

LAKEVIEW COMMUNITY SCHOOLS
Technology Plan



“HOME OF THE WILDCATS”

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School District Name: Lakeview Community Schools
Address: 9800 Youngman Road
Lakeview, MI 48850
Phone: 989-352-7221
School District Code: 59090
ISD: Montcalm Area Intermediate School District
ISD Code: 59000

Years covered by plan: 2011-2012, 2012-2013, 2013-2014
Plan start date: July 1, 2011
Plan end date: June 30, 2014
Next Review Date: Winter 2012 (At District Excellence Committee Meeting)
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INTRODUCTION

Lakeview Community Schools

Lakeview Community Schools consists of the largest geographical area in Montcalm County, servicing approximately 1400 students from several rural communities including Lakeview, Six Lakes, Sylvester, Morley, Amble, Trufant, Coral, Howard City, and Stanton. The district's total poverty rate is 55% based on data from the February 28, 2011 Free/Reduced application counts.

The school district services students in the following buildings:

Bright Start Elementary School – Grades PK-2
9497 Paden Road
Lakeview, MI 48850

Lakeview Intermediate School – Grades 3-7
516 S. Washington Ave.
Lakeview, MI 48850

Lakeview High School – Grades 8-12
9800 Youngman Road
Lakeview, MI 48850

Mission Statement:

Lakeview Community Schools: Achieving quality education for all learners through teamwork!

Vision or Purpose Statement:

Lakeview Community Schools: Cultivating effective leaders. Your dreams – our purpose.

Brand Promise:

Reaching and teaching today for the community of tomorrow.

Lakeview Community Schools District vision is that all learners will have the knowledge and skills necessary to live in a technologically driven society. The mission and goals are based on an assessment of teacher, student and community needs via the school improvement plans.

Background and Participants

Lakeview Community Schools formed a district wide technology team in 1995 when posed with the challenge of how to best spend monies available through a passed bond proposal. Since the team is part of the District Excellence Committee, technology is part of this meeting to assure distribution and alignment of technology hardware, services and professional development.

Goal/Strategy Statements:

The following goals/strategies were developed by the district technology committee and shared with all stakeholders through District Excellence, District Website, and an all staff email. The goals align to the district's strategic plan and building school improvement plans.

Goal 1: By fall of 2011, all students and teachers will continue to have access to information technology in their classrooms and schools. Strategy 1: Technology access in all classrooms.

Goal 2: By fall of 2011, all teachers will use technology effectively to help students achieve high academic standards minimally on a monthly basis. Strategy 1: Monthly technology implementation in classrooms/buildings.

Goal 3: In fall of 2011, staff will include technology and information skills by incorporating the Michigan Technology Standards into the curriculum on a monthly basis. Strategy 1: Staff will review the Michigan Educational Technology Standards in the fall of 2011 and implement them on a monthly basis.

Goal 4: By fall of 2012, the district technology committee will research and evaluate technology applications for increasing teaching and learning in the classrooms and generate a list of district approved applications by building level. Strategy 1: The district will provide the technology committee time to research and evaluate building level technology applications.

Goal 5: By fall for 2012, the district technology committee will review digital content and networked applications for increasing teaching and learning in the classrooms and generate a list of district approved applications by building level. Strategy 1: The district will provide the technology committee time to review digital content and networked applications, including appropriate social networking.

District Technology Team

Members	Positions
<p>Kyle Hamlin</p> <p>The rest of the staff will be based on positions determined by the building reconfiguration and bumping process for the 2011-2012 school year.</p> <p>Staff names will be updated upon approval of positions.</p>	<p>Superintendent</p> <p>School Board</p> <p>District Reform Administrator</p> <p>Bright Start Elementary Principal</p> <p>Kindergarten Teacher</p> <p>Title I Teacher</p> <p>Elementary Parent Representative</p> <p>Intermediate Principal</p> <p>Title I Teacher</p> <p>Technology Instructor</p> <p>High School Principal</p> <p>High/Intermediate School Teacher</p> <p>High School Teacher</p> <p>Community Representative</p> <p>Student</p> <p>Student</p>

CURRICULUM INTEGRATION

It is the intention of the Lakeview Community Schools to fully equip teachers with the tools to implement technology into the curriculum and to provide professional development and training for mastery of technology standards.

Currently, our district's teachers have begun to implement technology standards identified in the Michigan Curriculum Framework (<http://www.michigan.gov/mde>) and State and National Educational Standards (<http://iste.org>). Staff is continually striving to integrate technology connections and career and employability skills into their written curriculum documents.

On-going professional development opportunities are offered for staff to learn how to use and integrate technology effectively into the classrooms through:

District professional development Technology workshops offered via the area intermediate school district, technology consultants, and in-house staff trainers. Beginning in the 2011-2012 school year, staff training needs will be identified through the McREL teacher evaluation tool.

Staff presently uses technology in their classrooms. Examples are shown in the table below.

Attendance	E-mails	Data Projectors	Digital Cameras	Web-Site Lessons such as Study Island	Easy IEP
Scanners	Virtual Field Trips	Computers	Printing Devices	Video Cameras	Graphing Calculators
Electronic Grade Books	Promethean Boards	IGOR/INGA	Multimedia Furniture	Video Streaming	Video Editing
Online Resources	Maps Online & Learn Port	Keyboarding Software	E2020, Global Student Network; GenNet	MY Access Writing; STAR Reading & Math	Lexia and Successmaker

Technological support is and will continue to be provided in order to allow teachers to implement technology as an integral part of the learning process for students in all core and non-core areas.

In addition to the use of technology standards identified in the Michigan Curriculum Framework, the Lakeview Community Schools District Excellence Team has identified the following technology learning standards for grades K-12:

Technology Standard 1:
The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies and sign an Acceptable Use Policy (AUP) form.
Technology Standard 2:
The learner will demonstrate knowledge and skills in the use of computer and other technologies.
Technology Standard 3:
The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.

Evaluation of Michigan Education Assessment Program (MEAP & MME) scores yield opportunities for student growth and improvement. Higher Order Thinking Skills, STAR, My Access, Lexia, Moodle, E2020, ISD reports from IGOR and INGA, Study Island, consultants and web sites that are designed to evaluate current skill level are used to provide and develop improvement plans for student achievement.

Every student computer area, whether in a lab or classroom, has a computer that is setup to be handicap accessible if found necessary. In some cases special software and hardware have been purchased to accommodate special needs such as Rosetta Stone. Staff members assigned to oversee the students are also trained in the use of the software and hardware. Lakeview Community Schools continues to update the district technology hardware and software needs.

Approved by MDE, June 16, 2008.

Revised and Resubmitted to MDE, October 20, 2008. Revised May 10, 2010 from DEPT on April 26, 2010.

Revised December 14, 2010. Revised March 22, 2011. Submitted to MAISD March 22, 2011.

COLLABORATION

A description of how the technology program will be developed in collaboration with adult literacy service providers (i.e., Adult Ed, GED certification programs, ESL) is not applicable at Lakeview as neither services are offered due to lack of programs. However, the following programs are coordinated in an effort to increase student achievement.

- Parent Support Links (web pages)
- Student Support Links (web pages)
- Computer Applications and Business Technology Classes
- Career Center Integration
- Montcalm Community College Integration
- Link to Staff Emails on District Website
- Parent access to student grades, attendance, and meal accounts

Additional Ideas for Community and Parent Involvement

Strategies to promote parental involvement and to increase communication with parents and community members are accomplished in many ways at Lakeview. Examples are included, but not limited to, strategies listed below.

- Collaborate with Montcalm Community College (MCC) on technology classes
- Annual technology professional development for staff
- Technology Plan is posted on the district webpage, and it is noted where to find the technology plan in the District Fall Newsletter
- All staff and students/parents receive and complete the annual Acceptable Use Policy
- Building websites provide parent and student support links

Technology Delivery Methods

The primary function of technology is to support teaching and learning in the classroom. Students and staff have the opportunity to use technology for other E-learning opportunities such as utilizing school e-mail and online resources for classroom instruction. Beginning with the 2011 school year, staff will have opportunities to train for and utilize on-line learning applications to increase student technology to enhance instruction and increase student achievement by accessing the Internet, interactive video, on-line courses, and/or other appropriate technologies for distance learning.

PROFESSIONAL DEVELOPMENT

A standards-based technology professional development program will be created. Resources like North Central Regional Educational Laboratory (NCREL) and Michigan Department of Education (MDE) will continue to be utilized as part of the planning process.

- As a first step, the survey of teacher technology skills and needs will be collected every fall. From this, a menu or roster of workshops, seminars, or classes will be formulated from the McREL staff evaluations.
- The next step will be to annually implement one or more technology professional development opportunities as identified by the survey. 2011-2012 technology PD will be offered in the fall of 2011 for staff and administrators.

The preliminary teacher survey from which professional development will be planned and evaluated incorporates technology standards from the McREL staff evaluation to include 21st Century Learning Skills:

Excels =	Has skills to use the programs to their fullest capabilities and uses technology more than once a week in the classroom.
Proficient =	Has skills to use the programs more than a beginner and uses technology at least one a week in the classroom, but does not use to its fullest capability.
Novice =	Has skills at the level of a beginner and does not use technology in the classroom at least once a week.
No Knowledge =	Does not have any technical skills, therefore deemed unskilled.

Additional Resources

- Staff has been and will continue to be given training and direction on available resources. This will be done using email, mini training sessions and the district web page.
- Web site links have been created and are available on the district web site.
- A web site with information and shortcuts to training offered by REMC and other vendors are available.
- Classroom teachers will train students and staff regarding available online resources. District technology contracted service provider will also train staff on the use of available equipment and help with implementation ideas.
- A public directory on the network has been created with resource information.
 - How To directory with information about the following:
 - adding printers, mapping drives, etc.
 - Current staff email list and instructions.
 - Electronic forms such as professional development and work order submission.
 - Information on software available.
 - Technology policies and procedure guides.
- A variety of resources that are utilized to support the entire technology program includes:
 - District policies listed on district website at www.lakeviewschools.net
 - Manuals and printed material;
 - Video lending library or access to REMC materials;
 - Informational school web site;
 - Instructional/training software;
 - Online subscription services;
 - MAISD/Kent ISD/ICISD support;
 - Higher education involvement/support with Central Michigan University

Future Resources

Funds are limited, however online subscriptions, self paced tutorials, and other services available for student and staff development are being reviewed.

INFRASTRUCTURE, TECH SUPPORT, HARDWARE, SOFTWARE

TECHNICAL SUPPORT

Technology support, including coaches, outside consultants, and on-line trainings, will be provided to instructional staff as funds are available. Technology support is purchased from software vendors for most applications and contracted service as needed. The district currently has a contract with Moss Technologies to provide the technical support through 2013 of which at that time, and RFP will be developed to bid out for new services.

Technology Principles

Users	Records	Training	Installation	Security
<ul style="list-style-type: none"> Treat users' needs as our highest priority Submit work orders to obtain repair: ask questions pertaining to software or hardware and submit requests Give consistent service throughout the district Implement a response timeframe which is available at the district website 	<ul style="list-style-type: none"> Maintain a database of software and hardware Maintain an online database of work orders and repair information (Help Desk) 	<ul style="list-style-type: none"> Setup training so staff can utilize resources effectively 	<ul style="list-style-type: none"> Create a standard installation procedure to create a consistent desktop for users 	<ul style="list-style-type: none"> Restrict access to critical data Ensure all staff, students and student guardians sign Acceptable Use Policy (AUP) forms Keep Internet filtering software current and access boundaries updated Implement security software on all student accessible computers that will maintain a consistent desktop

Technology Resources Support

Action	Assigned To	Timeline
Communicate copyright laws and board policies.	Superintendent	Annually / Ongoing
Research necessity of additional technology support.	Superintendent	On hold due to funding restrictions
Provide access to media resources through relationship with Regional Educational Media Centers (REMC).	Building Principals	Annually / Ongoing
Evaluate and purchase software and hardware in a systematic process.	Technology Committee & Superintendent	Annually / Ongoing

Supporting Resources

- Due to a strong infrastructure, the district is able to provide labs, internet connectivity in all classrooms, teacher/student access to Infotrac, Social Issues Resources Series (SIRS), district web page, and teacher/student access to file server space and e-mail.
- The district plans to continue providing staff and student training on new technologies acquired by the district.
- Lakeview Community Schools recognizes the need for time as a resource to provide adequate opportunities for students and staff to learn and use technology. Currently offered are schedulable lab times, computer/technology classes in grades 7-12, computers in every classroom, and Higher Order Thinking Skills (computer based Title I instruction). It is the district's vision to provide unlimited open lab time, add more technology to classrooms/labs and make technology more available to staff, students, and the community. The district feels that these efforts will help to integrate technology into the curriculum, and therefore, allow technology to become an integral part of the learning process.
- The Superintendent oversees the network, infrastructure, installations, troubleshooting and selection of software, hardware, and coordinates the allocation of technology. The team meets during District Excellence Committee meetings to effectively collaborate and ensure that the district's technology goals are revised and in alignment with its curricular and technological needs.

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HARDWARE AND SOFTWARE

Lakeview Community Schools' approach to technology is to make staff members aware of how technology is utilized to enhance instruction and improve communication and efficiency with all staff members. Software, hardware and network purchases are made with these considerations.

Computer standards have been created to ensure new technology interfaces with existing network and hardware. Technology is shifted so that the most current technology equipment is located in the areas of greatest use. Technology is also purchased with warranty levels that reduce maintenance fees and free up existing personnel for issues of highest need.

The goal of Lakeview Community Schools is to standardize all equipment and software where warranted. A further plan is to upgrade computers by moving equipment around to get the most out of their "useful lifetime".

Technologies to be Acquired

Building	Hardware	Software	Timeline	Completed
Elementary PK-2	2011-2012 Bond Feasibility Study will determine the software and timelines.			Personal computers for teacher's classrooms. Peripheral upgrades. Cafeteria automation. Grading software. Digital camera(s). Color Printer(s). TV's, VCR's, DVD players. Network printing devices. Smartboard & Training
Intermediate 3-7	2011-2012 Bond Feasibility Study will determine the software and timelines.			Data Projectors, 4 Document Cameras, VCR's, DVD players. Network printing devices. Alpha Smarts, Screens, Headphones, Computer Labs and Furniture, Media Carts Peripheral upgrades. Copy Machine. Color Printer(s). Network printing devices. Document Cameras, Digital Projectors, Media Carts; Smartboard & Training
High School 8-12	2011-2012 Bond Feasibility Study will determine the software and timelines.			Personal computers for teacher's classrooms. Peripheral upgrades. Cafeteria automation. Grading software. Digital camera(s). Color Printer(s). TV's, VCR's, DVD players. Network printing devices. Smartboard & Training
District	1. Servers 2. Backbone upgrade 3. See current Bond purchases and timelines.	1. Operating System upgrades 2. Internet filtering 3. Web page development		Backbone upgrade

INFRASTRUCTURE

Infrastructure

1. LAN (local area network).
2. District Voice mail.
3. Basic Local/Long Distance Phone Service
4. Cellular Phone Service

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Network Operations

- Share academic and administrative resources.
- Enhance curricular choices for students (via ITV, Internet/Web, and satellite).
- Use compatible standards among all schools within the district.
- High-speed data and communication for network administration and instruction.
- Access the Internet in all buildings and classrooms.
- Utilize electronic delivery of video, CD ROM, and software resources.
- Connect electronic links to business, industry and governmental agencies.
- Provide a local online forum for student projects and teacher collaboration.

Quality Principles for Infrastructure Design

Strategies to increase access to technology for all students and all teachers include:

- Acquisition of-
 - Computers that support student instructional needs.
 - Achievement of the goals for student learning.
 - Peripheral devices such as digital cameras, printers etc.
 - Video resources such as television, recorders, video streaming and DVD players.
 - Telecommunications, network and other communication technologies to facilitate, voice, data and multimedia.
 - VOIP when technology is available
 - Web Hosting
- Sufficient power and wiring are available in the school to support the district's vision for technology, additional network and communication wiring are provided as needed.
- Equipment is distributed to the most accessible sites in the school for student and teacher use.
- The school's facilities are easily accessible to persons with disabilities to foster safe and easy use.
- The school's facilities provide the following conditions:
 - Adequate number of electrical outlets.
 - Surge protection and grounding.
 - Lightning protection.
 - Back-up systems.
 - Lighting and light control.
 - Security devices.

Current and future district standards are also in place or being brought up to date

- Technology will be ordered to meet current configuration standards with future needs in mind.
- All computers will be purchased with current software and technologies compatible to the network.
- Staff training will occur during the school year to ensure student learning in current technology.

FUNDING AND BUDGET

FUNDING AND BUDGET

2011-2012	General Fund	Title II Part D	Totals
Purchased Services	\$72,000.00		\$72,000.00
License Fee	\$30,000.00		\$30,000.00
Professional Development	\$4,500.00	TBD by Grant	\$4,500.00
Equipment Repairs	\$2,000.00		\$2,000.00
Software & Supplies	\$1,500.00		\$1,500.00
Capital Outlay	\$30,000.00		\$30,000.00
Dues & Fees	\$25,000.00		\$25,000.00

Total \$165,000.00 TBD by Grant Allocation \$165,000.00

2012-2013	General Fund	Title II Part D	Totals
Purchased Services	\$72,000.00		\$72,000.00
License Fee	\$30,000.00		\$30,000.00
Professional Development	\$4,500.00	TBD by Grant	\$4,500.00
Equipment Repairs	\$2,000.00		\$2,000.00
Software & Supplies	\$1,500.00		\$1,500.00
Capital Outlay	\$30,000.00		\$30,000.00
Dues & Fees	\$25,000.00		\$25,000.00

Total \$165,000.00 TBD by Grant Allocation \$165,000.00

2013-2014	General Fund	Title II Part D	Totals
Purchased Services	\$72,000.00		\$72,000.00
License Fee	\$30,000.00		\$30,000.00
Professional Development	\$4,500.00	TBD by Grant	\$4,500.00
Equipment Repairs	\$2,000.00		\$2,000.00
Software & Supplies	\$1,500.00		\$1,500.00
Capital Outlay	\$30,000.00		\$30,000.00
Dues & Fees	\$25,000.00		\$25,000.00

Total \$165,000.00 TBD by Grant Allocation \$165,000.00

The district submits a RFP for E-Rate funds (Telco and Internet service subsidies) through USAC. The level of funding is determined by USAC.

Coordination of Resources

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Lakeview Community Schools will coordinate funding from two areas to help support the implementation of the strategic long-range technology plan. The two funding areas will include Grant and General Fund monies and each will be spent in the following areas listed below.

Grant Funds

- Professional Development, Software Licenses

General Funds

- Initial and Replacement costs of equipment, Desktop Software, Network Software, Contracted Engineering and Network Support, Desktop Hardware, Network Hardware, Software Licenses, Technical Assistance Staff

Timetable Fall of 2011 through Spring of 2014

Project	Start Date	Projected Completion Date
Feasibility Study to Determine Bond Needs	Fall of 2011	Fall of 2011
Review technology training needs and training schedule sessions per District McREL Teacher Evaluation Summary	Summer of 2011	On-going Annually
Computer purchases in buildings – Schedule to be developed by ad team; implementation by each building	Fall of 2011	Spring of 2014

Monitoring Acceptable Use Policy (AUP)

All users are required to sign the AUP before receiving an account, students and their guardians must also sign each time they sign on for using new software. Administrators will ensure that appropriate guidance and training of acceptable use are provided for all employees and students.

Monitoring Strategies

- Computer access is monitored by staff. Staff is notified of students not having the required AUP on file.
- Internet filtering is in place to help prevent access to inappropriate sites.
- Access to the Internet and activity on the Internet are logged and periodically monitored.
- Inappropriate Internet access consequences are defined in the AUP.
- Reporting procedures utilize the requirements of the law and the examples provided by other organizations.

MONITORING AND EVALUATION

Collaboration	Curriculum Director participates in quarterly County Technology meetings at MAISD. Contracted Technology Service Provider meets weekly with Ad Team as needed.
Community	Technology Plan and Technology Needs are discussed annually at District Excellence and Building Level Teams, which includes parents and community members.
Curriculum Integration	Technology purchases are made to integrate technology into each classroom at each building. Technology standards are review by district level staff and are incorporated into classroom lessons.
Funding	General Fund and other grant funds as they become available are used to purchase technology resources. Future Bond will be used to purchase hardware and infrastructure.
Hardware	Review hardware purchases and replacement chart annually to be completed by Contracted Technology Provider.
Infrastructure	Review infrastructure updates and direction plans annually. Research new technologies and change direction if needed.
Software Objectives	Review State requirements for grade levels. Purchase, review and survey product effectiveness. Review inventory update for progress on platform standardization.
Staff Development	Review training needs annually and prioritize PD based on identified needs from McREL. Review new products and teaching methods available via resources provided by research, state, ISD, vendors. Staff is working with Central Michigan University Coaches from the CEIE program to improve teacher instructional technology effectiveness at the high school level.
Student Development	Setup meeting schedules with ISD regarding Internet and mail services. E2020 is used to assist students with on-line learning. Staff is working with Central Michigan University Coaches from the CEIE program to improve student learning at the high school level.
Support Resources	Meet with technology annually to review and update plan.
Timetable	Update timetables annually.

Evaluation Summary

Data will be used in conjunction with the school improvement process to assess whether target goals are being met.

Observations, surveys, and interviews will be used to gauge the effectiveness of professional development.

Reports of increased use of technology as a teaching tool will be evidenced in teacher lesson plans and as a part of annual staff evaluations as conducted by supervisors/principals. Unmet goals will be addressed in staff evaluations on an annual basis and will be part of the following year's directed professional development.

ACCEPTABLE USE POLICY FOR ALL STUDENTS USING COMPUTER RESOURCES

GENERAL INFORMATION

The goal of allowing participation in the Internet is to assist in the collaboration and exchange of information between Lakeview Internet users and the world. The intent of this policy is to insure proper use of Internet access through Lakeview Community Schools (LCS) and the Montcalm Area Intermediate School District (MAISD).

The Internet is made up of an enormous number of computer systems. Some of these systems may, unfortunately, contain defamatory, inaccurate, abusive, obscene, threatening, racially offensive, illegal, or otherwise inappropriate materials on their own. It is not possible to control access to this material without negating the value of connecting to the Internet in the first place. Therefore, it is expected that each individual will accept responsibility for his/her actions on the Internet. An Internet filtering system has been installed that meets CIPA requirements. Smooth operation of the network relies upon proper conduct of all its users who must adhere to strict guidelines. The signature(s) at the end of this document is (are) legally binding and indicates the party (parties) who signed has (have) read the terms and conditions carefully and understand(s) their significance.

TERMS AND CONDITIONS

Access to and use of the Internet via LCS and/or the MAISD is a privilege and not a right. The Board's Internet connection is provided for educational purposes only. Unauthorized and inappropriate use will result in a cancellation of that privilege. Users have the privilege of accessing the Internet to facilitate diversity and personal growth in technology, information gathering skills, and communication skills. Any use of the Internet for commercial or profit purposes is prohibited. Users agree to engage in activity which legal and non-disruptive to other users of the Internet. Specifically they agree to the following: Use of the network must be in support of education and research and be consistent with the educational objective of Lakeview Community School District. Any service accessed which will require a monetary charge of financial commitment shall be the responsibility of the individual. Disciplinary actions are defined in the student handbook.

NETWORK ETIQUETTE

You are expected to abide by generally accepted rules of computer network etiquette. These include but are not limited to the following:

- A. Be polite. Do not be abusive in your messages to others.
- B. Use appropriate language.
- C. Do not reveal the personal address and/or phone number of yourself or of any other student(s) or teacher(s).
- D. Note that electronic mail (e-mail) is not guaranteed to be private, as system managers can access it.
- E. Do not use the network in such a way that would be disruptive to others.
- F. Any vandalism will result in the cancellation of all system privileges.

SECURITY

Security on any network is a high priority, especially when it involves many users.

- A. Do not attempt to gain security codes, passwords, or other private information regarding another user.
- B. Do not share your security codes or passwords.
- C. Do not misrepresent yourself on the system in any way.
- D. Unauthorized efforts to log on to the Network or Internet as another user may result in cancellation of all privileges.
- E. Lakeview Community Schools reserve the right, at their sole discretion, to suspend or terminate a member's access to the Internet and/or local network upon any breach of the Terms. Revocation of privileges may range from a minimum of two (2) weeks up to and including permanent loss of access. Any action by any user that is deemed to be a threat to the integrity of the system will result in the loss of all privileges and could result in civil or criminal charges being filed.

WARRANTY

While MAISD and LCS make every effort to maintain an error free system, it makes absolutely no warranties of any kind, neither expressed nor implied for the service it is providing. MAISD or LCS will not be responsible for any damages suffered or caused by any user. This includes, but is not limited

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to, any loss of data by any means. Any and all use of any of the information obtained via the Internet is at the user's own risk. MAISD and LCS specifically deny any responsibility for the accuracy and/or quality of any information obtained through the Internet services. The user (or parent/guardian, if applicable) agrees to indemnify and hold harmless MAISD or LCS, its sponsors, individual Board members, agents or employees from and against any claim, lawsuit, cause of action, damage judgment, or administrative complaint arising out of the use of LCS's hardware, software, and/or network facilities under this agreement.

CONTRACT

Applicant

I have read and agree to abide by the Student Network and Internet Acceptable Use and Safety Policy (Board Policy 7540.03 revised June 22, 2009). I understand that any violation of the terms and conditions set forth in the Policy is inappropriate and may constitute a criminal offense. As a user of the Board's computers/network and the Internet, I agree to communicate over the Internet and the Network in an appropriate manner, honoring all relevant laws, restrictions, and guidelines. I further understand that any violation of these regulations may result in the loss of some or all access privileges, school disciplinary action, and/or legal action.

Teachers and building principals are responsible for determining what unauthorized or inappropriate use is. The principal may deny, revoke or suspend access to the Network/Internet to individuals who violate the Board's Student Network and Internet Acceptable Use and Safety Policy and related Guidelines, and take such other disciplinary action as is appropriate pursuant to the Student Code of Conduct.

Applicant's Name (please print) Applicant's Signature Date

Parent or Guardian

As the parent or guardian of _____, I have read the Network and Internet Acceptable Use and Safety Policy (Board Policy 7540.03 revised June 22, 2009) and have discussed them with my child. I understand that student access to the Internet is designed for educational purposes and that the Board has taken available precautions to restrict and/or control student access to material on the Internet that is obscene, objectionable, inappropriate and/or harmful to minors. However, I recognize that it is impossible for the Board to restrict access to all objectionable and/or controversial materials that may be found on the Internet. I will not hold the Board (or any of its employees, administrators, or officers) responsible for materials my child may acquire or come in contact with while on the Internet. Additionally, I accept responsibility for communicating to my child guidance concerning his/her acceptable use of the Internet - i.e., setting and conveying standards for my daughter/son to follow when selecting, sharing, and exploring information and resources on the Internet. I further understand that individuals and families may be liable for violations. To the extent that proprietary rights in the design of a web site hosted on the Board's servers would vest my child upon creation, I agree to assign those rights to the Board.

Please initial each that applies:

- _____ I give permission for my child to use and access the Internet at school and for the Board to issue an Internet/e-mail account to my child.
- _____ I give permission for my child's image (photograph) to be published online, provided only his/her first name is used.
- _____ I give permission for the Board to transmit "live" images of my child (as part of a group) over the Internet via a web cam.
- _____ I authorize and license the Board to post my child's class work on the Internet without infringing upon any copyright my child may own with respect to such class work. I understand only my child's first name will accompany such class work.

Parent or guardian's name (please print) Parent or guardian's Signature Date

STUDENT NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY

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

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

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

The Board has implemented technology protection measures which block/filter Internet access to visual displays that are obscene, child pornography or harmful to minors. The students shall receive instruction regarding appropriate online behavior, including interacting with other individuals on social networking web sites, and in chat rooms and cyber-bullying awareness and response. The Board utilizes software and/or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. Nevertheless, parents/guardians are advised that a determined user may be able to gain access to services on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents/guardians may find inappropriate, offensive, objectionable or controversial. Parents/guardians assume risks by consenting to allow their child to participate in the use of the Internet. Parents/guardians of minors are responsible for setting and conveying the standards that their children should follow when using the Internet. The Board supports and respects each family's right to decide whether to apply for independent student access to the Internet.

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

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

Students and staff members are responsible for good behavior on the Board's computers/network and

the Internet just as they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are often public in nature. General school rules for behavior and communication apply. The Board does not sanction any use of the Internet that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines. Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users granted access to the Internet through the Board's computers assume personal responsibility and liability, both civil and criminal, for uses of the Internet not authorized by this Board policy and its accompanying guidelines. The Board designates the Superintendent and principals as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to the use of the Network and the Internet for instructional purposes.

H.R. 4577, P.L. 106-554, Children's Internet Protection Act of 2000
47 U.S.C. 254(h), (1), Communications Act of 1934, as amended
20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965,
as amended 18 U.S.C. 2256, 18 U.S.C. 1460, 18 U.S.C. 2246

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