

Camden-Frontier School

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Technology Plan

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Hillsdale County Intermediate School District

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Camden Frontier School

District Mission Statement

The Camden-Frontier School community will provide all students with a foundation of educational opportunities that enable them to succeed in our changing society.

Vision Statement

All Camden-Frontier School students will be responsible for achieving academic, social and workplace competencies and for becoming life-long learners.

Camden Frontier School Technology Plan Introduction

Technology Mission Statement:

It is an objective of the Camden-Frontier School District to establish and maintain a first-class instructional technology system and program for our students, faculty and community. We will assure that all learners have the opportunity to adapt to the challenges of the future through the access and effective utilization of technology in gathering and using information, communicating effectively, and making responsible, informed decisions as global citizens.

District Profile

Camden-Frontier School District (CFS), located in the southwestern corner of Hillsdale County, is primarily an agricultural area. Hunting is a popular sport enjoyed by the local community, along with many non-residents that visit Hillsdale County during the various hunting seasons. Because of the proximity of many lakes, there are recreational activities to enjoy during all seasons.

In spite of its agricultural base, approximately 35% of Hillsdale County's workforces have been employed in the manufacturing sector. As reported in the 2000 Census Bureau statistics, 8.2% of the residents of Hillsdale County were below poverty level in 1999, compared to 10.5% for the state of Michigan and 12.4% for the USA. The Census does not list specific information about Camden or Frontier specifically; however, due to the economic condition of Michigan, the percentage of free and reduced lunches for students attending CFS during school year 2008-2009 rose to approximately 51%.

The educational program at Camden-Frontier is conveniently located in one building set amidst the peaceful countryside between the small rural communities of Camden and Frontier. There are 36 teachers educating 554 Pre K-12 students at C-F. Albeit a small school community, there are many opportunities available to our students. Camden-Frontier is a class "D" school offering a wide variety of sports, including baseball, basketball, cross country, football, softball, track and volleyball. Besides competing in athletics, we also offer academic competition, including Kaleidoscope, Knowledge Master, Quiz Bowl, Science Olympiad and Art Exhibits. FFA is currently offered through Camden Frontier Schools, Jackson County Career Center, and Branch County Career Center. Extracurricular activities at Camden-Frontier include band, cheerleading, choir, JROTC, NHS, Student Council and yearbook. Grades K-5 also have the opportunity to attend an after school program during the school year, and summer school for additional educational enrichment. A large variety of vocational classes are provided for Juniors and Seniors by the Jackson and Branch Area Careers Center, Hillsdale Beauty College and Hillsdale County Workforce Development Center. Interactive TV courses, Online Computer classes, and dual enrollment at Hillsdale College, Jackson Community College, and Kellogg Community College are offered through our school. Vocational classes are provided by our Intermediate School District, which also works with Michigan Rehabilitation Services to provide our special-needs population with job training opportunities. Additionally, qualifying special education seniors have the opportunity to enroll in a work based program through Southern Michigan Works! and the Work Investment Act.

Background:

Camden-Frontier School District became involved in strategic planning for technology in early 1998. The original plan was developed in conjunction with a major construction project, which included creating media centers in both the elementary and high school.

Our 2003-2006 and 2006-2009 technology plans have provided the groundwork for integration of technology into all areas of education. Although general fund revenues have been stagnant in recent years, our district has been dedicated to following through and achieving the plan's goals and objectives as much as possible.

Keeping in the forefront of our minds Michigan's economic condition, a common understanding among all technology planning team and school community members is that technology integration must be based on actual needs and funding dollars must be spent wisely.

Although this plan includes an annual timeline of planned technology acquisitions based on realistic budgetary expectations, it also includes our vision of where we really need to be, regardless of our funding limitations. Any additional funding allocated to technology will be designated to fulfill this long-term vision.

This technology plan will be used as a guide to integrate technology in a way that prepares today's students to be successful in tomorrow's world by promoting creative and critical thinking and establishing proficient communication skills. The strategies developed as part of the original plans have been incorporated where deemed appropriate. The current effort represents a revision and extension of the existing district technology plan.

This technology plan follows the following procedure prior to adoption by the district:

Technology Planning Team Approves Plan



Leadership Team Approves Plan



Board of Education Approves Plan

Camden Frontier School Vision and Goals

Vision

Camden-Frontier School District views technology as an effective and necessary tool, capable of enhancing both the communication ability and the capacity to support improvement in the educational process. Students of CFS must be competitive in an ever-changing world. Proficiency in technology allows students and staff to maximize their access to information, enhance problem-solving skills and develop effective communication skills. Professional development programs must be provided to upgrade the technological skills of teachers, parents, and community members so that these resources may be used to their fullest potential.

CFS will incorporate and utilize technology throughout all grade levels and curricular areas. Students and staff will utilize technology as an integral tool in their academic development. Students will be comfortable using present technology and will both contribute to and apply future technology. They will be active participants in control of the information available to them. Additionally, both the system used and related professional development need to support and anchor the educational goals and objectives established by the district. Finally, technology must be varied and recognized as continuously evolving, thereby dramatically changing our perspectives. Technological advances will command both our continuous attention and recurring resources.

This vision relates directly to the Camden-Frontier School Mission Statement and the School Improvement Plan which address the proficiency and productivity of students as they graduate to become responsible citizens of society.

The Master Plan

The Camden-Frontier School was built in 1952, and in 2001 the district was able to reinstate a sinking fund millage that has proven invaluable regarding building repairs and additions. Although this funding is not designated for technology, installation of phone lines for each existing classroom and phone and data lines for a new wing was approved in 2008. Other means of funding such as grants must be discovered to fully meet the goals in this vision for our school community.

CLASSROOMS

All classrooms currently have at least one network drop for a teacher computer, and some rooms have switches to allow multiple student computers to be connected to the network. We made efforts to provide adequate electricity in classrooms during the last cycle of renovations, by installing additional electrical outlets. In order to provide both staff and students the opportunity to fully integrate technology into teaching and learning:

- ◆ Each classroom should have a minimum of two network access points, of which one will be dedicated to the teacher's computer.
- ◆ Where appropriate, classrooms should have an interactive white board (including software and projector) for presenting and instructing.
- ◆ Wireless presenter tablets should be available to teachers to permit movement in the classroom and monitoring during presentations.
- ◆ Interactive Response systems ("clickers") should be available in classrooms where interactive boards are used. This will allow teachers to receive immediate feedback on student responses for timely measurement in student comprehension and assessments.
- ◆ As needed, the building's existing wiring system will be upgraded to provide each classroom with adequate electricity for existing and future technology.

COMPUTER LABS and MEDIA CENTERS

As computers become more common in students' everyday life, students become more dependent on technology. It is the district's responsibility to provide resources to accommodate and encourage the increasing technology proficiency of today's students.

Camden-Frontier Schools currently have two computer labs used for computer-related courses and one "open" computer lab that teachers can reserve for a class period to work with their students on various projects. The elementary media center has a "mini" lab consisting of six student stations, and the middle/high school media center has fourteen student stations.

Our K-12 district needs:

- ◆ Appropriately sized keyboards in the elementary computer lab to accommodate the smaller hands of elementary students
- ◆ A minimum of four wireless mobile laptop carts with the capability of housing 28 computers.
- ◆ Wireless infrastructure and access points throughout the school to support the use of mobile computer labs.
- ◆ One scanner, one document camera and one laser printer per computer lab/media center

WIRELESS TECHNOLOGY

The district will introduce the use of wireless technology within the building to allow wireless accessibility in classrooms, offices and other areas where wireless access would be beneficial. Owing to the construction of the building, the district will need approximately twenty wireless access points.

VIDEO STREAMING TECHNOLOGY

Camden-Frontier Schools will continue to integrate video streaming into the curriculum using the following methods:

- ◆ Video streaming will be available throughout the building via an internet-based service containing thousands of educational videos available on-demand, including the ability to sort and select by state-aligned standards.
- ◆ Distance Learning capabilities will be made available in order to provide video conferences, virtual field trips, and shared-learning classrooms.

PARENT NOTIFICATION SYSTEM

The district will investigate the feasibility of moving toward an automated parent notification system. This system will be configured to automatically contact parents and other relative community members in the event of emergencies, school cancellations and other similar notices via e-mail, phone and text messages.

VIDEO SURVEILLANCE & BUILDING SECURITY SYSTEM

Camden-Frontier Schools installed a building security system, including a video surveillance system, during school year 2002-2003. The district will expand the system to include the new wing added to the school during the summer of 2008, the newly built Commons Area, as well as areas that need additional coverage. The expansion will include:

- ◆ Four Low Lite Enhancer Color Cameras
- ◆ One eight position Hard Drive (DVR)

DISASTER RECOVERY

The school district will create and implement a disaster recovery plan that will ensure that:

- ◆ all crucial data is backed up on a regular basis
- ◆ data can be quickly and reliably restored on a timely basis at any time
- ◆ vital operations will be disrupted as briefly as possible
- ◆ the entire system can resume normal operation as soon as possible

Data backups are a crucial component of disaster recovery; therefore, the district will maintain redundant methods of backups for servers, both locally and remotely. The technology department will maintain backup servers both internally and off-site. This will assure that if a disaster were to occur, data on a local backup that has been damaged or destroyed can be retrieved from the remote backup location as quickly as possible.

The district will invest in the equipment needed to implement a disaster recovery plan. The equipment may include (but is not limited to) servers, tape drives and tapes and software to enable remote backup.

VIDEO BROADCAST STUDIO

Camden-Frontier Schools currently have a dedicated broadcast studio which enables students to broadcast live announcements throughout the main building.

The district will update the current broadcasting equipment to enable students to:

- ◆ Have mobile capabilities to allow for broadcasting events outside of the physical studio
- ◆ Have use of a digital still camera, as well as a digital video camera
- ◆ Use up-to-date equipment
- ◆ Expand broadcast capabilities to include classrooms and offices located in portable buildings

Technology Plan Goals

- ◆ Provide adequate resources to enable students to become technologically literate and to further increase student achievement.
- ◆ Enhance electronic services to further the goal of more efficient technology delivery and communication.
- ◆ Strengthen parental and community ownership of the school system and their commitment to its success.
- ◆ Raise awareness of the importance of technology integration to expedite instructional, managerial and administrative tasks.
- ◆ Embrace real-world and classroom opportunities to utilize technology in all grade levels and subjects as it is deemed beneficial to the learning experience.
- ◆ Review and plan where to apply State standards and benchmarks by grade level.
- ◆ Provide ongoing professional development opportunities for using and applying technology effectively for classroom management and student learning.
- ◆ Develop competence in all appropriate technologies for all users.

- ◆ Demonstrate regular and effective use of technology in the classroom as a tool to create, access, store, retrieve and manipulate information.
- ◆ Provide and maintain an up-to-date system that best fits the needs of our school community in order to provide a technology-rich learning environment.

Technology Planning Team Membership

The following members of the District Technology Committee are charged with providing general recommendations regarding the direction of district technology to the Leadership Committee and Board of Education. The following table shows the members of the district's Technology Planning Team.

Andy Brown	HS English Teacher
Marilyn Brubaker	Elementary Teacher
Elizabeth Churchwell	MS-HS Library / Media Center / Tech Coordinator
David Cleveland	Tech Consultant
Stephanie Dahlstrom	Parent
Tom Gunnells	MS Social Studies Teacher
Renee Masters	Title I Coordinator
Laura Orłowski	Parent
Jeff Qualls	MS Math Teacher
Scott Riley	HS Principal
Amber Rogers	HS Chemistry / HS Biology
Wendy Moore	Superintendent

Responsibilities:

It is the purpose of this committee to make recommendations to the district's Leadership Committee and Board of Education regarding the district's short and long-range technology needs. Some of the issues this committee will undertake include, but are not limited, to:

- ◆ Development of a district technology plan
- ◆ Replacement cycles of outdated equipment
- ◆ Management and maintenance of equipment
- ◆ Professional development for staff

- ◆ Development & revisions of acceptable use policies
- ◆ Sources of revenue for technology purposes
- ◆ Personnel needs
- ◆ Physical needs

The Technology Planning Team is responsible for technology decisions and policies that affect the purchase and use of technology hardware and software for K-12 instruction throughout our school district. It is the responsibility of curricular areas to ensure that any new purchase of curricular software is compatible with existing district hardware. Thus, a member of the Technology Planning Team is a representative on the district's Leadership Team to aid in the review of curricular frameworks hardware/software decisions. Individual members will inform the Technology Planning Team of any major curricular purchases and / or grant applications for software or hardware from their level. The Technology Planning Team will meet quarterly.

Camden-Frontier School Curriculum

Curriculum Integration Philosophy

Technology is the systematic application of knowledge, materials, tools, and skills to extend human capabilities. A technology curriculum integrates the complementary areas of technology education and instructional technology. Technology education is an action based program that requires students to use resources to design, produce, use, and assess the impacts of products and services that extend human potential to improve and control the natural and human made environment. Instructional technology is the application of technology to the teaching and learning process. Technology education, historically speaking, has been separate from disciplines such as English or History. Yet, this approach does not effectively lead to long-term retention of the concepts taught therein – concepts which students will need upon graduation. It is our belief that, as the times change, so too must our teaching styles. For this reason – to better prepare today's students for tomorrow's world – we seek a fully integrated curriculum.

The district will continue to review and revise our technology-based curriculum and integration plan aligning district technology standards with state and national standards. The Michigan Department of Education Curriculum Framework (www.michigan.gov/mde) and Michigan Educational Technology Standards (www.techplan.org) serve as guides to this process. The district is committed to this on-going evaluation and renewal of the curriculum and has assigned a curriculum committee to devote their time in this endeavor.

Learning with and about technology prepares learners to live responsibly in a democratic, technologically-driven society. Learners will use technology for knowledge and skill acquisition, communication and information management, problem solving, creative expression, research, design, and product development. Learners become technologically capable when they apply technology across curricular areas and when technology is used throughout the learning process.

One advantage of integrating technology into teaching strategies is to empower teachers to provide students with learning experiences that would be difficult or impossible to achieve without it. As a result, technology is being promoted and used as a tool to aid in the instructional program. Technology, then, is fundamentally ingrained into the curriculum itself, helping students engage themselves more fully in

the learning process. Teachers employ effective instructional strategies and learning activities, thereby helping students understand and apply technology to their lives.

Curriculum Integration and Student Achievement

Currently, Young 5's and kindergarteners attend a computer class in the elementary lab twice a week where they are introduced to basic computer skills, reading and math. First- through fifth-grade students attend a minimum of two times a week, where they work on basic computer skills, math and reading assignments. Additional computer times are available for students to work with their grade level teacher on other projects. At the beginning of the year elementary students are given an online assessment to determine placement for the individualized, self-paced lessons that follow. The lessons are based on areas that are yet to be mastered by that student.

Sixth through twelfth grade students utilize the high school media center for projects and independent research. When available, two high school labs and the media center are used by classes to conduct research and other assignments with their teacher present.

Since some technology must be taught before it can be "used", Microsoft Office is integrated into middle school computer classes, which will allow those students not only to learn the basics, but to begin working toward mastery of the various technological tools available.

High School students will utilize their skills in all aspects of technology throughout the 9-12 grade curriculums. Although State standards do not require specific computer courses, students at CFS are required to complete Office Automation I to familiarize themselves with the fundamental concepts. By the end of their twelfth year, students should be ready to apply their skills to the objectives of higher learning or entry level work.

Teachers and administrative staff at CFS use electronic grading and attendance software for classroom management as well as sending home progress reports.

The availability of multimedia, software and Internet resources allow teachers to integrate technology in a variety of ways. Currently, building staff may utilize methods such as PowerPoint, Streaming Video, Virtual Trips and Treasure Hunts to introduce or enhance specific content areas.

Computers have enabled our students to learn to produce neat, high-quality work. Students develop multimedia presentations and have use of an LCD projector, which enables them to present to a large audience.

Both the elementary and high schools have a broadcasting team, and are taught to use specialized equipment to deliver live announcements daily.

Students interested in journalism and yearbook classes become knowledgeable in the use of Microsoft Photo Editor, Adobe Photoshop, Microsoft Publisher, and a web-based yearbook program.

The STAR assessment of reading level and Accelerated Reader are available for use in grades K-12. The program not only allows us to track student progress electronically, but also gets students reading often and encourages them to pick up a book in their spare time.

As an additional resource, access to a networked library database is available to all computer users to locate available research and reading materials.

Each K – 5th grade classroom is equipped with an audio enhancement system to assist the learning environment for students with hearing impairment. A portable unit is also available for use in classrooms where a permanent unit is not available.

Technology for at-risk students is critical to their success. Equipment is provided in an attempt to accommodate a variety of learning styles. Overnight checkout is permitted for items such as laptops, Leap Pads and audio books. Remedial software games are also available for classroom or student use upon request. Furthermore, assistive technology will be applied when applicable for students with special needs. The technology department will work in cooperation with the special education department to implement assistive technology where needed.

All of these things open the doors for efficient, effective teaching and learning. Technology can level the playing field and enable students to participate, sometimes in situations where they would be left out, and provides teachers with strategies to meet the needs of all learners.

Curriculum Goals and Strategies

- I. Grade level teachers will review State standards and adhere to the Michigan Education Technology Standards (METS) to plan the application of technology integration into the curriculum.
- II. Grade level teachers will then integrate technology into existing content standards and established district curricular content.
- III. Technology skills need to be demonstrated in curricular areas throughout the student's K-12 experience.
- IV. Technology integration and problem solving strategies that incorporate higher order thinking skills will assist in increased student achievement.
- V. Utilize assessment software to assist in making data driven decisions.
- VI. Increase communication between students, parents and teachers
- VII. Raise awareness of the importance of technology integration to promote learning
- VIII. Continued professional development training and resources will be provided to staff to ensure the opportunity of incorporating technology standards into the curriculum.

Student Technology Benchmarks: Camden-Frontier Schools

Kindergarten

1. Identify Parts and Hardware.
2. Identify how to turn the computer on and off.
3. Identify and use the keyboard functions, including enter and spacebar.
4. Use icons to open a software program.
5. Use the mouse to point, click, and close programs.

First Grade

1. Review and apply Kindergarten Benchmarks.
2. Identify home row: left hand/right hand position.
3. Identify and select from the desktop appropriate grade level software.
4. Describe technology used at home.
5. Demonstrate ability to print.
6. Learn basic computer care.

Second Grade

1. Review and apply K-1 Benchmarks.
2. Accurately demonstrate the home row and hand position.
3. Demonstrate familiarity with the font selection and size.

4. Demonstrate the use of the file menu: open, save, print, and close.
5. Become familiar with the toolbar.
6. Demonstrate word processing skills by creating a product.
7. Demonstrate proper handling of hardware.
8. Demonstrate Internet exploration skills.
9. Become familiar with reference software programs.

Third Grade

1. Review and apply K-2 Benchmarks.
2. Demonstrate use of the keyboard with correct fingering for letter, shift, punctuation keys, and spacebar.
3. Type 5-10 wpm.
4. Use the File Menu: new, open, close, save/save as, print preview, and print.
5. Use the edit menu to undo.
6. Become familiar with use of right click mouse function.
7. Use a menu to add graphics.
8. Perform basic text formatting tasks including: font style & size, color, bold, italic, and underline.
9. Become familiar with copyright laws and licensing.
10. Become knowledgeable of the appropriate use of the Internet, safety rules and privacy.
11. Include the use of the Paint feature.

Fourth Grade

1. Review and apply K-3 Benchmarks.
2. Master Left/Right and Home Row hand positions.
3. Type 10-15 wpm with 65% accuracy.
4. Use the Edit Menu to Cut, Copy, and Paste.
5. Use technology when possible in curricular areas: Language Arts, Math, Science, Social Studies, Art, Physical Education, and others as appropriate and available.
6. Describe the impact of the Information Age on people's lives.
7. Be familiar with the Copyright and Licensing Laws.
8. Use Desktop Publishing.
9. Use the Internet as a research tool: type URL in location box; use appropriate search engines; beware of the accuracy, relevance, appropriateness, and comprehensiveness of electronic information sources; and follow Internet etiquette
10. Demonstrate independent use of media center technologies.
11. Demonstrate independent access and use of on-line databases.

Fifth Grade

1. Review and apply K-4 Benchmarks.
2. Develop a report using word processing.
3. Set margins and change page orientation.
4. Create and name folders.
5. Use desktop publishing software to create a student project.
6. Use appropriate software.
7. Utilize online sources (encyclopedia, search engines).

8. Use relevance and accuracy in online research.
9. Use Internet information to produce a product (report, etc).

Sixth Grade

1. Review and apply K-5 Benchmarks for mastery and refinement.
2. Discuss advancements in technology/impact of technology on society.
3. Demonstrate knowledge of and comply with the Camden Frontier School Acceptable Use Policy.
4. Develop a word processing document that utilizes merging information using the cut and paste features.
5. Develop a document and/or artwork using the Paint option.
6. Develop and present a multimedia presentation using scanner, digital camera, or skills developed in previous grades.
7. Use the Internet and other online resources for research and communication to demonstrate basic Internet search skills.
8. Exhibit relevance and accuracy in online research.

Seventh Grade

1. Demonstrate mastery of all K-6 Technology Benchmarks.
2. Demonstrate the appropriate use of the Internet.
3. Demonstrate knowledge of and comply with The District Acceptable Use Policy and Copyright and Licensing Laws; follow Internet etiquette.
4. Model ethical, legal, safe and responsible behavior when using technology.
5. Use word processing features to import pictures and develop documents, reports, and letters.
6. Develop spreadsheets using: Cells, Rows, Cell formats, Row formats, Column formats, Number formats, Alignments, Formulas, Graphs, and Charts.
7. Format a disk.
8. Engage in an introduction to spreadsheets, and create a simple spreadsheet.
9. Use Career Cruising for career exploration.

Eighth Grade

1. Demonstrate mastery of all K-7 Technology Benchmarks.
2. Demonstrate more advanced features of word processing, spreadsheets and database computer applications to produce an integrated product.
3. Continually model ethical, legal, safe, and responsible behavior in using technology.
4. Continually follow Internet etiquette.
5. Demonstrate basic file management.
6. Use content- specific technologies.
7. Merge digital imaging in a product or multimedia presentation.
8. Use the Internet for research to produce a product: Develop a search strategy using key words, demonstrate the use of strategies for online searching to aid in the management and movement of data, use online resources (topic appropriate), evaluate information obtained from web sites, and organize and analyze information in order to draw conclusions and implications.

High School

1. Demonstrate mastery of all K-8 Benchmarks by applying mastered skills across the curriculum.
2. Produce word-processed documents in all areas as dictated by current industry trends.
3. Manipulate databases by gathering data and reporting, interpreting, and communicating results.
4. Process numeric information using a spreadsheet.
5. Use content-specific software & technologies.
6. Investigate careers that use various technologies (in all subject areas, e.g., Business, and Seminar).
7. Understand and use online resources.
8. Utilize virtual and simulated learning opportunities.
9. Create document using desktop publishing software applications (in all subject areas, e.g., Journalism, English, Social Studies).
10. Discuss and model ethical, legal, safe and responsible use of technology (in student & teacher handbooks).
11. Update resume for portfolio.
12. Develop basic understanding of network and what it does.
13. Be aware of programming languages and what they do.
14. Produce advanced multimedia presentation.
15. Use advanced Internet tools.
16. Create a web page.

A technologically literate learner in the Camden-Frontier School District will:

- ◆ Explore, evaluate, and use technology to accomplish, independently and cooperatively, real world tasks.
- ◆ Develop knowledge, ability, and responsibility in the use of resources, processes, and systems of technology.
- ◆ Acquire, organize, analyze, and present information.
- ◆ Expand the range and effectiveness of communication skills.
- ◆ Solve problems, accomplish tasks, and express individual creativity.
- ◆ Apply legal and ethical standards.

Technology Delivery

Students have several alternative ways to earn an education at Camden-Frontier Schools, aside from the traditional classroom. At present, a minimum of four computers in the high school media center are designated for on-line courses through Michigan Virtual University, Michigan Virtual High School, and local colleges. Technology-related courses are offered not only in the high school computer labs but through shared partnerships with local colleges and careers centers. When not in use for technology courses, the two high school labs may be used for online research or assignments from other classes. During the school day, the media center may be

reserved for class use or used on an individual basis as space permits. To promote the use of technology, the media center is open for student use during lunch and to both students and community members after school. Computer labs are available for use by the community college for daytime, evening, and weekend courses.

Our district currently owns two fully equipped Interactive TeleVision (ITV) units. Annually, efforts are made to align school calendars within the county to enable all districts to participate in classroom sharing programs within the Hillsdale County Intermediate School District. CFS is also investigating the possibility of shared distance learning opportunities with ISD institutions in our surrounding counties.

Each classroom has the capability of delivering supplementary instructional materials through the use of audio, video, DVD, projection units, and computer (video streaming, virtual field trips, AR).

Communications & Public Relations

In order to promote the use of technology resources and inform all stakeholders of the district's technology initiatives and accomplishments, the following existing instruments will be used:

- ◆ The Observer (high school newspaper)
- ◆ The Redskin Review (district newsletter to community)
- ◆ The Little Redskin Review (elementary newspaper)
- ◆ The Hillsdale Daily News (periodic articles in the local newspaper)
- ◆ Board Meeting Technology Updates
- ◆ Daily school announcements via e-mail
- ◆ District website (www.cfss.org)
- ◆ Parent / Teacher Conferences
- ◆ Parent Organization meetings

Camden Frontier Schools will also:

- ◆ Continue to improve our current e-mail system for teachers, administrators and other instructional staff in order to provide effective communication between staff, parents and community members.

- ◆ Report progress annually to the school board on the meeting of goals and objectives.
- ◆ Continually include parents and community members in district level technology committees.
- ◆ Promote the district website to all community members as a source of information.
- ◆ Continue the use of EdLine and GradeQuick Web (or equivalent service) to allow parents and students access to student grades, attendance, homework and other relative data.
- ◆ Execute a library search software that will allow students to access the library database from the internet

Collaboration

The Camden-Frontier School District has contacted the Department of Adult Education to offer use of the computer labs during their evening classes. The Department of Adult Education indicated that they have sufficient facilities to meet their needs at this time.

Since the last technology plan was approved, CFS has developed a partnership with the local community college by providing classrooms and computer labs for daytime, evening and weekend classes.

Camden Frontier School Professional Development

Philosophy & Goals

The district realizes a great need for ongoing technology-related staff development opportunities. Currently, a wide variety of skill levels exist related to the application of technology in the classroom. There is a need to close the gap between the highly-skilled and the under-skilled technology users. To do this, the district will promote training through "Teachers Teaching Teachers" to others with similar interests and needs.

Another major goal of the district's technology plan is to ensure that staff will participate in professional development activities in technology that will assist in enhancing the curriculum and improving student learning on an ongoing basis. To meet this goal, the district will make every effort to provide planned technology training throughout the year that will enable technology to best support instruction. The district will attempt to offer these opportunities at times that are convenient to staff and at locations that are suitable for course offerings. Because staff members are very different in their technology competency and confidence, the district will utilize a variety of resources in providing training. Customized training, consultation, and resource support for groups and individuals are our primary methods of staff development with regard to technology. Groups and individuals often identify a training need and district personnel arrange and offer it or bring in outside trainers. (Customized training is sometimes in the form of a formal class.) At other times, the impetus for the training is a change in curriculum or the addition of new resources, and classes are arranged by district staff. We will investigate other avenues for professional development such as "Teachers Training Teachers" during in-services, mentor training, and "webinars". The use of ITV conferencing, summer workshops, and workshops offered by the local ISD and REMC are other possibilities. Additionally, resources such as Michigan LearnPort (www.mi.learnport.org) and Michigan Online Resources for Educators (<http://mer.mel.org>) may provide further learning opportunities. Training may also be obtained through colleges, conferences or other sources outside the district. We will give encouragement to teachers to use Professional Staff Development monies to further their training in technology.

The district endeavors to provide a variety of technology related staff development opportunities that focus on effective applications of technology in innovative ways. In order to plan properly for technology professional development activities, the district

will develop and employ an assessment using the National Educational Technology Standards (NETS-T) and Performance Indicators for Teachers (2008) as a guide. Additionally, we will use data gathered from annual evaluations and surveys to establish other areas of needed instruction.

Teaching staff at CFS have shown the need for a variety of learning opportunities including proficiency using the newly implemented grading and attendance software.

Professional Development Timeline

2009-2010:

- ◆ As new technologies emerge and are implemented, staff will be trained in the use of the new technology.
- ◆ MS/HS teachers will receive additional training in the use of the district's online grading and attendance software.
- ◆ Elementary teachers will receive additional training in the use of CompassLearning Odyssey.
- ◆ The district will dedicate at least one in-service day to the integration of technology into the curriculum.
- ◆ The administration will encourage teachers and staff members to attend conferences and workshops dealing with technology integration.
- ◆ The Technology Planning and Leadership Teams will work together to identify high-priority technology needs and develop methods of training to best suit the needs of the school community.
- ◆ Creation and maintenance of classroom web pages.
- ◆ Instruction and uses of presentation software.
- ◆ Use and care of mobile labs.

2010-2011:

- ◆ As new technologies emerge and are implemented, staff will be trained in the use of the new technology.
- ◆ MS/HS teachers will receive continued training in the use of the district's online grading and attendance software.
- ◆ Elementary teachers will receive continued training in the use of CompassLearning Odyssey.
- ◆ The district will dedicate at least one in-service day to the integration of technology into the curriculum.
- ◆ The administration will encourage teachers and staff members to attend conferences and workshops dealing with technology integration.
- ◆ The Technology Planning and Leadership Teams will continue to work together to identify high-priority technology needs and how to best approach the training needs of our school community.

- ◆ Direction for the use of shared calendars within the district email system.
- ◆ Instruction on the use of on-line technical support documents.

2011-2012:

- ◆ As new technologies emerge and are implemented, staff will be trained in the use of the new technology.
- ◆ MS/HS teachers will receive continued training in the use of the district's online grading and attendance software.
- ◆ Elementary teachers will receive continued training in the use of CompassLearning Odyssey.
- ◆ The district will dedicate at least one in-service day to the integration of technology into the curriculum.
- ◆ The administration will encourage teachers and staff members to attend conferences and workshops dealing with technology integration.
- ◆ The Technology Planning and Leadership Teams will continue to work together to identify high-priority technology needs and how to best approach the training needs of our school community.
- ◆ Best use/practice of presentation boards.

Supporting Resources

CFS provides the basic supporting resources such as the following:

Membership in REMC for services (video lending library, training, support, equipment)

Local ISD membership (materials, training, support, internet access)

Distance Learning environment

Michigan Virtual University / Michigan Virtual High School (MIVU / MIVHS)

Partnership with local community library (ILL to include supporting instructional materials)

Software

Renaissance Learning (AR / STAR)

Follett Library (library search software)

Interactive TeleVision (ITV)

Michigan Electronic Library (MEL allows MI citizens access to several invaluable databases)

Michigan Education Association (MEA)

Career Cruising

District webpage (www.cfss.org)

United Streaming (internet based video streaming service available through our local ISD and REMC)

Acceptable Use Policy

Student handbook

Resources in Print Format Only:

Application for computer/internet account
Request for Off Site Use of Computer Equipment
Professional library housed in media centers

CFS proposes additional supporting resources:

- ◆ Commonly accessed documents to be stored on a shared directory for access by staff (conference / travel request forms, professional development forms, AUP, computer/internet account request form, student handbook)
- ◆ Implementation of library search software available through the district website (<http://www.cfss.org>)
- ◆ Create and execute a help-desk for technology questions/issues
- ◆ Availability of all student handbooks on district website

Camden Frontier School Infrastructure

Goal

The district's major infrastructure goal is to provide an environment which supports the district mission, goals, and strategies outlined in this technology plan. The district will continuously evaluate its current infrastructure to determine the need for updates.

General Information

We at Camden-Frontier School District encourage and strongly promote the use of various technologies in educational endeavors. This district has provided access to technology in a variety of formats including video, computers, phone and distance learning. Together, this allows learners to access current and relevant resources, provides the opportunity to communicate in a technologically rich environment, and assists them to become responsible, self directed, life-long learners.

Technical Specification

Network: The district's local area network (LAN) is built on a Fast Ethernet backbone connecting the IDF (Intermediate Distribution Frame) to the MDF (Main Distribution Frame) via fiber optics. Most classrooms have one video, one data and one phone connection. This allows all classrooms and offices to access the Internet as well as the district's LAN. The district maintains 4 file servers including an email server and 3 application/data servers. The district uses a Microsoft Windows 2003 server and a Microsoft Exchange 2003 server. Internet service is provided through Hillsdale County Intermediate School District. Recommended replacement plan for servers is every 5-6 years.

Hardware and Software: Each classroom has at least one Pentium IV level multimedia computer. Although classrooms with a high need for additional computers may have more, generally only one is connected to the network. Most elementary classrooms have a printer, received as a gift from the Parents Association. While few high school classrooms have printers, all classrooms are networked to print from a Sharp AR-M700U Digital Imager currently being leased. Each lab and media center is equipped with a Hewlett-Packard LaserJet 2300 series printer. The district has one elementary

computer lab and approximately 86 teacher and classroom computers, which are using A Open Pentium IV computers. Beginning in July 2006 these computers received additional memory to improve use and extend the life of these machines. CFS also has two high school computer labs, an elementary media center and high school media center, totaling 84 computers. These machines are Dell Vostro Pentium IV dual core processors, which were purchased in July 2007. All district computer systems are running Windows XP Professional or Microsoft Office 2007, and all systems have Microsoft Office XP installed. Adobe PhotoShop and Publisher are installed on lab and media center computers to accommodate the journalism and yearbook classes. Recommended replacement plan for computers is every 3 years.

Video: Each classroom has a television / VCR unit. The district purchased two fully equipped Interactive TeleVision (ITV) units capable of sharing resources with other members of our intermediate school district. The district has six multimedia projection units which allow for presentations in the classrooms. A video editing system and a portable video origination system, which is used to broadcast announcements throughout the building, is located in the Broadcast Office of the HS Media Center. Recommended replacement plan for video equipment is "as needed".

Voice: The district has telephone service through Frontier Communications. The school has telephones in the media centers, offices and all classrooms.

Scanners: Two HP Scanjet 4890 were purchased in 2006 for student and staff use. Recommended replacement plan for scanners is "as needed".

Fax: CFS currently uses a Hewlett Packard v40 fax and a Hewlett Packard 1040. Recommended replacement plan for fax machines is "as needed".

Photocopier: Sharp AR-M700U, currently being leased.

Electrical Capacity: The power supply into the building and internal wiring was partially upgraded in the summers of 2002 and 2008. As funds become available upgrading will continue until completed.

Security System: The Hillsdale County Sheriff's Department issued a new security system during the 2002-2003 school year. The system includes motion detectors, keyless door locks, coded individual keys, and monitoring cameras. Both the administration and the sheriff department have remote access through the Internet. Recommended replacement/upgrade plan for security system components is "as needed".

Needs, Proposed Acquisitions & Timeline

Camden-Frontier Schools will purchase technologies fitting within the goals of this technology plan to enhance the effectiveness of current teaching and student achievement. It is the belief of the Camden-Frontier School District that technology should be a supporting- not supplanting-device in the educational process.

The method followed for determining the needs and planning for the acquisition of technology at CFS:

- ◆ Leadership Team and Technology Team identify future goals using staff input, student evaluations, and staff assessments as a guide
- ◆ Goals are prioritized in order of greatest impact on instruction and student achievement
- ◆ Costs are estimated for each goal
- ◆ Technology Coordinator develops a plan including budget and timeline for completion of goals
- ◆ Technology Team approves the plan
- ◆ If needed, a bidding process for acquisitions is initiated
- ◆ Board of Education evaluates the plan, approves the budget and awards the bids

Using evaluations and the outcomes of meetings with the Leadership Team, the Technology Team has determined the immediate technology needs of the Camden-Frontier School District.

The findings determine the following needs, strategies and timeline:

- ◆ Continued professional development. On-going professional development is needed to implement our technological goals and enhance the curriculum to improve student learning. Professional development will be a continuous goal.
- ◆ Annual K–12 curriculum and technology integration reviews will be a continuous goal to strive to keep abreast of needed updates or improvements as directed by state and national directives.
- ◆ Purchase of a test analysis software. This software will import MME files, the MEAP and ELPA research files released by the State, as well as

standardized and formative assessments into a secure Web server. This tool will provide a means of tracking student progress over time and across assessments which will better assist in making data driven decisions. Proposed date is 2009-2010.

- ◆ Create and manage classroom web pages. This will provide students and the community with a useful site to visit for pertinent class information, such as homework, progress reports and other links to helpful resources. Proposed date is 2009-2010.
- ◆ Replace Tape Backup device and tapes. There is a high need to replace these units for dependability, as they are at least five years old. Replacement plan is "as needed". Proposed date is 2009-2010.
- ◆ Extend coverage of school security system. For the protection of both students and staff, additional coverage is needed to include the newly built Commons Area, the new wing and other high traffic areas of the school. Proposed date is 2009-2010.
- ◆ Create wireless infrastructure. The installation of wireless access points throughout the school will be one step closer to our goal of increased access to technological tools. This goal will be implemented in two stages. Proposed date(s) are 2009-2010, 2010-2011.
- ◆ Wireless mobile lab(s). Mobile labs will benefit the students' learning process in that it will not only eliminate transition time to a computer lab, but it will help alleviate the shortage of available computers during instructional times. Proposed date(s) are 2009-2010, 2010-2011, 2011-2012.
- ◆ Replacement of server(s). Server dependability is vital to the operation of our network, and keeping up with technology standards. Replacement plan for servers is every 5 years. Proposed date is 2010-2011.
- ◆ Replacement of computers. Existing high school lab and media center computers will be replaced with up-to-date technology. These computers are used heavily throughout the school day; therefore we need dependable machines for student use. Replacement plan is every 3 years. Proposed date is 2010-2011.

- ◆ Upgrade classroom computers. The current classroom computers are approximately five years old. Without absorbing the upkeep and repair cost, and to ensure dependability and successful use of these machines, they will be replaced following the replacement plan guidelines. Our plan for upgrading is to replace the classroom computers with the systems from the high school labs and the media centers every 3 years. Proposed date is 2010-2011.
- ◆ Purchase and implement disaster recovery system. Having a disaster recovery system in place will ensure that if a catastrophic event were to occur, data can be retrieved from a remote backup location as quickly as possible. Proposed date is 2011-2012.
- ◆ Replacement of Broadcast News video editing equipment. Our current equipment used for live announcements has exceeded its expected lifespan. Replacement plan is "as needed". Proposed date is 2011-2012.
- ◆ Upgrade grading and attendance software. The purchase of additional components to our existing program will allow for more detailed reporting and evaluation of information. Proposed date is 2011-2012.

Timeline

2009-2010

- ◆ Implement test analysis software
- ◆ Create classroom web presence
- ◆ Create wireless infrastructure in high school
- ◆ Purchase wireless mobile lab
- ◆ Replace tape backup device and tapes
- ◆ Extend coverage of security system
- ◆ Review & revise curriculum and technology integration
- ◆ Review district Acceptable Use Policy and revise as needed
- ◆ Provide professional development activities in technology that will enhance the curriculum and improve student learning
- ◆ Evaluate technology plan and revise as necessary

2010-2011

- ◆ Upgrade classroom computers
- ◆ Replace high school lab and media center hardware
- ◆ Replace server in high school

- ◆ Create wireless infrastructure in middle school and high school
- ◆ Provide on-going professional development in technology
- ◆ Review & revise curriculum and technology integration
- ◆ Evaluate technology plan and revise as necessary
- ◆ Provide professional development activities in technology that will enhance the curriculum and improve student learning
- ◆ Evaluate technology plan and revise as necessary

2011-2012

- ◆ Purchase and implement a disaster recovery system
- ◆ Replace Broadcast News video editing equipment
- ◆ Replace server in high school
- ◆ Upgrade grading and attendance software
- ◆ Review & revise curriculum and technology integration
- ◆ Provide professional development fitting within the goal of technology integration
- ◆ Evaluate technology plan and begin planning for future needs

Technical Support

The Camden-Frontier School District realizes that a coordinated, organized approach is necessary to implement and maintain voice-video-data networks and deal with issues such as security, troubleshooting and maintenance. While the district has recognized the need for technical assistance, due to finances at this time, the ideal situation of full time personnel devoted to technical assistance cannot be obtained. In order to gain a fair return on dollars invested in technology hardware, software and infrastructure, the district uses in-house personnel such as the district technology coordinator, school library media center personnel, or a technology instructor for basic technological assistance. Assistance may be met by any of the above listed, or referral may be made to an outside source. The district relies on the Hillsdale County Intermediate School District, REMC 15, and services independently contracted to the school for additional support.

Increase Access

Access to technology for students and teachers include:

- ◆ A networked computer on every teacher's desk, replaced approximately every 3 years
- ◆ Laptops

- ◆ Networked computer lab in elementary
- ◆ 2 Networked computer labs in middle / high school
- ◆ Networked computers in elementary and middle / high school media centers
- ◆ Networked student computers in select classrooms
- ◆ Automated card catalog system accessible on each networked computer
- ◆ Assistive technology (laptops, Leap Pads, audio books, remedial software games)
- ◆ Dedicated computers for the use of Distance Learning
- ◆ An assortment of still imaging and video cameras
- ◆ Projectors
- ◆ Production studio for video announcements
- ◆ Scanners in journalism classroom and lab
- ◆ Phones in all classrooms
- ◆ Two-way radio installed on each bus
- ◆ Video cameras installed on each bus
- ◆ Walkie talkies for use by administrative, custodial and playground staff
- ◆ Cell phones for use of custodial, administrative and transportation staff

Students should use technology as a tool for learning in every class, from kindergarten through one's senior year in high school rather than as the focus of an isolated class. So that teachers can model effective use of technology, classroom computers will be upgraded, following the replacement path developed by the Technology Team. We refurbish computers removed from the network and make them available to classroom teachers as standalones to run independent software, for learning activities, word processing, and spreadsheet work.

We have planned an upgrade path to ensure the technology labs remain state of the art. Equipment such as laptops may be checked out by students for overnight use, and students have access to video recorders, digital cameras, scanners, and projectors for presentations. Open lab hours are available for student and community use during lunch periods, as well as after school and some weeks during summer break. CFS also provides classrooms and computer labs for daytime, evening and weekend classes being taught by our local community college.

Increased access will continue to evolve so that we may best meet the needs of our students, staff and community.

Camden-Frontier School Funding and Budget

The district has developed a budget projecting the costs of obtaining and implementing the technology resources described in this plan. The table below shows this proposed budget.

Camden-Frontier Schools Technology Budget			
Item	Fiscal Year 2009-10	Fiscal Year 2010-11	Fiscal Year 2011-12
Revenues			
General Fund	127,235	132,435	106,835
Title I, Title II	5,824	5,824	5,824
Total Revenues	\$133,059	\$138,259	\$112,659
Expenditures			
Hardware	57,256	53,256	56,256
Telecommunications	27,836	29,636	24,436
Software / Curriculum Support	20,000	20,000	5,000
License Agreements / Support Software	10,885	10,885	9,885
Equipment / Repair	900	800	900
Professional Development	1,200	1,200	1,200
Salaries	7,482	7,482	7,482
Technical Support	7,500	15,000	7,500
Total Expenditures	\$133,059	\$138,259	\$112,659

Coordination of Resources

The majority of current technology has been funded through the general fund. In addition, Camden-Frontier qualifies for federal funding through Title I and Title II (Part D, Regular). A percentage of these monies is to be used towards technology and is included in the funding sources.

The district realizes its need to adopt a creative approach to obtain additional financing for technology resources. CFS utilizes partnerships with other school districts, the intermediate school district, and REMC 15 to reduce the costs of obtaining services such as Internet connectivity, professional development and online resources. Use of talented technology staff is used whenever possible to curb some professional development costs.

Camden-Frontier Schools will continue to investigate alternative funding to augment the existing technology budget. Such sources may include, but are not limited, to Universal Service Fund discounts, technology grants and miscellaneous grants and donations from business, industry and community members. In planning the technology budget; however, the Technology Planning Team makes no assumptions on receiving such funding.

Camden Frontier School Monitoring and Evaluation

Evaluation

The success of this plan will be demonstrated by the increasingly proficient use of technology by both students and staff as they meet curricular goals. Using current district benchmarks as a guide, students' proficiency in technology will be evaluated by their instructors as they integrate technology into the curriculum.

Each staff member is required to complete an evaluation at the conclusion of each Professional Development day. These evaluations are submitted to the building principal for review and are used to inform future professional development schedules

and decisions. The analysis will be shared with school administrators, the Technology Planning Team, School Improvement Teams and the Board of Education.

Annually, information will be collected from a variety of sources including student and staff surveys, results from an assessment using METS and NETS for Teachers as guidelines, as well as recommendations from contracted technical support personnel. Furthermore, staff utilization of technology will be evaluated annually by building administrators and/or the Leadership Team. Recommendations will be then made as a result of the findings. Using information gathered from these sources, revisions and amendments may be made to the technology plan as needed to ensure success for our students and staff while maintaining continued focus on our technology goals.

As the Technology Plan is implemented during the next three years, the Technology Planning Team will meet quarterly to measure the progress and evaluate the impact and effectiveness of the various Action Plans.

Acceptable Use Policy

The Camden-Frontier School District has implemented an Acceptable Use Policy which reflects the philosophy of technology use the district seeks to ascertain. This policy meets the conditions stipulated in the Children's Internet Protection Act (CIPA). The district's Acceptable Use Policy will be reviewed every three years and revisions will be made as needed.

This district utilizes a filtering system (WebSense) through the Hillsdale County Intermediate School District and additional filtering with Microsoft. In addition to visual observation of student activity by staff, network administrators make use of software to remotely monitor student computer activity. Any intentional misuse of technology will result in suspension of privileges and / or other disciplinary action determined by the district.

**NETWORK AND INTERNET ACCESS AGREEMENT FOR
CAMDEN-FRONTIER STUDENTS**

This agreement is entered into this _____ day of _____, 20 ____ between

_____, hereinafter referred to as Student, and the Camden-Frontier Public Schools, hereinafter referred to as District. The purpose of this agreement is to provide and Internet access, hereinafter referred to as Network, for educational purposes to the student. As such, this access will (1) assist in the collaboration and exchange of information, (2) facilitate personal growth in the use of technology and (3) enhance information gathering and communication skills.

The intent of this contract is to ensure that students will comply with all Network and Internet acceptable use policies approved by the District.

In exchange for the use of the network resources provided by the District, I understand and agree to the following:

- A. The use of the Network is a privilege which may be revoked by the District at any time and for any reason. Appropriate reasons for revoking privileges include, but are not limited to, the attending of system software, the placing of unauthorized information, computer viruses or harmful programs on or through the computer system in either public or private files or messages. The District reserves the right to remove files, limit or deny access and refer the student for other disciplinary actions.
- B. The District reserves all rights to any material stored in files which are generally accessible to others and will remove any material which the District, at its sole discretion, believe may be unlawful, obscene, pornographic, abusive, or otherwise objectionable. Students will not use their District-approved computer account/access to obtain, view, download, or otherwise gain access to such materials.
- C. All information services and features contained on District or Network resources are intended for the private use of its registered users and any use of these resources for commercial-for-profit or other unauthorized purposes (i.e. advertisement, political lobbying), in any form, is expressly forbidden.
- D. The District and/or Network resources are intended for the exclusive use by their registered users. The Student is responsible for the use of his/her account/password and/or access privilege. Any problems which arise from the use of a Student's account are the responsibility of the account holder. Use of an account by someone other than the registered account holder is forbidden and may be grounds for loss of access privileges.
- E. Any misuse of the account will result in suspension of the account privileges and/or other disciplinary action determined by the District. Misuse shall include, but not be limited to:
 - (1) intentionally seeking information on, obtaining copies of, or modifying files, other data, or passwords belonging to other users
 - (2) misrepresenting other users on the Network
 - (3) disrupting the operation of the Network through abuse of the hardware or software
 - (4) malicious use of the Network through hate mail, harassment, profanity, vulgar statements, or discriminatory remarks
 - (5) interfering with others use of the Network
 - (6) extensive use for non curriculum-related communication
 - (7) illegal installation of copyrighted software
 - (8) unauthorized down-sizing, copying, or use of licensed or copyrighted software
 - (9) allowing anyone to use an account other than the account holder

- F. The use of District and/or Network resources are for the purpose of (in order of priority):
 - (1) Support of the academic program
 - (2) Telecommunications
 - (3) General Information

- G. The District and/or Network 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 uninterrupted; nor shall it 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.

- H. The District and/or Network will periodically make determination on whether specific uses of the Network are consistent with the acceptable use practice. The District and/or Network reserves the right to log Internet use and to monitor electronic mail space utilization by users.

- I. The Student may not transfer file, shareware, or software from information services and electronic bulletin boards. The Student will be liable to pay the cost of any file, shareware, or software transferred whether intentional or accidental in addition to disciplinary action.

- J. The Student may only log on and use the Network under the immediate supervision of a staff member and only with his/her authorized account number.

- K. The District reserves the right to log computer use and to monitor file server space utilization by users. The District reserves the right to remove a user account on the Network to prevent further unauthorized activity.

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

I agree to abide by such rules and regulations of system usage as may be further added from time-to-time by the District and/or Network. These rules will be available in hard copy form in the Principal's Office and computer labs.

(Sign and return to the Principal's Office or Media Center)

Signature of Student

Date

As the student's parent of legal guardian, I agree to this agreement and will indemnify the District for any fees, expenses, or damages incurred as a result of my child's use or misuse of the Network or equipment.

Signature of Parent/Guardian

Date