

TECHNOLOGY PLAN

CENTREVILLE PUBLIC SCHOOLS

July 2011-June 2014

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Centreville Public Schools is a member of the St. Joseph County ISD

www.cpschools.org

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Introduction

District Mission Statement

Our mission at Centreville Public Schools is to educate all students to succeed as productive citizens in a global community

District Vision Statement

Centreville Public Schools

- A school with high standards and expectations where all students learn and achieve utilizing critical thinking skills
- A school where students are physically, emotionally, and psychologically safe
- A school where learning is a shared responsibility between students, parents, staff, and the community
- A school which prepares students for the changing social, technological, economic, and cultural times

District Profile

Centreville is in [St. Joseph County](#), and in the [West-Southwest Region](#) of Michigan. The community is located approximately 7 miles east of Three Rivers on State Hwy 86. The Village offers a quaint rural life style with big city amenities located 30 minutes away with the many shopping malls, business districts, and colleges in Kalamazoo.

Centreville was named because of its location in the exact center of the county. Thomas W. Langley was the first pioneer to settle here, arriving in 1831. That same year, the town was organized as the county seat. It later incorporated as a village in 1837. Today, the stately Victorian style courthouse still graces the center square of town, surrounded by small shops and businesses. Visitors to Centreville will want to see the Langley Covered Bridge, erected in 1887 in honor of the town father.

The Centreville Public School campus is located at 190 Hogan Street. The campus consists of the high school, junior high, and elementary school. Centreville Public School district offers an educational experience for 941 PK-12 students, which includes a Great Start Preschool Program and an alternative high school program. Forty-six percent of the student population qualifies for free or reduced lunch. Centreville Public Schools offers a 16:1 student / teacher ratio, enhancing the overall learning experience of the students. Centreville Public Schools provides many activities for students and the community to enjoy.

Centreville Public Schools appreciates the strong support of our school community. We have a modern and attractive facility with the newly completed additions and major renovations.

Centreville Public Schools is proud to be the school of choice in St. Joseph County. Centreville Public Schools consistently has one of the highest number of students who choose to attend school at Centreville from other county schools through the county Schools of Choice options. Currently, twenty-five percent of our students are non-resident students. Our dedicated staff works hard to keep our students safe, provide nutritional meals, and excel in academic and extra-curricular activities.

District Information

Superintendent

Name : [Rob Kuhlman](#)
Contact Phone #: (269) 467-5220
School E-mail Address : rkuhlman@cpschools.org

High School Principal

Name: [Mike Morris](#)
Contact Phone #: (269) 467-5210
School E-mail Address: mmorris@cpschools.org

Grades: 9-12
Enrollment: 274
Number of Teachers: 21

Junior High Principal

Name: Barbara Lester
Contact Phone #: (269) 467-5205
School E-mail Address: blester@cpschools.org

Grades: 7-8
Enrollment: 128
Number of Teachers: 7

Elementary Principal

Name: Becky Stauffer
Contact Phone #: (269) 467-5200
School E-mail Address: bstauffer@cpschools.org

Grades PK-6
Enrollment: 502
Number of Teachers: 27

Covered Bridge Principal

Name: Mike Morris

Contact Phone #: (269) 467-5210

School E-mail Address: mmorris@cpschools.org

Ungraded

Enrollment: 37

Number of Teachers 1

Vision & Goals

Technology Vision

Centreville Public Schools views technology as a vital and necessary component in all curricular areas and at every grade level. Technology is a means to equip students with usable skills that will translate to the work place, college, or any endeavor students pursue once they leave the district. The district's technology will be shared and available to community groups, community colleges, and governmental agencies.

Technology Goals

The following goals have been established in an effort to achieve our mission *to educate all students to succeed as productive citizens in a global community* and our vision *to prepare students for the changing social, technological, economic, and cultural times* and to *equip students with usable skills that will translate to the work place, college, or any endeavor students pursue once they leave the district.*

1. Students will master skills and acquire knowledge necessary to function in a technological age.
2. All staff will participate in ongoing training as required to ensure the effective implementation of technology.
3. Instructional technology will be integrated throughout the curriculum.
4. Students and staff will have access to a variety of current technologies as applicable to instructional needs.
5. All equipment will be kept in good working order to ensure the smooth day-to-day delivery of instructional objectives and administrative functions.
6. Continuous evaluation of hardware and software will be utilized to maintain state of the art instruction.
7. Curriculum offerings will be expanded through the use of technology.
8. Community members will be offered training and access to district technology through

Adult and Community Education classes and programs.

9. Use of facilities by governmental agencies, local business and industry, and local community colleges will be encouraged.
10. Technology will be an integral part of our School Improvement Plan.
11. Parents will have access to student attendance and grade information through the use of our PowerSchool program.
12. Technology will be used as a tool to track student achievement and to enable staff to establish appropriate teaching strategies and learning interventions.
13. Parents will have access to student lunch account information through the use of our ISD P-Link program.
14. Staff and students will have access to district network files through e-mail, portable storage devices, and/or terminal services.

Technology Curriculum

Curriculum Integration

Technology is no longer viewed as an added-on element in learning. Technology serves as a vehicle to help teachers deliver a variety of learning opportunities to students in many disciplines or subject areas. In addition, students must gain the necessary skills to enable them to be productive citizens and to manage data and information.

The following curriculum goals and objectives will provide our students with a variety of technology-based resources. These resources will improve the delivery of instruction and provide opportunities for students to create multi-media learning products

The district's technology plan, and the district's technology curriculum, will be continually revisited and revised by the Technology Committee, school improvement teams, and the Curriculum Coordinating Council. These groups are comprised of parents, teachers, students, administrators, community education staff, and community members. State and national technology standards as well as technology competencies for teachers, administrators, and appropriate support staff will be reviewed and included in curriculum revisions.

Our Technology Curriculum, which is included on pages 40-48, is aligned with and incorporates the State Michigan Education Technology Standards and Expectations.

In addition, Technology is incorporated into and reinforces all curricular subjects. The Technology Integration Curriculum is also included, and may be found on pages 49-59.

Technology also enriches our curriculum by providing credit recovery opportunities for high school students. Our Covered Bridge program uses on-line curriculum from Ed Options and GenNet Curriculum. High school students have the opportunity to explore on-line electives through GenNet, Ed Options, and Virtual High School classes. Our junior high students use the Career Forward program as an integral part of our Education Development Plan class. High school freshmen learn technology literacy through our Communication Technologies class.

The district will continue to identify and promote curricula and teaching strategies that effectively integrate technology into teaching and learning. In addition to online classes, current examples include the following:

- PowerPoint book report presentations required as part of language arts classes
- Publisher reports required as part of the science curriculum
- Computer generated reports for Social Studies
- Student portfolios created and presented on CDs
- Use of EduTek “clickers” for evaluation and feedback in math and social studies classes
- Use of ExamView test bank questions and tracking of student results through EduTek School Improvement Dashboard
- LCD projectors and document cameras used for student and teacher classroom presentations
- Writing skills incorporated with digital and computer technology to create student news productions.
- Technology (Skype) used to link a Centreville Social Studies class with students in Africa.
- Skype and Moodle were used to share Practical Law class with students in a neighboring district.

Curriculum – Student Achievement

Technology is integrated into curricula and instruction at all levels to improve student achievement. Technology integration begins in the elementary with *Accelerated Reading* to reinforce reading instruction, through STAR testing, and through Dibels Testing which included on-line testing during the 2010 – 2011 school year. Technology is used to improve student achievement in the junior high through reinforcement activities which incorporate technology. At the high school, technology enriches our curriculum, instruction, and learning through the use of online classes for credit recovery and electives.

Teachers use technology to improve instruction and learning through the use of LCD projectors, our Power School grading and reporting system, and through the online Educational Development Plan program. High school teachers incorporate ExamView testing with computer tracking of student achievement to improve learning. During the 2011 – 2012 school year the

use of technology will be enhanced through our continued participation in the regional RDI Data Initiative and the addition of the School Improvement Dashboard and Data Analysis Tool.

In addition, on-line curriculum such as Curriculum Crafter, MC3, and Oakland County Language Arts Curriculum enhances, structures, and enriches our curriculum in all core subject areas.

Timeline for Technology Integration

<p>2011 – 2012</p>	<p>Continued training in use of data for RDI Data Initiative Grant</p> <p>Professional development in use of data and technology to enhance instruction, assessment, and interventions</p> <p>Review existing curriculum (Curriculum Crafter) for examples of technology integration</p> <p>Implementation of data initiatives and professional development to enhance assessment and student interventions.</p> <p>Increased implementation of data / technology / assessment programs</p> <p>Completion of Technology Integration Curriculum</p>
<p>2012 – 2013</p>	<p>Evaluation of use of data / technology / assessment programs.</p> <p>Revisions in assessment / use of data programs to improve effectiveness.</p> <p>Implementation of Technology Integration Curriculum</p>
<p>2013-2014</p>	<p>Continued evaluation of use of data / technology / assessment programs.</p> <p>Continued revisions in assessment / use of data programs to improve effectiveness.</p> <p>Review of Technology Integration Curriculum</p>

Curriculum – Technology Delivery

Internet and on-line courses are currently being used to enhance instruction and student learning in our high school and adult education programs. EdOptions, and GenNet courses are currently used for instruction in our Covered Bridge alternative high school and adult education program. In addition to Ed Options and GenNet, Virtual High School on-line classes are used for credit recovery and electives in the

high school. On-line courses are also used for summer school. Should resources become available; the use of on-line courses for enrichment or advanced placement classes will be explored at the junior high school.

On-line courses also enable us to provide instruction to homebound and/or expelled students.

Curriculum – Parental Communications & Community Relations

The Technology Plan will be shared with our Curriculum Coordinating Council and posted on our website – www.cpschools.org.

Technology will be used to effectively communicate with parents and to promote parent involvement through the following:

- PowerSchool: students' grades and attendance information available to parents. PowerSchool: also includes an e-mail link to teachers.
- P-link program: allows parents to access food service balances of their children
- Instant Alert: contacts parents through phone or e-mail with school information such as school closings, meeting, and parent-teacher conference reminders
- Parent updates and newsletters: posted on-line as well as in print
- School announcements: posted on the school website
- School handbooks, district policies, etc. posted on the district website.

Parents and community members are represented on our Curriculum Coordinating Council. The council reviews and has input into the technology curriculum and the technology plan.

Curriculum – Collaboration

The Technology Program is developed in collaboration with our Adult Education Program which provides high school completion and GED Preparation. The Adult Education Director is a member of our Technology Committee and our Curriculum Coordinating Council. As indicated above, the program uses online courses to provide instruction in Adult Education. Adult Education is already an integral part of our technology program as the EdOptions and GenNet programs being used in the high school were initiated in the Covered Bridge and Adult Education programs.

Professional Development

Strategies for providing ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel ensure that staff knows how to use the new technologies to improve education or library services:

IMPLEMENTING SUPPORT STAFF:

- Each building will have a technology facilitator recommended by the building principal.
- The facilitators will offer support to the staff and input to the committee.

STAFF SURVEY:

- Survey staff as to technology related professional development needs

SCHOOL STAFF MEMBERS TRAINING:

- Training in the use of new technology tools and programs.
- In-service training will be offered on professional development days, after school, and during the summer.
- Staff may be compensated for classroom training and out-of-classroom work when conducted on non-scheduled workdays.
- Outside resource personnel may teach the classes. No class fees will be charged. Class times for the training will be established to meet varied staff schedules.
- Training will focus on integration of technology into core subject areas and use of technology for assessment.

CONTINUING STAFF TRAINING AND DEVELOPMENT:

- Staff will be informed of upcoming training opportunities.
- Staff will practice hardware/software applications with school facilitators.
- Staff will attend district-sponsored technology classes/in-service opportunities in the integration of technology into the curriculum.
- Staff may attend classes offered by local institutes of higher education for clock hours and credit.

Staff training is an ongoing process and will address technology integration and use of technology integration hardware and will be scheduled on an as-needed basis. In addition, the district will focus on state and national standards addressing technology competencies for teachers, administrators, and other staff members.

Timeline for Staff Development Training

2011-2013	Continued training in PowerSchool for new teachers Continued training in technology integration Training in use of data, the data warehouse, and assessments Training in Software and Hardware Applications Training to meet State and National Standards
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Funds may be used to compensate staff attending summer training or to reimburse staff members who take technology-related courses, attend technology-related workshops, etc.

Professional Development – Supporting Resources

Strategies and resources to ensure successful and effective uses of technology:

- KRESA Media Library
- KRESA Video Streaming
- ISD Support for Technology Integration
- RDI - Regional Data Initiative Consortium
- Glen Oaks Technology Courses
- Teacher Resource Materials
- Textbook Support Materials
- EduTek Test Bank and School Improvement Dashboard

Technology Committees

The 2011 - 2013 Technology Planning Team for Centreville Public Schools includes the following members: Rob Kuhlman, Mike Morris, Barb Lester, Mike Cline, Becky Stauffer, Josh Eby, and Ben Daugherty.

The 2011-2012 Administrative Review Committee includes: Rob Kuhlman, Mike Morris, Barb Lester, and Becky Stauffer.

The Technology Committee consists of teachers and administrators and includes: Mike Borkholder, MaryBeth Brondyke, Meredith Bunning, Sarah Dickman, Dennis Kirby, Barb Lester, Bret Lutz, Lynda Mayer, Brian McDaniel, Juanita Miller, Mike Morris, Becky Mulder, Becky Stauffer

Infrastructure, Hardware, Technical Support, and Software

Infrastructure Needs / Technical Specification, and Design

Current Status

The Board of Education, Administration, and Staff of Centreville Public Schools are committed to providing our students with a quality, state of the art, technology program. Our current technology includes the following:

- All classrooms, offices, and media centers have computers and/or thin clients to allow for staff and student network and Internet access.
- Every classroom has one teacher computer and/or thin client and most have an additional 2 computers and/or thin clients for student access within the classroom.
- The elementary has two computer labs. A 30 seat classroom as well as a 16 seat lab in the media center. Open time in these labs is available for use by any class on a checkout basis.
- The high school and junior high share three computer labs. There is a 30 seat classroom, 25 seat classroom, as well as a 30 seat lab in the media center. Open time in these labs is available for use by any class on a checkout basis.
- There is another 18 seat lab located in the high school for our on-line learning program.
- The Covered Bridge classroom contains 20 computers.
- Wireless is available within the elementary, junior high, and high school for staff use.
- Parents have access to current student grades and attendance information through PowerSchool via the Internet.

As a means to help our students achieve to the best of their abilities, our goal is to continually upgrade and update our technology hardware and software, infrastructure, curriculum, and professional development. The district has included in its financial plan, a long-term investment in technology. This plan will ensure that our technology program is sustained and strengthened. Local (general funds and bonds), state, and federal funds will be coordinated to accomplish this goal. The availability of additional grant funds will also be pursued.

Our Technology Committee is working to incorporate the requirements of the Michigan Educational Technology Standards and Expectations into our K-12 curriculum. Our Language Arts, Science, Social Studies, and Mathematics

curriculum include the Michigan Grade Level Content Expectations and High School Content Expectations.

Centreville Public Schools participates in the Regional Data Initiative which will provide training in the use of technology and assessment data as part of the educational planning process for all students.

Centreville contracts with the St. Joseph County Intermediate School District for professional services provided by the Technology Integration Director.

Parents, students, and community members are represented on our Curriculum Coordinating Council. The Curriculum Coordinating Council has input in, reviews, and approves Technology Committee activities and decisions. In addition, our Community Education / Adult Education Director continues to serve as a member of our Technology and Curriculum Coordinating Council. Covered Bridge and Adult Education students currently use online curricula.

Technology Implementation Schedule

2011 - 2012 – Update/Improve Current Technology – General Fund Budget

Goals:

Maintain existing and improve current infrastructure as needed.

Attempt to get a second student terminal in classrooms that don't have at least two.

Upgrade Terminal Server Capacity	\$1500
Replace All Non-Optical Mice	\$400
Replace 2 district printers	\$700
Anti-virus Software Upgrade	\$2000
Upgrade Library Management Software	\$6000
Upgrade PowerSchool Server	\$5000

2012/2013 – Update/Improve Current Technology – General Fund Budget

Goals:

Maintain existing and improve current infrastructure as needed.

Evaluate current filtering solution and purchase/renew filtering software.

Evaluate current network equipment and server equipment and replace if needed.

Refurbished Desktop Computers	\$8000
Server/Equipment Maintenance	\$3000
Filtering Renewal/Purchase	\$4000
Printer Replacement	\$1000
Evaluation and Possible Replacement of Core Switch	\$5000

2013/2014 – Update/Improve Current Technology – General Fund Budget

Goals:

Maintain existing and improve current infrastructure as needed.

Evaluate current network equipment and server equipment and replace if needed.

Refurbished Desktop Computers	\$8000
Server/Equipment Maintenance	\$3000
Anti-virus Software Upgrade	\$2000
Server Licensing Upgrades for County Network Merge	\$7000

Technology Support

Centreville Public Schools has joined a consortium through the St. Joseph County ISD along with seven other school districts in the county that provides technology support services. The Information Services team from the St. Joseph County ISD began providing desktop and end-user support during the 2009-2010 school year. In 2010-2011, the St. Joseph County ISD Information Services team began providing network monitoring and server support. The consortium through the St. Joseph County ISD has also put Centreville Public Schools in a good position to work with other schools in the county to improve technology that is offered to students.

Universal Service Funds

Centreville Public Schools purchases 2MB of bandwidth from KRESA for Internet. Our Charter connections to the ISD and KRESA are USF through KRESA as well. These services support our students and staff giving us high speed connections to St. Joseph County ISD and KRESA which allows us to coordinate services with other districts in the county.

Infrastructure, Hardware, Technical Support, and Software:

Student and Teacher Access to Technology

Currently, every teacher in the district has their own workstation / terminal services connection in their dedicated teaching area. Wireless connectivity is available throughout the district for teachers and staff. Each staff member has a district G-mail email account. Staff is also able to access the district computer network from home through terminal services.

Students have Internet access in every classroom as well as four computer labs and two libraries. Students have access to terminal services from home or any other Internet connection such as the township library. This allows students to access the network after normal school hours to work on homework and projects.

Currently, the District has no specials needs technology; however we will evaluate these needs on a case-by-case basis.

Funding and Budget – Budget and Timetable

Draft Budget for 2011-12 – General Fund Includes

Budget Item	Draft Budget
Accelerated Reader Software Maintenance	1,000.00
Accelerated Reader	500.00
MI Virtual High School	1,170.
Covered Bridge School – Software Licenses and Fees	10,450.

Library Software Maintenance	1,929.
Technology – Shared Services	1,000.
Technology – Purchased Services	25,000.
Technology – PowerSchool Support	2,500.
Technology – Level Data Fees	5,000.
Technology – Maintenance Supplies	3,500.
Capital Outlay – Computers Equipment	20,000.
Technology Shared Services	\$50,000.
Internet Service	\$42,000.

Funding and Budget – Coordination of Resources

Local, State, and Federal resources are projected to be used to implement activities and acquisitions included in the Technology Plan as follows:

Professional Development in the use of technology	Title II, Part A Regional RDI Grant
Computers for Special Education Teachers	Special Education ARRA Funds
Data Warehouse	Regional RDI Grant
Training in Use of Data Warehouse	Regional RDI Grant
Software Maintenance and Services	Local Funds
Technology – Shared Services	Local Funds
Technology – PowerSchool / Level Data Fees	Local Funds
Technology – Maintenance	Local Funds

Supplies	
Capital Outlay – Computers Equipment	Local Funds

Monitoring and Evaluation - Evaluation

The technology plan will be reviewed / revised semi-annually, at which time an evaluation will be made on the progress and impact of the previous year’s plan. Checklists and surveys will be used as measures of success. The Technology Committee will meet in November and again in April to assess progress and make any changes necessary. Checklists will be completed by principals and Technology Committee members and compiled by curriculum director.

Items to be considered include:

- Has the plan proposed a reasonable timetable for completion of action items?
- Have sufficient resources been allocated to support implementation of the plan?
- Have designated individuals been successful in monitoring the progress of the plan and disseminating information to the staff and community?
- Which action items have been completed and which have not? How can the district build on the success of these action items?
- Which steps have not been successful; how can they be changed to make them successful?
- Do action items need to be added?
- Have there been any surprises?

Technology Plan Evaluation Checklist

Date Completed _____

Goals / Objectives / Tasks	Completed	Need More Time	Revise Goal
Students will master skills and acquire knowledge necessary to function in a technological age. <ul style="list-style-type: none"> • A technology literacy curriculum will be developed and implemented in accordance with State Educational Technology Standards and Expectations. • Course work will be developed to expand application of learned basic skills. 			
All staff will participate in ongoing training as required to ensure the effective implementation of technology. <ul style="list-style-type: none"> • The district will budget monies/time to accomplish training goals. • The Technology Committee will develop strategies to improve staff effectiveness. 			

Goals / Objectives / Tasks	Completed	Need More Time	Revise Goal
<ul style="list-style-type: none"> • The Technology Committee will develop a training calendar with appropriate personnel. • The Technology Committee will investigate and recommend training opportunities to staff and administrators. 			
<p>Instructional technology will be integrated throughout the curriculum.</p> <ul style="list-style-type: none"> • The district will review or create procedures for the integration of technology in all curricular areas. • A technology component will be included in the review process for all subject areas. • The district will develop an assessment to ensure continual curriculum alignment at all grade levels. • The Curriculum Coordinating Council will assure that Michigan Education Technology Standards and Benchmarks and the activities from the Instructional Technology Across the Curriculum document are incorporated into any institutional technology plan. 			
<p>Students and staff will have access to a variety of current technologies as applicable to instructional needs.</p> <ul style="list-style-type: none"> • All students/staff will be provided instruction in the effective use of appropriate technologies. • The district and community will actively seek revenue support from all possible sources. 			
<p>All equipment will be kept in good working order to ensure the smooth day-to-day delivery of instructional objectives and administrative functions.</p> <ul style="list-style-type: none"> • A maintenance plan will be developed and administered. • Technology support personnel will be hired as needed in order that equipment repair requests be handled in a timely fashion.. 			
<p>Continuous evaluation of hardware and software will be utilized to maintain state of the art instruction.</p> <ul style="list-style-type: none"> • The Technology Planning committee will establish a review system for evaluating current equipment status as well as a process for determining future technology needs. 			

Goals / Objectives / Tasks	Completed	Need More Time	Revise Goal
<ul style="list-style-type: none"> The Technology Committee and the Curriculum Coordinating Council will review software needs and how said software will integrate into student course work. 			
<p>Curriculum offerings will be expanded through the use of technology.</p> <ul style="list-style-type: none"> Continue and expand opportunities available for on-line courses. Continue and expand the use of on-line courses from the Virtual High School and the GenNet, EdOptions Star Suite Program. 			
<p>Community members will be offered training and access to district technology through Adult and Community Education classes and programs</p> <ul style="list-style-type: none"> Classes will be offered through Adult and Community Education The junior high / high school library and computer network will be open and available for use by community members. 			
<p>Use of facilities by governmental agencies, local business and industry, and local community colleges will be encouraged.</p> <ul style="list-style-type: none"> Facilities will be available to outside agencies. Use will be facilitated through cooperation in scheduling. The junior high / high school library and computer network will be open and available for use by outside agencies. 			
<p>Technology will be an integral part of our School Improvement Plan.</p> <ul style="list-style-type: none"> Technology will be addressed as a part of each school improvement goal. Technology will be integrated throughout the curriculum. 			
<p>Parents will have access to student attendance and grade information through the use of our PowerSchool program.</p> <ul style="list-style-type: none"> Information regarding use of PowerSchool will be 			

Goals / Objectives / Tasks	Completed	Need More Time	Revise Goal
distributed through handouts, letters, handbooks, and the school website. <ul style="list-style-type: none"> • A PowerSchool link will be a part of the district website. 			
Parents will have access to student lunch account information through the use of our ISD P-Link program. <ul style="list-style-type: none"> • Information regarding use of the P-Link program will be distributed through handouts, letters and the school website. • A link to the P-Link program will be a part of the district website. 			
<ul style="list-style-type: none"> • Staff and students will have access to district network files through e-mail, portable storage devices, and/or terminal services. Explore student e-mail accounts through GroupWise or web-based e-mail. • Explore use of student and staff remote access through terminal service. 			
<p><i>Staff Development Plan</i></p>			
<p>IMPLEMENTING SUPPORT STAFF:</p> <ul style="list-style-type: none"> • Each building will have a technology facilitator recommended by the building principal. • The facilitators will offer support to the staff and input to the committee. 			
<p>STAFF SURVEY:</p> <ul style="list-style-type: none"> • Survey staff as to technology related professional development needs 			
<p>SCHOOL STAFF MEMBERS TRAINING:</p> <ul style="list-style-type: none"> • Survey staff as to technology related professional development needs • Training in the use of new technology tools and programs. • In-service training will be offered on professional development days, after school, and during the summer. • Staff may be compensated for classroom training and out-of-classroom work when 			

Goals / Objectives / Tasks	Completed	Need More Time	Revise Goal
conducted on non-scheduled workdays. <ul style="list-style-type: none"> • Outside resource personnel may teach the classes. No class fees will be charged. Class times for the training will be established to meet varied staff schedules. • Training will focus on integration of technology into core subject areas. 			
CONTINUING STAFF TRAINING AND DEVELOPMENT: <ul style="list-style-type: none"> • Staff will be informed of upcoming training opportunities • Staff will practice hardware/software applications with school facilitators • Staff will attend district sponsored technology classes / in-service opportunities in the integration of technology into the curriculum • Staff may attend classes offered by local institutions of higher education for clock hours and credit. 			
<i>Timeline for Staff Development Training</i> 2011-2014 <ul style="list-style-type: none"> • Continued training in PowerSchool for new teachers. • Continued training in technology integration • Training in Software and Hardware Applications • Training to meet State and National Standards 			
<i>Evaluation Update</i>			
Has the plan proposed a reasonable timetable for completion of action items?			
Have sufficient resources been allocated to support implementation of the plan?			
Have designated individuals been successful in monitoring the progress of the plan and disseminating			
Have designated individuals been successful in monitoring the progress of			

Goals / Objectives / Tasks	Completed	Need More Time	Revise Goal
the plan and disseminating information to the staff and community?			
Which action items have been completed and which have not? How can the district build on the success of these action items?			
Which steps have not been successful; how can they be changed to make them successful?			
Do action items need to be added?			
Have there been any surprises?			

Monitoring and Evaluation – Acceptable Use Policy

Centreville Public Schools - Bylaws & Policies

STAFF NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY

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

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

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

The Board has implemented technology protection measures which block/filter Internet access to visual displays that are obscene, child pornography or harmful to minors. The Board utilizes software and/or hardware to monitor online activity of staff members to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors.

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

Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of the Internet. All Internet users

are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

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

The Board designates the Superintendent and 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

Adopted 1/05

Centreville Public Schools Administrative Guidelines

7540.01A - PERSONAL USE OF DISTRICT TECHNOLOGY

The following guidelines will govern the personal use of Board technology by staff members as well as use for school purposes by either staff or students while at home. No personal, that is, non-school, use of Board technology may be made by any student at any time.

- A. [Form 7540.01 F1](#) - Permission to Use/Import Software is to be submitted to the Technology Coordinator before any personal software is brought to school. In addition, the staff member must provide either the licensing agreement from the manufacturer or a proof of purchase. The staff member must also confirm to the Technology Coordinator that s/he has analyzed the content of the software using the criteria established in [Form 2520 F1](#) – Rating Nondistrict Instructional Materials and has rated it no higher than "2" on any of the four (4) criteria. The staff member should retain a copy of the form. It is essential that [Form 7540.03 F1](#) and [Form 7540.04 F1](#) address the issue of the proprietary rights related to the web site design concerning web sites and/or pages hosted on the Board's servers.
- B. A staff member or a student may start a project using Board owned software at school or personal software at home and produce a copy of the project or document. The Board will not provide Board owned software for use on personal computers at home. When the project is completed, the staff member or student should notify the Technology Coordinator to find out whether or not the Board wishes to keep a copy for reference or for use by others. No staff member or student should expect to retain any proprietary rights related to the design on any web site or pages hosted on the Board's servers.
- C. Prior to making a copy of any Board owned software, a staff member or student should contact the Technology Coordinator to find out whether or not there is any licensing agreement associated with that software, and if so, whether the license allows the staff member or student to load the material on his/her home computer. If reproduction is allowed, the staff member or student is to complete a check-out form (see [Form 7540.01 F2](#)) in which s/he agrees to make only one copy and only for personal use and not for use by others. If the license does not allow this, then no copy is to be made.
- D. No staff member or student will be allowed access to the Internet or other networks without first signing the Student or Staff Network and Internet Acceptable Use and Safety Agreement, Form 7540.03 F1 or [Form 7540.04 F1](#). All student use of the Internet must be under the supervision of a staff member or approved volunteer.
- E. Neither staff members nor students are to use the Internet for recreational, personal, discriminatory, or unlawful purposes but only for purposes related to the Board's educational program or to operational needs.
- F. Each staff member and student will be provided a password for use with Board technology with the provision that the password is not to be shared with others. The existence of a password does not

guarantee confidentiality or privacy and the Board retains the right to use any person's password to monitor the type of use that is being made of Board technology.

- G. With regard to personal e-mail, staff members may use it to send and/or receive personal messages providing such use is limited to non-duty time and does not involve the conduct of any personal, discriminatory, or unlawful business (including commercial purposes, advertising, and political lobbying).
- H. Students are not allowed to send or receive personal e-mail messages.
- I. Students are allowed to send or receive personal e-mail messages with the consent of the Technology Coordinator.
- J. Use of all other Board technology shall be in accord with AG [7530](#) - Personal Use of District Equipment and Facilities.

Approved 1/02

**COMPUTERS - CENTREVILLE PUBLIC SCHOOLS DISTRICT COMPUTER NETWORKS
CONTRACT**

**COMPUTERS - CENTREVILLE PUBLIC SCHOOLS DISTRICT COMPUTER NETWORKS
CONTRACT**

We are pleased to offer students of Centreville Public Schools access to the district computers and computer networks. To gain access to computers and/or the computer networks, all students must have a signed contract on file. Students must obtain parental / guardian permission and return the attached form to their school office.

The Internet, referred to as an electronic information highway, connects thousands of computers all over the world and millions of individual subscribers in homes, education, business, the government, the military, and countless organizations. Students and teachers will have access to thousands of school and university library catalogs, as well as the Library of Congress. Information and up-to-date news will be available from many sources. In schools and libraries, the Internet is an information source similar to books, videos, and CD-ROMs. Access to the district computers and the district computer networks will enable students to explore databases. It is impossible to say with certainty what information students might locate. Families should be warned that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, the Centreville Public Schools supports and respects each family's right to decide whether or not to apply for student access.

Students are responsible for proper behavior on the computers and/or district computer networks. School rules, as stated in the student handbook regarding behavior and communication, are applicable. Users of the district computers and computer networks are responsible for their behavior and communications over those networks. Users will comply with district standards and will honor the agreements they have signed. Beyond the clarification of such standards, the district is not ultimately responsible for restricting, monitoring, or controlling the communications of individuals utilizing the network.

All computer and network storage areas will be treated as school property. District staff may review files and communications to insure that students are using the system responsibly.

Within reason, freedom of speech and access to information will be honored. During school, teachers and library media specialists will guide students toward appropriate materials.

For the purpose of this document, the district computer network includes all district computers, software, and peripherals.

**CENTREVILLE PUBLIC SCHOOLS ACCEPTABLE USE POLICY
RULES AND REGULATIONS**

Students and Students and parents/guardians must have read, agreed to, and signed the acceptable use agreement. This must be on file in the school.

All users have the same right to use the equipment for academic purposes. If other users are waiting, current user's time will be limited.

A responsible user **may**:

- Access the district computers and/or computer networks as long as he/she is a student with a current signed contract.
- Use the district computers and/or computer networks to research assigned classroom projects.
- Use district approved e-mail providers and appropriate language to send and receive electronic mail (e-mail) with the permission of an instructional staff member.

A responsible user **will**:

- Obtain permission to use the Internet
- Be supervised by a staff member to use the district computers and district computer networks
- Realize that electronic mail (e-mail) is not private.
- Notify his/her teacher, library media specialist, or administrator if he/she becomes aware of any misuse of the computers and/or the computer networks.
- Obtain permission to use removable media (CD-ROM, disks, etc.) not provided by the school district. The school district is not responsible for non-district owned removable media. (Removable media storage devices may be scanned for viruses.)
- Sign-in legibly on the appropriate log or register in the classroom each time they use a computer.

A responsible user **will not**:

- Use unapproved e-mail providers to send or receive e-mail messages
- Send, receive, or display offensive, pornographic, and/or sexually oriented messages or pictures.
- Use offensive or obscene language.
- Harass, defame, insult, abuse, or attack others.
- Trespass in another's folders, work, or files.
- Use another's password nor share his/her password with anyone.
- Damage, modify, or abuse computers, computer systems, networks, peripherals (mouse, printer, etc.) or software.
- Send or receive copyrighted material without permission.
- Intentionally waste limited resources such as paper, toner, and diskettes that are provided by Centreville Public Schools.

- Reveal his/her or another's personal information such as address, telephone number, etc.
- Communicate any credit card number, bank account number, or any other financial information.
- Use the network for exploitation of illegal, commercial, or political purposes.
- Use the work of any other student(s).
- Attempt to create, install, and/or run a computer virus.
- Enter into any financial obligation via the district computer network.
- Use blogs, chat lines, or any instant messaging program without the permission of an instructional staff member.

PENALTIES FOR IMPROPER USE

Violation of the above mentioned rules and responsibilities may result in a loss of computer privileges. Additional disciplinary action may be determined at the building level in line with existing practice regarding inappropriate language or behavior. When applicable, law enforcement agencies may be involved and full financial restitution may be required.

CENTREVILLE PUBLIC SCHOOLS DISTRICT COMPUTERS
AND COMPUTER NETWORKS
USER AGREEMENT AND PARENT PERMISSION FORM

After reading the Centreville Public Schools District Computer Network Contract, please complete this form to indicate that you agree with the terms and conditions outlined. The signatures of both the student and parent/guardian are mandatory before access may be granted. This document, which incorporates the Centreville Public Schools District Computer Network Contract, reflects the entire agreement and understanding of all parties.

REQUIRED SIGNATURES:

USER: As a user of the Centreville Public Schools computer network, I have read and hereby agree to comply with the stated rules. I agree to communicate over the network in an ethical and responsible manner while honoring all relevant laws and restrictions.

Student Signature: _____ Date: _____

Student Name (Please Print): _____ Grade: _____

Student's School _____ Date of Birth: _____

PARENT OR GUARDIAN: Students must also have the signature of a parent or guardian who has read this contract.

As the parent or guardian of the minor student signing above, I grant permission for my son or daughter to access the Centreville Public Schools District Computer Network. I have read and agree to the Centreville Public Schools District Computer Network Contract. I understand that some materials on the Internet may be objectionable; therefore, I agree to accept responsibility for guiding my child and conveying to her/him appropriate district standards for selecting, sharing, and/or exploring information and media.

Parent/Guardian Signature: _____

Parent/Guardian Name (Please Print): _____

Date: _____

Street Address: _____

City: _____

Telephone _____

KALAMAZOO REGIONAL EDUCATIONAL SERVICE AGENCY
TECHNOLOGY SERVICES
1819 E. Milham
Kalamazoo, MI 49002-3035
Phone: 269.488.6201
Fax: 269.381.0156

KALAMAZOO RESA EDUCATIONAL NETWORK ACCEPTABLE USE AGREEMENT - EMPLOYEE

This agreement covers access to and use of Internet Services through network and dial-up connections. Kalamazoo Regional Educational Service Agency (Kalamazoo RESA) is offering staff of constituent school districts and other schools, accounts to access the Educational Network (KresaNet), which is coordinated through a complex association of governmental agencies, regional and statewide networks, including the Merit Network (MichNet). This document contains the terms and conditions of use that an employee agrees to follow when using KresaNet and MichNet. This agreement may be modified at any time with notice to the user by Kalamazoo RESA and KresaNet.

Terms and Conditions

Purpose and Acceptable Use

1. Kalamazoo RESA established the KresaNet for a limited educational purpose. Use of any account must be in support of education, research, and consistent with the educational and business objectives of Kalamazoo RESA. The Superintendent of Kalamazoo RESA and his/her designees, may at any time make determinations that particular uses are or are not consistent with the purpose of Kalamazoo RESA. The term "educational purpose" includes classroom and work activities, career development, activities to develop skills in technology and limited, high-quality, self-discovery activities.
2. The KresaNet has not been established as a public access server or a public forum. Kalamazoo RESA retains the right to place reasonable restrictions on the material users access or post through KresaNet. In addition, users are expected to abide by the rules set forth in their school's or district's policies, and all applicable laws and regulations when using KresaNet.
3. Users may express opinions on political issues. However, Kalamazoo RESA prohibits the use of KresaNet for political lobbying.
4. Users agree to abide by the MichNet Acceptable Use Policy found elsewhere in this agreement.

Unacceptable Use

1. Kalamazoo RESA prohibits the use of KresaNet for commercial or for-profit purposes. This means that users shall not offer, or provide products or services through KresaNet. Users who have accounts providing home access to the Internet through KresaNet may purchase personal products or services that are lawful. The user agrees to be fully responsible for any financial obligations arising from purchases via KresaNet. The user agrees to hereby release Kalamazoo RESA, its personnel and any institution affiliated with it, from any and all liability arising out of, or in anyway connected to, any purchases by the user including but not limited to, purchase(s) made by user which are related to the official business of the user's educational institution, personal or unauthorized purchases.
2. Use of obscene, profane, lewd, abusive, threatening, discriminatory or harassing language is prohibited on KresaNet. This prohibition applies to public messages, private messages, and material posted on web pages.
3. Users shall not engage in any unlawful activity over KresaNet.
4. Kalamazoo RESA prohibits the use of KresaNet to access or post pornographic materials, indecent materials or inappropriate information. It is the employee's responsibility to insure that such material is not accessed or posted.
5. Users agree to not knowingly or recklessly post false or defamatory information about a person or organization.
6. Plagiarism and copyright infringement is prohibited. Users shall not take ideas or writings of others and present them as if they were their own. Also, users shall not inappropriately or illegally reproduce a work on KresaNet protected by a copyright. Respect the rights of copyright holders.
7. Unauthorized access to KresaNet or any other computer system through KresaNet or going beyond authorized access is prohibited. Users shall not access another person's materials, information or files without permission.
8. Users agree not to intentionally attempt to disrupt KresaNet or destroy data accessible through KresaNet by spreading computer viruses or any other means.
9. Posting chain letters on KresaNet is prohibited.
10. Users shall not bombard other users with email messages or send annoying messages to other persons or organizations on KresaNet.

11. Users shall not forge (spoof) electronic mail messages or IP addresses.

KALAMAZOO RESA EDUCATIONAL NETWORK ACCEPTABLE USE AGREEMENT - EMPLOYEE

Other Terms and Conditions

1. Kalamazoo RESA prohibits the sharing of user names and passwords. Users must not let anyone else use their user name or password.
2. Access to KresaNet is a privilege and not a right. Users must be considerate to other users. Users connecting by modem must keep their connect time to two (2) hours or less per session.
3. Users must monitor email on a regular basis (at least once a month) and delete email from the personal mail directory to avoid excessive use of the file server hard disk system.
4. Users are responsible for maintaining the integrity of the electronic mail system, which includes reporting all violations of privacy to Kalamazoo RESA. The user is responsible for making sure all email sent or received by him or her does not contain pornographic or indecent material, copyrighted material, inappropriate information or any other information which may be potentially threatening or dangerous to others on KresaNet.
5. Users may not download large files unless absolutely necessary. If necessary, users should download the file at a time when KresaNet is not being heavily used, typically the hours **before 5 PM and after 11 PM**.
6. Users who can identify a security problem on the KresaNet must notify Kalamazoo RESA Superintendent or his/her designee(s) and not demonstrate the problem to others.
7. Web Pages. Employees of other schools may establish personal web pages in accordance with the Kalamazoo RESA process and criteria for the establishment and posting of material, including pointers to other sites, on these pages. Material presented on these pages must be related to the user's educational, career preparation, or professional development activities. Kalamazoo RESA, at any time, with notice to an employee, may remove any material posted on a web page that it deems inappropriate or inconsistent with K/RESA's policy pertaining to KresaNet, this agreement, or with K/RESA's educational and business objectives. Personal web pages shall not be used to offer, advertise, or provide products or services, or for any commercial or personal for-profit activity. Employee web pages must include the following notice: "***This is an employee of (school district) personal Web page. Any opinions expressed on this page shall not be attributed to Kalamazoo Regional Educational Service Agency.***"

Liability

1. Kalamazoo RESA makes no warranties or assurances of any kind, whether express and/or implied, for the service it is providing, including, but not limited to, loss of data resulting from delays, nondeliveries, mis-deliveries or service interruptions caused by Kalamazoo RESA negligence or users' errors or omissions. Kalamazoo RESA does not guarantee or is in no way responsible for the accuracy or quality of information obtained through KresaNet. Use of any information obtained via KresaNet is at the user's own risk. Kalamazoo RESA is not responsible for any damage users suffer, or responsible for financial obligations arising from the unauthorized use of KresaNet to purchase personal product(s) or service(s) or service(s) for his/her employer.

Rights and Violations

1. Users should expect only limited privacy in the contents of personal files on KresaNet. As a monitored telecommunications network, Kalamazoo RESA makes no guarantees of any kind, express or implied, regarding the privacy of electronic mail or any other telecommunications transmitted or received over KresaNet. Routine maintenance and monitoring of KresaNet may lead to the discovery that a user has violated this agreement, policies of his/her educational institution and/or the law.
2. If there is reasonable suspicion that the user has violated this agreement, Kalamazoo RESA policies, or procedures, or the law, Kalamazoo RESA will conduct a search of the individual user files. This search and investigation will be reasonable and related to the suspected violation.
3. In the event there is a suspected violation of this agreement, Kalamazoo RESA policies, or procedures, or the law, the user will be provided with notice and an opportunity to be heard before the user's access is suspended, or terminated. In addition, improper use of KresaNet may also lead to further disciplinary action consistent with the user's educational institution's policies and procedures.
4. A user's access to KresaNet may be suspended or terminated for a violation of this agreement. If the user's account privileges are terminated Kalamazoo RESA will not refund any use fee, or portion thereof. Users shall not use KresaNet while access privileges are suspended or revoked.

MichNet Acceptable Use Policy

Purpose

The purpose of MichNet is given in Merit Network, Inc.'s Bylaws which state that "in pursuance of its mission in instruction, research, and service it is the role of Merit as the operator of a high-speed digital communications network to contribute broadly to educational and economic development in Michigan".

Acceptable Use

This statement represents a guide to the acceptable use of MichNet. Any Member or Affiliate organization or individual connected to MichNet in order to use the Michigan statewide network, or any other networks which are used as a result of their MichNet connection must comply with this policy and the stated purposes and Acceptable Use policies of any other networks or hosts used. Each Member and Affiliate organization is responsible for the activity of its users and for ensuring that its users are familiar with this policy or an equivalent policy. In addition each Member and Affiliate is encouraged to maintain and enforce its own Acceptable Use policies. The provisions of this policy govern all use of MichNet, including any unsupervised anonymous network access offered by Members or Affiliates. The following guidelines will be applied to determine whether or not a particular use of MichNet is appropriate:

1. Users must respect the privacy of others; for example, users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to others, or represent themselves as another user unless explicitly authorized to do so by that user.
2. Users must respect the legal protection provided by copyright and license to programs and data.
3. Users must respect the integrity of computing and network systems; for example, users shall not intentionally develop or use programs that harass other users or infiltrate a computer, computing system or network and/or damage or alter the software components of a computer, computing system or network.
4. Use should be consistent with guiding ethical statements and accepted community standards. Malicious use is not acceptable.
5. MichNet may not be used in ways that violate applicable laws or regulations.
6. Use of MichNet and any attached network in a manner that precludes or significantly hampers its use by others is not allowed.
7. Connections which create routing patterns that are inconsistent with the effective and shared use of the network may not be established.
8. Unsolicited advertising is not acceptable. Advertising is permitted on some Web pages, mailing lists, news groups and similar environments if advertising is explicitly allowed in that environment.
9. Repeated, unsolicited and/or unwanted communication of an intrusive nature is not acceptable. For example, continuing to send e-mail messages to an individual after being asked to stop is not acceptable.

The intent of this policy is to make clear certain uses which are and are not appropriate, not to exhaustively enumerate all such possible uses. Using the guidelines given above, Merit may at any time make determinations that particular uses are or are not appropriate. Merit will not monitor or judge the content of information transmitted over MichNet, but will investigate complaints of possible inappropriate use. In the course of investigating complaints, Merit staff will safeguard the privacy of all parties and will themselves follow the guidelines given in this policy. Merit will only release sensitive, confidential or personally identifiable information to third parties when required by law or when in Merit's judgement release is required to prevent serious injury or harm that could result from violation of this policy.

Remedial Action

When Merit learns of possible inappropriate use, Merit staff will notify the Member or Affiliate responsible, which must take immediate remedial action and inform Merit of its action. In an emergency, in order to prevent further possible inappropriate activity, Merit may temporarily disconnect a Member or Affiliate from MichNet. If this is deemed necessary by Merit staff, every effort will be made to inform the Member or Affiliate prior to disconnection, and every effort will be made to re-establish the connection as soon as it is mutually deemed safe.

The MichNet policies are accepted and endorsed by SMILE, Kalamazoo RESA and REMC 12.

Any determination of inappropriate use serious enough to require disconnection shall be promptly communicated to every member of the Merit Board of Directors through an established means of publication.

**KALAMAZOO RESA EDUCATIONAL NETWORK
ACCEPTABLE USE AGREEMENT - EMPLOYEE
Employee Agreement**

I have carefully read and fully understand the terms and conditions of this agreement. I agree to follow the terms and conditions in this agreement, including the MichNet Acceptable Use Policy. I understand that if I violate any of the terms or conditions of this agreement my account can be terminated without a refund and I may face other disciplinary measures.

I hereby give consent to Kalamazoo RESA intercepting and monitoring my electronic communications on the KresaNet as it deems necessary for compliance with this agreement and any applicable laws. I hereby release Kalamazoo RESA, its personnel, and any institutions with which it is affiliated, from any and all claims and damages of any nature arising out of my use, or inability to use the KresaNet, including, but not limited to claims that may arise from unauthorized use of the system. I fully understand and agree to be fully responsible for any financial obligations arising from my use or unauthorized use of KresaNet to purchase products and/or services.

I understand that service rates are subject to change based on increases from Kalamazoo RESA negotiated providers. I further understand that written notice of any increases will be provided to me via Regional Educational Media Center 12 Delivery Service.

Employee User Name (please print)

Employee User Signature Date

School District/Educational Institution: _____

Home Address: _____ City: _____

State: _____ Zip Code: _____

Day Phone: () _____ Evening Phone: () _____

Consortium Acknowledgement

Centreville Public schools is a member of the St Joseph County ISD.

Goals

1. Students will master skills and acquire knowledge necessary to function in a technological age.
2. All staff will participate in ongoing training as required to ensure the effective implementation of technology.
3. Instructional technology will be integrated throughout the curriculum.
4. Students and staff will have access to a variety of current technologies as applicable to instructional needs.
5. All equipment will be kept in good working order to ensure the smooth day-to-day delivery of instructional objectives and administrative functions.
6. Continuous evaluation of hardware and software will be utilized to maintain state of the art instruction.
7. Curriculum offerings will be expanded through the use of technology.
8. Community members will be offered training and access to district technology through Adult and Community Education classes and programs.
9. Use of facilities by governmental agencies, local business and industry, and local community colleges will be encouraged.
10. Technology will be an integral part of our School Improvement Plan.
11. Parents will have access to student attendance and grade information through the use of our PowerSchool program.
12. Technology will be used as a tool to track student achievement and to enable staff to establish appropriate teaching and learning interventions.
13. Parents will have access to student lunch account information through the use of our ISD P-Link program.
14. Staff and students will have access to district network files through e-mail, portable storage devices, and/or terminal services.

Objectives

To accomplish the previously stated goals, the district will achieve the following objectives:

1. *Students will master skills and acquire knowledge to function in a technological age.*
 - a. A technology literacy curriculum will be developed and implemented in accordance with State Educational Technology Standards and Expectations.
 - b. Course work will be developed to expand application of learned basic skills.

2. *All staff will participate in ongoing training as required to ensure the effective implementation of technology.*
 - a. The district will budget monies/time to accomplish training goals.
 - b. The Technology Committee will develop strategies to improve staff effectiveness.
 - c. The Technology Committee will develop a training calendar with appropriate personnel.
 - d. The Technology Committee will investigate and recommend training opportunities to staff and administrators.

Teacher training could be provided by, but is not limited to:

- *Centreville Public Schools staff*
- *Public educational institutions*
- *Private sector business*
- *Community members*
- *Colleges or universities*
- *Conferences, workshops, visitations, and seminars*
- *Contracted services*

3. *Instructional technology will be integrated throughout the curriculum.*
 - a. The district will review or create procedures for the integration of technology in all curricular areas.
 - b. A technology component will be included in the review process for all subject areas.
 - c. The district will develop an assessment to ensure continual curriculum alignment at all grade levels.
 - d. The Curriculum Coordinating Council will assure that Michigan Education Technology Standards and Expectations and the activities from the Instructional Technology Across the Curriculum document are incorporated into any institutional technology plan.
4. *Students and staff will have access to a variety of current technologies as applicable to instructional needs.*
 - a. All students/staff will be provided instruction in the effective use of appropriate technologies.
 - b. The district and community will actively seek revenue support from all possible sources.
5. *All equipment will be kept in good working order to ensure the smooth day-to-day delivery of instructional objectives and administrative functions.*
 - a. A maintenance plan will be developed and administered.
 - b. Technology support personnel will be hired as needed in order that equipment repair requests be handled in a timely fashion..

6. *Continuous evaluation of hardware and software will be utilized to maintain state of the art instruction.*
 - a. The Technology Planning committee will establish a review system for evaluating current equipment status as well as a process for determining future technology needs.
 - b. The Technology Committee and the Curriculum Coordinating Council will review software needs and how said software will integrate into student course work.

7. *Curriculum offerings will be expanded through the use of technology.*
 - a. Continue and expand opportunities available for on-line courses.
 - b. Continue and expand the use of on-line courses from the Virtual High School, the EdOptions Star Suite Program, and GenNet

8. *Community members will be offered training and access to district technology through Adult and Community Education classes and programs.*
 - a. Classes will be offered through Adult and Community Education.
 - b. The junior high / high school library and computer network will be open and available for use by community members.

9. *Use of facilities by governmental agencies, local business and industry, and local community colleges will be encouraged.*
 - a. Facilities will be available to outside agencies. Use will be facilitated through cooperation in scheduling.
 - b. The junior high / high school library and computer network will be open and available for use by outside agencies.

10. *Technology will be an integral part of our School Improvement Plan.*
 - a. Technology will be addressed as a part of each school improvement goal.
 - b. Technology will be integrated throughout the curriculum.

11. *Parents will have access to student attendance and grade information through the use of our PowerSchool program.*
 - a. Information regarding use of PowerSchool will be distributed through handouts, letters, handbooks, and the school website.
 - b. A PowerSchool link will be a part of the district website.

12. *Technology will be used as a tool to track student achievement and to enable staff to establish appropriate teaching and learning interventions/*
 - a. Teachers will be trained in the use of technology as a means to track student achievement – ExamView, RDI Grant, etc.

- b. Teachers will be trained in the use data obtained to plan and implement appropriate teaching and learning interventions

12. Parents will have access to student lunch account information through the use of our ISD P-Link program.

- a. Information regarding use of the P-Link program will be distributed through handouts, letters and the school website.
- b. A link to the P-Link program will be a part of the district website.

13. Staff and students will have access to district network files through e-mail, portable storage devices, and/or terminal services.

- a. Explore student e-mail accounts through GroupWise or web-based e-mail.
- b. Explore use of student and staff remote access through terminal service.

Technology Expectations Grades K-2

Content Expectation
BASIC OPERATIONS AND CONCEPTS
<i>By the end of Grade 2 each student will:</i>
1. understand that people use many types of technologies in their daily lives (e.g., computers, cameras, audio/video players, phones, televisions)
2. identify common uses of technology found in daily life
3. recognize, name, and will be able to label the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, and printer)
4. identify the functions of the major hardware components in a computer system
5. discuss the basic care of computer hardware and various media types (e.g., diskettes, CDs, DVDs, videotapes)
6. use various age-appropriate technologies for gathering information (e.g., dictionaries, encyclopedias, audio/video players, phones, web resources)
7. use a variety of age-appropriate technologies for sharing information (e.g., drawing a picture, writing a story)
8. recognize the functions of basic file menu commands (e.g., new, open, close, save, print)
9. proofread and edit their writing using appropriate resources including dictionaries and a class developed checklist both individually and as a group
SOCIAL, ETHICAL, AND HUMAN ISSUES
<i>By the end of Grade 2 each student will:</i>
1. identify common uses of information and communication technologies
2. discuss advantages and disadvantages of using technology
3. recognize that using a password helps protect the privacy of information
4. discuss scenarios describing acceptable and unacceptable uses of age-appropriate technology (e.g., computers, phones, 911, internet, email) at home or at school
5. discuss the consequences of irresponsible uses of technology resources at home or at school
6. understand that technology is a tool to help complete a task
7. understand that technology is a source of information, learning, and entertainment
8. identify places in the community where one can access technology
TECHNOLOGY PRODUCTIVITY TOOLS
<i>By the end of Grade 2 each student will:</i>
1. know how to use a variety of productivity software (e.g., word processors, drawing tools, presentation software) to convey ideas and illustrate concepts
2. be able to recognize the best type of productivity software to use for certain age-appropriate tasks (e.g., word processing, drawing, web browsing)
3. be aware of how to work with others when using technology tools (e.g., word processors, drawing tools, presentation software) to convey ideas or illustrate simple concepts relating to a

Content Expectation
specified project
TECHNOLOGY COMMUNICATIONS TOOLS
<i>By the end of Grade 2 each student will:</i>
1. identify procedures for safely using basic telecommunication tools (e.g., e-mail, phones) with assistance from teachers, parents, or student partners
2. know how to use age-appropriate media (e.g., presentation software, newsletters, word processors) to communicate ideas to classmates, families, and others
3. know how to select media formats (e.g., text, graphics, photos, video), with assistance from teachers, parents, or student partners, to communicate and share ideas with classmates, families, and others
TECHNOLOGY RESEARCH TOOLS
<i>By the end of Grade 2 each student will:</i>
1. know how to recognize the Web browser and associate it with accessing resources on the internet
2. use a variety of technology resources (e.g., CD-ROMs, DVDs, search engines, websites) to locate or collect information relating to a specific curricular topic with assistance from teachers, parents, or student partners
3. interpret simple information from existing age-appropriate electronic databases (e.g., dictionaries, encyclopedias, spreadsheets) with assistance from teachers, parents, or student partners
4. provide a rationale for choosing one type of technology over another for completing a specific task
TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS
<i>By the end of Grade 2 each student will:</i>
1. discuss how to use technology resources (e.g., dictionaries, encyclopedias, search engines, websites) to solve age-appropriate problems
2. identify ways that technology has been used to address real-world problems (personal or community)

Technology Expectations Grades 3-5

Content Expectation
BASIC OPERATIONS AND CONCEPTS
<i>By the end of Grade 5 each student will:</i>
1. discuss ways technology has changed life at school and at home
2. discuss ways technology has changed business and government over the years
3. recognize and discuss the need for security applications (e.g., virus detection, spam defense, popup blockers, firewalls) to help protect information and to keep the system functioning properly
4. know how to use basic input/output devices and other peripherals (e.g., scanners, digital cameras, video projectors)
5. know proper keyboarding positions and touch-typing techniques
6. manage and maintain files on a hard drive or the network
7. demonstrate proper care in the use of hardware, software, peripherals, and storage media
8. know how to exchange files with other students using technology (e.g., e-mail attachments, network file sharing, diskettes, flash drives)
9. identify which types of software can be used most effectively for different types of data, for different information needs, or for conveying results to different audiences
10. identify search strategies for locating needed information on the internet
11. proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade level appropriate checklists both individually and in groups
SOCIAL, ETHICAL, AND HUMAN ISSUES
<i>By the end of Grade 5 each student will:</i>
1. identify cultural and societal issues relating to technology
2. discuss how information and communication technology supports collaboration, productivity, and lifelong learning
3. discuss how various assistive technologies can benefit individuals with disabilities
4. discuss the accuracy, relevance, appropriateness, and bias of electronic information sources
5. discuss scenarios describing acceptable and unacceptable uses of technology (e.g., computers, digital cameras, cell phones, PDAs, wireless connectivity) and describe consequences of inappropriate use
6. discuss basic issues regarding appropriate and inappropriate uses of technology (e.g., copyright, privacy, file sharing, spam, viruses, plagiarism) and related laws
7. use age-appropriate citing of sources for electronic reports
8. identify appropriate kinds of information that should be shared in public chat rooms
9. identify safety precautions that should be taken while on-line
10. explore various technology resources that could assist in pursuing personal goals
11. identify technology resources and describe how those resources improve the ability to

Content Expectation
communicate, increase productivity, or help achieve personal goals
TECHNOLOGY PRODUCTIVITY
<i>By the end of Grade 5 each student will:</i>
1. know how to use menu options in applications to print, format, add multimedia features; open, save, manage files; and use various grammar tools (e.g., dictionary, thesaurus, spell-checker)
2. know how to insert various objects (e.g., photos, graphics, sound, video) into word processing documents, presentations, or web documents
3. use a variety of technology tools and applications to promote creativity
4. understand that existing (and future) technologies are the result of human creativity
5. collaborate with classmates using a variety of technology tools to plan, organize, and create a group project
TECHNOLOGY COMMUNICATIONS TOOLS
<i>By the end of Grade 5 each student will:</i>
1. use basic telecommunication tools (e.g., e-mail, WebQuests, IM, blogs, chat rooms, web conferencing) for collaborative projects with other students
2. use a variety of media and formats to create and edit products (e.g., presentations, newsletters, brochures, web pages) to communicate information and ideas to various audiences
3. identify how different forms of media and formats may be used to share similar information, depending on the intended audience (e.g., presentations for classmates, newsletters for parents)
TECHNOLOGY RESEARCH TOOLS
<i>By the end of Grade 5 each student will:</i>
1. use Web search engines and built-in search functions of other various resources to locate information
2. describe basic guidelines for determining the validity of information accessed from various sources (e.g., web site, dictionary, on-line newspaper, CD-ROM)
3. know how to independently use existing databases (e.g., library catalogs, electronic dictionaries, encyclopedias) to locate, sort, and interpret information on an assigned topic
4. perform simple queries on existing databases and report results on an assigned topic
5. identify appropriate technology tools and resources by evaluating the accuracy, appropriateness, and bias of the resource
6. compare and contrast the functions and capabilities of the word processor, database, and spreadsheet for gathering data, processing data, performing calculations, and reporting results
TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS
<i>By the end of Grade 5 each student will:</i>
1. use technology resources to access information that can assist in making informed decisions about everyday matters (e.g., which movie to see, which product to purchase)
2. use information and communication technology tools (e.g., calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist with solving real-life problems (personal or community)

Technology Expectations Grades 6-8

Content Expectation
BASIC OPERATIONS AND CONCEPTS
<i>By the end of Grade 8 each student will:</i>
1. use proper keyboarding posture, finger positions, and touch-typing techniques to improve accuracy, speed, and general efficiency in operating a computer
2. use appropriate technology terminology
3. use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced products
4. understand that new technology tools can be developed to do what could not be done without the use of technology
5. describe strategies for identifying and preventing routine hardware and software problems that may occur during everyday technology use
6. identify changes in hardware and software systems over time and discuss how these changes affected various groups (e.g., individual users, education, government, and businesses)
7. discuss common hardware and software difficulties and identify strategies for trouble-shooting and problem solving
8. identify characteristics that suggest that the computer system hardware or software might need to be upgraded
9. identify a variety of information storage devices (e.g., floppies, CDs, DVDs, flash drives, tapes) and provide a rationale for using a certain device for a specific purpose
10. identify technology resources that assist with various consumer-related activities (e.g., budgets, purchases, banking transactions, product descriptions)
11. identify appropriate file formats for a variety of applications
12. use basic utility programs or built-in application functions to convert file formats
13. proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade level appropriate checklists both individually and in groups
SOCIAL, ETHICAL, AND HUMAN ISSUES
<i>By the end of Grade 8 each student will:</i>
1. understand the potential risks and dangers associated with on-line communications
2. identify security issues related to e-commerce
3. discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, spam, viruses, file-sharing)
4. describe possible consequences and costs related to unethical use of information and communication technologies
5. discuss the societal impact of technology in the future
6. provide accurate citations when referencing information from outside sources in electronic reports

Content Expectation
7. use technology to identify and explore various occupations or careers
8. discuss possible uses of technology (present and future) to support personal pursuits and lifelong learning
9 . identify uses of technology to support communication with peers, family, or school personnel
TECHNOLOGY PRODUCTIVITY TOOLS
<i>By the end of Grade 8 each student will:</i>
1. apply common software features (e.g., thesaurus, formulas, charts, graphics, sounds) to enhance communication and to support creativity
2. use a variety of technology resources, including the internet, to increase learning and productivity
3. explore basic applications that promote creativity (e.g., graphics, presentation, photo-editing, programming, video-editing)
4. use available utilities for editing pictures, images, or charts
5. use collaborative tools to design, develop, and enhance materials, publications, or presentations
TECHNOLOGY COMMUNICATIONS TOOLS
<i>By the end of Grade 8 each student will:</i>
1. use a variety of telecommunication tools (e.g., e-mail, discussion groups, IM, chat rooms, blogs, video-conferences, web conferences) or other online resources to collaborate interactively with peers, experts, and other audiences
2. create a project (e.g., presentation, web page, newsletter, information brochure) using a variety of media and formats (e.g., graphs, charts, audio, graphics, video) to present content information to an audience
TECHNOLOGY RESEARCH TOOLS
<i>By the end of Grade 8 each student will:</i>
1. use a variety of Web search engines to locate information
2. evaluate information from various online resources for accuracy, bias, appropriateness, and comprehensiveness
3. identify types of internet sites based on their domain names (e.g., edu, com, org, gov, au)
4. know how to create and populate a database
5. perform queries on existing databases
6. know how to create and modify a simple database report
7. evaluate new technology tools and resources and determine the most appropriate tool to use for accomplishing a specific task
TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS
<i>By the end of Grade 8 each student will:</i>
1. use database or spreadsheet information to make predictions, develop strategies, and evaluate decisions to assist with solving a basic problem

Content Expectation
2. describe the information and communication technology tools to use for collecting information from different sources, analyze findings, and draw conclusions for addressing real-world problems

***Content Expectations
Grades 7-12***

Content Expectations
BASIC OPERATIONS AND CONCEPTS
<i>By the end of Grade 12 each student will:</i>
1. discuss emerging technology resources (e.g., podcasting, webcasting, compressed video delivery, online file sharing, graphing calculators, global positioning software)
2. identify the capabilities and limitations of emerging communication resources
3. understand the importance of both the predictable and unpredictable impacts of technology
4. identify changes in hardware and software systems over time and discuss how these changes might affect the individual personally in his/her role as a lifelong learner
5. understand the purpose, scope, and use of assistive technology
6. understand that access to online learning increases educational and workplace opportunities
7. be provided with the opportunity to learn in a virtual environment as a strategy to build 21st century learning skills
8. understand the relationship between electronic resources, infrastructure, and connectivity
9. routinely apply touch-typing techniques with advanced accuracy, speed, and efficiency
10. assess and solve hardware and software problems by using online help or other user documentation and support
11. identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav)
12. demonstrate how to import/export text, graphics, or audio files
13. proofread and edit a document using an application’s spelling and grammar checking functions
SOCIAL, ETHICAL, AND HUMAN ISSUES
<i>By the end of Grade 12 each student will:</i>
1. identify legal and ethical issues related to use of information and communication technology
2. analyze current trends in information and communication technology and assess the potential of emerging technologies for ethical and unethical uses
3. discuss possible long-range effects of unethical uses of technology (e.g., virus spreading, file pirating, hacking) on cultures and society
4. discuss the possible consequences and costs of unethical uses of information and computer technology
5. identify ways that individuals can protect their technology systems from unethical or unscrupulous users

Content Expectations
6. demonstrate the ethical use of technology as a digital citizen and lifelong learner
7. explain the differences between freeware, shareware, and commercial software
8. adhere to fair use and copyright guidelines
9. create appropriate citations for resources when presenting research findings
10. adhere to the district acceptable use policy as well as state and federal laws
11. explore career opportunities and identify their related technology skill requirements
12. design and implement a personal learning plan that includes technology to support his/her lifelong learning goals
TECHNOLOGY PRODUCTIVITY TOOLS
<i>By the end of Grade 12 each student will:</i>
1. complete at least one online credit, or non-credit, course or online learning experience
2. use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence)
3. have access to and utilize assistive technology tools
4. apply advanced software features such as an application’s built-in thesaurus, templates, and styles to improve the appearance of word processing documents, spreadsheets, and presentations
5. identify technology tools (e.g., authoring tools or other hardware and software resources) that could be used to create a group project
6. use an online tutorial and discuss the benefits and disadvantages of this method of learning
7. develop a document or file for inclusion into a web site or web page
8. use a variety of applications to plan, create, and edit a multimedia product (e.g., model, webcast, presentation, publication, or other creative work)
9. have the opportunity to participate in real-life experiences associated with technology-related careers
TECHNOLOGY COMMUNICATIONS TOOLS
<i>By the end of Grade 12 each student will:</i>
1. identify and describe various telecommunications or online technologies (e.g., desktop conferencing, listserves, blogs, virtual reality)
2. use available technologies (e.g., desktop conferencing, e-mail, groupware, instant messaging) to communicate with others on a class assignment or project
3. use a variety of media and formats to design, develop, publish, and present products (e.g., presentations, newsletters, web sites) to communicate original ideas to multiple audiences
4. collaborate in content-related projects that integrate a variety of media (e.g., print, audio, video, graphic, simulations, and models) with presentation, word processing, publishing, database, graphics design, or spreadsheet applications
5. plan and implement a collaborative project using telecommunications tools (e.g., groupware, interactive web sites, videoconferencing)
TECHNOLOGY RESEARCH TOOLS
<i>By the end of Grade 12 each student will:</i>

Content Expectations
1. compare, evaluate, and select appropriate internet search engines to locate information
2. formulate and use evaluation criteria (authority, accuracy, relevancy, timeliness) for information located on the internet to present research findings
3. determine if online sources are authoritative, valid, reliable, relevant, and comprehensive
4. distinguish between fact, opinion, point of view, and inference
5. evaluate resources for stereotyping, prejudice, and misrepresentation
6. develop a plan to gather information using various research strategies(e.g., interviews, questionnaires, experiments, online surveys)
TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS <i>By the end of Grade 12 each student will:</i>
1. use a variety of technology resources (e.g., educational software, simulations, models) for problem solving and independent learning
2. describe the possible integration of two or more information and communication technology tools or resources to collaborate with peers, community members, and field experts
3. formulate a research question or hypothesis, then use appropriate information and communication technology resources to collect relevant information, analyze the findings, and report the results to multiple audiences

ELEMENTARY WORD PROCESSING BENCHMARKS

GRADE	CONTENT KNOWLEDGE		APPLICATION OF KNOWLEDGE EXAMPLES	STUDENT EXPECTATIONS	EXAMPLES OF TEACHING LEARNING TIME
K	File menu: new, print	Introduction	Create words and/or sentence. Sample in portfolio.	Self-directed learner	Process will occur year long as it is integrated into appropriate grade level curriculum.
1	File menu: open, save, and print Keys: delete, enter, arrow Use mouse to insert cursor	Introduction	Create writing sample Sample in portfolio	Effective communicator Critical Thinker Creative Producer	
2	Review above File, menus, quit Font selection/size	Introduction	Collection or original writing (minimum of 2 per student) Sample in portfolio		
3	Review above File menu: new, open, close, save as (title of document), print preview and print Edit menu: undo Document menu: spelling and thesaurus Tab key	Introduction	Use the computer to compose, edit, and publish subject area report which includes graphics. Sample in portfolio		
4	Review above Access graphics Edit menu: cut, copy, paste, select all Justification and style Font type and size	Introduction	Use the computer to compose, edit, and publish a creative writing story and subject area report. Sample in portfolio.		
5	Review above Set margins and tabs Create folders and classify own documents Access template	Mastery of introductory skills			

ELEMENTARY MULTIMEDIA BENCHMARKS

GRADE	CONTENT KNOWLEDGE		APPLICATION OF KNOWLEDGE EXAMPLES	STUDENT EXPECTATIONS	EXAMPLES OF TEACHING LEARNING TIME
2	Create text, image, and use existing sound for a multimedia presentation related to content area. (Examples: field trip, thematic units, class book, etc.)	Exploration	Research and integration with interdisciplinary units.	Effective communicator Responsible citizen Self-directed learner	Process will occur year long as it is integrated into appropriate grade level curriculum.
3	Create text, image, and record sound	Exploration	Research and integration with interdisciplinary units	Cooperative contributor	
4	Organize and arrange information for a multimedia presentation Create and import images from a variety of sources Create and use sound from a variety of sources Knowledge of currently available software	Implementation	Research and integration with interdisciplinary units		
5	Review above	Application	Research and integration with interdisciplinary units		

ELEMENTARY SPREADSHEET BENCHMARKS

GRADE	CONTENT KNOWLEDGE		APPLICATION OF KNOWLEDGE EXAMPLES	STUDENT EXPECTATIONS	EXAMPLES OF TEACHING LEARNING TIME
5	Enter / read / organize data Computer generated graphs	Introduction	Research and integration with interdisciplinary units: Application of math, science, and social studies data.	Self-directed learner Cooperative Contributor	Process will occur year long as it is integrated into appropriate grade level curriculum.

ELEMENTARY ONLINE TELECOMMUNICATIONS BENCHMARKS

GRADE	CONTENT KNOWLEDGE		APPLICATION OF KNOWLEDGE EXAMPLES	STUDENT EXPECTATIONS	EXAMPLES OF TEACHING LEARNING TIME
4	Introduce on-line Access through signing on and off Learn acceptable use of communication Knowledge of individual software	Exploration	Pen pal communication (using teacher specified e-mail address) Research	Self-directed learner Effective communicator Responsible citizen Cooperative contributor	Process will occur year long as it is integrated into appropriate grade level curriculum.
5	Review Above	Exploration	Pen-pal communication (using teacher specified e-mail address) Research		

ELEMENTARY INTEGRATION INTO ALL CONTENT AREAS

Language Arts	Mathematics	Social Studies	Science	World Languages
<ul style="list-style-type: none"> • Word Processing, spell check, thesaurus, and grammar checking software used in writing process. • Database and telecommunication s for research and communications. • Organize, track, investigate, and communicate progress in reading with databases and spreadsheets • Intervention, remediation, and reinforcement of language arts skills. • Multimedia reports and productions with graphics, text, and sound. • Creation of timelines of events. • Desktop publishing of documents, reports, and other published materials. • Video portfolios 	<ul style="list-style-type: none"> • Database and spreadsheet software used in research. • Intervention, remediation, and reinforcement of software for skill development. • Simulation software used in problem solving. • Logo programming for problem-solving and simple geometry. • Computer generated graphs. • Database and telecommunication s for research and communications. • Instructional resources on videotape, videodisc, and instructional television. 	<ul style="list-style-type: none"> • Software and online resources for map skills. • CD-ROM and online resources for research. • Multimedia software and hardware used in student reports and productions. • Instructional resources on videotape, videodisc, and instructional television. • Still video and digitizing peripherals used in student projects. • Desktop publishing of student projects and reports. • Simulation software for problem solving. • Individual and cooperative learning involving computer-based resources. 	<ul style="list-style-type: none"> • Database and telecommunications for research. • Multimedia software and hardware used in student reports and productions. • Computer-based laboratories for measurement/analysis. • Optical technologies for research and analysis. • Simulation software for problem solving. • Instructional resources on videotape, videodisc, and instructional television. • Download and analyze data from weather satellite via Internet resources. • Review of basic skills and concepts using computer-based resources. 	<ul style="list-style-type: none"> • World language word processors for writing. • Vocabulary review via computer. • Introduction to languages via digitized voice. • Digitized audio for language development. • Telecommunications and database resources for research.

ELEMENTARY INTEGRATION INTO ALL CONTENT AREAS

Page 2

Arts	Music	Physical Education	Special Education	Media Centers
<ul style="list-style-type: none"> • Computer drawing programs for creative expression. • Design compositions involving various computer-based resources. • Multimedia production and portfolios. • Use of still and live video in projects. • Animation software • Database and telecommunications for research. • Art history and appreciation involving sources on video and CD-ROM. 	<ul style="list-style-type: none"> • Database and telecommunications for research in music appreciation and history. • Resources on audio compact disc. • Use of MIDI interface for music composition and performance. • Creative music expression using multimedia resources. 	<ul style="list-style-type: none"> • Research in health and physical education involving computer-based resources. • Database and telecommunications for research. • Instructional resources on videotape, videodisc, and instructional television. 	<ul style="list-style-type: none"> • CAI software for remediation. • Assistive peripherals and software for special needs. • Word processing. • Intervention, remediation, and reinforcement of skills development. • Instructional resources on videotape, videodisc, and instructional television. • Multimedia production. • Use of laptop computers. 	<ul style="list-style-type: none"> • Computerized card catalog. • Databases on CD-ROM. • Telecommunications, including satellite television and local and worldwide online resources for research. • Multiple computer stations for teacher/student use. • Multimedia workstations. • Central location of electronic resources.

MIDDLE SCHOOL COMPUTER BENCHMARKS

GRADE	CONTENT KNOWLEDGE	APPLICATION OF KNOWLEDGE EXAMPLES	STUDENT EXPECTATIONS	EXAMPLES OF TEACHING LEARNING TIME
<p>6-8 Advanced Word Processing</p>	<ul style="list-style-type: none"> Demonstrate such word processing skills as entering, storing, editing, formatting, and revising text. Demonstrate the use of tabs and columns within a report. 	<p>Creative writing (i.e. fractured fair tales, poetry and stories) Spelling vocabulary exercises Letter writing – correct format – business and personal Essays – formatting (i.e. page setup, headers, footers) Content area reports.</p>	<p>Effective communicator Sample printout in portfolios</p>	<p>Required Course Designed to master advanced word processing.</p>
<p>6,7,8 Multimedia</p>	<ul style="list-style-type: none"> Multimedia used as a tool for organizing, arranging, and storing information by creating buttons, fields, cards, and stacks. Introduce technology media (computer, laser disc, still and live video) to effectively search, collect, process, and store information. Apply technologies to interpret, analyze, synthesize, and evaluate data information. Use information technologies as tools for creative expression and communication of ideas. 	<p>Integration units with academic core classes.</p>	<p>Effective Communicator Creative Producer Sample printout in portfolio.</p>	<p>Designed to introduce the more advanced features of multimedia</p>
<p>6,7,8 Database and Spreadsheets</p>	<ul style="list-style-type: none"> Demonstrate the features of database computer applications in hands-on problem solving. Introduce spreadsheet/computer applications and use learning activities to answer “what if” questions by manipulating data formulas. Use pre-existing databases to collect research. 	<p>Personal address book Mail-merge documents</p>	<p>Self-directed learners Critical thinkers Creative producers</p>	<p>Designed to introduce spreadsheets and master databases</p>

MIDDLE SCHOOL INTEGRATION INTO ALL CONTENT AREAS

Below are brief descriptions of how technology can be appropriately applied in specific curricular areas.			
Language Arts	Mathematics	Social Studies	Science
<p>Word processing, spell check, thesaurus, and grammar checking software used in the writing process.</p> <p>Database and telecommunications for research.</p> <p>Outline/brainstorm software and CD-ROMs for writing.</p> <p>Multimedia projects with graphics, text and sound.</p> <p>Desktop publishing of newspaper.</p> <p>Desktop publishing of documents, reports, and other published materials</p>	<p>Spreadsheets to solve problems.</p> <p>Graphing calculators to discover concepts visually.</p> <p>Reinforce basic skills with Computer software.</p> <p>Simulation software used in problem solving.</p> <p>Computer generated graphs.</p> <p>Instructional resources on videotape, videodisc and instructional television.</p>	<p>Telecommunications to use online resources.</p> <p>Multimedia projects with graphics, text, and sound.</p> <p>Databases on compact disk.</p> <p>Simulations</p> <p>Spreadsheets to graph statistics.</p> <p>Still video and digitizing peripherals used in student projects.</p> <p>Desktop publishing of travel brochures and reports.</p>	<p>Database and telecommunications for research.</p> <p>Multimedia reports with graphics, text and sound.</p> <p>Download and analyze data from NASA and other related internet sites.</p> <p>Nationwide collaboration via telecommunications.</p> <p>Optical technologies for research and analysis.</p> <p>Simulation software for problem solving.</p> <p>Instructional resources on videotape, videodisc, and instructional television.</p>
Arts	Music	Physical Education	Life Management
<p>Computer drawing programs for creative expression.</p> <p>Design compositions.</p> <p>Multimedia production using still and live video.</p> <p>Critique art work.</p> <p>Art history and appreciation involving sources on video and CD-ROM.</p> <p>Animation.</p> <p>Database and telecommunications for research.</p>	<p>Database and telecommunications for research.</p> <p>Compact disks on musical classics with analysis and history of writing.</p> <p>Create music</p> <p>Develop music library.</p>	<p>Caloric analysis for physical fitness.</p> <p>Database for tracking of sports statistics.</p> <p>Computer interfaces to measure pulse in training.</p> <p>Database and telecommunications for research.</p>	<p>Database and telecommunications for research.</p> <p>Spreadsheets to graph and analyze nutrients in different food groups.</p>
World Languages	Special Education	Technology Education	Media Centers
<p>World language word processors for writing.</p> <p>Vocabulary review via computer.</p> <p>Introduction to languages via digitized voice.</p> <p>Compact disks with digitized speech.</p> <p>Telecommunications for research/</p>	<p>Computer software for remediation.</p> <p>Technology as tool to accomplish required objectives.</p> <p>Skill development and reinforcement.</p> <p>Use of laptop computers.</p>	<p>Principles of technology.</p> <p>Computer Aided Design (CAD)</p> <p>Computerized diagnostic devices.</p> <p>Multimedia reports with graphics, text and sound.</p> <p>Spreadsheet to graph and analyze data.</p> <p>Computer Aided Instruction (CAI) software for extension activities.</p>	<p>Computerized card catalog.</p> <p>Multiple databases on compact/video/disk.</p> <p>Telecommunications tab for research and internet instruction.</p> <p>Multiple computer stations for teacher / student use.</p> <p>Multimedia work stations.</p>

High School Integration into All Content Areas

Below are brief descriptions of how technology can be appropriately applied in specific curricular areas.

Language Arts	Mathematics	Social Studies	Science
<ul style="list-style-type: none"> • Word processing, spell check, thesaurus, and grammar checking software used in writing process. • Database and telecommunications for research. • Outline/brainstorm software for writing. • Multimedia projects with graphics, text, and sound. • Creation of timelines of events • Desktop publishing of newspaper and yearbook on computer • Enhance photographs 	<ul style="list-style-type: none"> • Spreadsheets to solve problems. • Graphing programs to discover concepts visually • Reinforce basic skills with Computer software. • Programming • Probability simulations • Special "word processors" with math symbols • Statistics software 	<ul style="list-style-type: none"> • Atlas/map making • Telecommunications to use online resources. • Multimedia projects with graphics, text, and sound. • Databases on compact disk • Simulations 	<p>Database and telecommunications for research.</p> <p>Multimedia projects with graphics, text, and sound.</p> <p>Computer probes for measurement/analysis.</p> <p>Optical technologies for research and analysis</p> <p>Computer interface with lab instruments</p> <p>Gravity, projectile motion, and other simulation</p> <p>Download and analyze data from weather satellite</p> <p>Troubleshooting to solve problems</p> <p>Nationwide collaboration via telecommunications.</p>
Arts	Music	Physical Education	Business Education
<ul style="list-style-type: none"> • Computer drawing with geometrical shapes or freehand. • Design compositions • Critique art work • Scanning images and enhancing on computer. • Animation • Enhance photography • Create multimedia portfolios • Database and telecommunications for research 	<ul style="list-style-type: none"> • Database and telecommunications for research • Compact disks on musical classics with analysis and history of writing. • Create music • MIDI interface to control music synthesizer • Develop music library • Software to help plan marching band formations/transitions • Digitize /analyze voices 	<ul style="list-style-type: none"> • Body fat analysis for physical fitness • Database for tracking of sports statistics • Computer interfaces to measure pulse in training. • Automated timers • Database and telecommunications for research. 	<ul style="list-style-type: none"> • Computerized record keeping and accounting. • Advanced word processing/publishing • Advanced database and spreadsheet applications • Payroll, inventory management, and other business simulations. • Optical technologies for research and simulations.
Foreign Language	Special Education	Media Centers	
<ul style="list-style-type: none"> • Foreign language word processors for writing. • Vocabulary review via computer. • Introduction to languages via digitized voice. • Compact disks with digitized speech. • Telecommunications for research. 	<ul style="list-style-type: none"> • Computer software for remediation • Use technology as tool to accomplish required objectives 	<ul style="list-style-type: none"> • Computerized card catalog • Multiple databases on compact/video disk • Telecommunications for research. • Multiple computer stations for teacher/ student use. • Multimedia work stations. 	

Word Processing Application Benchmarks

Reinforcement and application of previously introduced skills to be included in all subject areas.

Grade	Content Knowledge	Application of Knowledge Examples	Student Expectations
9-12	<ul style="list-style-type: none"> • Well-written, visually pleasing documents using basic word processing skills. • Reports created on a computer with title page, outline, text, works cited, parenthetical referencing: <ul style="list-style-type: none"> ○ Indenting ○ Use of variety of sizes and fonts ○ Centering, setting margins ○ Spell check ○ Thesaurus ○ Tabs, tab stops ○ pagination ○ spacing ○ moving blocks of text ○ deleting blocks of text 	Essays Themes Research Reports Letters Timelines	Self-directed learner Effective communicator Creative producer

High School Multimedia Application Benchmarks

The following benchmarks give multimedia applications to be adapted for all subject areas.

Grade	Content Knowledge	Application of Knowledge Examples	Student Expectations
9-12	<ul style="list-style-type: none"> • To compose, communicate, illustrate and illuminate their ideas. • To research, interpret, and communicate concepts and ideas. • To compose meaningful images, video, and sound. • To demonstrate an understanding of various techniques used to create a multimedia presentation. 	Possible integration (multimedia forms) Creative expression Multiple viewpoints.	Self-directed learner Critical thinker Effective communicator Creative producer Cooperative contributor

High School Spreadsheet Application Benchmarks

The following benchmarks give multimedia applications to be adapted for all subject areas.

Grade	Content Knowledge	Application of Knowledge Examples	Student Expectations
9-12	Learn to place data on a compatible spreadsheet and use changing and presentation features to produce a presentation level document.	Reports and laboratory assessments move from pencil and paper graphs to presentation printouts. Interpreting graphs.	Critical thinker Effective communicator Creative Producer

High School Database Application Benchmarks

The following benchmarks give multimedia applications to be adapted for all subject areas.

Grade	Content Knowledge	Application of Knowledge Examples	Student Expectations
9-12	Learn to gain access to current data and information. Contribute to high school level data gathering services and extract compiled results.	Use of the internet database to obtain research paper information. Use of an on-line database to contribute to research compilation.	Critical thinker Involved citizen Cooperative contributor

High School Research and Online Telecommunications Application Benchmarks

The following benchmarks give multimedia applications to be adapted for all subject areas.

Grade	Content Knowledge	Application of Knowledge Examples	Student Expectations
9-12	<ul style="list-style-type: none"> • Search for information online. • Publish documents online. • Establish online conferences with remote sites. • Demonstrate legal, ethical, and responsible behaviors online. • Use electronic mail. • Demonstrate the ability to access and filter information resources. 	<ul style="list-style-type: none"> • Use of online resources to research. • Publish research documents to a server. • Submit homework through e-mail. 	Critical thinker Effective communicator Creative producer Self-directed learner Involved citizen Cooperative contributor

High School Computer Applications and Mathematics Spreadsheet Application Benchmarks

Reinforcement and application of previously learned skills.

Course	Content Knowledge	Application of Knowledge Examples	Student Expectations
Algebra / Computer Applications	<ul style="list-style-type: none"> Demonstrate formatting of cells and editing and clearing of cells. Use formulas to perform calculations. Enter and correct data in a spreadsheet Format cells 	<p>Calculate the sum and average of data.</p> <p>Evaluate multiplication and addition of fractions.</p> <p>Explore variable equations for the length, width, and area of rectangular regions.</p>	<p>Critical thinker</p> <p>Effective communicator</p> <p>Creative producer</p> <p>Self-directed learner</p> <p>Cooperative contributor</p>
Geometry / Computer Applications	<ul style="list-style-type: none"> Demonstrate formula writing with multiple cells. Display answers in a variety of ways. Demonstrate the CUT, COPY, and PASTE functions Write formulas using many cells. Copy formulas using FILL DOWN 	<p>Evaluate the measure of the angles of triangles, trapezoids, parallelograms, kites, and rectangles.</p> <p>Given sides of angles, be able to calculate additional information about the polygon.</p>	
Advanced Algebra / Computer Applications	<ul style="list-style-type: none"> Demonstrate the PMT function to calculate the periodic payments for an installment loan when given the interest rate, number of payments to be made, and the amount of the loan. Format cells for dollar amounts. Produce an amortization table which displays how much interest and principal is paid on each payment of an installment loan. 	<p>Study compound interest and amortization techniques.</p> <p>Evaluate effects of time and interest on total expenses of purchased items.</p>	
Functions, Statistics, and Trig / Computer Applications	<ul style="list-style-type: none"> Demonstrate graphing functions for the spreadsheet. Create pie charts, line graphs, and bar charts to represent data. 	<p>Produce and print chars while studying the mean and standard deviation of data.</p> <p>Analyze data with the line of best fit.</p> <p>Use binomial probability distributions to create histograms of data.</p>	

