

Technology Plan

Columbia School District

"Saving Public Green"

2009 – 2012
(FINAL DRAFT)

TABLE OF CONTENTS

Cover Page

Section 1	Cover Page	4
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Introductory Material

Section 2	Mission Statements	5
	Introduction	5-7

Vision and Goals

Section 3	Vision	8
	Goals	9

Curriculum

Section 4	Curriculum Integration	9-10
Section 5	Student Achievement	10
Section 6	Technology Delivery	11
Section 7	Parental Communications Community Relations	11
Section 8	Collaboration	12

Professional Development

Section 9	Strategies	12-13
Section 10	Supporting Resources Infrastructure, Hardware, Technical support and Software	13
Section 11	Infrastructure Needs / Technical Specifications and Design	13-19
Section 12	Increase Access	20

TABLE OF CONTENTS (Continued)

Funding and Budget

Section 13	Budget and Timetable	21
Section 14	Coordination of Resources	22

Monitoring and Evaluation

Section 15	Evaluation	23
Section 16	Acceptable Use Policy	24-31

Appendixes

A.	STATE OF MICHIGAN K-12 TECHNOLOGY STANDARDS	32-42
B.	INTERNATIONAL SOCIETY FOR TECHNOLOGY IN EDUCATION (ISTE) National Educational Technology Standards (NETS•T) and Performance Indicators for Teachers	43-44
C.	INTERNATIONAL SOCIETY FOR TECHNOLOGY IN EDUCATION (ISTE) National Educational Technology Standards (NETS•A) and Performance Indicators for Administrators	45-46
D.	DISTRICT TECHNOLOGY PLANNING TEAM	47
E.	COMPUTER INFRACTION REPORT	48
F.	TECHNOLOGY SAFETY PLEDGE	49
G.	TECHNOLOGY PURCHASE/ACQUISITION REQUEST FORM	50
H.	TECHNOLOGY EQUIPMENT RELOCATION REQUEST	51

Cover Page

SECTION 1 - Cover Page

District: Columbia School District

Address: 11775 Hewitt Road
Brooklyn, MI 49230

District Code: 38040

Contact: Stephen Scouten, Director of Technology

Phone: (517) 592-2317 Tech. Office
(517) 592-6641 District Office

Fax: (517) 592-8090

E-Mail: scouten@myeagles.org

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Intermediate School District: Jackson County ISD

URL for Technology Plan: <http://www.columbiaschooldistrict.org>
<http://www.myeagles.org>
<http://www.goeagles.org>

Introductory Material

SECTION 2 - Mission Statements

District Mission Statement:

The Columbia School District, in partnership with the community, will provide a safe and positive learning environment, which will prepare ALL students to contribute and compete in a global society.

Technology Mission Statement:

As consistent with our district mission to provide an appropriate educational environment which will effectively meet the educational need of our students and citizens:

- We envision an appropriate educational environment to be one that stays current with emerging technologies.
- We recognize that to meet our community's educational needs our students and citizens must be prepared to effectively use current technologies in their personal and professional lives.

Technology Department's Guiding Principals

- Keep It Simple (SIMPLICITY)
- Major on the Majors (PRIORITY)
- No, good enough for who it is for (QUALITY)
- People Matter...(TRAINING)

Introductory Material

SECTION 2 - Introduction

Columbia School District lies in a rural area that stretches into four southeast Michigan counties (Jackson, Hillsdale, Lenawee, and Washtenaw). Columbia School District is located approximately 20 miles north of the Ohio border and midway between the eastern shore of Lake Erie and the western shore of Lake Michigan.

Number of Students: 1824

Demographic Data:

- 20 Hispanic
- 1738 White
- 18 Black or African American
- 21 Asian American
- 27 American Indian

2008-09 School Improvement Goals:

- Failure Is Not An Option – Increase Academic Achievement
The % of retentions, suspensions, and referrals will decrease across the district.
- Increase Student Achievement in Math
The % of students scoring at Level 3 and 4 on the 2008/09 MEAP/MME will decrease by 2%.
- Increase Student Achievement in Science
The % of students scoring at Level 3 and 4 on the 2008/09 MEAP/MME will decrease by 2%.
- Increase Student Achievement in Writing
The % of students who will be proficient in writing on the 2008/09 MEAP/MME will increase by 10%.

Core Beliefs, We Believe...

- All students can learn.
- Failure is not an option.
- All students need a safe and positive learning environment.
- The family and community are integral parts of the educational system.
- Character education and achievement will promote life-long learning.
- All students can positively impact and contribute to our community & the global society.

Parameters

The Columbia School District operates in accordance with the state and federal legislation and the Board of Education policies. The following guidelines will be used to accomplish the adopted mission.

- Each building will maintain a safe and secure environment in which to learn, to teach, and to work.
- Nothing will take precedence over the K-12 programs and services necessary to meet the district's mission and student expectations.
- Site-based decisions will be consistent with established district goals and objectives.
- Decisions will have measurable outcomes.
- New programs, as well as existing programs and services, will be consistent with the district's school improvement plan.
- Behavior, which diminishes the dignity or self-worth of any individual, will not be tolerated.
- The benefits of diversity will be cultivated throughout the district.

Student Expectations

A Columbia School District graduate will be a

...a responsible life-long learner who

- communicates effectively,
- is skilled in reading, writing, math, social studies, science, and technology,
- is a strategic problem solver,
- cultivates an appreciation for the arts,
- and is a critical thinker

...a responsible citizen who

- is a compassionate and respectful individual with a
- a commitment to the larger community.

...a responsible adult who

- demonstrates punctuality, motivation, capability, and adaptability,
- and who incorporates decision-making, ethics, cooperation, and perseverance.

School / Address	Configuration	Students	Teachers	Free/ Reduced
Brooklyn Elementary School 320 School St. Brooklyn, MI 49230	Preschool K-5 Grades Latchkey	360	17	152
Miller Elementary School 130 Jackson St. Cement City, MI 49233	Preschool K-5 Grades Latchkey	352	18	122
Columbia Middle School 321 School St. Brooklyn, MI 49230	6-8 Grades	457	22	112
Columbia Community Education 4460 N. Lake Rd. Clarklake, MI 49234	Alternative 9-12 Adult Ed Infant Care	100	7	61
Columbia High School 11775 Hewitt Rd. Brooklyn, MI 49230	9-12 Grades	555	30	152

Vision and Goals

SECTION 3 - Vision

Technology in Columbia School District is viewed as a critical part to school reform because of its capacity to support improvement in the educational process. A telecommunications system, with a "gateway" for voice, video, and data, must be accessible by all students and staff. Interaction via electronic mail, fax machine, video conferencing and research on the World Wide Web leading to problem solving that revolutionizes the way students learn. Professional development programs must be provided to upgrade the technological skills of teachers, parents, and community members so that these resources will be used to their fullest potential. Finally, both the system used and related professional development need to be supportive of, and be anchored in, the educational goals and objectives established by the district. Additionally, technology must be varied and recognized as ever changing. It will continuously evolve, dramatically changing our perspectives. Technological advances will command both our continuous attention and recurring resources.

District technology must not become an end in itself. It must remain a means to an end. It must be an evolving process and a communications network that enables students and staff to carry out the process of education both differently and effectively. It must be directed toward increased learning, decreased operational costs, decreased dependence on rote, increased understanding and the maintenance of human dignity.

A technologically enriched curriculum in Columbia School District requires a learning environment that encompasses the following teaching and learning strategies:

- Active Learning: Students must share the responsibility for how and what they learn both individually and in teams. Technology must be aimed at providing a dimension to learning that parallels real-life situations. Access to Information: An expanded use of multiple technologies and information resources in a world with an expanding knowledge base.
- Teacher/Student Collaboration: An increased opportunity to break down the barriers of time, distance, age, and ability through the use of two-way interactive communication including voice, video, and data.
- Global Learning: The entire world must become an extension of the classroom through technological links. Students should be touched, perhaps on a daily basis, by other life-styles, cultures, and customs.
- Home/School/Community Link for Learning and Communication: The learning day must be extended, the learning audience must be expanded, and home to school communication must become enhanced through the use of technological systems. "School" should not be a specific place anymore - the process of learning must be on going throughout a lifetime.

Vision and Goals

SECTION 3 – Goals

There has been a major emphasis on the Institute for Educational Reform (IER) database decision-making model. The data collected from the IER is being used to drive the school improvement plans both within individual schools and the district as a whole. Technology is being used to assess students and inform teachers of the best practice in classrooms. We are aggressively seeking ways that technology can be used to integrate curriculum and classroom practice to improve student achievement.

District-Wide Goals:

- Establish a plan for the continual improvement of the teaching and learning process used in the schools.
- Provide opportunities to learners with access to local and global information through availability of current technologies.
- Maximize current technology resources.
- Promote a pattern of innovation.
- Support employee development to insure technological competency.

Teachers and Students Goals:

- Promote a pattern of innovation.
- All teachers will use technology as a tool to improve teaching and learning, educational effectiveness, reduce data management time, and promote better communications between parents, teachers and other staff.
- Students will learn to use technology as a tool to aid them in achieving educational goals as global thinkers.

Curriculum

SECTION 4 - Curriculum Integration

Curriculum drives the technology at Columbia School District. Technology is used to support curricular goals and objectives. All technologies adopted by CSD are examined to assure that they serve the needs of students/teachers and assist in helping mastery of necessary content.

The goal of the Columbia School District is to continually improve the quality of education offered to its students through a quality curriculum, developed using standards set forth by the National Technology Standards, and exceeding standards set by the Michigan Department of Education. Technology is a tool that can serve the goals by enhancing the quality of and method by which instructional materials are delivered to students, by encouraging students to develop higher-order thinking skills, and by exposing students to technologies that are common in the workplace of the 21st century.

Curriculum

SECTION 4 - Curriculum Integration (Cont.)

In addition, technology can improve communication between parents, teachers, administrators, and students, which in turn improves the team effort to serve students in the best way. Best practices for technology learning/teaching and the State of Michigan technology standards (See Appendix A.) will be used to guide future planning and expenditures.

The District Technology Committee will be working throughout the next three years to continually review and revise the technology curriculum so it reflects and is aligned to the State (See Appendix A.), National, and international technology standards. Technology integration is an ongoing process designed to insure that technology is integrated into all areas of education and aligned with the District's school improvement plan.

Integration Timeline:

2009-10	Implement Technology Curriculum Alignment at CMS Use K28.com Website to track technology benchmarks
2010-11	Implement Technology Curriculum Alignment at BES/MES Use K28.com Website to track technology benchmarks
2011-12	Implement Technology Curriculum Alignment at CCHS/CCE Use PowerSchool to track technology benchmarks

Curriculum

SECTION 5 - Student Achievement

Columbia School District students will benefit from educational technology as evidenced by their capacity to effectively demonstrate the following proficiencies:

- The student uses technological processes and systems. The student is able to explain the impact and use of technology in today's information age.
- The student demonstrates problem-solving skills using technology as a tool.
- The student demonstrates creativity in utilizing technology to express himself/herself.
- The student is an active participant in the learning process and learns independently.
- The student will be able to find reliable information on the Internet.
- The student is able to access real-time information, integrate the information and incorporate it into a verbal and/or written presentation.
- The student increases his/her productivity by utilizing technology to achieve his/her goals.

Curriculum

SECTION 6 - Technology Delivery

There is direct access to the Internet from every classroom, instructional area, administrative/support area in the district.

eChalkboards and data projectors will be phased in to all classrooms to enable the interactive presentation of curriculum and the use of online streaming video curriculum..

Wireless technology will be phased in to enable the utilization of electronic resources in any learning environment.

Video sources are available through the new Jackson County Intermediate School District (JCISD) countywide digital network. Virtual fieldtrips, academic classes and other distance learning events via JCISD will be explored with the possibility of installing a distance learning classroom in the district. Channel One is available in the Middle/High School classrooms.

On line classes will are being taken through the Michigan Virtual University to offer students advanced placement classes that are not offered in the district.

Curriculum

SECTION 7 - Parental Communications / Community Relations

Effective and efficient communication with the community is important.

- New programs, hardware and software tools are communicated to parents during the fall open house and in district/building newsletters.
- The district web page (www.columbiaschooldistrict.org) is constantly being updated to provide the most relevant information.
- Public communications organizations (newspapers, radio, and TV) are used extensively to promote many different opportunities with in the district.
- Adult technology literacy will be developed through a variety of courses offered through Columbia Community Education. We are investigating collaborative training opportunities with the Jackson District Library opening our computer labs for the public.
- Online database research tools are provided to all middle school and high school students through the Jackson District Library by issuing students JDL Library Cards.
- A new software application has been implemented to enable parents / students to access homework assignments, grades and communicate electronically with teachers.
- An automated calling server called Instant Alert has been implemented to call the parent/guardian with urgent time sensitive information (school closings, safety issues),
- Parents and other community stakeholders participate in the development of the district technology plan.

Curriculum

SECTION 8 – Collaboration

Collaboration/teamwork is a valued asset to the Columbia School District.

- The District works with Michigan Department of Education (MDE) implementing present and new initiatives.
- Where available, monetary support from outside sources will be utilized to support and enhance goals within the district technology plan. The district has worked with local organizations like the Building Parent Teacher Organizations (PTO), John George Fund, Jackson Community Foundation and Educational Foundation For Columbia Schools, to fulfill the goal of bringing multimedia to the schools. Technology equipment donations have been received from Consumers Energy, Onsted Community Bank, Flagstar Bank, and CP Federal Credit Union.
- The District will work closely with JCISD, keeping informed of current funding and collaborative technology opportunities. Columbia School District participates in the TACC Committee, which is a consortium facilitated by JCISD, consisting of all the Jackson county school technical directors working together on common goals, training needs, and cooperative purchases.
- The District Technology Committee will review funding sources, apply for grants (i.e. USF e-rate) and make recommendations to the Superintendent.
- The District will continue to make use of the capital outlay funds and monitor/adjust to respond to current State and local financial situations.

Professional Development

SECTION 9 – Strategies

Columbia School District has made a concentrated effort to provide professional development opportunities for all staff in technology knowledge and application with a focus on integration of best practices. This type of professional development will continue to be available in the district. Staff members will evaluate the usefulness of emerging technologies and be encouraged to “think outside the box” when incorporating technology into their teaching.

The ISTE National Educational Technology Standards for Teachers & Administrators define the fundamental concepts, knowledge, skills and attitudes for applying technology in educational settings. (Appendix B & C). Performance indicators for each standard provide specific outcomes to be measured when developing a set of assessment tools. The six standards areas with performance indicators are designed to be general enough to be customized and yet specific enough to define the scope of the topic. The standards and performance indicators provide guidelines for faculty and administrators.

Each school in the district may request training opportunities tailored to their specific needs as determined by staff. The requested training opportunities will be prioritized to assure that areas of greatest need are addressed.

Professional Development

SECTION 9 – Strategies (Cont.)

The specific objectives are to:

- Involve staff in planning and assess needs to assure a sound planning process via Technology Curriculum Committee
- Surveys regarding training needs
- Coordination of opportunities for technology training
- Garner commitment and support from staff and district leadership
- Use consensus in decision making regarding needed technology training
- Prioritize training based upon consensus model
- Plan for adequate time and resources
- Offer training during non-school hours (i.e. summer, evenings, staff development time)
- Utilize in-service time for technology training
- Employ interactive, hands-on methodologies in training

Training Timeline:

2009-2010	Aug: two full days in-house, ½ day at JCISD Days allocated to P.D. based on individual needs and according to available calendar days Learning Teams
2010-2011	Same as above
2011-2012	Same as above

Professional Development

SECTION 10 - Supporting Resources, Infrastructure, Hardware, Technical Support Software

Professional development will occur through various computer literacy / integration courses / manuals / videos / online services/ training Software offered through the Columbia School District, JCISD, ISD, RESA, REMC, supporting colleges/universities or conferences/seminars offered by other sources outside the district.

Professional Development

SECTION 11 - Infrastructure Needs / Technical Specifications and Design

Currently, four buildings within the district are connected in a star topology with over five miles of fiber. There are twelve strands of fiber at each location. Two strands of fiber are used for a 100 megabyte switched Ethernet data network. One building is connected via wireless transmitters mounted on radio towers covering over a three-mile distance.

Internet Service is provided through fiber connecting to the ISD, which has a direct connection via fiber to the MERIT POP at Jackson Community College.

Professional Development

SECTION 11 - Infrastructure Needs / Technical Specifications and Design (Cont.)

Columbia School District has:

- Nine Novell Netware 6.5 Servers, that provide file storage, printer sharing, E-mail (GroupWise), Desktop Management/Intranet (Zenworks) and Network Management (Web Portals).
- Two Windows 2000 servers are configured to providing Terminal Servers and MealMagic cafeteria Point of Sales System.
- Over 80-networked laser printers have been implemented district-wide.
- Over 600 desktop computers and 100 laptop computers have access to the Novell servers and the Internet.
- All Internet traffic is logged and filtered for inappropriate content as defined by the Children Internet Protection Act (CIPA).
- Columbia District has been hardwired with over 600 data drops.
- Wireless access is available in the High School only at this time.
- There are fifteen computer Labs district-wide, with six in the High School, one in the Options High School, four in the Middle School, and four in the Elementary Schools (two labs each).

The District generally adheres to the following standards;

- All general network operating systems use a Novell Netware 6.5 server. Server software is reviewed and may be updated as needed by the applications it supports or lack of support from Novell.
- The District uses Novell Directory Services (NDS).
- The District provides a server backup including each user's network drive nightly (users are instructed to use their network drive H: for their "My Documents" folder).
- Classroom and office workstations use Microsoft Windows XP SP3.
- All computers connecting to the network must have Anti-Virus software loaded and running. Currently, the District supports and provides Command Software Authetium Malware Enterprise Edition. Authentium F-PROT is loaded on a central server for monitoring and updates.
- The District uses the Microsoft Office 2000 Suite for productivity applications.
- Adobe Acrobat is the installed .pdf reader installed on all PCs.

Professional Development

SECTION 11 - Infrastructure Needs / Technical Specifications and Design (cont.)

- At this time Microsoft Internet Explorer is the preferred browser with Firefox being installed on all PCs as an alternative.
- The Networking is based on TCP/IP.

Hardware is standardized wherever possible:

- Cisco Catcalyst & HP ProCurve Ethernet Switches providing 1000mg (gigabit) connections between buildings/wiring closets & 100mg connectivity to the desktop.
- Cisco AirLAN equipment provides wireless connectivity.
- Amer.com mini-hubs are deployed in the classrooms.
- HP Servers & HP DLT Tape Backup Drives.
- HP/Dell/Premio Desktops & Dell/Gateway Laptops.
- Epson Data Projectors & Mimio Smartboard Technology.
- Sony Digital Cameras & Sony VCRs
- Edutek eChalkboards
- HP LaserJet printers with internal JetDirect network cards
- Sharp Copier/Printer/Scanners with network support
- APC SurgeArrest power protection & battery backup(UPS).

Columbia School District is about to embark on a bold plan to outsource day to day support of our servers, printers, network, and desktops. This outsourcing move will help us spend more time with integration of technology within the organization and curriculum.

Columbia has one of the highest ratios in the county for computer labs per student population. We will continue to support these labs, while at the same time begin shifting our infrastructure to wireless in preparation for one-to-one computer initiatives with our faculty and students.

BES = Brooklyn Elementary School
MES = Miller Elementary School

CMS = Columbia Middle School
CCHS=Columbia Central High School
COH = Columbia Options High School

Technology Goals - Network Infrastructure:

2009-10 School Year

- | | |
|------|---|
| CMS | Upgrade Building Connection to Cisco Catalyst Switch |
| MES | Upgrade Building Connection to Cisco Catalyst Switch |
| CCHS | Activate Redundant Internet via DSL/VPN |
| CMS | Activate Redundant Internet via DSL/VPN |
| MES | Activate Redundant Internet via DSL/VPN |
| CCHS | Implement Proactive network monitoring |
| ALL | Investigate Cable TV/Channel One Delivery over Data Network |
| ALL | Investigate IP-based clock system for buildings and buses |
| CCHS | Expand Wireless – Add one access point (Front Office) |

CMS Install Wireless – Add one access point (LMC)

Professional Development

SECTION 11 - Infrastructure Needs / Technical Specifications and Design (cont.)

Technology Goals - Network Infrastructure (Cont.):

2010-11 School Year

BES Upgrade Building Connection to Cisco Catalyst Switch
BES Activate Redundant Internet via DSL/VPN
CMS Implement Proactive network monitoring
MES Implement Proactive network monitoring
CCHS Implement Cable TV/Channel One Delivery over Data Network
ALL Investigate Telephone over IP services
CCHS Implement IP-based clock system for buildings and buses
CMS Implement IP-based clock system for buildings and buses
CCHS Expand Wireless – Add one access point (North-side)
CMS Expand Wireless – Add one access point (Front Office)
BES Install Wireless – Add one access point (LMC)
MES Install Wireless – Add one access point (LMC)

2011-12 School Year

COH Upgrade Building Connection to Cisco Catalyst Switch
COH Activate Redundant Internet via DSL/VPN
COH Implement Proactive network monitoring
BES Implement Proactive network monitoring
CCHS implement test site Telephone over IP services
CMS Implement Cable TV/Channel One Delivery over Data Network
BES Implement IP-based clock system for buildings and buses
MES Implement IP-based clock system for buildings and buses
COH Implement IP-based clock system for buildings and buses
CCHS Expand Wireless – Add one access point (North-side)
CMS Expand Wireless – Add one access point (6th Grade)
BES Expand Wireless – Add one access point (other wing)
MES Expand Wireless – Add one access point (other wing)
COH Install Wireless – Add one access point (Counseling)

Technology Goals - Safety/Security Systems:

2009-10 School Year

CCHS Expand surveillance system with more cameras
COH Expand surveillance system with more cameras
ALL Support Lanyards/Ids
ALL Investigate camera & GPS systems on buses
CCHS Investigate Centralized surveillance system for emergency response
(wireless device for law enforcement)

2010-11 School Year

CMS Implement digital surveillance system
CCHS Expand surveillance system with more cameras
ALL Support Lanyards/IDs

CCHS Implement Centralized surveillance system for emergency response

Professional Development

SECTION 11 - Infrastructure Needs / Technical Specifications and Design (cont.)

Technology Goals - Safety/Security Systems (Cont):

2011-12 School Year

BES	Implement digital surveillance system
MES	Implement digital surveillance system
CMS	Expand surveillance system with more cameras
CCHS	Expand surveillance system with more cameras
ALL	Support Lanyards/IDs

Technology Goals - New Systems:

2009-10 School Year

ALL	Implement PowerSchool system to replace SDS/Edline/GradeQuick
ALL	Migrate E-mail system from Groupwise to JCISD Outlook/Exchange
ALL	Migrate ALL Student/Facility data and applications to JCISD Virtual Server Farm
CCHS	Install Microsoft Windows 2008 Server for administrative data
COH	Install Microsoft Windows 2008 Server for options high school
CCHS	Setup Moodle Student collaboration server in JCISD Virtual Server Farm
BES	Migrate to Web Renaissance Place for Acc.Reader/Star Reader/Star Math
MES	Migrate to Web Renaissance Place for Acc.Reader/Star Reader/Star Math
CMS(6 th)	Migrate to Web Renaissance Place for Acc.Reader/Star Reader/Star Math
ALL	investigate Cloud-based computing

2010-11 School Year

CMS	Migrate to Web Renaissance Place for Acc.Reader/Star Reader/Star Math
CCHS	Migrate to Web Renaissance Place for Acc.Reader/Star Reader/Star Math
BES	Migrate to Web Renaissance Place for Math Facts/Acc.Math
MES	Migrate to Web Renaissance Place for Math Facts/Acc.Math
CMS(6 th)	Migrate to Web Renaissance Place for Math Facts/Acc.Math
CCHS	Implement Cloud-based computing
COH	Implement Cloud-based computing
CMS	Implement Cloud-based computing

2011-12 School Year

CMS	Migrate to Web Renaissance Place for Math Facts/Acc.Math
CCHS	Migrate to Web Renaissance Place for Math Facts/Acc.Math
BES	Implement Cloud-based computing
MES	Implement Cloud-based computing

Professional Development

SECTION 11 - Infrastructure Needs / Technical Specifications and Design (cont.)

Technology Goals - System Expansions/Upgrades:

2009-10 School Year

ALL Outsource all copier printer support for American Office Solutions
ADMIN Data Director
TEACHERS MEAP/Data 4 StudentSuccess & Study Island
CCHS MicroType Pro
CCHS Gaggle.net Student E-mail for teachers
ALL Investigate upgrade for Library systems to Destiny/County-wide solution

2010-11 School Year

CCHS Data Director for teachers
CMS Data Director for teachers
TEACHERS MEAP/Data 4 StudentSuccess & Study Island
CMS Gaggle.net Student E-mail for teachers
ALL Implement upgrade for Library systems to Destiny/County-wide solution

2011-12 School Year

BES Data Director for teachers
MES Data Director for teachers
COH Data Director for teachers
COH Gaggle.net Student E-mail for teachers

Technology Goals - Classroom Improvements:

2009-10 School Year

CCHS Upgrade 75 lab PCS -> old PCs going to BES/MES/CMS
BES Ceiling mount five data projectors in classrooms
BES Upgrade Teacher desktop PCs
MES Ceiling mount five data projectors in classrooms
MES Upgrade Teacher desktop PCs
COH Upgrade Teacher desktop PCs
ALL Implement more data projectors and eChalkboards
ALL Investigate one-to-one smart devices for staff

2010-11 School Year

ALL Implement more data projectors and eChalkboards
ALL Investigate one-to-one smart devices for students
CCHS Implement one-to-one smart devices for staff (link to cloud computing)
CMS Implement one-to-one smart devices for staff (link to cloud computing)

2011-12 School Year

ALL Implement more data projectors and eChalkboards
CMS Implement one-to-one smart devices for 6th Grade (link to cloud computing)

Professional Development

SECTION 11 - Infrastructure Needs / Technical Specifications and Design (cont.)

Technology Goals – Green Initiatives:

2009-10 School Year

ALL	Form District-wide Community tying existing building level groups together
ALL	Expand Recycling efforts
ALL	Investigate Bottled Water alternatives
ALL	Replace PC Lab CRT monitors with flat panel monitors; Recycle CRTs
BES	Reduce Classroom student computers from two units to one
MES	Reduce Classroom student computers from two units to one
CMS 6 th	Reduce Classroom student computers from two units to one
CCHS	Connect Cable TV/Channel One to classroom data projectors; Recycle old TVs
CMS	Connect Cable TV/Channel One to classroom data projectors; Recycle old TVs
CCHS	Replace TV & Teacher monitor with HD-TV/Monitor in small Special Classrooms

2010-11 School Year

ALL	Investigate Alternative Energy Sources (Solar, Wind, Natural Gas, Electric)
ALL	Implement Filtering System for building Bottled water
ALL	Replace PC Lab CRT monitors with flat panel monitors; Recycle CRTs
CMS	Replace TV & Teacher monitor with HD-TV/Monitor in small Special Classrooms

2011-12 School Year

ALL	Implement an Alternative Energy Sources (Solar, Wind, Natural Gas, Electric)
ALL	Replace Classroom CRT monitors with flat panel monitors; Recycle CRTs
BES	Replace TV & Teacher monitor with HD-TV/Monitor in small Special Classrooms
MES	Replace TV & Teacher monitor with HD-TV/Monitor in small Special Classrooms

Columbia School District is committed to provide sufficient funds to maintain technical assistance/support from the following resources:

- The District Technology Director
- Media Center Specialists
- Computer lab Assistants
- Telephone Support/Clerical
- Internet Support
- The Jackson County ISD technology department
- Service Contracts for major hardware and software sub-systems, such as:
 - Novell Support
 - Web Development/Support
 - School and Financial Management Software
 - Telephone PBX equipment support
 - Extended warranties

Professional Development

SECTION 12 - Increase Access

Strategies to increase access to technology:

- *Every teacher and every building has access to the same equipment.*
- *Each building will have a minimum of two computer labs.*
- *Each classroom will have a telephone, computer/laptop, Internet connectivity, television, VCR/DVD, Data Projector and Smartboard technology.*
- *All district data, voice and video resources will be monitored to assure reliable communication and expanded as required.*
- *Assistive technology is used whenever called for in IEP's.*
- *Students are encouraged to enroll in classes through the Michigan Virtual High School and JCISD. Three PCs in the Counseling Area are equipped for the distance learning online courses.*
- *Provide training for Administrators and Support Staff as needed...*

Funding and Budget

SECTION 13 - Budget and Timetable

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

Our future budgets are projections based on existing knowledge and with projected budgets for K-12 education uncertain, our budgets are uncertain as well.

Proposed Technology Budget

Account	Description	2008-09	2009-10	2010-11	2011-12
122-212-300	Salary Media Special BES	\$ 24,518	\$ 25,254	\$ 26,011	\$ 26,791
122-212-301	Salary Media Special MES	\$ 26,017	\$ 26,797	\$ 27,601	\$ 28,429
122-212-310	Salary Media Special CMS	\$ 24,518	\$ 25,254	\$ 26,011	\$ 26,791
122-212-320	Salary Media Special CCHS	\$ 48,269	\$ 49,717	\$ 51,209	\$ 52,745
122-216-330	Salary Library AIDE-CMS	\$ 14,765	\$ 15,208	\$ 15,664	\$ 16,134
122-216-340	Salary Library AIDE-BES	\$ 15,400	\$ 15,862	\$ 16,338	\$ 16,828
122-216-350	Salary Library AIDE-MES	\$ 15,400	\$ 15,862	\$ 16,338	\$ 16,828
123-211-600	Salary Technology Supervisor	\$113,495	\$116,900	\$120,400	\$124,020
113-034-100 3,300	Telephone Service – COH (ATT) <small>(E-RATE: Telephone Services funded from this account)</small>	\$ 2,615	\$ 2,900	\$ 3,050	\$
126-134-100	Telephone Service – DISTRICT (CENTENNIAL/FRONTIER/NEXTEL/SPRINT) <small>(E-RATE: Telephone Services funded from this account)</small>	\$ 40,500	\$ 41,750	\$ 43,000	\$ 44,500
126-141-200	District Contracted Services/Equip	\$ 45,000	\$ 47,250	\$ 49,500	\$ 52,000
123-241-004	Admin Contracted Services/Equip	\$ 1,000	\$ 1,100	\$ 1,200	\$ 1,300
123-231-001	Technology Training	\$ 7,000	\$ 8,000	\$ 9,000	\$ 10,000
123-241-002	Technology Continuing Service <small>(E-RATE: Internet Connectivity funded from this account)</small>	\$ 30,000	\$ 32,000	\$ 34,000	\$ 36,000
123-259-001	Technology Software Support <small>(E-RATE: Web Hosting funded from this account)</small>	\$ 25,000	\$ 26,000	\$ 27,000	\$ 28,000
123-259-002	Technology Supplies	\$ 8,000	\$ 7,000	\$ 6,000	\$ 5,000
123-259-003	Technology Software Academics <small>(E-RATE: Student E-mail funded from this account)</small>	\$ 20,000	\$ 25,000	\$ 30,000	\$ 35,000
123-264-501	Technology Hardware Replacement	\$ 12,000	\$ 15,000	\$ 20,000	\$ 25,000
149-064-111	New Equipment Technology	\$ 25,000	\$ 35,000	\$ 45,000	\$ 55,000

Funding and Budget

SECTION 14 - Coordination of Resources

Synergy is found when organizations can work together for mutual benefits. Columbia School District has a reputation as a team player at both the county and state level.

- Our District will work closely with JCISD and MDE, 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.

Monitoring and Evaluation

SECTION 15 - Evaluation

The following represents the major plan components and the evaluation model for Columbia School District technology implementation over the next three years. An assessment and resulting review and update of the plan will take place in the spring of each school year.

- Incorporate multimedia into the curriculum. Seventy-five percent of the student body at the ninth grade level will demonstrate competency in using multimedia resources for presentation.
- Incorporate technology in the K-12 curriculum.
 - Fifty percent of the grade 3-12 curriculum will incorporate technology as a support.
 - Eighty-five percent of graduating students will be competent in word-processing and using technology in research.
- Provide staff Training. Eighty-five percent of administrators and staff will have been trained and demonstrate competency in the application of technology in the performance of their job.
- Establish a computer network throughout each building. One hundred percent of the district buildings will be networked providing direct student access to networked district resources and the Internet.
- Provide Internet access screening One hundred percent of all incoming information from outside resources will be evaluated and screened using local legal, ethical and community standards.
- Pursue faster outside Internet connections. One hundred percent of connection speed to the WWW will be equal to that of two T1 connections.
- Expand adult technology literacy. One hundred percent of adults will be provided with the opportunity to reach a basic level of computer literacy.
- Expand Tech prep. Seventy-five percent of graduates shall have taken at least two courses in Tech. Prep between the 7th and 12th grades.
- Develop technology support services for staff. Ninety-five percent of the staff will indicate adequate technological support is available for them to perform their job effectively and efficiently.
- Continue to develop networked resources. Ninety-five percent of the staff will indicate adequate networked resources available to perform their job effectively and efficiently.
- Expand technology available in the district to incorporate video. One hundred percent video access, which supports the curriculum, will be provided at every level.
- The Director of Technology will form an ad hoc Technology Plan Evaluation Group annually in the spring to evaluate the plan goals. Once the review is complete, a report will be shared with the District's Board of Education, published on the district's Web site, and be referred to in the district's annual report.

Monitoring and Evaluation

SECTION 16 - Acceptable Use Policy

Columbia School District **COLUMBIA CENTRAL HIGH SCHOOL** **Technology Use and Safety Administrative Guidelines**



Mission Statement: *The Columbia School District will provide a positive and safe learning environment which will prepare ALL students to contribute and compete in a global society.*

POLICY

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

In making decisions regarding student access to telecommunications and networked information resources, the Board considers its own stated educational mission, goals and objectives. This policy requires that all instructional and library media materials support and enrich the curriculum while taking into account the varied instructional needs, learning styles, abilities and developmental levels of the students.

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

In particular, the Internet is a collection of interconnected computer networks around the world that makes it possible to share information almost instantly. The networks are owned by countless commercial, research, governmental and educational organizations. The Internet expands classroom and library media center resources by making information, images and even computer software from places otherwise impossible to reach available to students, teachers, librarians and media specialists. Access to these resources can yield individual and group projects, collaboration, curriculum materials and idea sharing. Internet access also makes contact with people all over the world, bringing into the classroom experts in every content area.

SCOPE

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

- *Hardware* • *Network/Internet* • *Security* • *Copyright*
- *Software* • *Electronic Mail* • *Discipline*

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

- a) *Are Obscene*
- b) *Contain child pornography*
- c) *Are harmful to minors*
- d) *The district determines is "inappropriate for minors"*

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

IMPLEMENTATION

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

- I) Foreword
- II) Hardware
- III) Software
- IV) Network/Internet
- V) Electronic Mail
- VI) Security
- VII) Discipline
- VIII) Copyright
- IX) Student Summary

I. Foreword

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

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

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

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

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

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

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

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

II. Hardware

A. User Privileges

Users have the privilege to use all hardware for which they are authorized and have received training. Use of District

technology shall constitute agreement and consent to abide by the terms set forth in the Technology Policy.

B. User Responsibilities

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

C. District Responsibilities

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

III. Software

A. User Privileges

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

B. User Responsibilities

1. Users are responsible for using software only for facilitating learning and exchanging information consistent with the mission of the District.
2. Users must not place unauthorized information, computer viruses, or harmful programs on or through the computer system in either public or private files or messages.

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

C. District Responsibilities

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

IV. Network/Internet

A. User Privileges

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

B. User Responsibilities

1. Users are responsible for using the Network only for facilitating learning and exchanging information consistent with the mission of the District.
2. The student user may only log on and use the Network under the immediate supervision of a staff member or authorized representative and only with an appropriate account number.

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

C. District Responsibilities

1. The District operates a Technology Protection Measure that blocks or filters Internet access to pictures and content that:
 - a) Are Obscene
 - b) Contain child pornography
 - c) Are harmful to minors
 - d) The district determines is "inappropriate for minors"
2. The District blocks minors access to e-mail, chat rooms, and other forms of direct electronic communications (e.g. Instant Message Services).

3. The District prohibits unauthorized disclosure, use and dissemination of personal identification information regarding students using District technology.
4. The District prohibits computer hacking and other unlawful activities by students using District technology.
5. The District employs measures (such as supervision and monitoring) to restrict minors' access to material harmful to minors.
6. The District does not warrant that the functions of any District-authorized software will meet any specific requirements that the user may have, or that it will be error free, or that its operation will not be interrupted. The District will not be liable for any direct or indirect, incidental; or consequential damages (including lost data, information, or time) sustained or incurred in connection with the use, operation, or inability to use the Network.
7. *The District does not warrant any system to be absolutely secure.*
8. The primary purpose of the Network shall be in support of the academic program and shall take precedence over professional support, general information, and recreation.
9. The District reserves all rights to material stored in files on the Network that are generally accessible to others and will remove any material that the District, at its sole discretion, believes may be unlawful, obscene, pornographic, abusive, or otherwise objectionable educationally unsuitable or materially and substantially disruptive.
10. The Superintendent or his/her designee will periodically decide whether specific uses of the Network are consistent with this policy. The District reserves the right to log Internet use and monitor fileserver space utilization by users. Therefore, the District reserves the right to limit or deny access any time for any reason.
11. District staff will demonstrate good faith efforts to supervise the use of the Network under their charge.
12. The use of District technology constitutes consent, under the Electronic Communications Privacy Act, on the part of all users to allow the District and its agents to intercept and access the e-mail and network/internet history information of each individual user.
4. Users must not misrepresent others on e-mail, or represent others without being explicitly authorized to do so.
5. Users must not disrupt the operation of the e-mail through altering or abusing the hardware or software on e-mail.
6. Users must not use e-mail for sexual harassment, hate mail, profanity, vulgar statements, discriminatory remarks, defamatory statements or other remarks that would constitute noncompliance with the Districts' policies dealing with sexual, racial, or other types of harassment.
7. Users must not place unauthorized information, computer viruses, or other harmful programs on or through the computer via e-mail.
8. Use of the e-mail is for school purposes. Personal use should be limited according to the Superintendent's Administrative Guidelines. Staff members are encouraged to keep personal records and personal business at home.
9. Users must follow all copyright guidelines as stated in Section VIII. (This includes illegally installed copyrighted software, or the transferring of files, shareware, or software from information services and electronic bulletin boards without the permission of the facilitator.)
10. Users are responsible for any costs or fees for information services or repair costs for damages to the e-mail system as outlined in Section VII.
11. Any misuse of e-mail will result in disciplinary action as stated in Section VII, and may also result in legal action if appropriate.
12. Users may not use e-mail on behalf of outside organizations, without administrative approval.

C. District Responsibilities

- V. Electronic Mail
 - A. User Privileges

Users have the conditional privilege to use electronic mail for which they are authorized and have received training. Staff may send e-mail to any member on the Network or the Internet; prior approval is not required. Use of District technology shall constitute agreement and consent to abide by the terms set forth in the Technology Policy.
 - B. User Responsibilities
 1. Users are responsible for using e-mail only for facilitating learning and exchanging information consistent with the mission of the District.
 2. Users must use only their account ID. Use of an account by someone other than the registered account holder is forbidden.
 3. Users must not intentionally seek information on, obtain copies of (misappropriating), or modify files or other data belonging to other users.
 1. The District blocks minors access to e-mail, chat rooms, and other forms of direct electronic communications (e.g. Instant Message Services).
 2. The District does not warrant that the functions of the system will meet any specific requirements that the user may have, or that it will be error free, or that its operation will not be interrupted. The District will not be liable for any direct or indirect, incidental or consequential damages (including lost data, information, or time) sustained or incurred in connection with the use, operation, or inability to use the system.
 3. *The District does not warrant any system to be absolutely secure.*
 4. The primary purpose of the District electronic mail system shall be in support of the academic program and shall take precedence over professional support, general information, and recreation.
 5. The District reserves all rights to material stored in files on its e-mail system that are generally accessible to others and will remove any material that the District, at its sole discretion, believes may be unlawful, obscene, pornographic, abusive, or otherwise objectionable educationally unsuitable or materially and substantially disruptive.
 6. The Superintendent or his/her designee will periodically decide whether specific uses of e-mail are consistent with this policy.

The District reserves the right to log e-mail use and monitor fileserver space utilization by users. Therefore, the District reserves the right to limit or deny access any time for any reason.

7. District staff will demonstrate good faith efforts to supervise the students use of the Network under their charge, as appropriate to the age level.
8. The use of District technology constitutes consent, under the Electronic Communications Privacy Act, on the part of all users to allow the District and its agents to intercept and access the e-mail and network/internet history information of each individual user.

VI. Security

A. User Privileges

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

B. User Responsibilities

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

11. *Any misuse will result in disciplinary action as stated in Section VII.*

C. District Responsibilities

1. *The District does not warrant that the functions of the system will meet any specific requirements that the users may have, or that it will be error-free, or that its operation not be interrupted. The District will not be liable for any direct or indirect, incidental, or consequential damages (including lost data information, or use time) sustained or incurred.*
2. *The District does not warrant any system to be absolutely secure.*
3. The primary purpose of the District technology shall be support of the academic program and shall take precedence over professional support, general information, and recreation.
4. The District reserves the right to review materials stored in files on the Network that are generally accessible to others and will remove any material that the District, at its sole discretion, believes may be unlawful, obscene, pornographic, abusive, or otherwise objectionable educationally unsuitable or materially and substantially disruptive.
5. The Superintendent or his/her designee will periodically decide whether specific uses of the technology are consistent with this policy. The District reserves the right to monitor use. The District reserves the right to limit or deny access any time, for any reason.
6. District staff will demonstrate good faith efforts to supervise technology under their charge.

VII. Discipline

Users violating the privileges outlined in the District Technology Use and Safety Policy will be subject to disciplinary action. Violations include but are not limited to:

1. Intentionally seeking information on, obtaining copies of (misappropriating), or modifying files, other data, passwords belonging to other users.
2. Misrepresenting others on the Network, or representing others without being explicitly authorized to do so.
3. Disrupting the operation of the Network through alteration or abuse of the hardware or software.
4. Malicious use of the Network through hate mail, profanity, vulgar statements, discriminatory remarks or other noncompliance with the Districts' policies dealing with sexual, racial, or other types of harassment.
5. The placing of unauthorized information, computer viruses, or harmful programs on or through the computer system in either public or private files or messages, or otherwise interfering with others' use of the Network.
6. Illegal installation of copyrighted software.
7. Unauthorized downloading, copying (transmission), or use of licensed or copyrighted software.
8. Transferring files, shareware, or software from information services and electronic bulletin boards without permission.

9. Using a computer I.D. or account, other than his/her own.
 10. Allowing anyone to use another's account.
 11. Access to the Network and Internet without permission.
3. The Superintendent or his/her designee will make reasonable steps to inform all staff and students of the District adherence to copyright policy and procedure.

Student users violating any of the above regulations will be subject to the following disciplinary action:

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

Additional Action:

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

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

VIII. Copyright

A. User Privileges

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

B. User Responsibilities

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

C. District Responsibilities

1. The Superintendent or his/her designee will periodically decide whether specific uses of the technology are consistent with respect to copyright law. The District reserves the right to monitor use. The District reserves the right to limit or deny access any time, for any reason.
2. The Superintendent or his/her designee reserves the right to review materials stored in files on the Network that are generally accessible to others and will remove any material that the District, at its sole discretion, believes to be a violation of copyright. The District reserves the right to remove a user account to prevent any further unauthorized activity.

Columbia School District (www.myeagles.org)

Technology Use and Safety Administrative Guidelines

Student Name: _____ Grad. Year: ____



IX. Student Summary

The District considers technology a tool for teaching and learning and encourages the responsible use of computers and related technology in District classrooms.

This is a summary of the Technology Use and Safety Administrative Guidelines. All students and parents are encouraged to read the full Administrative Guidelines before signing this Statement of Understanding. All students and parents must sign the Statement of Understanding before using District technology.

1. All use of the District technology must be in support of education. (Administrative Guidelines Foreword)
2. Users have the privilege to use all of the technology for which they have had training. Anyone using the technology is responsible for the preservation and care of that technology. (Administrative Guidelines Sections I, II, III, IV)
3. Accounts are to be used only by the owner. The sharing of passwords is prohibited. (Administrative Guidelines Sections IV, V)
4. Real names must be used; no aliases are allowed. Additional personal information must not be shared over the Internet. (Administrative Guidelines Sections IV, V)
5. Users experiencing harassment or receiving requests for personal information must report the problem. (Administrative Guidelines Section V)
6. Any violations of the use of the technology should be reported to the teacher in charge. Students violating the Administrative Guidelines may be subject to discipline as outlined in the District Discipline policy, and may also be subject to legal action if appropriate. (Administrative Guidelines Sections II, III IV, V, VI)
7. Copyright laws must be followed. (Administrative Guidelines Sections II, III, VIII)

A copy of the Full Administrative Guidelines can also be found in school offices, media centers, and computer labs.

User has received and read the Technology Use and Safety Administrative Guidelines summary and agrees to the terms.

Student Sign

Date

Parent Sign

Date

Columbia School District (www.myeagles.org)
Technology Use and Safety Administrative Guidelines

Student Name: _____ Grad. Year: ____



IX. Student Summary

The District considers technology a tool for teaching and learning and encourages the responsible use of computers and related technology in District classrooms.

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5. Users experiencing harassment or receiving requests for personal information must report the problem. (Administrative Guidelines Section V)
6. Any violations of the use of the technology should be reported to the teacher in charge. Students violating the Administrative Guidelines may be subject to discipline as outlined in the District Discipline policy, and may also be subject to legal action if appropriate. (Administrative Guidelines Sections II, III IV,V, VI)
7. Copyright laws must be followed. (Administrative Guidelines Sections II, III, VIII)

A copy of the Full Administrative Guidelines can also be found in school offices, media centers, and computer labs.

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Student Sign

Date

Parent Sign

Date

APPENDIX A

STATE OF MICHIGAN K-12 TECHNOLOGY STANDARDS

(http://www.michigan.gov/mde/0,1607,7-140-28753_33232_37328---00.html)

Welcome to Michigan's Educational Technology Standards & Expectations.

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

The Grade Level Educational Technology Standards & Expectations for K-12 are aligned with the International Society for Technology in Education's (ISTE) National Educational Technology Standards for Students (NETS-S). They are meant to provide teachers with an outline of learning expectations and will be used to drive educational technology literacy assessments for the next several years.

The goal is that these Standards and Expectations will ultimately be integrated into the various other content areas and that a supplementary document will be produced offering examples and suggestions on how they could be incorporated within those areas.

Technology Literacy

Technology literacy is the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century. The Standards and Expectations for each grade range are established to designate clearly what students are expected to know by the end of grades two, five, and eight.

Educational Technology Standards & Expectations Grades K-2

BASIC OPERATIONS AND CONCEPTS

By the end of Grade 2 each student will:

1. understand that people use many types of technologies in their daily lives (e.g., computers, cameras, audio/video players, phones, televisions)
2. identify common uses of technology found in daily life
3. recognize, name, and will be able to label the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, and printer)
4. identify the functions of the major hardware components in a computer system
5. discuss the basic care of computer hardware and various media types (e.g., diskettes, CDs, DVDs, videotapes)
6. use various age-appropriate technologies for gathering information (e.g., dictionaries, encyclopedias, audio/video players, phones, web resources)
7. use a variety of age-appropriate technologies for sharing information (e.g., drawing a picture, writing a story)
8. recognize the functions of basic file menu commands (e.g., new, open, close, save, print)
9. proofread and edit their writing using appropriate resources including dictionaries and a class developed checklist both individually and as a group

SOCIAL, ETHICAL, AND HUMAN ISSUES

By the end of Grade 2 each student will:

1. identify common uses of information and communication technologies
2. discuss advantages and disadvantages of using technology
3. recognize that using a password helps protect the privacy of information
4. discuss scenarios describing acceptable and unacceptable uses of age-appropriate technology (e.g., computers, phones, 911, internet, email) at home or at school
5. discuss the consequences of irresponsible uses of technology resources at home or at school
6. understand that technology is a tool to help complete a task
7. understand that technology is a source of information, learning, and entertainment
8. identify places in the community where one can access technology

TECHNOLOGY PRODUCTIVITY TOOLS

By the end of Grade 2 each student will:

1. know how to use a variety of productivity software (e.g., word processors, drawing tools, presentation software) to convey ideas and illustrate concepts
2. be able to recognize the best type of productivity software to use for certain age-appropriate tasks (e.g., word processing, drawing, web browsing)
3. be aware of how to work with others when using technology tools (e.g., word processors, drawing tools, presentation software) to convey ideas or illustrate simple concepts relating to a specified project

Educational Technology Standards & Expectations Grades K-2

TECHNOLOGY COMMUNICATIONS TOOLS

By the end of Grade 2 each student will:

1. identify procedures for safely using basic telecommunication tools (e.g., e-mail, phones) with assistance from teachers, parents, or student partners
2. know how to use age-appropriate media (e.g., presentation software, newsletters, word processors) to communicate ideas to classmates, families, and others
3. know how to select media formats (e.g., text, graphics, photos, video), with assistance from teachers, parents, or student partners, to communicate and share ideas with classmates, families, and others

TECHNOLOGY RESEARCH TOOLS

By the end of Grade 2 each student will:

1. know how to recognize the Web browser and associate it with accessing resources on the internet
2. use a variety of technology resources (e.g., CD-ROMs, DVDs, search engines, websites) to locate or collect information relating to a specific curricular topic with assistance from teachers, parents, or student partners
3. interpret simple information from existing age-appropriate electronic databases (e.g., dictionaries, encyclopedias, spreadsheets) with assistance from teachers, parents, or student partners
4. provide a rationale for choosing one type of technology over another for completing a specific task

TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS

By the end of Grade 2 each student will:

1. discuss how to use technology resources (e.g., dictionaries, encyclopedias, search engines, websites) to solve age-appropriate problems
2. identify ways that technology has been used to address real-world problems (personal or community)

Educational Technology Standards & Expectations Grades 3-5

BASIC OPERATIONS AND CONCEPTS

By the end of Grade 5 each student will:

1. discuss ways technology has changed life at school and at home
2. discuss ways technology has changed business and government over the years
3. recognize and discuss the need for security applications (e.g., virus detection, spam defense, popup blockers, firewalls) to help protect information and to keep the system functioning properly
4. know how to use basic input/output devices and other peripherals (e.g., scanners, digital cameras, video projectors)
5. know proper keyboarding positions and touch-typing techniques
6. manage and maintain files on a hard drive or the network
7. demonstrate proper care in the use of hardware, software, peripherals, and storage media
8. know how to exchange files with other students using technology (e.g., e-mail attachments, network file sharing, diskettes, flash drives)
9. 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
10. identify search strategies for locating needed information on the internet
11. 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

SOCIAL, ETHICAL, AND HUMAN ISSUES

By the end of Grade 5 each student will:

1. identify cultural and societal issues relating to technology
2. discuss how information and communication technology supports collaboration, productivity, and lifelong learning
3. discuss how various assistive technologies can benefit individuals with disabilities
4. discuss the accuracy, relevance, appropriateness, and bias of electronic information sources
5. discuss scenarios describing acceptable and unacceptable uses of technology (e.g., computers, digital cameras, cellphones, PDAs, wireless connectivity) and describe consequences of inappropriate use
6. discuss basic issues regarding appropriate and inappropriate uses of technology (e.g., copyright, privacy, file sharing, spam, viruses, plagiarism) and related laws
7. use age-appropriate citing of sources for electronic reports
8. identify appropriate kinds of information that should be shared in public chat rooms
9. identify safety precautions that should be taken while on-line
10. explore various technology resources that could assist in pursuing personal goals
11. identify technology resources and describe how those resources improve the ability to communicate, increase productivity, or help achieve personal goals

Educational Technology Standards & Expectations Grades 3-5

TECHNOLOGY PRODUCTIVITY TOOLS

By the end of Grade 5 each student will:

1. 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)
2. know how to insert various objects (e.g., photos, graphics, sound, video) into word processing documents, presentations, or web documents
3. use a variety of technology tools and applications to promote creativity
4. understand that existing (and future) technologies are the result of human creativity
5. collaborate with classmates using a variety of technology tools to plan, organize, and create a group project

TECHNOLOGY COMMUNICATIONS TOOLS

By the end of Grade 5 each student will:

1. use basic telecommunication tools (e.g., e-mail, WebQuests, IM, blogs, chat rooms, web conferencing) for collaborative projects with other students
2. use a variety of media and formats to create and edit products (e.g., presentations, newsletters, brochures, web pages) to communicate information and ideas to various audiences
3. 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)

TECHNOLOGY RESEARCH TOOLS

By the end of Grade 5 each student will:

1. use Web search engines and built-in search functions of other various resources to locate information
2. describe basic guidelines for determining the validity of information accessed from various sources (e.g., web site, dictionary, on-line newspaper, CD-ROM)
3. know how to independently use existing databases (e.g., library catalogs, electronic dictionaries, encyclopedias) to locate, sort, and interpret information on an assigned topic
4. perform simple queries on existing databases and report results on an assigned topic
5. identify appropriate technology tools and resources by evaluating the accuracy, appropriateness, and bias of the resource
6. compare and contrast the functions and capabilities of the word processor, database, and spreadsheet for gathering data, processing data, performing calculations, and reporting results

Educational Technology Standards & Expectations Grades 3-5

TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS

By the end of Grade 5 each student will:

1. use technology resources to access information that can assist in making informed decisions about everyday matters (e.g., which movie to see, which product to purchase)
2. use information and communication technology tools (e.g., calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist with solving real-life problems (personal or community)

Educational Technology Standards & Expectations Grades 6-8

BASIC OPERATIONS AND CONCEPTS

By the end of Grade 8 each student will:

1. use proper keyboarding posture, finger positions, and touch-typing techniques to improve accuracy, speed, and general efficiency in operating a computer
2. use appropriate technology terminology
3. use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced products
4. understand that new technology tools can be developed to do what could not be done without the use of technology
5. describe strategies for identifying and preventing routine hardware and software problems that may occur during everyday technology use
6. 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)
7. discuss common hardware and software difficulties and identify strategies for troubleshooting and problem solving
8. identify characteristics that suggest that the computer system hardware or software might need to be upgraded
9. 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
10. identify technology resources that assist with various consumer-related activities (e.g., budgets, purchases, banking transactions, product descriptions)
11. identify appropriate file formats for a variety of applications
12. use basic utility programs or built-in application functions to convert file formats
13. 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

Educational Technology Standards & Expectations Grades 6-8

SOCIAL, ETHICAL, AND HUMAN ISSUES

By the end of Grade 8 each student will:

1. understand the potential risks and dangers associated with on-line communications
- 2 . identify security issues related to e-commerce
3. discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, spam, viruses, file-sharing)
4. describe possible consequences and costs related to unethical use of information and communication technologies
5. discuss the societal impact of technology in the future
6. provide accurate citations when referencing information from outside sources in electronic reports
7. use technology to identify and explore various occupations or careers
8. discuss possible uses of technology (present and future) to support personal pursuits and lifelong learning
- 9 . identify uses of technology to support communication with peers, family, or school personnel

TECHNOLOGY PRODUCTIVITY TOOLS

By the end of Grade 8 each student will:

1. apply common software features (e.g., thesaurus, formulas, charts, graphics, sounds) to enhance communication and to support creativity
2. use a variety of technology resources, including the internet, to increase learning and productivity
3. explore basic applications that promote creativity (e.g., graphics, presentation, photo-editing, programming, video-editing)
4. use available utilities for editing pictures, images, or charts
5. use collaborative tools to design, develop, and enhance materials, publications, or presentations

TECHNOLOGY COMMUNICATIONS TOOLS

By the end of Grade 8 each student will:

1. use a variety of telecommunication tools (e.g., e-mail, discussion groups, IM, chat rooms, blogs, video-conferences, web conferences) or other online resources to collaborate interactively with peers, experts, and other audiences
2. 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

Educational Technology Standards & Expectations Grades 6-8

TECHNOLOGY RESEARCH TOOLS

By the end of Grade 8 each student will:

1. use a variety of Web search engines to locate information
2. evaluate information from various online resources for accuracy, bias, appropriateness, and comprehensiveness
3. identify types of internet sites based on their domain names (e.g., edu, com, org, gov, au)
4. know how to create and populate a database
5. perform queries on existing databases
6. know how to create and modify a simple database report
7. evaluate new technology tools and resources and determine the most appropriate tool to use for accomplishing a specific task

TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS

By the end of Grade 8 each student will:

1. use database or spreadsheet information to make predictions, develop strategies, and evaluate decisions to assist with solving a basic problem
2. describe the information and communication technology tools to use for collecting information from different sources, analyze findings, and draw conclusions for addressing real-world problems

Educational Technology Standards & Expectations Grades 9-12

Distance Learning

The State Board of Education has recommended that all students take an online course or have an online learning experience before graduation. Students must understand that to be successful in an online course, you should:

- be self-motivated and self-disciplined
- be committed to the course—online courses are at least as time-consuming as face-to-face courses
- take responsibility for your own learning and plan to be a self-directed learner
- expect to log on daily for updates, messages, and communication among participants
- anticipate being at the computer for extended amounts of time
- speak up immediately if you are having technical difficulties or are having problems understanding
- be ready to participate in online classroom discussions
- be able to read and follow written directions—at this time, reading is a critical skill in online learning

Educational Technology Standards & Expectations Grades 9-12

Distance Learning(Cont.)

- be comfortable and competent with instructional technologies, using computers, the Internet, e-mail, office applications, and other applications appropriate to the learning situation
- possess the skills and knowledge needed to locate, differentiate, and evaluate various sources of information, and why, when, and how to use them

BASIC OPERATIONS AND CONCEPTS

By the end of Grade 12 each student will:

1. discuss emerging technology resources (e.g., podcasting, webcasting, compressed video delivery, online file sharing, graphing calculators, global positioning software)
2. identify the capabilities and limitations of emerging communication resources
3. understand the importance of both the predictable and unpredictable impacts of technology
4. identify changes in hardware and software systems over time and discuss how these changes might affect the individual personally in his/her role as a lifelong learner
5. understand the purpose, scope, and use of assistive technology
6. understand that access to online learning increases educational and workplace opportunities
7. be provided with the opportunity to learn in a virtual environment as a strategy to build 21st century learning skills
8. understand the relationship between electronic resources, infrastructure, and connectivity
9. routinely apply touch-typing techniques with advanced accuracy, speed, and efficiency
10. assess and solve hardware and software problems by using online help or other user documentation and support
12. identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav)
12. demonstrate how to import/export text, graphics, or audio files
13. proofread and edit a document using an application's spelling and grammar checking functions

SOCIAL, ETHICAL, AND HUMAN ISSUES

By the end of Grade 12 each student will:

1. identify legal and ethical issues related to use of information and communication technology
2. analyze current trends in information and communication technology and assess the potential of emerging technologies for ethical and unethical uses
3. discuss possible long-range effects of unethical uses of technology (e.g., virus spreading, file pirating, hacking) on cultures and society

Educational Technology Standards & Expectations Grades 9-12

SOCIAL, ETHICAL, AND HUMAN ISSUES(Cont.)

4. discuss the possible consequences and costs of unethical uses of information and computer technology
5. identify ways that individuals can protect their technology systems from unethical or unscrupulous users
6. demonstrate the ethical use of technology as a digital citizen and lifelong learner
7. explain the differences between freeware, shareware, and commercial software
8. adhere to fair use and copyright guidelines
9. create appropriate citations for resources when presenting research findings
10. adhere to the district acceptable use policy as well as state and federal laws
11. explore career opportunities and identify their related technology skill requirements
13. design and implement a personal learning plan that includes technology to support his/her lifelong learning goals

TECHNOLOGY PRODUCTIVITY TOOLS

By the end of Grade 12 each student will:

1. complete at least one online credit, or non-credit, course or online learning experience
2. use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence)
3. have access to and utilize assistive technology tools
4. apply advanced software features such as an application's built-in thesaurus, templates, and styles to improve the appearance of word processing documents, spreadsheets, and presentations
5. identify technology tools (e.g., authoring tools or other hardware and software resources) that could be used to create a group project
6. use an online tutorial and discuss the benefits and disadvantages of this method of learning
7. develop a document or file for inclusion into a web site or web page
8. use a variety of applications to plan, create, and edit a multimedia product (e.g., model, webcast, presentation, publication, or other creative work)
9. have the opportunity to participate in real-life experiences associated with technology-related careers

TECHNOLOGY COMMUNICATIONS TOOLS

By the end of Grade 12 each student will:

1. identify and describe various telecommunications or online technologies (e.g., desktop conferencing, listservs, blogs, virtual reality)
2. use available technologies (e.g., desktop conferencing, e-mail, groupware, instant messaging) to communicate with others on a class assignment or project

Educational Technology Standards & Expectations Grades 9-12

TECHNOLOGY COMMUNICATIONS TOOLS(Cont)

3. use a variety of media and formats to design, develop, publish, and present products (e.g., presentations, newsletters, web sites) to communicate original ideas to multiple audiences
4. collaborate in content-related projects that integrate a variety of media (e.g., print, audio, video, graphic, simulations, and models) with presentation, word processing, publishing, database, graphics design, or spreadsheet applications
5. plan and implement a collaborative project using telecommunications tools (e.g., groupware, interactive web sites, videoconferencing)

TECHNOLOGY RESEARCH TOOLS

By the end of Grade 12 each student will:

1. compare, evaluate, and select appropriate internet search engines to locate information
2. formulate and use evaluation criteria (authority, accuracy, relevancy, timeliness) for information located on the internet to present research findings
3. determine if online sources are authoritative, valid, reliable, relevant, and comprehensive
4. distinguish between fact, opinion, point of view, and inference
5. evaluate resources for stereotyping, prejudice, and misrepresentation
6. develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys)

TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS

By the end of Grade 12 each student will:

1. use a variety of technology resources (e.g., educational software, simulations, models) for problem solving and independent learning
2. describe the possible integration of two or more information and communication technology tools or resources to collaborate with peers, community members, and field experts
3. formulate a research question or hypothesis, then use appropriate information and communication technology resources to collect relevant information, analyze the findings, and report the results to multiple audiences

APPENDIX B

INTERNATIONAL SOCIETY FOR TECHNOLOGY IN EDUCATION (ISTE) National Educational Technology Standards (NETS•T) and Performance Indicators for Teachers

Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators. Teachers:

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

- a. promote, support, and model creative and innovative thinking and inventiveness
- b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

- a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats
- d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

Teachers:

- a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
- c. promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- a. participate in local and global learning communities to explore creative applications of technology to improve student learning
- b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

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iste@iste.org, www.iste.org.*

APPENDIX C

INTERNATIONAL SOCIETY FOR TECHNOLOGY IN EDUCATION (ISTE) National Educational Technology Standards (NETS•T) and Performance Indicators for Administrators

The NETS for Administrators builds on the work of the Technology Standards for School Administrators (TSSA) Collaborative, where ISTE had a leading role in developing these standards. The NETS•A embraces the TSSA vision and extends it to additional administrative job roles. These standards are indicators of effective leadership for technology in schools. They are a national consensus among educational stakeholders of what best indicates effective school leadership for comprehensive and appropriate use of technology in schools.

I. LEADERSHIP AND VISION—Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision. *Educational leaders:*

- A. facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.
- B. maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision.
- C. foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology.
- D. use data in making leadership decisions.
- E. advocate for research-based effective practices in use of technology.
- F. advocate, on the state and national levels, for policies, programs, and funding opportunities that support implementation of the district technology plan.

II. LEARNING AND TEACHING—Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching. *Educational leaders:*

- A. identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.
- B. facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning.
- C. provide for learner-centered environments that use technology to meet the individual and diverse needs of learners.
- D. facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision making, and problem-solving skills.
- E. provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.

III. PRODUCTIVITY AND PROFESSIONAL PRACTICE—Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others. *Educational leaders:*

- A. model the routine, intentional, and effective use of technology.
- B. employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community.
- C. create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity.

- D. engage in sustained, job-related professional learning using technology resources.
- E. maintain awareness of emerging technologies and their potential uses in education.
- F. use technology to advance organizational improvement.

IV. SUPPORT, MANAGEMENT, AND OPERATIONS—Educational leaders ensure the integration of technology to support productive systems for learning and administration.

Educational leaders:

- A. develop, implement, and monitor policies and guidelines to ensure compatibility of technologies.
- B. implement and use integrated technology-based management and operations systems.
- C. allocate financial and human resources to ensure complete and sustained implementation of the technology plan.
- D. integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources.
- E. implement procedures to drive continuous improvements of technology systems and to support technology replacement cycles.

V. ASSESSMENT AND EVALUATION—Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation. *Educational leaders:*

- A. use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity.
- B. use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning.
- C. assess staff knowledge, skills, and performance in using technology and use results to facilitate quality professional development and to inform personnel decisions.
- D. use technology to assess, evaluate, and manage administrative and operational systems.

VI. SOCIAL, LEGAL, AND ETHICAL ISSUES—Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues. *Educational leaders:*

- A. ensure equity of access to technology resources that enable and empower all learners and educators.
- B. identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology.
- C. promote and enforce privacy, security, and online safety related to the use of technology.
- D. promote and enforce environmentally safe and healthy practices in the use of technology.
- E. participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.

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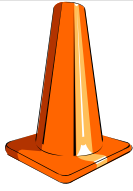
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APPENDIX D

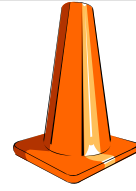
DISTRICT TECHNOLOGY PLANNING TEAM

<u>Name</u>	<u>Position</u>
Darrell Hohlbein	Community Member, Parent
Doug Schedeler	Board Member
Dave Slusher	Building Principal, High School
Stephen Scouten	Director of Technology, Parent, Alumni
Barb Valieu	School Improvement Facilitator
Ross Towbin	Tech Support/Assessment Coordinator, Parent
Rhonella Brelinski	Elementary and Middle School Media Specialist
Jamie Mueller	High School Media Specialist, Parent
Peggy Eaton	High School Teacher
Karen Liebau	Middle School Teacher
Eric Kelly	Lower Elementary Teacher, Parent
Judy Clouse	Lower Elementary Teacher

APPENDIX F



TECHNOLOGY SAFETY PLEDGE - 2009



As a staff member of Columbia School District, I respect the trust granted to me to guard our students against negative and harmful content/materials.

I will proactively monitor my students, whether in the Classroom, Library or Computer Lab. I will not rely solely on content filters/technology to do the job.

Internet starts with an "I" (eye) and my eyes will be on our most valuable resource, my students!

Signed,

Stephen D. Scouten, Tech. Director



Building Principal

Classroom Teacher

DISTRICT MISSION STATEMENT:

The Columbia School District, in partnership with the community, will provide a safe and positive learning environment, which will prepare ALL students to contribute and compete in a global society

(Adopted by Board of Education - 2008).



APPENDIX G



Technology Purchase/Acquisition Request Form

Please fill out the form below to request the purchase or acquisition of technology related equipment. Return the form to the Media Center.

Name: _____ Date: _____

Building: _____ Department: _____

Type of request:

- New Computer
- New Printer
- New Software

- Software Upgrade
- Multimedia Equipment
- Other

Description of Request:

Estimated Cost: _____

Funding Source:

- Department Budget
- Unknown
- Other (describe) _____

Where will equipment be located?: _____

Desired Date of Installation: _____

Administrator signature/approval of School Improvement:

APPENDIX H



Technology Equipment Relocation Request*

Please fill out the form below to request your technology equipment to be moved to a new location within your classroom/work space. Return the form to the Media Center.

Name: _____ Date: _____

Building: _____ Room # _____

Type of request:

- | | |
|---|--------------------------------------|
| <input type="checkbox"/> Teacher Computer | <input type="checkbox"/> Phone |
| <input type="checkbox"/> Student Computer | <input type="checkbox"/> Printer |
| <input type="checkbox"/> Other _____ | <input type="checkbox"/> Other _____ |

Description of Request:

Reason for Relocation:

Sketch of Room with Current and Proposed:

Desired Date for Relocation: _____

Approval of Administrator _____

(signature)

*Request may not be feasible and/or cost effective.

3/13/2007