

Technology Plan

Chippewa Hills School District

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**Starting July 1, 2012
Ending June 30, 2015**

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Mecosta Osceola Intermediate School District

**Tech Plan Web Location:
<http://www.chsd.us/technology/techplan2012.pdf>
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District Mission Statement

The mission of our school and community is to prepare each student to become a productive and responsible citizen.

--- developed by a district-wide school improvement team in 2005

Introduction

Chippewa Hills School District was formed in 1967 as a consolidation of the community school districts of Barryton, Mecosta, Remus and Weidman. Barryton, Mecosta and Weidman each has one elementary (grade K-4) school building located within its limits. Remus has the Mosaic Alternative Education school. A consolidated high school (grades 9-12), intermediate school (grades 7-8), middle school (grade 5-6) are located in the country midway between the towns. The school district covers over 400 square miles and is one of the largest geographical districts in Michigan. This is a rural district with a sizable minority population. There are about 2,200 K-12 students and about 130 teachers that make up the school population. There is a mixture of wealthy vacation property and lower income rural homesteads that form the diverse socioeconomic status of the district.

Vision

Chippewa Hills School District believes that technology will play an ever-increasing role in the future lives of our students, staff and community. In order to prepare for the use of technology in the future, we believe that its use must become second nature in all aspects of the school system. Students and staff should be able to apply the use of technology responsibly in order to adapt to an ever-changing world.

Goals

1. In the area of instruction:

We feel that learners' skills must be developed in the application of technological solutions to everyday problems. Technology should not become an end in itself, but instead become a tool that is used to enhance all learning. By integrating technology in all curricular areas, individuals will become accustomed to its use. They will improve their skills in gathering, analyzing, evaluating, synthesizing and presenting information. They will become life-long learners who are more adaptive to change.

2. In the area of Administration (including all areas of student services):

We believe that the school district should use technology in order to operate more efficiently, creating better opportunities for communication, organization, record keeping and reporting to the public. Employees should be enabled to do their jobs in a more efficient manner with a minimum of disruption to their work schedules.

3. Common Implementation:

In order to easily exchange information and develop common skills, the district will continue to implement common hardware, software and network facilities so that training, service and support can become manageable. We recognize some exceptions to this common implementation as preexisting in specialized areas such as High School Science.

District Advisory Committee

Chippewa Hills School District has created an advisory committee called the **Technology Team**. The district technology director chairs it. Its members include a representative from each of the elementary buildings, the Intermediate School, the High School and Mosaic School. It also includes a student representative. This committee meets once every eight weeks and helps the technology director with decisions that affect the entire district. The team is responsible to give advice and input on subjects relevant to the advancement of technology in the district. Part of their responsibility is to help with the development and update of this technology plan.

I. Curriculum

A. Curriculum Integration –SECTION 4

We have specific goals, aligned with state standards, for students to improve their academic achievement.

[Please refer to state standards at

http://www.michigan.gov/documents/Technology_11594_7.htm]

Goal

- All students will use and transfer technological knowledge and skills for life roles (family member, citizen, worker, consumer, and lifelong learner) [Correlates with State of Michigan Content Standard 1].

Strategies

- Students will analyze sources of information via technology, and use technology to communicate throughout various curricular areas, consisting of all four core areas: language arts, mathematics, science, and social studies.
- Students will use technology resources to explore career paths and evaluate various job opportunities, including those in the fields of science, engineering, and technology, and will demonstrate proper care of technological systems and components.

Goal

- All students will use technologies to input, retrieve, organize, manipulate, evaluate, and communicate information [Correlates with State of Michigan Content Standard 2].

Strategies

- Students will input and retrieve information from technology sources; interpret and analyze that information, and apply it to problem solving techniques and situations; and will critically evaluate information gathered through technology sources.

Goal

- All students will apply appropriate technologies to critical thinking, creative expression, and decision-making skills [Correlates with State of Michigan Content Standard 3].

Strategies

- Students will use a variety of technologies to express ideas (voice, data, video, graphics, etc); students will use technologies to communicate for a variety of purposes and to a variety of audiences, and will use technology to organize thoughts in a logical process.

For our teachers, the district will continue to provide professional development opportunities to demonstrate how to integrate technology into curricula and instruction. Recent professional development included webinars and presentations on better utilizing our districts Student Information System, use of multimedia projectors, document cameras and interactive whiteboard technology. Sources of professional development are available via our ISD and through grants.

In November of each year, our teachers are required to take the Personnel Skilled in Technology self-assessment to evaluate their progress in integrating technology in the classroom. The data from this assessment is submitted by December 1st of each year to the Center for Educational Performance and Information (CEPI) as the Registry of Educational Personnel (REP) submission to the state of Michigan. This assessment is tailored to the technology available in our district and determines if the teacher is deemed skilled in technology, with data available from previous years to monitor progress. Also, technology integration is a portion of the teacher evaluation process given by administrators. Thus, our teachers are fully prepared to use technology effectively in their classrooms.

B. Student Achievement –SECTION 5

Strategies

- The District will continue to provide the research based *Accelerated Reader* program to each elementary building in order to improve student academic achievement in reading.
- The district will continue to provide the research based *Math Facts in a Flash* program to assist in the math achievement in the elementary buildings.
- *Mavis Beacon Teaches Typing* will continue to be used in all buildings as an aid to keyboarding.
- All teachers should be able to demonstrate at least one lesson that integrates the use of technology with instruction in a curricular area.
- The district will continue to use the researched based STAR reader program to assess reading.
- The Intermediate School has implemented a class that will insure that students will meet the minimum standards for Technology Education proposed by Federal and State guidelines.
- Our timeline is flexible. It will depend on two important factors: (1) changes/revisions to the State Standards and Benchmarks for curriculum and (2) purchase of software as agreed upon by staff.
- We will continue using and making improvements to our wireless technology within and between all buildings as practical.

2013-14:

Goals for additional implementation of specific software and goals will be set at the end of 2012-13 to reflect changes in school improvement goals, state standards, and additional software purchased in the district. Staff will be given professional development to support these goals. We will continue using and making improvements to our wireless technology within and between all buildings as practical.

2014-15:

Goals for additional implementation of specific software and goals will be set at the end of 2013-14 to reflect changes in school improvement goals, state standards, and additional software purchased in the district. Staff will be given professional development to support these goals. We will continue using and making improvements to our wireless technology within and between all buildings as practical.

C. Technology Delivery – SECTION 6

Strategies

- * Continue to provide fast video streaming to every networked computer in the district.
- * Continue to provide Internet access to every workstation in every building.
- * Increase the speed of Internet connectivity at all buildings to a faster common speed.
- * Continue to provide Michigan Virtual High School classes to students who wish to take rigorous courses and specialized curricula not available in the district.
- * Continue to provide and expand connections to Apex Learning software for all the workstations in the Mosaic building and some in the high school. This allows students to take accredited courses with remediation and alternate explanations for missed concepts.
- * Continue to maintain connections for all buildings to a fast Intranet for better district communications.
- * Implement a secure local wireless network (WLAN) in each building. **Timeline:** Fall 2012
- * Utilize third party vendors for technical support and maintenance on district equipment.
- * Continue yearly SLA with Novell for support of Network operating system and utilize GroupWise and ZENworks functionality.

D. Parental Communications & Community Relations – SECTION 7

Strategies

- Continue to have the District Technology Plan available on the school web site.
- Promote the use of classroom computer-based communication to let parents know what is happening in school. This will promote parental involvement and increase communication with parents. Examples: email, newsletter, webpage, Skyward.
- Promote the use of voicemail and phones in the classroom for teachers to communicate with parents during the school day. Adopt a uniform district policy for classroom telephone access and use.
- Provide a secure web based display of student information for parents that includes grades and attendance. Include individual teacher class assignments from the teacher's grade book for upper elementary through high school grade levels.
- Continue to make accelerated reader test lists available for community viewing on the web site.
- Continue to make the district newsletter available on the web site.
- Continue to make the board meeting minutes available on the web site.
- Use the home page of the web site to display emergency closings and special announcements.
- Continue to use building web pages for each building.
- Continue to use a district calendar that displays events on the web site.
- Continue to have Community and Student members of the District Technology Team.

E. Collaboration – SECTION 8

Strategies

- * Due to the lack of funding available to public schools, throughout the State of Michigan for adult education programs, Chippewa Hills does not currently offer adult education programs for community.
- * Mosaic Alternative School, however, does offer online learning opportunities to prepare students, who reach the end of their high school years and have not earned enough credits for graduation, for GED testing through Apex Learning Corporation.
- * Utilizing website and Student Information System to implement an emergency notification system.

- * Local library board members are kept informed of our technology plans, software and hardware upgrades and new technology implementations in an attempt to develop a partnership as they expand their own technological facilities.
- * Chippewa Hills School District continues to partner with the Mecosta-Osceola Intermediate School District as a consortium for combined grant opportunities and collaboration of personnel resources. This includes the MO-TECH and SUPER-TECH groups that focus on district Technology Directors and Superintendents working together in an exchange of ideas for the benefit of all. **Timeline:** Ongoing

II. Professional Development

Chippewa Hills School District believes that ongoing professional development is crucial to the implementation of technology into the curriculum. Personal use of technology is not the same as integration of technology into the curriculum. Both issues need to be addressed in Professional Development.

F. Professional Development – SECTION 9

Strategies

- * Professional development should set the groundwork for integration of technology into the classroom and not just focus on skill development.
- * We will strive to meet the newly developed Federal and State standards that address competencies for educators.
- * Utilize a performance based, computer competency test for employees that will determine professional development that needs to be addressed.
- * Continue to use required contractual meeting sessions (PD days/monthly meetings) to include technology instruction for teachers and staff.
- * Encourage the staff to take part in the Mecosta Osceola Intermediate School District classes and workshops on technology when offered.
- * Encourage teachers to pursue courses offered via the Internet.
- * Use online web based meeting and collaboration tools to expand professional development choices.
- * Teachers will be encouraged to develop and implement lesson plans that use multimedia resources available in their classrooms (e.g., PCs, multimedia projectors, DVD/VCR players, document cameras, and interactive whiteboards).
- Administrators will be competent technology role models.
- Due to technology training within the district, our teachers currently display their technology proficiency on a daily basis. They use their classroom computers for tasks such as attendance, student management, grade reporting and communication. The staff routinely communicates via the school e-mail program. Electronic communication has allowed us to reduce the amount of paper we use for correspondence in the workplace.

Our technology goals are based on state and national standards.

We relied heavily on the Michigan Department of Education's website when reviewing and establishing our technology goals.

Timeline

Professional Development training will link technology to student achievement with the goal that staff will utilize technology in curriculum delivery. Specific refinements will vary from year to year as we (1) revisit our goals and (2) state and national standards and mandates change. The timeline below reflects continued professional development.

2012-13:

District: Staff will continue to receive training regarding our SIS program - Skyward. Communication with parents will be emphasized. "No Child Left Behind" initiatives will be integrated. Professional Development training will link technology to state and national goals and standards and the School Improvement Plan.

2013-14:

General goals for 2013-14 are similar to the 2012-13 goals; specific software training and equipment training will be designed to match our new purchases and reflect input from administration and staff correlating to the needs identified in the District School Improvement Plan.

2014-15:

General goals for 2014-15 are similar to the 2013-14 goals; specific software training and equipment training will be designed to match our new purchases and reflect input from administration and staff *correlating to the needs identified in the District School Improvement Plan.*

G. Supporting Resources – SECTION 10**Strategies**

- * The district has purchased prepared lesson plans and videos that will help implement technology integration.
- * Continue to provide fast video streaming download services for films and videos in subject areas.
- * Continue to provide access for teachers and staff to Michigan Virtual University for classes related to technology.
- * Continue our REMC membership to allow access to media resources.
- We have relied heavily on the Michigan Department of Education's website (<http://michigan.gov/mde>) when reviewing and establishing our technology goals. Other web-based resources used to establish our technology plan goals include but are not limited to:
 - * NCES Report - Internet Access in U.S. Public Schools
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002018>
 - * Guiding Questions for Technology Planning
<http://www.ncrtec.org/capacity/guidewww/gqhome.htm>
 - * National Center for Technology Planning <http://www.nctp.com/>

III. Infrastructure, Hardware, Technical Support and Software

H. Infrastructure Needs/Technical Specification and Design – SECTION 11

(H) 1. Description of the Current Status of Hardware, Software, Infrastructure, Other Technology

Universal Services Fund money was used to purchase the technology wiring and network backbone equipment that connects the equipment in each building.

Computers in Use

	Barryton	Mecosta	Weidman	HS	IS	MS	Mosaic	Support	Total
Student Use	65	62	89	230	183	40	35	0	704
Office Use	7	7	7	24	19	13	7	21	105
Total	72	69	96	254	202	53	42	21	809
Student Count	248	275	325	582	335	330	77	0	2172
Students/computer	3.82	4.44	3.65	2.53	1.83	8.25	2.20		3.09

Printers

- In order to reduce the per/page operating costs of printing, the District will continue moving to eliminate Ink Jet printers and move to laser printers whenever possible.
- The district is making available shared network printers whenever possible to reduce the need for multiple printers. As a result the overall number of printers has reduced over the past several years.

Printers in Use

Type	Barryton	Mecosta	Weidman	HS	IS	MS	Mosaic	Support	Total
B&W Laser	21	21	30	57	32	20	6	10	197
Color Laser	1	1	2	5	1	1	2	1	14
Color Ink Jet	1	1	2	1	1	0	1	0	7
Total	23	23	34	63	34	21	9	11	218

Labs

- * The High School has an instructional lab of 32 Windows based computers.
- * The High School has a Large Group Instruction lab of 29 Windows based computers.
- * The High School Science Department has a lab of 16 Apple computers located in a lab between the classrooms. These are used for data gathering and computations in science experiments.
- * The High School Drafting room has 25 Windows based computers used for CAD.
- * The High School Video Lab has 6 networked video production computers used to edit and enhance video productions.
- * The High School Graphic Arts Lab has 6 computers devoted to desktop publishing used in yearbook and newspaper production.
- * The High School Media Center has 29 lab-based computers available to any class on a sign-up basis. It also has 12 computers which are used for research.
- * Each secondary media center has one computer to be used ONLY for library catalog access.

- * The Intermediate School Media Center has 29 lab-based computers available to any class on a signup basis. It also has 12 computers which are used for research.
- * The Intermediate School has an instructional lab of 30 Windows based computers and a technology/desktop publishing lab of 15 computers.
- * The Middle School has an instructional lab of 30 Windows based computers.
- * Each of our three elementary buildings has an instructional lab of 30 computers.
- * Mecosta and Barryton both have at risk labs with 6 Windows based computers each.

Workstation/Client Operating System

- * Apple computers have version 10 or higher of MAC/OS.
- * IBM compatible computers are using Windows.
- * Novell Client version is 4.91 SP5

Network Operating System

- * Novell 6.5 (main network)
- * SLES10 (e-mail)
- * Open BSD Unix (web)
- * Windows 2003 and 2008 Server

Network Description

- * Every computer in each building is networked with all other computers in that building and to the Internet. The building backbone is 1000Mbps Ethernet.
- * High School, Intermediate School, Middle School, Central Office, Technology Office and Support Services are networked together via fiber optic cable with a 1000Mbps Ethernet backbone.
- * Buildings are connected via wireless point to point radio links at the speed of 33 Mbps.

Internet Connectivity

- * All computers in every building are directly connected to the Internet via building wiring and the wireless point to point radio links.
- * All buildings have a shared connection to the Internet via a proxy/caching server at an aggregate speed of 15Mbps. An Internet web and e-mail server for the district is located at the connection site.

Video and Television

- * All buildings are wired for video distribution to every room and are designed for a ceiling mounted projector, VCR/DVD, document camera and large projection screen. TV is received through the tuner section of the VCR.
- * All classrooms in the district will be equipped with ceiling mounted projectors. **Timeline:** August 2012
- * The High School and Intermediate School have the ability to rebroadcast 3 separate live video feeds from any room via T-channel return.
- * All buildings have at least one digital still camera that is loaned from the building media center for use.
- * All buildings have at least one video camera that is loaned from the building media center for use.
- * The High School, Mecosta elementary and Mosaic all have a Smart Board projection device in the teaching lab.

Scanners and Digital Cameras in Use

Type	Barryton	Mecosta	Weidman	HS	IS	MS	Mosaic	Support	Total
Scanner	1	2	2	4	3	1	1	2	16
Digital Still Camera	2	1	2	9	4	1	2	2	23
Digital Video Camera	1	1	1	6	2	1	1	1	14

Graphing Calculators

High School - has 120 TI Aspire CX graphing calculators for use by students.

Computer Based Lab Equipment

The science department has a lab of 16 workstations and a server that services just the science lab. All 16 of the science computers are able to connect to the science server.

CAD

High School - has 25 CAD lab stations with *Autodesk Architectural Desktop v3.3* software and *Solid Edge v14* modeling software. It also has a teacher's workstation with a networked HP color plotter and oversized Laser printer connected. Envisioner 4.5 is on 15 workstations.

Journalism/Graphics

- * High School - has Adobe CS3 licensed for the high school. The graphic arts lab has a plate maker as well as an oversized laser printer. The instructional lab has InDesign and Adobe Premiere Elements 8..
- * Intermediate School - has 15 lab stations with Windows XP computers using *Pro Desktop*.
- * The district has a license for Publisher.

Video Production

- High School – has 6 networked computer video workstations that use *Adobe Premiere Pro* software to edit and produce video projects for the district.

Media Center

- Media Center has 12 computers each for the HS and IS that are used for research.
- * High School/Intermediate School - has 4 computers used for catalog and circulation using Follett software. Materials are checked in and out by using bar codes on the material and bar codes on student ID cards. All computers in both the buildings can access the system to search for books in the media center and see which are checked out.
- * Elementary Media Centers have a computerized catalog and circulation system using Surpass software. Books are checked in and out by using bar codes on the books and bar codes on student ID cards. All computers in each building can access the library system's online public access catalog.

Current District Wide Software

- * *Microsoft Office 2010* (Word, Excel, Power Point)
- * Windows XP Professional (Service pack 3 and updates)
- * *F-Prot*
- * *WinZip*
- * *Filezilla (FTP)*
- * *Adobe Acrobat*
- * *QuickTime*
- * *Cute PDF*

(H) 2. Future Needs

District Wiring

The school district is installing a system of secure building wireless access points that will allow computers using 802.11b/g to access the building network. The system will encompass IPSEC technology and network authentication techniques to insure a very secure system that is difficult to hack from any internal or external point. **Timeline:** Fall 2012

Network Electronics

The school district has updated to faster 10/100/1000 switches for future connectivity. Backbone speed will also need to move to the next level to keep up with the increase edge speed. This process will gradually take place over the next year.

Minimum Standards for Computer Population

- * It is recommended that additional computers be purchased or replaced in the district to maintain at least two modern computers in each classroom and at least one computer lab for general use in each building. The High School and Intermediate School should have at least two computer labs, one for instruction and one dedicated to instructional use on a sign up basis. The latter would be used for technology-assisted instruction that helps integrate technology into the traditional curriculum. The high school needs a lab dedicated to science experiments and computation. The Intermediate School should have a computer on each lab table in 7th and 8th grade science labs. Specialized labs such as CAD, video production and graphic arts need to be maintained at their present levels.
- * It is recommended that additional computers/devices in the buildings should be purchased or replaced in order to bring each building to at least a 2:1 ratio of students to computers (excluding computers used for administration), continuing to move towards 1:1.
- * We will continue to implement a uniform system of replacement in order to maintain a modern system of computers.

Media Center

- We recommend making the school library catalogs available on the Internet in the future.
- We recommend a goal of 4 computers for student use in each elementary media center.
- Create a Chippewa Hills Media Center web page with links to research sites.

Video and Television

- * It is the intent that each classroom in the district will have a projector and VCR/DVD unit to allow transmission of video programming from room to room. This will then facilitate our USF investment in video wiring and allow common programming such as cable news and satellite recorded educational material. **Timeline:** Fall 2012

Phones

- All classrooms in the district have a phone available for calling out of the building as well as between rooms in the building.
- It is recommended that key district personnel be equipped with smart phones with internet access.

(H) 3. Strategies for Ensuring Interoperability of Equipment

Replacement of Existing District Software

The district will not replace district wide software with each major version upgrade. Instead it will attempt to replace with every other major upgrade. The normal time for alternate upgrades is

every six years. The purpose of this is to maintain familiarity with the software and reduce retraining.

Replacement of Existing Equipment

In order to make technology usable by the school district, hardware must be kept current. The advancement of technology in the district must include a replacement schedule of existing equipment. Chippewa Hills will try to follow the timetable for hardware replacement, which is dependent on the available budget for technology:

Recommended Hardware Replacement Cycle	
Computer, keyboard, monitor, mouse	6 yr. cycle
Printer	6 yr. cycle
File Server	4 yr. cycle
Print Server	8 yr. cycle
Network Equipment	8 yr. cycle
Video Editing	4 yr. cycle
Scanners, Electronic Photography, Data Projectors, etc	7 yr. cycle

Technology to be Acquired

- Replacement computers/monitors **Timeline:** 17% per year
- New purchased monitors will be LCD in order to reduce electrical costs and maintenance.
- A series of secure building wireless network access points needs to be established that will allow wireless devices to connect to the district network. Connections will include laptops, pda devices, wireless ready cell phones and wired plug-in computers that need to be securely monitored. This system will also include an intranet firewall/authentication device for security. **Timeline:** Fall 2012
- Laser printers instead of inkjet models will continue to be utilized due to the higher per page cost of the inkjets.

(H) 4. Technical Support

Technology Support Staff

- * The school district has employed a Technology Director who is responsible for the direction of technology in the district, coordinating grants, centralizing purchasing, centralizing repairs, developing training and coordinating the integration of technology into all curricular areas.
- * The district has hired a full time repairperson to troubleshoot problems, repair equipment, make upgrades to software, clean and inventory computers and related equipment. This allows for consistent service in the district.
- * The school district had employed a full time secretary to assist the Technology Director. This person was dedicated to answering software questions, preparing grant documents, coordinating/tracking purchase orders, updating district data and making sure that repairs are well documented and occur in a timely fashion. This position has been removed due to budget cuts in the 2006-07 school year and these responsibilities have been moved to other personnel in the district. We feel it important to resume this position when finances allow.

Technical Hardware Support

It is the job of the Technology Office to repair and maintain computer equipment, network equipment, printers and other peripheral equipment such as scanners, digital projectors, digital cameras and handheld computers. Repair and maintenance requests must be made available to the Technology Office through the Tech Team members in each building. Tech Team

members provide the first level of support to the staff and pass any requests that they cannot handle to the Tech Office. The Tech Office will provide a regular repair service to each building in the district and annual maintenance to equipment.

Technical Software Support

The Technology Office will provide software assistance to staff or students seeking help. Requests should be filled out in the same manner as hardware repair requests. Phone calls are handled on a regular basis for quickly answered questions. An answering machine will take the phone calls.

Media Center Support

* The media specialists are available to model and support technology integration in each building. Media specialists and library aides are being reduced in each building due to budget cuts, but we feel it important to resume the positions when finances allow.

I. Increase Access – SECTION 12

- At least one wheel chair accessible computer workstation is included in every lab in the district.
- Special laptops for wheelchair bound students have been purchased.
- An alternative education Internet computer lab is set up and will be expanded to allow students to take classes and to retake classes that they have not passed.
- We will carefully assess and address the needs of those students requiring assistive technologies through appropriate and available software and hardware.
- We will continue to support the staff in the use of technology in the buildings.
- We will continue to pursue cost effective solutions in order to provide updated equipment for students and staff alike.
- We will pursue grants and initiatives to help us accomplish our increase access goals.
- We will provide training to new teachers on our existing technology as well as all staff on new software/technology purchased in the future.

IV. Funding and Budget

J. Budget and Timetable –SECTION 13

Financing of Technology

- * The implementation and continuation of technology in the school district depends heavily on consistent spending from year to year at the district level. Grant moneys can help implement technology but the long term continuation and maintenance must come from operational funds on an annual basis.
- * It is recommended that the district set aside enough funds to meet the targets represented in this document including the ability to consistently replace equipment. Adjustments for inflation need to be made on an annual basis as well as adjustments for changes in equipment, the number of buildings and student population.
- * It is recommended that the Technology Director be given a district budget large enough to implement this Technology Plan. It will be used for repairs, maintenance, purchases of new equipment and training. The Technology Team will act as advisors with final approval by the Superintendent. The Board of Education will give final approval on major purchases.

Budget Estimate 2012-2015						
		2012-2013		2013-2014		2014-2015
Total		\$297,882.00		\$297,882.00		\$297,882.00
Group 1						
Staff		\$97,202.00		\$97,202.00		\$97,202.00
Health - Technology		\$30,000.00		\$30,000.00		\$30,000.00
Retirement - Technology		\$23,000.00		\$23,000.00		\$23,000.00
Fica - Technology		\$7,300.00		\$7,300.00		\$7,300.00
Work Comp - Technology		\$140.00		\$140.00		\$140.00
Group 2						
Travel - Technology		\$200.00		\$200.00		\$200.00
Conference - Technology		\$1,500.00		\$1,500.00		\$1,500.00
Purchased Service - Technology		\$66,000.00		\$66,000.00		\$66,000.00
Supplies - Technology		\$70,640.00		\$70,640.00		\$70,640.00
Group 3						
Title 2, Part D Local Prof Dev		\$1,900.00		\$1,900.00		\$1,900.00

Implementation Schedule

K. Coordination of Resources –SECTION 14

Coordination of State and Local Grants

- Universal Service Fund Grants are applied for each year in the district. Currently this money is used to offset phone charges, for Internet connectivity.
- Technology Specific Grants will be sought when available and appropriate.
- Special Grants for special areas have been applied for and awarded by the Saginaw Chippewa Indian Tribe.

Strategies

- The Technology Office will be responsible for applying for USF funding each year to help offset the cost of Internet services and telecommunications costs.
- The Technology Office budget will be responsible for the replacement and upgrade of district computers, file and print servers, network equipment, wiring and printers.
- The Technology Office budget will be responsible for repair of existing district computers, file and print servers, network equipment, wiring and printers.
- The Technology Office budget will be used for replacements of large quantities of software used in labs or purchased for common use across the district.
- * The Technology Office budget will be used to purchase Internet services for each building in the district
- * The Technology Office budget will be used to pay for annual hardware and software maintenance agreements for district network equipment and district software.
- * Each building will be responsible for the purchase of consumable materials for the continuation of technology. This includes items such as printer paper, ribbons, ink cartridges, batteries, workbooks, etc.

- * Each building will be responsible for the purchase of new and replacement software (except for district wide applications) to run on existing systems in the classrooms.
- * The Technology Office will be consulted for recommendations on pricing and availability of any technology related equipment or software.
- * The Technology Office budget will be used for special project purchases of hardware (such as scanners or digital cameras) in order to maintain uniformity across the district.

V. Monitoring and Evaluation

L. Evaluation –SECTION 15

Evaluation Surveys

- Surveys will be sent annually to each of the teachers in the district by the Technology Director.
- Statistics will be compiled and presented to the Technology Team for recommendations.
- An overall score that has a larger representation of a, b and c responses determines success on items in the computer use survey.
- An overall score that has a larger representation of a and b responses determines success on items in the Technology Questionnaire.
- Unmet goals will be discussed by the Tech Team and suggestions for change will be given to the Technology Director.

The following are copies of the surveys to be distributed:

HOW ARE COMPUTERS USED IN YOUR CLASSROOM?

Please choose one answer to each statement which best describes your use.

1. I use computers for record keeping/grades.
a. Daily b. Weekly c. Monthly d. Yearly e. Never f. Not Available
2. I use computers for attendance.
a. Daily b. Weekly c. Monthly d. Yearly e. Never f. Not Available
3. I use computers for lesson preparation.
a. Daily b. Weekly c. Monthly d. Yearly e. Never f. Not Available
4. I use computers for research using the Internet.
a. Daily b. Weekly c. Monthly d. Yearly e. Never f. Not Available
5. I use computers for research using CD-ROM and online encyclopedias.
a. Daily b. Weekly c. Monthly d. Yearly e. Never f. Not Available
6. I use computers for research at the Michigan e-Library (www.mel.org).
a. Daily b. Weekly c. Monthly d. Yearly e. Never f. Not Available
7. I use computers for class presentations (reports, charts, multimedia).
a. Daily b. Weekly c. Monthly d. Yearly e. Never f. Not Available
8. I use video/TV as part of instruction.
a. Daily b. Weekly c. Monthly d. Yearly e. Never f. Not Available
9. My students use computers for research using the Internet.
a. Daily b. Weekly c. Monthly d. Yearly e. Never f. Not Available
10. My students use computers for research using CD-ROM and online encyclopedias.
a. Daily b. Weekly c. Monthly d. Yearly e. Never f. Not Available
11. My students use computers for word processing.
a. Daily b. Weekly c. Monthly d. Yearly e. Never f. Not Available
12. My students use computers for class presentations (reports, charts, multimedia).
a. Daily b. Weekly c. Monthly d. Yearly e. Never f. Not Available

13. My students use computers for art or drawing (painting, drawing, CADD).
- a. Daily b. Weekly c. Monthly d. Yearly e. Never f. Not Available
14. My students use computers for publishing (newspapers, books, articles).
- a. Daily b. Weekly c. Monthly d. Yearly e. Never f. Not Available
15. My students use computers for electronic library catalogue access.
- a. Daily b. Weekly c. Monthly d. Yearly e. Never f. Not Available
16. My students use computers for research at the Michigan e-Library (www.mel.org).
- a. Daily b. Weekly c. Monthly d. Yearly e. Never f. Not Available
17. My students use computers for science (data collection/experiments).
- a. Daily b. Weekly c. Monthly d. Yearly e. Never f. Not Available
18. My students use computers for skill and drill.
- a. Daily b. Weekly c. Monthly d. Yearly e. Never f. Not Available
19. My students use calculators.
- a. Daily b. Weekly c. Monthly d. Yearly e. Never f. Not Available

TECHNOLOGY QUESTIONNAIRE

Please choose one answer to each statement which best describes your opinion.

1. I feel I have incorporated more technology in my classroom this year than last year.
a. strongly agree b. agree c. somewhat agree d. disagree e. strongly disagree
2. I feel that repairs are done in a timely manner.
a. strongly agree b. agree c. somewhat agree d. disagree e. strongly disagree
3. I feel I have had an adequate amount of computer training.
a. strongly agree b. agree c. somewhat agree d. disagree e. strongly disagree
4. I feel the network access has been dependable.
a. strongly agree b. agree c. somewhat agree d. disagree e. strongly disagree
5. There is an adequate amount of software available for my use.
a. strongly agree b. agree c. somewhat agree d. disagree e. strongly disagree
6. I am satisfied with the quality of the current computer equipment.
a. strongly agree b. agree c. somewhat agree d. disagree e. strongly disagree
7. I am satisfied with the number and availability of computers.
a. strongly agree b. agree c. somewhat agree d. disagree e. strongly disagree
8. I am satisfied with the number and availability of printers.
a. strongly agree b. agree c. somewhat agree d. disagree e. strongly disagree
9. I feel the replacement cycle for computer equipment is adequate.
a. strongly agree b. agree c. somewhat agree d. disagree e. strongly disagree
10. I have adequate communication with my building technology team member.
a. strongly agree b. agree c. somewhat agree d. disagree e. strongly disagree

M. Acceptable Use Policy – SECTION 16

Acceptable Use Policy was reviewed at a public meeting and approved as school policy by the Chippewa Hills School District Board of Education.

Monitoring Strategies:

- An Acceptable Use Policy must be signed before being allowed to access the Internet.
- Filtering software is set up to prevent students and staff from accessing unacceptable Internet sites according to the Acceptable Use Policy. This conforms to the federally mandated “Children’s Internet Protection Act” (CIPA).
- The filtering software produces reports of users who attempt access to unacceptable sites. These reports are monitored by the Technology office and reported to the appropriate supervisors when an obvious attempt to ignore the Acceptable Use Policy is observed.

ARTICLE VI INSTRUCTION

ACCEPTABLE USE AND INTERNET SAFETY POLICY

It is the policy of the District's Board of Education to provide students, staff, volunteers, and other authorized users access to the District's technology resources, including its computers and network resources, in a manner that encourages responsible use. It is also the policy of the Board to comply with the Children's Internet Protection Act ("CIPA"). As required by the CIPA, the Board directs the District's administration to:

- Monitor minors' online activities and use technology protection measures on the District's computers with internet access to block minors' access to visual depictions that are obscene, that constitute child pornography, or that are "harmful to minors." The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that (1) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (2) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (3) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- Use technology protection measures on the District's computers with internet access to block all access to visual depictions that are obscene or that constitute child pornography. The technology protection measures may be disabled by an authorized staff member, during adult use, to enable access to bona fide research or for other lawful purposes. The Board designates the following person to determine which staff members are authorized to disable the protection measures: Technology Director.
- Educate minors about appropriate online behavior, including interacting with other people on social networking websites and in chat rooms and cyberbullying awareness and response.
- Prohibit access by minors to inappropriate matter on the Internet.
- Prohibit unauthorized access, including so-called "hacking," and other unlawful activities by minors online;
- Prohibit the unauthorized disclosure, use, and dissemination of personal identification information regarding minors;
- Restrict minors' access to materials that are "inappropriate for minors." The Board defines materials that are inappropriate for minors to include: Inappropriate content has been defined in the Children's Internet Protection Act as visual depictions that are obscene, child pornography, or material "harmful to minors". Categories include pornography, hate groups, violence, illegal activity, extremist groups, and online advertising.
- Encourage the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communication.

The Board designates and directs the following person to take all steps necessary to implement this policy and to otherwise comply with the CIPA: Technology Director

The Board directs the Technology Director to develop, review, and revise as necessary an acceptable use agreement that must be signed by all users of the District's technology resources before the user will be allowed to use the technology resources. Different acceptable use agreements may be developed based on the user's status. At a minimum, the Technology Director will develop (1) an acceptable use agreement to be signed by adult users, including employees, volunteers, and board members; (2) an acceptable use agreement to be signed by students in grades 7 and above and their parents; and (3) an acceptable use agreement to be signed by students in grades 6 and below and their parents. The acceptable use agreements must be consistent with this Board policy and must include, at a minimum:

- A statement that the use of the technology resources is a privilege that may be revoked at any time.
- A statement that a user has no expectation of privacy when using the technology resources.
- Provisions to protect the integrity of the technology resources, including a requirement that each user only access the technology resources by using his or her assigned user name and password.
- A statement that the technology resources may not be used to bully other people.
- A statement that misuse of the technology resources may result in loss of access to the technology resources and potential disciplinary action.
- A list of what constitutes "misuse" of the technology resources.
- A statement that the District does not guarantee that the technology resources will be error free or uninterrupted.
- A requirement that users report any material that makes them feel threatened, harassed, or bullied.
- A release of all claims and liabilities against the District for use of the technology resources.

Chippewa Hills School District
Policy

Adopted: 7/10/97

Revised: 3/8/04

Revised: 6/18/12

ARTICLE VI INSTRUCTION

AGREEMENT FOR ACCEPTABLE USE OF TECHNOLOGY RESOURCES
STUDENTS GRADES K-6

_____ / _____
Building/Program *Name Student Name*

I understand that I may sometimes be permitted to use the District’s computers, electronic devices, and Internet at school and at home. To use computers, electronic devices, or the Internet, I understand that I must follow school rules for computer and Internet use. I promise that:

- I will only use the computers, electronic devices, and Internet for school work.
- I will only use the computers, electronic devices, and Internet when my teacher or other school employee tells me that I am allowed to use the computers, electronic devices, and Internet.
- I will not use the Internet to try to look at websites that I know are for adults only or that I know I shouldn’t access.
- If I accidentally access a website that I know I shouldn’t look at, I will tell my teacher or other school employee right away.
- If someone sends me something on the Internet that I know is inappropriate, I will tell my teacher or other school employee right away.
- I will not use the computers, electronic devices, or Internet to bully or harm any other person.
- If someone else uses the computers, electronic devices, or Internet to bully or harm me, I will tell my teacher or other school employee right away.
- I will not damage the computers, electronic devices, or cause problems with the computers, electronic devices, or Internet on purpose.
- I will not use the computers, electronic devices, or Internet to cheat on my schoolwork.
- I will not copy anything that I see on the computers or Internet and pretend that it is my own work.
- I will keep my password secret from all other students.
- I understand that the school can see everything that I do on the computers, electronic devices, and Internet.
- I understand that the school has filters on the computers, electronic devices, and Internet, which means I might not be able to see some information. I will not try to interfere with those filters.
- I will follow all of these rules. I will also follow any directions that my teacher or other school employee gives me about my use of the computers, electronic devices, or the Internet.

I understand that if I break any of these rules, I may be disciplined, and I may also lose my computer, electronic device, and Internet privileges.

Student Signature

Date

I have read this Agreement and agree that as a condition of my child's use of the District's technology resources, which include (1) internal and external network infrastructure, (2) Internet and network access, (3) computers, (4) servers, (5) storage devices, (6) peripherals, (7) software, and (8) messaging or communication systems, I release the District and its board members, agents, and employees, including its Internet Service Provider, from all liability related to my child's use or inability to use the technology resources. I also indemnify the District and its board members, agents, and employees, including its Internet Service Provider, for any fees, expenses, or damages incurred as a result of my child's use, or misuse, of the District's technology resources.

I have explained the rules listed above to my child.

I authorize the District to consent to the sharing of information about my child to website operators as necessary to enable my child to participate in any program, course, or assignment requiring such consent under the Children's Online Privacy Protection Act.

I understand that data my child sends or receives over the District's technology resources is not private. I consent to having the District monitor and inspect my child's use of the technology resources, including any electronic communications that my child sends or receives through the technology resources.

I understand and agree that my child will not be able to use the District's technology resources until this Agreement has been signed by both my child and me.

I have read this Agreement and agree to its terms.

Parent/Guardian Signature

Date

cc: parent/guardian, student file

D. The District's Technology Resources are intended for use only by registered users. You are responsible for your account/password and any access to the Technology Resources made using your account/password. Any damage or liability arising from the use of your account/password is your responsibility. Use of your account by someone other than you is prohibited and may be grounds for suspension from the Technology Resources and other disciplinary consequences for both you and the person(s) using your account/password.

E. You may not use the Technology Resources to engage in bullying, which is defined as:

Any written, verbal, or physical act, or any electronic communication, that is intended or that a reasonable person would know is likely to harm one or more pupils either directly or indirectly by doing any of the following:

- a) Substantially interfering with educational opportunities, benefits, or programs of one or more pupils;
- b) Adversely affecting the ability of a pupil to participate in or benefit from the educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress;
- c) Having an actual and substantial detrimental effect on a pupil's physical or mental health; or
- d) Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Use of other communication/messaging devices (including devices not owned by the District) to engage in bullying may be grounds for discipline under the District's Student Handbook.

F. If you misuse the Technology Resources, your access to the Technology Resources may be suspended and you may be subject to other disciplinary action, up to and including expulsion. Misuse includes, but is not limited to:

1. Accessing or attempting to access material that is "harmful to minors." Material that is "harmful to minors" includes any picture, image, graphic image file, or other visual depiction that (1) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (2) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (3) taken as a whole lacks serious literary, artistic, political, or scientific value as to minors.
2. Accessing or attempting to access material that is unlawful, obscene, pornographic, profane, or vulgar.
3. Accessing or attempting to access material that is inappropriate for minors. Material that is inappropriate for minors is defined as:
Inappropriate content has been defined in the Children's Internet Protection Act as visual depictions that are obscene, child pornography, or material "harmful to minors".

Categories include pornography, hate groups, violence, illegal activity, extremist groups, and online advertising.

4. Bullying (as defined in paragraph E).
 5. Sexting, which includes, without limitation, possessing, sending, or distributing nude, sexually explicit, or sexually suggestive photographs, videos, or other visual depictions of yourself or another person.
 6. Vandalism, which includes, without limitation, any malicious or intentional attempt to harm, steal, destroy, or disrupt user data, school material, or school hardware or software.
 7. Hacking, which includes, without limitation, gaining or attempting to gain access to, modifying, or obtaining copies of, information belonging to others or information you are not authorized to access.
 8. Unauthorized copying or use of licenses or copyrighted software.
 9. Plagiarizing, which includes the unauthorized distributing, copying, using, or holding out as your own, material that was written or created by someone else, without permission of, and attribution to, the author/creator.
 10. Posting or distributing confidential or inappropriate information meant to harass, intimidate, or embarrass others.
 11. Allowing someone else to use your account or password or not preventing unauthorized access to Technology Resources when leaving them unattended
 12. Using or soliciting the use of, or attempting to use or discover the account information or password of, another user.
 13. Attempting to or successfully disabling security features, including technology protection measures required under the Children’s Internet Protection Act (“CIPA”).
 14. Misusing equipment or altering system software without permission.
 15. Commercial for-profit activities, advertising, political lobbying, or sending mass mailings or spam. However, you may contact a public official to express an opinion on a topic of interest.
 16. Using the Technology Resources in any way that violates any federal, state, or local law or rule, or the District’s Student Handbook.
- G. You must promptly disclose to your teacher or other school employee any content you view or receive over the Technology Resources that is inappropriate or that makes you feel uncomfortable, harassed, threatened, or bullied, or that contains sexually explicit content. You should not delete such content until instructed to do so by a staff member.

- H. It is the policy of the District, as a recipient of certain federal funds, to monitor the online activities of its minor students and provide technology protection measures on its computers with Internet access designed to prevent minors from accessing visual depictions that are (1) obscene, (2) child pornography, or (3) harmful to minors. It is the policy of the District to prohibit its minor students from (1) accessing inappropriate matter on the Internet; (2) engaging in hacking or other unlawful online activities; and (3) accessing materials that are harmful to minors. It is also the policy of the District to educate students about cyberbullying awareness and response and about appropriate online behavior, including disclosing, disseminating, or using personal information and safely and appropriately interacting with other individuals in social networking websites, chat rooms, by e-mail, and other forms of direct electronic communications.

- I. The District does not guarantee that measures described in paragraphs H and I will provide any level of safety or security or that they will successfully block all inappropriate material from the District's students. You agree that you will not intentionally engage in any behavior that was intended to be prevented by paragraphs H and I.

- J. The District does not warrant or guarantee that its Technology Resources will meet any specific requirement, or that they will be error free or uninterrupted; nor will the District be liable for any damages (including lost data, information, or time) sustained or incurred in connection with the use, operation, or inability to use the Technology Resources.

- K. You are responsible for the proper use of the Technology Resources and will be held accountable for any damage to or replacement of the Technology Resources caused by your inappropriate use.

I agree to follow this Agreement and all rules and regulations that may be added from time to time by the District or its Internet Service Provider.

I also agree to follow all rules in the District's Student Handbook.

As a condition of using the Technology Resources, I agree to release the District and its board members, agents, and employees, including its Internet Service Provider, from all liability related to my use or inability to use the Technology Resources.

I understand that data I send or receive over the Technology Resources is not private. I consent to having the District monitor and inspect my use of the Technology Resources, including any electronic communications that I send or receive through the Technology Resources.

I have read this Acceptable Use Agreement and agree to its terms.

Student Signature

Date

I have read this Agreement and agree that as a condition of my child's use of the Technology Resources, I release the District and its board members, agents, and employees, including its

Internet Service Provider, from all liability related to my child's use or inability to use the Technology Resources. I also indemnify the District and its board members, agents, and employees, including its Internet Service Provider, for any fees, expenses, or damages incurred as a result of my child's use, or misuse, of the District's Technology Resources.

I authorize the District to consent to the sharing of information about my child to website operators as necessary to enable my child to participate in any program, course, or assignment requiring such consent under the Children's Online Privacy Protection Act.

I understand that data my child sends or receives over the Technology Resources is not private. I consent to having the District monitor and inspect my child's use of the Technology Resources, including any electronic communications that my child sends or receives through the Technology Resources.

I understand and agree that my child will not be able to use the District's Technology Resources until this Agreement has been signed by both my child and me.

I have read this Agreement and agree to its terms.

Parent/Guardian Signature

Date

cc: parent/guardian, student file

ARTICLE VI INSTRUCTION

AGREEMENT FOR ACCEPTABLE USE OF TECHNOLOGY RESOURCES
FOR EMPLOYEES, BOARD MEMBERS, VOLUNTEERS, AND ADULTS OTHER THAN
STUDENTS

_____ / _____
Building/Program *Staff Name*

This Agreement is entered into on: _____

This Agreement is between _____ (“User”) and the
Chippewa Hills School District (“District”).

The purpose of this Agreement is to grant access to and define acceptable use of the District’s technology resources (“Technology Resources”). Technology Resources are any type of instrument, device, machine, equipment, technology, or software that is capable of transmitting, acquiring, or intercepting, any telephone, electronic, data, internet, audio, video, or radio transmissions, signals, telecommunications, or services, and include without limitation (1) internal and external network infrastructure, (2) Internet and network access, (3) computers, (4) servers, (5) storage devices, (6) peripherals, (7) software, and (8) messaging or communication systems.

In exchange for the use of the District’s Technology Resources either at school or away from school, you understand and agree to the following:

- A. Your use of the District’s Technology Resources is a privilege that may be revoked by the District at any time and for any reason.
- B. You have no expectation of privacy when using the District’s Technology Resources. The District reserves the right to monitor and inspect all use of its Technology Resources, including, without limitation, personal e-mail and voice-mail communications, computer files, data bases, web logs, audit trails, or any other electronic transmissions accessed, distributed, or used through the Technology Resources. The District also reserves the right to remove any material from the Technology Resources that the District, at its sole discretion, chooses to, including, without limitation, any information that the District determines to be unlawful, obscene, pornographic, harassing, intimidating, disruptive, or that otherwise violates this Agreement.
- C. The Technology Resources do not provide you a “public forum.” You may not use the Technology Resources for commercial purposes or to support or oppose political positions or candidates unless expressly authorized in advance by an appropriate administrator. You may, however, use the Technology Resources to contact or communicate with public officials.

- D. The District's Technology Resources are intended for use only by registered users. You are responsible for your account/password and any access to the Technology Resources made using your account/password. Any damage or liability arising from the use of your account/password is your responsibility. Use of your account by someone other than you is prohibited and may be grounds for suspension from the Technology Resources and other disciplinary consequences (for employees, up to and including termination), for both you and the person(s) using your account/password.
- E. If you misuse the Technology Resources, your access to the Technology Resources may be suspended and you may be subject to other disciplinary action (for employees, up to and including termination). Misuse includes, but is not limited to:
1. Accessing or attempting to access material that is unlawful, obscene, pornographic, profane, or vulgar.
 2. Sexting, which includes, without limitation, possessing, sending, or distributing nude, sexually explicit, or sexually suggestive photographs, videos, or other visual depictions of yourself or another person.
 3. Vandalism, which includes, without limitation, any malicious or intentional attempt to harm, steal, destroy, or disrupt user data, school materials, or school hardware or software.
 4. Hacking, which includes, without limitation, gaining or attempting to gain access to, modifying, or obtaining copies of, information belonging to other users or information you are not authorized to access.
 5. Unauthorized copying or use of licenses or copyrighted software.
 6. Plagiarizing, which includes the unauthorized distributing, copying, using, or holding out as your own, material that was written or created by someone else, without permission of, and attribution to, the author/creator.
 7. Posting or distributing confidential or inappropriate information meant to harass, intimidate, or embarrass others.
 8. Allowing someone else to use your account or password or not preventing unauthorized access to Technology Resources when leaving them unattended.
 9. Using or soliciting the use of, or attempting to use or discover the account information or password of, another user, unless authorized to do so by the District's administration or Board.
 10. Attempting to or successfully disabling security features, including technology protection measures required under the Children's Internet Protection Act ("CIPA"), unless authorized to do so by the District's administration or Board.
 11. Misusing equipment or altering system software without permission.

12. Commercial for-profit activities, advertising, political lobbying, or sending mass mailings or spam. However, you may contact a public official to express an opinion on a topic of interest.
 13. Using the Technology Resources in any way that violates any federal, state, or local law or rule, or any District policy, rule, or agreement.
- F. It is the policy of the District, as a recipient of certain federal funds, to provide technology protection measures on its computers with Internet access designed to protect against access through such computers to visual depictions that are obscene or child pornography. The technology blocks may be disabled by an authorized person, during adult use, to enable access to bona fide research or for other lawful purposes.
 - G. The District does not warrant or guarantee that its Technology Resources will meet any specific requirement or that they will be error free or uninterrupted; nor will the District be liable for any damages (including lost data, information, or time) sustained or incurred in connection with the use, operation, or inability to use the Technology Resources.
 - H. As soon as possible, you must disclose to an appropriate school administrator any content you view or receive over the Technology Resources that makes you feel harassed, bullied, or threatened or any communication that contains sexually explicit content. You should not delete such content until instructed to do so by the Superintendent.
 - I. You acknowledge that you may receive or have access to student education records and other data subject to confidentiality requirements of the Family Educational Rights and Privacy Act, Individuals with Disabilities Education Act, the Michigan Mandatory Special Education Act, and the National School Lunch Act and their underlying regulations (collectively, the “Acts”). You acknowledge that, to the extent you receive and have access to such data and records, you are subject to the provisions of those Acts and their regulations and will not redisclose student data or other education records except as permitted by law.
 - J. You acknowledge and understand that correspondence or other data that you send or receive over the District’s Technology Resources may be subject to retrieval and disclosure under the Freedom of Information Act (“FOIA”) and other federal or state statutes and regulations. You will cooperate fully and promptly with the District when responding to FOIA requests or other requests for disclosure of information.
 - K. You are solely responsible for all charges and fees, including outside telephone, printing, and merchandise purchases, made through the Technology Resources. The District is not a party to such transactions and is not liable for any costs or damages, whether direct or indirect, arising out of your use of the Technology Resources.
 - L. You are responsible for the proper use of Technology Resources and will be held accountable for any damage to or replacement of the Technology Resources caused by your inappropriate use.

M. Any violation of this Agreement may subject you to discipline (for employees, up to and including termination), including possible suspension of your access to the Technology Resources.

As a condition of using the Technology Resources, I release the District, and its board members, agents, and employees, including the Internet Service Provider, from all liability related to my use or inability to use the Technology Resources. I agree to follow this Agreement and all rules and regulations that may be added from time to time by the District or its Internet Service Provider.

I agree to pay for, reimburse, and indemnify the District, its board members, agents, and employees, including the Internet Service Provider, for damages, including any fees or expenses, incurred as a result of my use, or misuse, of the Technology Resources.

I understand that data I send or receive over the Technology Resources is not private. I consent to having the District monitor and inspect my use of the Technology Resources, including any electronic communications that I send or receive through the Technology Resources.

I have read this Agreement and agree to its terms.

Employee Signature

Date

cc: Employee file

Plan for the Development of Technology Infrastructure Required to Successfully Implement Pupil Academic Growth Assessments

Chippewa Hills School District is actively engaged in the process of developing the infrastructure necessary to provide online assessments for all required subject areas.

Infrastructure Preparation:

Chippewa Hills School District has in place the necessary network capacity, both wired, and wireless to support an online testing environment at all of our schools. Many students in grade levels kindergarten through 4th grade have access and regularly use laptop computers in their classrooms for curriculum, research, and online testing and assessment. CHSD is also participating in the Smarter Balanced Technology Readiness Tool and will use these results to continue preparation for online testing.

Our plan is to continue the implementation of student used classroom notebook computers and expand this use each year. By the summer of 2014, all core classrooms will have sufficient student computers available and integrated into the curriculum for information, research, and testing by every student in the classroom.

Current Activities:

- Chippewa Hills School District is exploring the NWEA MAP online assessments for children in grades 2 – 10th. This online assessment measures student academic growth and we are considering administering it 3 times in a school year.
- Chippewa Hills School District is exploring the NWEA MPG online assessments for children in grades K – 2. This online assessment measures student academic growth and will we are considering administering it 3 times in a school year.
- All students in grades 2 through 10 will participate in computer based online literacy assessments a minimum of two times per year in the 2013-2014 school year. This information is used by the teacher to develop a baseline and to measure growth, and is also reported to parents.
- Chippewa Hills School District utilizes Pearson Limelight for assessments. As teachers gain experience with this product, students will be assessed online to measure growth. This information will be reported back and used to drive instruction.

Future Activities:

- Maintain data, and implement results of the Smarter Balanced Technology Readiness Tool as information becomes available.
- Provide staff training as necessary to expand use of online testing opportunities
- Evaluate online assessment schedules and testing windows to assure best practices.
- Develop reporting methods to keep key stakeholders informed.

Chippewa Hills School District is committed to providing the necessary resources to successfully implement all the requirements of pupil academic growth assessments by 2014-15.