanover-Horton School District

**Address:** 10,400 Moscow Road  
Horton, MI 49246

**District Phone:** 517.563.0100

**District Code:** 38100

**ISD:** Jackson County Intermediate School District

**Plan Date:** July 1, 2012 to June 30, 2015

**Contact Person:** Linda Brian - Superintendent

**Contact Phone:** 517.563.0100

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**Contact Email:** [Linda.brian@hanoverhorton.org](mailto:Linda.brian@hanoverhorton.org)

**Plan URL:** [www.hanoverhorton.org](http://www.hanoverhorton.org)

## **Section 2: Introductory Material**

### **SCHOOL BUILDINGS**

Hanover-Horton 131 Fairview Hanover, Michigan 49241	Hanover-Horton Middle School 10,000 Moscow Road Horton, Michigan 49246	Hanover-Horton High School 10,000 Moscow Road Horton, Michigan 49246
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### **DISTRICT PROFILE**

The Hanover-Horton School District is a small town atmosphere, yet with the proximity of the district to the I-94 corridor gives the residents of the community easy access to the cultural, educational, and recreational activities in Jackson, Lansing, Battle Creek, Kalamazoo, and Ann Arbor.

Nearly 1300 students are served in the district by a staff of 65 teachers. Elementary students in grades kindergarten through five are located at the elementary school in the village of Hanover. The district's secondary complex located midway between the villages of Hanover and Horton contains grades six through twelve. Construction was completed on a new library at the secondary complex in January of 2006. District wide all buildings are connected by fiber and networked to provide easy access to outside and internal electronic communication. Computer labs are accessible for all grade levels and curriculum related to the use of technology has been expanded.

### **TECHNOLOGY PLAN INTRODUCTION**

Hanover-Horton Public School's technology plan first received State of Michigan approval in 1995. The original document focused on the development of technical infrastructure, while subsequent revisions placed greater emphasis on professional development and the integration of technology in the learning experiences of students in the district. During these past seventeen years...

- All buildings in the district have been connected to each other and the outside world by fiber optic cable, allowing internet access, data sharing, and telephone messaging throughout the district and to the community. Appropriate filtering software and firewalls have also been put in place.
- Individual classrooms in all buildings are wired with fiber optic cable for data, telecommunications, and video.
- Contracted support staff is in place to manage the system
- Six computer labs are installed in the three buildings of the district. One in the elementary complex in Hanover and five in the middle school/high school complex.
- All computers in classrooms and offices are equipped with Microsoft Office Professional, providing for word processing, spreadsheet, database and presentation software from any computer in the district. While "SDS" administrative software is utilized in the central office, PowerSchool software by Pearson is used in all school buildings. Attendance and grades are managed electronically and parents have 24/7 access to their student's grades through PowerSchool Parent/Student Portal system.
- An internet website has been developed and maintained at <http://www.hanoverhorton.org>.
- Increasingly, the use of technology is being integrated into the curriculum and classroom, through the use of word processing, spreadsheet analysis, graphic calculators, electronic presentation, internet research, or electronic communication.

The 2012 – 2015 revision of the technology plan will focus on the continued support of the technical systems that have been put into place and on the further integration of the benefits of technology into the classroom and curriculum.

## **Section 3: Mission/Vision and Goals**

**DISTRICT MISSION STATEMENT:** “Creating a better world, one student at a time”

### **DISTRICT TECHNOLOGY VISION/MISSION STATEMENT:**

It is the mission of all levels of our school community to provide and maintain a standard of technology throughout our school district that will:

- Enrich the academic curriculum, assist and encourage students in their educational endeavors.
- Improve student academic performance through new educational opportunities and services.
- Prepare technologically literate graduates who look to technology for knowledge, communication, and career development.
- Educate students and staff to be ethically aware of their use of information acquired or communicated through technology.
- Provide continuing life learning opportunities to members of our community.
- Provide efficiency in district operations.
- Provide a more efficient system/method of assessing our progress in integrating technology into the educational structure of the district.

Technology will become a natural part of the process, a “tool” by which students in the Hanover-Horton School system are educated to become productive citizens, confident in their own abilities, technically literate, and prepared to succeed.

### **CONNECTIONS WITH THE DISTRICT MISSION AND SCHOOL IMPROVEMENT PLAN:**

1. The school improvement plan refers to “adult roles” which include effective communicator, problem solver, technically literate, responsible citizen, healthy and fit person.
2. Our technology department chair is a member of the school improvement team.
3. Areas of the school improvement plan which utilize or are dependent on technical resources include
  - A. Acquisition, data warehousing, and data manipulation
  - B. Professional development activities are offered.
  - C. Community/Parental communication including PowerSchool Parent/Student, E-mail and website.
  - D. Career education including EDP and Career Cruising.
  - E. Student Academic uses include research, testing, writing, remedial work, portfolio development and presenting.
  - F. Curriculum development through Michigan School Improvement Frameworks.

### **MAJOR GOALS OF THE TECHNOLOGY PLAN:**

1. Improve student learning through the use of technology.
2. Improve staff efficiency in the use of technology.
3. Maintain a technology infrastructure that is appropriate for expected use.
4. Improve interactive Technology in every classroom.

## GUIDING DOCUMENTS

1. Required elements of a technology plan <http://techplan.org>
2. State of Michigan Five Year Technology plan <http://www.mde.state.mi.us/tplan/final.shtml>
3. National Educational Technology Standards Project <http://cnets.iste.org/>
4. Michigan Curriculum Framework <http://www.mde.state.mi.us/reports/>
5. Technology content standards and benchmarks  
<http://cdp.mde.state.mi.us/MCF/ContentStandards/Technology/default.html>
6. NSSE Indicators for Quality for information systems in K-12 schools (National Study of School Evaluation). Library of Congress Catalog No. 9571988.1996
7. Guiding Questions for Technology Planning: North Central Regional Technology Education Consortium (<http://www.ncrel.org>)

## CONSORTIUM ACKNOWLEDGMENT

Hanover-Horton School District is part of a consortium with Jackson County Intermediate School District. The Jackson Intermediate School District and Jackson County School Districts work together to provide Internet access, content filtering, online classroom to all of the school districts in Jackson County. They also provide technical services, including network and workstation management, hardware and software support, helpdesk and e-mail.

## ADULT LITERACY SERVICE

Hanover-Horton School District does not have an adult education, GED certification or English as a Second Language program.

## TECHNOLOGY PLANNING TEAM

Name	Position
Linda Brian	Superintendent
Pam Surque	System Support
Cindy Forgione	Elementary School Principal
Denise Bergstrom	Middle School Principal
John Denney	High School Principal
Karen Brockie	Elementary School Instructor
Tracy Stierle	Elementary School Instructor
Rhonda Herwat	Middle School Instructor
Robin Ellison	High School Instructor
Dan Draper	High School Assistant Principal
Joe Childs	School Board Member/Technology Comm.
Tim Yost	Technology Committee/Parent

## **Section 4: Curriculum Integration**

### **Grades K - 2 – Technology Standards and Expectations – (by the end of grade 2)**

**Source: Educational Technology Standards and Benchmarks**

<b>1) Basic Operations and Concepts-</b>		<b>Grades</b>
a) Students demonstrate a sound understanding of the nature and operation of technology systems.	<ol style="list-style-type: none"> <li>1. Students understand that people use many types of technologies in their daily lives (e.g. computers, cameras, audio/video players, telephones, televisions) and can identify them.</li> <li>2. Students recognize, name, label, and identify the functions of major hardware components in a computer system (e.g. computer, monitor, keyboard, mouse, and printer)</li> <li>3. Students will begin to proofread and edit their writing skills using appropriate resources.</li> <li>4. Students should be able to use basic functions of word processing software.</li> </ol>	<ol style="list-style-type: none"> <li>1. Grades K-2</li> <li>2. Grades K-2</li> <li>3. Grades 1-2</li> <li>4. Grade 2 (limited)</li> </ol>
b) Students are proficient in the use of technology.	<ol style="list-style-type: none"> <li>1. Students use various age-appropriate technologies for gathering information (e.g. dictionaries, encyclopedias, audio/video players, phones, web resources)</li> <li>2. Students use a variety of age-appropriate technologies for sharing information (e.g. drawing a picture, writing a story)</li> <li>3. Students recognize the functions of basic file menu commands (e.g. new, open, close, save, print)</li> </ol>	<ol style="list-style-type: none"> <li>1. Grades 1-2</li> <li>2. Grades 1-2</li> <li>3. Grades 1-2</li> </ol>
<b>2) Social, Ethical, and Human Issues.</b>		
a) Students understand the ethical, cultural, and societal issues related to technology	<ol style="list-style-type: none"> <li>1. Students identify common uses of information and communication technologies.</li> <li>2. Students discuss advantages and disadvantages of using technology.</li> </ol>	<ol style="list-style-type: none"> <li>1. Grades K-2</li> <li>2. Grades 1-2</li> </ol>
b) Students practice responsible use of technology systems, information, and software	<ol style="list-style-type: none"> <li>1. Students recognize that using a password helps protect the privacy of information.</li> <li>2. Students discuss scenarios describing acceptable and unacceptable uses of age-appropriate technology (e.g. computers, telephones, 911, internet, email) at home or at school.</li> <li>3. Students discuss the consequences of irresponsible uses of technology resources at home or at school.</li> </ol>	<ol style="list-style-type: none"> <li>1. Grade 2</li> <li>2. Grades K-2</li> <li>3. Grades K-2</li> </ol>



c) Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.	1. Students understand that technology is a tool to help them complete a task. 2. Students understand that technology is a source of information, learning, and entertainment. 3. Students can identify places in the community where one can access technology.	1. Grades 1-2 2. Grades K-2 3. Grades 1-2
<b>3) Technology Productivity Tools</b>		
a) Student use technology tools to enhance learning, increase productivity, and promote creativity.	1. Students know how to use a variety of age-appropriate software to convey ideas and illustrate concepts.	Grade 2
b) Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications and produce other creative works.	1. Students collaborate with classmates using a variety of technology tools to plan, organize, and create a group project.	Grades 3-5
<b>4) Technology Communications Tools</b>		
a) Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	1. Students will identify procedures for safely using basic telecommunication tools (e.g. email, telephones) with assistance from teachers, parents, or student partners.	Grades K-2
b) Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.	1. Students know how to use age-appropriate media (e.g. word processing) to communicate ideas to classmates, families, and others. 2. Students will know how to select media formats (e.g. text, graphics, photos, and video) with assistance from teachers, parents, or student partners, to communicate and share ideas with classmates, families and others.	1. Grade 2 2. Grades 2-5
<b>5) Technology Research Tools</b>		
a) Students use technology to locate, evaluate, and collect information from a variety of sources.	1. Students know how to recognize the Web browser and associate it with accessing resources on the Internet. 2. Students will use a variety of technology resources (e.g. CD-ROMs, DVDs, search engines, websites) to locate or collect information.	Grades 1-2
b) Students use technology tools to process data and report results.	1. Students will interpret simple information from existing age-appropriate electronic databases (e.g. dictionaries, encyclopedias) with assistance from teachers, parents or student partners.	Grade 1-2
<b>6) Technology Problem-Solving and Decision-Making Tools</b>		
a) Students use technology resources for solving problems and making informed decisions.	1. Students discuss how to use technology resources (e.g. dictionaries, encyclopedias, search engines, websites) to solve age-appropriate problems.	Grade 2-5

b) Students employ technology in the development of strategies for solving problems in the real world.	1. Students identify ways that technology has been used to address real-world problems (personal or community)	Grade 1-5
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## **Grades 3 - 5 – Technology Standards and Expectations–(by the end of Grade 5)**

Source: Educational Technology Standards and Benchmarks

<b>1) Basic Operations and Concepts</b>		
a) Students demonstrate a sound understanding of the nature and operation of technology systems.	<ol style="list-style-type: none"> <li>1. Students discuss ways technology has changed life at school and at home.</li> <li>2. Students discuss ways technology has changed business and government over the years.</li> <li>3. Students recognize and discuss the need for security applications (e.g. virus detection, spam defense, popup blockers, firewalls) to help protect information and keep the system functioning properly.</li> </ol>	<ol style="list-style-type: none"> <li>1. Grades 3-5</li> <li>2. Grades 3-5</li> <li>3. Grade 3 (discussion)</li> </ol>
b) Students are proficient in the use of technology.	<ol style="list-style-type: none"> <li>1. Students know how to use basic input/output devices and other peripherals (e.g. scanners, digital cameras, video projectors)</li> <li>2. Students begin learning the proper keyboarding positions and touch-typing techniques</li> <li>3. Students manage and maintain files on a hard drive or the network.</li> <li>4. Students demonstrate proper care in the use of hardware, software, peripherals, and storage media.</li> <li>5. Students know how to exchange files with other students using technology (e.g. email attachments, network file sharing, diskettes, flash drives)</li> <li>6. Students identify which types of software can be used most effectively for different types of data, for different information needs, or for conveying results to different audiences.</li> <li>7. Students identify search strategies for locating needed information on the Internet.</li> <li>8. Students proofread and edit writing using appropriate resources (e.g. dictionary, spell check, grammar check, grammar references, writing references) and grade level appropriate checklists both individually and in groups.</li> </ol>	<ol style="list-style-type: none"> <li>1. Grades 4-5</li> <li>2. Grades 1-3</li> <li>3. Grades 3-5</li> <li>4. Future goal</li> <li>5. Future goal</li> <li>6. Grades 3-5</li> <li>7. Grades 3-5</li> <li>8. Grades 3-5</li> </ol>

<b>2) Social, Ethical, and Human Issues</b>		
<p>a) Students understand the ethical, cultural, and societal issues related to technology.</p>	<ol style="list-style-type: none"> <li>1. Students identify cultural and societal issues relating to technology.</li> <li>2. Students discuss how information and communication technology supports collaboration, productivity, and lifelong learning.</li> <li>3. Students discuss how various technologies can benefit individuals with disabilities.</li> <li>4. Students discuss the accuracy, relevance, appropriateness, and bias of electronic information sources.</li> </ol>	<ol style="list-style-type: none"> <li>1. Grades 1-5</li> <li>2. Grades 2-5</li> <li>3. Grades 4-5 (Kids on Block)</li> <li>4. Grade 5- (discuss)</li> </ol>
<p>b) Students practice responsible use of technology systems, information and software.</p>	<ol style="list-style-type: none"> <li>1. Students discuss scenarios describing acceptable and unacceptable uses of technology (e.g. computers, digital cameras, cell-phones, PDAs, wireless connectivity) and describe consequences of inappropriate use.</li> <li>2. Students discuss basic issues regarding appropriate and inappropriate uses of technology (e.g. copyright, privacy, file sharing, spam, viruses, and plagiarism) and related laws.</li> <li>3. Students use age-appropriate citing of sources for electronic reports.</li> <li>4. Students identify appropriate kinds of information that should be shared in public chat rooms.</li> <li>5. Students identify safety precautions that should be taken while on-line.</li> </ol>	<ol style="list-style-type: none"> <li>1. Grades 3-5 (tech contract)</li> <li>2. Grades 3-5</li> <li>3. Grades 3-5</li> <li>4. Grade 5 (discuss)</li> <li>5. Grade 5 (discuss)</li> </ol>
<p>c) Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.</p>	<ol style="list-style-type: none"> <li>1. Students explore various technology resources that could assist them in pursuing personal goals.</li> <li>2. Students identify technology resources and describe how those resources improve the ability to communicate, increase productivity, or help them achieve personal goals.</li> </ol>	<ol style="list-style-type: none"> <li>1. Grade 5 (careers)</li> <li>2. Grades 1-5</li> </ol>

<b>3) Technology Productivity Tools</b>		
a) Students use technology tools to enhance learning, increase productivity, and promote creativity.	<ol style="list-style-type: none"> <li>1. Students know how to use menu options in applications to print, format, add multimedia features; open, save manage files; and use various grammar tools (e.g. dictionary, thesaurus, spell-checker).</li> <li>2. Students know how to insert various objects (e.g. photos, graphics, sound, video) into word processing documents, presentations, or web documents.</li> <li>3. Students use a variety of technology tools and applications to promote their creativity.</li> <li>4. Students understand that existing (and future) technologies are the result of human creativity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Grades 3-5</li> <li>2. Grades 4-5</li> <li>3. Grades 4-5</li> <li>4. Grades 4-5</li> </ol>
b) Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications and produce other creative works.	<ol style="list-style-type: none"> <li>1. Students collaborate with classmates using a variety of technology tools to plan, organize, and create a group project.</li> </ol>	<ol style="list-style-type: none"> <li>1. Grades 3-5</li> </ol>
<b>4) Technology Communications Tools</b>		
a) Students understand telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	<ol style="list-style-type: none"> <li>1. Students understand the use of basic telecommunication tools (e.g. web quests, IM, web conferencing) for collaborative projects with other students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Grade 5</li> </ol>
b) Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences	<ol style="list-style-type: none"> <li>1. Students use a variety of media and formats to create and edit products (e.g. presentations, newsletters, brochures, web pages) to communicate information and ideas to various audiences.</li> <li>2. Students identify how different forms of media and formats may be used to share similar information, depending on the intended audience (e.g. presentations for classmates, newsletters for parents)</li> </ol>	<ol style="list-style-type: none"> <li>1. Grades 4-5</li> <li>2. Grades 3-5</li> </ol>
<b>5) Technology Research Tools</b>		
a) Students use technology to locate, evaluate and collect information from a variety of sources.	<ol style="list-style-type: none"> <li>1. Students use Web search engines and built-in search functions of other various resources to locate information.</li> <li>2. Students describe basic guidelines for determining the validity of information accessed from various sources (e.g. web site, dictionary, on-line newspaper, CD-ROM).</li> </ol>	<ol style="list-style-type: none"> <li>1. Grades 3-5</li> <li>2. Future Goal</li> </ol>

<p>b) Students use technology tools to process data and report results.</p>	<p>1. Students know how to independently use existing databases (e.g. library catalogs, electronic dictionaries, encyclopedias) to locate, sort, and interpret information on an assigned topic. 2. Students perform simple queries on existing databases and report results on an assigned topic.</p>	<p>1. Grades 3-5 2. Grades 3-5</p>
<p>c) Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.</p>	<p>1. Students identify appropriate technology tools and resources by evaluating the accuracy, appropriateness, and bias of the resource. 2. Students compare and contrast the functions and capabilities of the word processing, database and spreadsheet for gathering data, processing data, performing calculations, and reporting results.</p>	<p>1. Future Goal 2. Future Goal</p>
<p><b>6) Technology Problem-Solving and Decision-Making Tools.</b></p>		
<p>a) Students use technology resources for solving problems and making informed decisions.</p>	<p>1. Students use technology resources to access information that can assist them in making informed decisions about everyday matters (e.g. which movie to see, which product to purchase)</p>	<p>1. Grade 5</p>
<p>b) Students employ technology in the development of strategies for solving problems in the real world.</p>	<p>1. Students use information and communication technology tools (e.g. calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist with solving real-life problems (personal or community)</p>	<p>1. Grades 4-5</p>

# Grades 6 - 8 – Technology Standards and Expectations – (by the end of grade 8)

Source: Educational Technology Standards and Benchmarks

<b>1) Basic Operations and Concepts</b>		
<p>a) Students demonstrate a sound understanding of nature and operation of technology systems.</p>	<ol style="list-style-type: none"> <li>1. Students understand that new technology tools can be developed to do what could not be done without the use of technology.</li> <li>2. Students describe strategies for identifying, and preventing routine hardware and software problems that may occur during everyday technology use.</li> <li>3. Students identify changes in hardware and software systems over time and discuss how these changes affected various groups (e.g. individual users, education, government, and businesses)</li> <li>4. Students discuss common hardware and software difficulties and identify strategies for trouble-shooting and problem solving.</li> <li>5. Students identify characteristics that suggest that the computer system hardware or software might need to be upgraded.</li> </ol>	<p>Grades 6-8</p>
<p>a) Students are proficient in the use of technology.</p>	<ol style="list-style-type: none"> <li>1. Students use proper keyboarding posture, finger positions, and touch-typing techniques to improve accuracy, speed, and general efficiency in operating a computer.</li> <li>2. Students use accurate terminology</li> <li>3. Students use a variety of technology tools (e.g. dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced products.</li> <li>4. Students identify a variety of information storage devices (e.g. floppies, CDs, DVDs, flash drives, tapes) and provide a rationale for using a certain device for a specific purpose.</li> <li>5. Students identify technology resources that assist with various consumer related activities (e.g. budgets, purchases, banking transactions, product descriptions).</li> <li>6. Students can identify appropriate file formats for a variety of applications.</li> <li>7. Students can use basic utility programs or built-in application functions to convert file formats.</li> <li>8. Students proofread and edit writing using appropriate resources (e.g. dictionary, spell check, grammar check, grammar references, and writing references) and grade level appropriate checklists both individually and in groups.</li> </ol>	<p>Grades 6-8</p>

<b>2) Social, Ethical, and Human Issues</b>		
a) Students understand the ethical, cultural, and societal issues related to technology.	<ol style="list-style-type: none"> <li>1. Students understand the potential risks and dangers associated with on-line communications.</li> <li>2. Students identify security issues related to e-commerce.</li> <li>3. Students describe possible consequences and costs related to unethical use of information and communication technologies.</li> <li>4. Students discuss the societal impact of technology in the future.</li> </ol>	Grades 6-8
b) Students practice responsible use of technology systems, information, and software.	<ol style="list-style-type: none"> <li>1. Students provide accurate citations when referencing information from outside sources in electronic reports.</li> <li>2. Students discuss issues related to acceptable and responsible use of technology (e.g. privacy, security, copyright, plagiarism, spam, viruses, file- sharing)</li> </ol>	Grades 6-8
c) Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.	<ol style="list-style-type: none"> <li>1. Students use technology to identify and explore various occupations or careers.</li> <li>2. Students discuss uses of technology (present and future) to support personal pursuits and lifelong learning.</li> <li>3. Students identify uses of technology to support communication with peers, family, or school personnel.</li> </ol>	Grades 6-8
<b>3) Technology Productivity Tools.</b>		
a) Students use technology tools to enhance learning, increase productivity, and promote creativity.	<ol style="list-style-type: none"> <li>1. Students apply common software features (e.g. thesaurus, formulas, charts, graphics, sounds) to enhance communication and to support creativity.</li> <li>2. Students use a variety of resources, including the internet, to increase learning and productivity.</li> <li>3. Students explore basic applications that promote creativity (e.g. graphics, presentation, photo-editing, programming, video-editing)</li> <li>4. Students use available utilities for editing pictures, images, or charts.</li> </ol>	Grades 6-8

b) Students use productivity tools to collaborate in constructing technology –enhanced models, prepare publications, and produce other creative works.	1. Students use collaborative tools to design, develop, and enhance materials, publications, or presentations.	Grades 6-8
<b>4) Technology Communications Tools</b>		
a) Students understand telecommunications to collaborate, publish and interact with peers, experts, and other audiences.	1. Students understand the appropriate use of a variety of telecommunication tools (e.g. email, discussion groups, IM, chat rooms, blogs, video-conferences, web conferences) or other online resources to collaborate interactively to other audiences.	Grades 6-8
b) Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.	1. Students create a project (e.g. presentation, web page, newsletter, information brochure) using a variety of media and formats (e.g. graphs, charts, audio, graphics, video) to present content information to an audience.	Grades 6-8
<b>5) Technology Research Tools</b>		
a) Students use technology to locate, evaluate and collect information from a variety of sources.	1. Students use a variety of Web search engines to locate information. 2. Students evaluate information from various online resources for accuracy, bias, appropriateness, and comprehensiveness. 3. Students can identify types of internet sites based on their domain names (e.g. edu, com, org, gov, au)	Grades 6-8
b) Students use technology tools to process data and report results.	1. Students know how to create and populate a database. 2. Students can perform queries on existing databases. 3. Students know how to create and modify a simple database report.	Grades 6-8
c) Students evaluate and select new information resources and technological innovations based on the appropriateness to specific	1. Students evaluate new technology tools and resources and determine the most appropriate tool to use for accomplishing a specific task.	Grades 6-8
<b>6) Technology Problem-Solving and Decision-Making Tools</b>		
a) Students use technology resources for solving problems and making informed decisions.	1. Students use database or spreadsheet information to make predictions, develop strategies, and evaluate decisions to assist them with solving a basic problem.	Grades 6-8
b) Students employ technology in the development of strategies for solving problems in the real world.	1. Students describe the information and communication technology tools to use for collecting information from different sources, analyze their findings, and draw conclusions for addressing real-world	Grades 6-8



# **Grades 9-12 – Technology Standards and Expectations**

**Source: Educational Technology Standards and Benchmarks**

<b>1) Basic Operations and Concepts</b>		
<p>a) Students demonstrate a sound understanding of nature and operation of technology systems.</p>	<ol style="list-style-type: none"> <li>1. Students understand that new technology tools can be developed to do what could not be done without the use of technology.</li> <li>2. Students describe strategies for identifying, and preventing routine hardware and software problems that may occur during everyday technology use.</li> <li>3. Students identify changes in hardware and software systems over time and discuss how these changes affected various groups (e.g. individual users, education, government, businesses and careers.)</li> <li>4. Students discuss common hardware and software difficulties and identify strategies for trouble-shooting and problem solving.</li> <li>5. Students identify characteristics that suggest that the computer system hardware or software might need to be upgraded.</li> </ol>	<p>Grades 9-12</p>
<p>b) Students are proficient in the use of technology.</p>	<ol style="list-style-type: none"> <li>1. Students use proper keyboarding posture, finger positions, and touch-typing techniques to improve accuracy, speed, and general efficiency in operating a computer.</li> <li>2. Students use accurate terminology</li> <li>3. Students use a variety of technology tools (e.g. dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced products.</li> <li>4. Students identify a variety of information storage devices (e.g. floppies, CDs, DVDs, flash drives, tapes) and provide a rationale for using a certain device for a specific purpose.</li> <li>5. Students identify technology resources that assist with various consumer related activities (e.g. budgets, purchases, banking transactions, product descriptions).</li> <li>6. Students can identify appropriate file formats for a variety of applications.</li> <li>7. Students can use basic utility programs or built-in application functions to convert file formats.</li> <li>8. Students proofread and edit writing using appropriate resources (e.g. dictionary, spell check, grammar check, grammar references, and writing references) and grade level appropriate checklists both individually and in groups.</li> </ol>	<p>Grades 9-12</p>

<b>2) Social, Ethical, and Human Issues</b>		
a) Students understand the ethical, cultural, and societal issues related to technology.	<ol style="list-style-type: none"> <li>1. Students understand the potential risks and dangers associated with on-line communications.</li> <li>2. Students identify security issues related to e-commerce.</li> <li>3. Students describe possible consequences and costs related to unethical use of information and communication technologies.</li> <li>4. Students discuss the societal impact of technology in the future.</li> </ol>	Grades 9-12
b) Students practice responsible use of technology systems, information, and software.	<ol style="list-style-type: none"> <li>1. Students provide accurate citations when referencing information from outside sources in electronic reports.</li> <li>2. Students discuss issues related to acceptable and responsible use of technology (e.g. privacy, security, copyright, plagiarism, spam, viruses, file-sharing)</li> </ol>	Grades 9-12
c) Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.	<ol style="list-style-type: none"> <li>1. Students use technology to identify and explore various occupations or careers.</li> <li>2. Students discuss uses of technology (present and future) to support personal pursuits and lifelong learning.</li> <li>3. Students identify uses of technology to support communication with peers, family, or school personnel.</li> </ol>	Grades 9-12
<b>3) Technology Productivity Tools.</b>		
a) Students use technology tools to enhance learning, increase productivity, and promote creativity.	<ol style="list-style-type: none"> <li>1. Students apply common software features (e.g. thesaurus, formulas, charts, graphics, sounds) to enhance communication and to support creativity.</li> <li>2. Students use a variety of resources, including the internet, to increase learning and productivity.</li> <li>3. Students explore basic applications that promote creativity (e.g. graphics, presentation, photo-editing, programming, video-editing)</li> <li>4. Students use available utilities for editing pictures, images, or charts.</li> </ol>	Grades 9-12
b) Students use productivity tools to collaborate in constructing technology –enhanced models, prepare publications, and produce other creative works.	<ol style="list-style-type: none"> <li>1. Students use collaborative tools to design, develop, and enhance materials, publications, or presentations.</li> </ol>	Grades 9-12
<b>4) Technology Communications Tools</b>		
a) Students understand telecommunications to collaborate, publish and interact with peers, experts, and other audiences.	<ol style="list-style-type: none"> <li>1. Students understand the appropriate use of a variety of telecommunication tools (e.g. email, discussion groups, IM, chat rooms, blogs, video-conferences, web conferences) or other online resources to collaborate interactively to other audiences.</li> </ol>	Grades 9-12

b) Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.	1. Students create a project (e.g. presentation, web page, newsletter, information brochure) using a variety of media and formats (e.g. graphs, charts, audio, graphics, video) to present content information to an audience.	Grades 9-12
<b>5) Technology Research Tools</b>		
a) Students use technology to locate, evaluate and collect information from a variety of sources.	1. Students use a variety of Web search engines to locate information. 2. Students evaluate information from various online resources for accuracy, bias, appropriateness, and comprehensiveness. 3. Students can identify types of internet sites based on their domain names (e.g. edu, com, org, gov, au)	Grades 9-12
b) Students use technology tools to process data and report results.	1. Students know how to create and populate a database. 2. Students can perform queries on existing databases. 3. Students know how to create and modify a simple database report.	Grades 9-12
c) Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.	1. Students evaluate new technology tools and resources and determine the most appropriate tool to use for accomplishing a specific task.	Grades 9-12
<b>6) Technology Problem-Solving and Decision-Making Tools</b>		
a) Students use technology resources for solving problems and making informed decisions.	information to make predictions, develop strategies, and evaluate decisions to assist them with solving a basic problem.	Grades 9-12
b) Students employ technology in the development of strategies for solving problems in the real world.	1. Students describe the information and communication technology tools to use for collecting information from different sources, analyze their findings, and draw conclusions for addressing real-world problems.	Grades 9-12

## **Section 5: Curriculum - Student Achievement**

The elementary school focuses on curriculum integration. Using products such as Jump Start Kindergarten, Dr. Seuss Kindergarten, Mathosaurus 1, ABC World, and Kid Keys are used by K-1st grade. Mathosaurus II, Chuck Wagon Bills Language Skills, Fractions with Professor Von Strudel, Wild West Math and Mavis Beacon in Grades 2-5. Accelerated Reader, Accelerated Math, STAR Reading, STAR Math, Success Maker, Kidspiration 2, and Inspiration are used throughout the elementary level.

4<sup>th</sup> and 5<sup>th</sup> grade students have used PowerPoint extensively to create presentations about their birthdays, integrating internet research to find items related to the birthday. 4<sup>th</sup> & 5<sup>th</sup> grade has also used PowerPoint to create a presentation based on research of careers using Career Cruising online. Students are also using Open Office to create documents with charts and graphs.

The high and middle school also use Accelerated Reader, Accelerated Math, STAR Reading and STAR Math. Career Pathways exploration is done using an on-line forum, Career Cruising. The internet is used district wide as a tool for teaching and learning. All classes use word processing and PowerPoint to enhance learning through reports, stories, essays, and presentations. The high school students will meet the Michigan online experience through a Moodle classroom in the Applied Business Systems course or by completing an online course.

### **TIMELINE FOR INTEGRATING TECHNOLOGY**

Over the 2012-2015 timeline, our goal is to install interactive technology in all of our classrooms. We will continue to support the current technology used in curriculum as listed under student achievement and current technology use. Implementation of Ipod's and Garage band software will be used in the music department. Document cameras will continue to be purchased until each classroom that would benefit from one is equipped with one.

### **STRATEGIES TO SUPPORT GOALS INCLUDE:**

- Students analyze sources of information via technology and use technology to communicate throughout various curricular areas, including Math, Language Arts, Social Studies and Science.
- Students will use technology resources to explore career paths and evaluate various job opportunities, including those in technology fields.
- Students will demonstrate proper care of technological systems and components.
- Students will input and retrieve information from technology sources; interpret and analyze the information and apply it to problem solving techniques and situations.
- Students will critically evaluate information gathered through technology sources.
- Students will use a variety of technologies to express ideas (voice, data, video, graphics, etc).
- Students will use technologies to communicate for a variety of purposes.
- Students will use technology to organize thoughts in a logical process.

## **Section 6: Curriculum – Technology Delivery**

### **IDENTIFYING AND PROMOTING CURRICULA AND TEACHING STRATEGIES**

The teachers of the district will provide and will continue to seek out professional development that integrates technology into the curriculum and instruction. Examples include PowerTeacher, attendance, Microsoft office, Examview, Moodle, interactive white boards, and video streaming.

### **CURRENT TECHNOLOGY USE**

All schools are connected to the district network. All teachers, building administrators and clerical support staff use computers in support of instruction and building operations. All use district email system to communicate with colleagues and parents as needed.

All building classrooms have one computer available for staff use only and at least one computer designated for student use. The student computer has software available that is age appropriate. All teachers are using electronic attendance and have electronic grade book available for their use. This grade book is tied directly to the report cards and parent portal PowerSchool Parent/Student.

The elementary has one 30-station computer lab. The library also has 6 computers available for students. There is a 6 station mini lab in the Title I room.

The secondary complex has one computer lab dedicated to computer classes for the middle school (31 computers). The high school has four computer labs. It has one 31station computer lab dedicated to business and senior transition classes. Two 32-station computer labs are drop-in labs which are shared with the middle school. An additional 32 station lab is dedicated for high school use. There are 16 laptops for use in Project Lead the Way.

Computer courses are delivered in an online structure. Moodle Classroom is available to instructors to use for online format. A variety of vendors, such as E2020, BYU Online and Michigan Virtual High School, are available for online courses. Students may choose to take a course not currently offered in the district or take a course for the purpose of credit recovery. E2020 is utilized for our summer school curriculum as well.

## **Section 7: Curriculum – Parental Communications & Community Relations**

### **PARENT COMMUNICATIONS AND COMMUNITY RELATIONS**

Our technology plan is available to the community via the district website. The community will be informed of the distribution process via the school newsletter in the fall of 2012.

Currently, all teachers in the district have their own email account and many maintain their own webpage. The teacher webpage contains information specific to their classroom such as classroom rules, homework assignments, specific learning objectives and course syllabus.

The district also has a web portal, PowerSchool, for parents to access their student's information such as current grades in each class, attendance and messaging from instructors.

Global Connect is an automated phone messaging service. Used for various occasions for contacting parents/guardians of the student body.

The internet is also used to communicate information to our parents and community. The district maintains a website ([www.hanoverhorton.org](http://www.hanoverhorton.org)), a Facebook page and a website dedicated to our athletic teams ([www.hhcomets.com](http://www.hhcomets.com)).

### **EVALUATION OF PROGRESS:**

Hanover-Horton School District has a district technology committee that meets semi-annually. The meetings are in October and March each school calendar year. This committee has two objectives:

- The first is to assess the stated goals contained in the technology plan. The committee accomplishes this objective by regularly surveying the staff and testing students to assess the benchmarks defined in the technology plan.
- The second is to determine the best course of action to integrate technology into the curriculum for the maximum benefit of the students and staff.

This information is returned to the technology committee for evaluation for possible proposed changes to the technology plan. A memo will be sent to the Board of Education on the status of the goals and compliance of the technology plan. Unmet goals will be addressed by prioritizing them based on importance, need, and cost. Then recommendations will come from the technology committee to the school board, for the following year's budget.

## **Section 8: Collaboration**

### **ADULT LITERACY SERVICE**

Hanover-Horton School District does not have an adult education, GED certification or English as a Second Language program due to a very limited need and lack of financial resources. Therefore, we are not in collaboration with any other agencies for the purpose of developing such a program.

## **Section 9: Professional Development**

### **PROFESSIONAL DEVELOPMENT**

Professional development is scheduled every school year and delivered in a series of full day in- service activities. The use of technology in the curriculum is planned as part of these professional development activities, including but not limited to PowerSchool, Data Director, Video Streaming, Smartboard, web design, blogging, and online teaching & learning.

The Jackson Intermediate School District offers an array of technology classes which are taught at the JCISD site. Teachers and support staff can take these classes for college credit toward their certification.

The goals of a professional development plan include:

- improving student achievement
- improving staff and student competence with technology
- implementing technology tools into new and existing curriculum and instruction
- improving technology planning within schools
- creating pilots and model projects for utilization of technology in learning
- creating a learning community with respect to technology and education
- enabling students to become quality users of technology
- Interactive white boards and multi-media technology

The district is aware that the competency of our staff needs to meet or exceed the state and national standards. The district will implement professional development to encourage that end.

## **Section 10: Supporting Resources**

Hanover-Horton School District provides a variety of supporting resources. Our staff has access to:

- Board policies and Acceptable Use Policies
- Manuals and printed material
- Media Services lending library collections and access to REMC materials
- Information school web site
- Application Software
  - Moodle
  - Excent-Tera – Special Education Software
  - Data Director – Data Analysis System
  - PowerSchool – Student Information System
- Online subscription service through REMC
- Web-based resources
- Videoconferencing / Distance Learning Classroom
- Help Desk – technical support



# **Section 11: Infrastructure Needs / Technical Specification, and Design**

## **INFRASTRUCTURE**

Hanover-Horton School District currently has a district-wide fiber optic network that connects all three buildings. In the secondary complex, there is fiber running the main server room to each closet in that building.

The other buildings have Fiber running from the main server rooms to wiring closets. Cat 5 cable runs from all wiring closets to classrooms for a 100/1000TX connection to the desktop computers. All classrooms are connected to the district network.

The network infrastructure consists of a 1000 Ethernet backbone between all buildings and extends into each building wiring closet. High speed Internet access is provided via fiber-optic cable using a Gigabit Ethernet link to the Jackson County Intermediate School District.

With the Internet connection, students and staff have access to a large variety of on-line classes from Michigan Virtual University and Michigan Virtual High School to other colleges and Universities in the State of Michigan or other states in the United States.

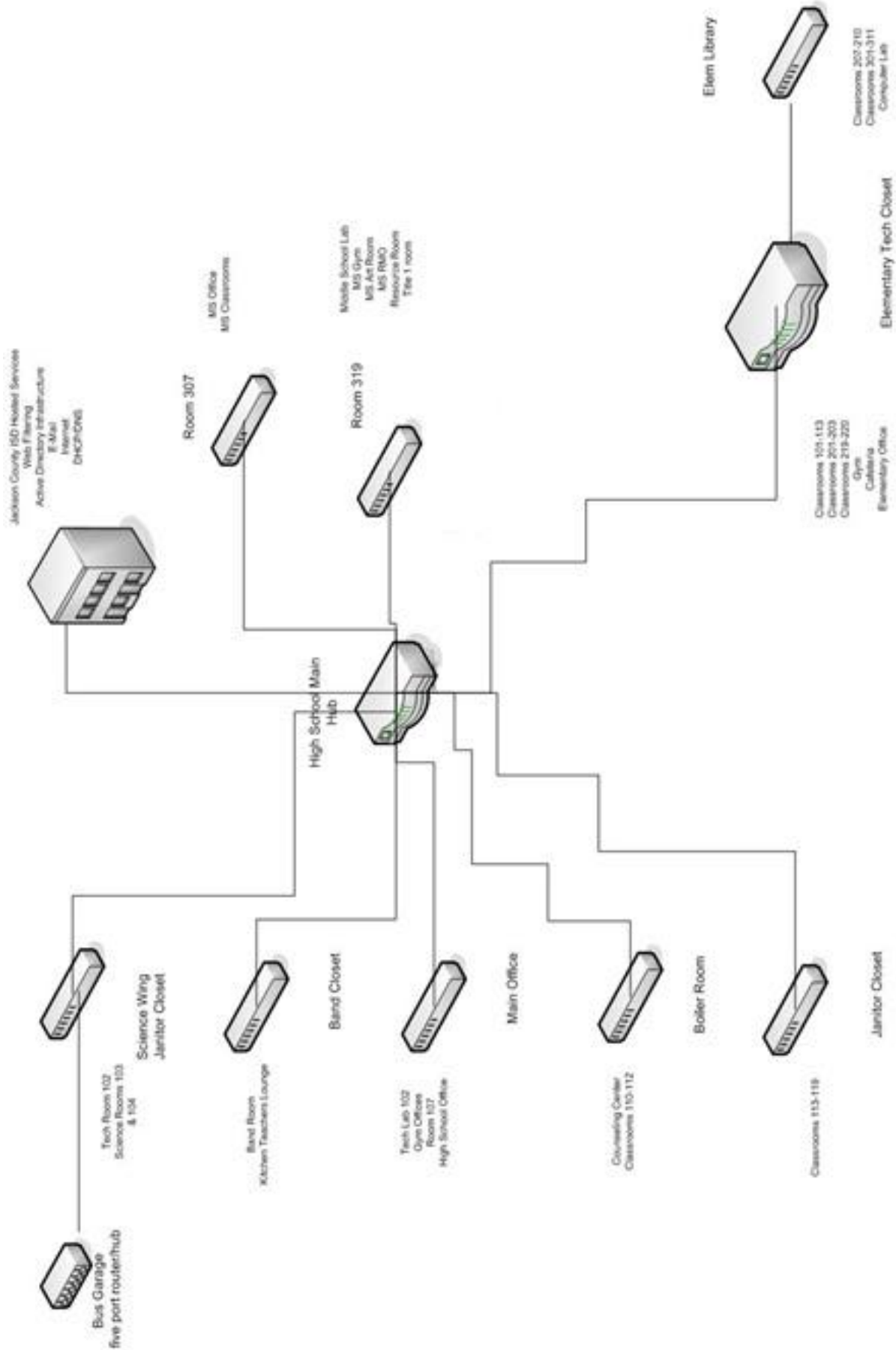
Hanover-Horton School District has adopted several technology standards to maintain the quality network and computer systems district wide. These standards include but are not limited to the following:

- Common student management software district wide.
- Total cost of ownership program designed to keep our hardware and software current.
- High Speed Internet access on the district network.
- Content filter in use on the internet access.
- Computer system replacement minimum, every 6 years.
- Network storage space provided for every student grades 6-12.
- E-mail accounts for all school employees and classroom level e-mail accounts where curriculum requires.
- Technology will be made available for any student with special needs. This is done with the assistance of the Jackson County Intermediate School District.
- All students have opportunity to use technology.

## **Technology Purchasing Schedule**

Hanover Horton Public Schools has elected a 6 year technology renewal plan. However, due to the reduced revenues over the past several years, this goal has been unable to happen. We will strive to secure funding necessary in order maintain a technologically rich educational environment. Beyond our desire to have computers that are less than six years old, we also have a goal of purchasing interactive technology for the classrooms.

# NETWORK MAP



## **JCISD SERVICE DESK**

The service desk is used as the communication channel for staff who need software / hardware assistance, installation and support to request and receive technology support services. The service desk provides Tier 1 technical support to staff and students partnering on technical services.

## **WIDE AREA NETWORK (WAN)**

Staff and students rely on the JCISD for leadership of applications for the latest generation of technology. The JCISD and twelve local school districts of Jackson County have formed the Schools Technology Consortium (STC) to govern the WAN which connects all Jackson County Public School Districts together over a fiber network. Through the operation of the school fiber network, the JCISD provides for and supports the infrastructure needed for local schools to have reliable high-speed internet access.

## **TELECOMMUNICATIONS**

Our current phone system is nearing the end of its anticipated use. We will begin looking at replacement options during the life of this plan.

## **Section 12: Increase Access**

1. Our district will continue to monitor our internet access speed and modify if needed.
2. Our district will continue to monitor our streaming (digital) video accessibility and adjust if needed.
3. Our district will continue to monitor the speed and reliability of desktop computers throughout the district and replace when necessary.
4. Our district will monitor our voice system to assure reliable communication.
5. Our district will monitor our local area network and adjust as needed.
6. Our district will monitor students in need of assistive technology and implement when needed.

## **Section 13: Budget and Timetable**

### **TECHNOLOGY PURCHASING SCHEDULE**

Hanover Horton Public Schools has elected a 6 year technology renewal plan. However, due to the reduced revenues over the past several years, this goal has been unable to happen. We will strive to secure funding necessary in order maintain a technologically rich educational environment. Beyond our desire to have computers that are less than six years old, we also have a goal of purchasing interactive technology for the classrooms.

### **SUPPORTING RESOURCES AND FUNDING**

Hanover-Horton School District currently provides annual funding to acquire and support district technology, including software. This funding is secured through capital outlay budget.

Desktop computer equipment is obtained using a purchase program with a goal of replacing 40-60 computers annually. Computer software licenses are purchased concurrently to maintain compliance with established copyright laws.

The Jackson County Intermediate School District is contracted to support the network hardware, computer systems and printers. Additional network support is provided with some contracted services, not provided by the JCISD. In addition, staff members annually seek a variety of local, state and federal grants to improve curricular areas at all grade levels. Because of the nature of grant funding, a decision was made not to rely on this type of funding to support operations. Grant funding is sought for special projects as needed.

Hanover-Horton School District applies for Universal Service Funding and generally receives funding for telephone service and internet access.

Professional development activities are funded from district budget and Title II funds.

### **BUDGET**

Account Number	Description	2012-13	2013-14	2014-15
1134120	Repair/Maint Equipment	\$900	\$900	\$900
1134121	Computer Tech Repair	\$1,200	\$1,200	\$1,200
11351006	Comp Technology Supplies	\$900	\$900	\$900
11364106	Comp Technology Equip	\$1,000	\$1,000	\$1,000
2325900	Computer Supplies	\$1,000	\$1,000	\$1,000
245059001	EL Adm Computer Supplies	\$100	\$100	\$100
245059002	MS Adm Computer Supplies	\$225	\$225	\$225
245059003	HS Adm Computer Supplies	\$400	\$400	\$400
245015104	Computer Tech Support	\$104,130	\$104,830	\$105,530
2844900	Technology Site Licenses	\$16,500	\$16,500	\$16,500
2843400	Internet Exp	\$8,000	\$8,000	\$8,000
	Total	\$134,355	\$135,055	\$135,755

## **Section 14 – Coordination of Resources**

Our District will work closely with the Jackson County Intermediate School District and Michigan's Department of Education, keeping informed of current funding and collaborative technology opportunities.

Our District Technology Committee will review funding sources, apply for grants ( i.e. USF e-rate) and make recommendations to the Superintendent.

Our District will continue to make use of our capital outlay funds and monitor/ adjust to respond to current State and local financial situations.

## **Section 15 – Evaluation**

### **EVALUATION OF PROGRESS:**

Hanover-Horton School District has a district technology committee that meets semi-annually. The meetings are in October and March each school calendar year. This committee has two objectives:

- The first is to assess the stated goals contained in the technology plan. The committee accomplishes this objective by regularly surveying the staff and testing students to assess the benchmarks defined in the technology plan.
- The second is to determine the best course of action to integrate technology into the curriculum for the maximum benefit of the students and staff.

This information is returned to the technology committee for evaluation for possible proposed changes to the technology plan. A memo will be sent to the Board of Education on the status of the goals and compliance of the technology plan. Unmet goals will be addressed by prioritizing them based on importance, need, and cost. Then recommendations will come from the technology committee to the school board, for the following year's budget.

## **Section 16: Acceptable Use Policy**

### **7540 - COMPUTER TECHNOLOGY AND NETWORKS**

The Board of Education is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of Board operations. It also recognizes that safeguards have to be established to ensure that the Board's investment in both hardware and software is achieving the benefits of technology and inhibiting negative side effects.

The Superintendent is directed to establish administrative guidelines not only for proper acquisition of technology but also to provide guidance to staff and students concerning making appropriate and ethical use of the computers and other equipment as well as any networks that may be established.

The Superintendent shall establish appropriate procedures to inform both staff and students about disciplinary actions that will be taken if Board technology and/or networks are abused in any way or used in an illegal or unethical manner.

#### **7540.01 - TECHNOLOGY PRIVACY**

The Board of Education recognizes its staff members' right to privacy in their personal lives. This policy serves to inform staff members of the Board's position with respect to staff-member privacy in the educational and workplace setting and to protect the Board's interests.

All computers, telephone systems, electronic mail systems, and voice mail systems are the Board's property and are to be used primarily for business purposes. The Board retains the right to access and review all electronic and voice mail, computer files, data bases, and any other electronic transmissions contained in or used in conjunction with the Board's computer system, telephone system, electronic mail system, and voice mail system. Staff members should have no expectation that any information contained on such systems is confidential or private.

Review of such information may be done by the Board with or without the staff member's knowledge. The use of passwords does not guarantee confidentiality, and the Board retains the right to access information in spite of a password. A staff member's refusal to permit such access may be grounds for discipline up to and including discharge.

Computers, electronic mail, and voice mail are intended for business use and educational purposes. Staff members are encouraged to keep their personal records and personal business at home.

Because the Board's computer and voice mail systems are to be used primarily for business and educational purposes, staff members are prohibited from sending offensive, discriminatory, or harassing computer, electronic, or voice mail messages. Cyberbullying will not be tolerated.

The Board is interested in its resources being properly used. Review of computer files, electronic mail, and voice mail will only be done in the ordinary course of business and will be motivated by a legitimate business reason. If a staff member's personal information is discovered, the contents of such discovery will not be reviewed by the Board, except to the extent necessary to determine if the Board's interests have been compromised. Any information discovered will be limited to those who have a specific need to know that information.

The administrators and supervisory staff members authorized by the Superintendent have the authority to search and access information electronically.

All computers and any information or software contained therein are property of the Board. Staff members shall not copy, delete, or remove any information or data contained on the Board's computers/servers without the express permission of the Superintendent or designee or communicate any such information to unauthorized individuals. In addition, staff members may not copy software on any Board computer and may not bring software from outside sources for use on Board equipment without the prior approval of the Technology Director or designee. Such pre-approval will include a review of any copyright infringements or virus problems associated with such outside software.



## **7540.02 - DISTRICT WEB PAGE**

The Board of Directors authorizes the creation of web sites by employees and students of the School District to be published on the World Wide Web. The creation of web sites by students must be done under the supervision of a professional staff member. These web sites must reflect the professional image of the District, its employees, and students. The content of all pages must be consistent with the Board's Mission Statement and is subject to prior approval of the Superintendent or designee.

The purpose of such web sites is to educate, inform, and communicate. The following criteria should be used to guide the development of such web sites:

### **A. Educate**

Content provided in the web site should be suitable for and usable by students and teachers to support the curriculum and the Board's Objectives as listed in the Board's Strategic Plan.

### **B. Inform**

Content may inform the community about the school, teachers, students, or departments, including information about curriculum, events, class projects, student activities, and departmental policies.

### **C. Communicate**

Content may provide an avenue to communicate with the community.

The information contained on the web site should reflect and support the Board's Mission Statement, Educational Philosophy, and the School Improvement Process.

When the content includes a photograph or information relating to a student, the Board will abide by the provisions of Policy [8330](#) - Student Records.

All links included on the pages must also meet the above criteria and comply with State and Federal law (e.g. copyright laws, Children's Internet Protection Act).

Under no circumstances is a web site to be used for commercial purposes, advertising, political lobbying, or to provide financial gains for any individual.

Pages should reflect an understanding that both internal and external audiences will be viewing the information.

School web sites must be located on Board-affiliated servers unless otherwise approved by the Superintendent or designee.

The Superintendent shall prepare administrative guidelines defining the standards permissible for web site use.

The Board retains all proprietary rights related to the design of web sites and/or pages that are hosted on the Board's servers, absent written agreement to the contrary.

Students who want their class work to be displayed on the Board's web site must have written parent permission and expressly license its display without cost to the Board.

Prior written parental permission is necessary for a student to be identified by name on the Board's website.

### **7540.03 - STUDENT NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY**

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

The Internet is an electronic highway connecting computers and users in the District with computers and users worldwide. Access to the Internet enables students to explore thousands of libraries, databases, and bulletin boards, while exchanging messages with people throughout the world. Access to such an incredible quantity of information and resources brings with it, however, certain unique challenges. First, and foremost, the Board may not be able to technologically limit access to services through the Board's Internet connection to only those that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, will open classrooms and students to electronic information resources which have not been screened by educators for use by students of various ages.

The Board has implemented technology protection measures which block/filter Internet access to visual displays that are obscene, child pornography or harmful to minors. The Board utilizes software and/or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. Nevertheless, parents/guardians are advised that a determined user may be able to gain access to services on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents/guardians may find inappropriate, offensive, objectionable or controversial.

Parents/Guardians assume risks by consenting to allow their child to participate in the use of the Internet. Parents/Guardians of minors are responsible for setting and conveying the standards that their children should follow when using the Internet. The Board supports and respects each family's right to decide whether to apply for independent student access to the Internet.

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

Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of the Internet. All Internet users (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

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

Board's computers assume personal responsibility and liability, both civil and criminal, for uses of the Internet not authorized by this Board policy and its accompanying guidelines.

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

H.R. 4577, P.L. 106-554, Children's Internet Protection Act of 2000

47 U.S.C. 254(h), (1), Communications Act of 1934, as amended

20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965,  
as amended

18 U.S.C. 2256

18 U.S.C. 1460

18 U.S.C. 2246

#### **7540.04 - STAFF NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY**

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

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

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

The Board has implemented technology protection measures which block/filter Internet access to visual displays that are obscene, child pornography or harmful to minors. The Board utilizes software and/or hardware to monitor online activity of staff members to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. The Superintendent or Director of Technology may disable the technology protection measure to enable access for bona fide research or other lawful purposes.

The Superintendent is directed to prepare guidelines which address students' safety and security while using e-mail, chat rooms and other forms of direct electronic communication, and prohibit disclosure of personal identification information of minors and unauthorized access (e.g., "hacking") and other unlawful activities by minors online. Staff members are reminded that personally identifiable student information is confidential and may not be disclosed without prior written parental permission.

Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff

members will provide guidance and instruction to students in the appropriate use of the Internet. All Internet users are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

Staff members are responsible for good behavior on Board's computers/network and the Internet just as they are in classrooms, school hallways, and other school premises and school sponsored events.

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

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

H.R. 4577, P.L. 106-554, Children's Internet Protection Act of 2000

47 U.S.C. 254(h), (1), Communications Act of 1934, as amended

20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965,  
as amended

18 U.S.C. 2256

18 U.S.C. 1460

18 U.S.C. 2246