

**Creative Learning Academy**  
540 Lang Road, Beaverton, Michigan 48612  
Phone: 989 – 435 – 8252; Fax: 989 – 435 – 4187  
District Code: 26901; School Code: 8341



## **Technology Plan**

**June 2008 through June 2011**

Contact:  
Ronald Wiens, CAO  
Phone: (989) 435-8252; Fax: (989) 435-4187  
ronwiens@choiceschools.com

Clare Gladwin Regional Education Service District 26-901  
<http://www.creativelearningacad.com>

<b>TABLE OF CONTENTS:</b>	<u>Page</u>
Cover Page.....	1
Table of Contents .....	2
Introductory Material....	3
Vision and Goals.....	4
Curriculum Integration... ..	5
Student Achievement.....	5-10
Technology Delivery .....	10
Parental Communications & Community Relations.....	10 - 11
Collaboration .....	12
Professional Development .....	12
Supporting Resources .....	13
Infrastructure Needs/Technical Specification & Design .....	14-15
Increase Access .....	15
Budget and Timetable .....	16
Coordination of Resources.....	16-17
Evaluation .....	17-18
Acceptable Use Policy.....	19 - 22

## INTRODUCTION

**School Mission Statement:** The Creative Learning Academy of Science, Mathematics, and Humanities will prepare students thoroughly for the next level of education while providing the skills necessary for life-long learning and supplying the individualized help and attention they need to become leaders in their community, the nation, and the world.

### ***Academy Profile:***

The Creative Learning Academy completed its twelfth year of operation during the 2007-2008 school year with an enrollment of 67 students in grades Kindergarten through Eighth grades. During the 2007 - 2008 school year, the Academy employed six full-time teachers and one teacher aide.

The Academy aims to provide students with the tools to become lifelong learners as well as to instill leadership skills. Students learn in an environment where individual strengths are recognized and further developed. Multiple intelligence approaches are used by classroom teachers to expose students to all areas of intellectual development. Students work both individually and collaboratively to achieve academic excellence. Teachers function as facilitators in teaching students skills used for life-long learning and leadership. These tools include a strong background in core subjects, research and technology applications, creative and critical thinking skills, a strong work ethic, and public speaking skills.

Academy students are drawn from rural areas within the counties of Gladwin, Clare, and Midland. Over seventy percent of the students at CLA qualified for free and reduced lunches during the 2007-2008 school year.

The Creative Learning Academy is currently housed in the Beaverton Church of the Nazarene. This facility provides us with four classrooms, office space, and a full size gymnasium. The Kindergarten through fifth grade classes will be located within this structure for 2008-2009 school year. The school also owns a portable classroom unit that will house the middle school (grades 6-8) during the 2008-2009 school year.

## **VISION AND GOALS**

### **Vision Statement:**

The Academy's mission is to prepare students thoroughly for the next level of education while providing the skills necessary for life-long learning and supplying the individualized help and attention they need to become leaders in their community, the nation, and the world. In keeping with the Academy's mission, the technology committee's primary goal is to provide our future leaders with the tools necessary to become life-long learners with the ability to adapt to the rapidly changing technological environment in which we live. The primary focus for implementing technology in the Creative Learning Academy is to prepare students with the skills and experiences that will enhance successful transition from school to early adulthood, the job market and/or higher education.

To achieve this vision, the computer and other technologies are viewed as tools that are used in many ways across a variety of content areas within the classroom. Computer related skills are developed throughout the student's progression through grade levels by gradually broadening the use of the types of technology as well as applications.

### **Goals and Objectives:**

#### Curriculum:

- Integrate technology standards and benchmarks into existing content standards and applied to established district curricular content.
- Demonstrate technology skills in curricular areas throughout the student's K-8 experience.
- Plan where State standards and benchmarks are to be applied by grade level.
- Increase student achievement through technology integration.

#### Professional Development:

- Provide ongoing training and support necessary for teachers to use technology effectively in the classroom, and to integrate technology-enhanced methods into their teaching.

#### Infrastructure:

- Maintain an-up-to-date system that will be accessible to all teachers, staff, and students in order to provide a technology-rich learning environment.

#### Technical Support:

- Support and assist teachers and staff to ensure that all hardware, software, and network resources can be utilized in the learning environment.

#### Monitoring and Evaluation:

- Monitor and evaluate continuously to ensure that technology is being utilized in a way that best enhances teaching and learning.

## CURRICULUM

- A. Goals and strategies, aligned with challenging State standards, for using telecommunications and technology to improve teaching and learning.

As stated in our mission statement, technology is a tool to support the curriculum, to reinforce prior learning, to increase productivity, and to encourage creativity and problem solving.

### TECHNOLOGY CURRICULUM GOALS

1. Technology standards and benchmarks are to be integrated into existing content standards and applied to established district curricular content.
2. Technology skills need to be demonstrated in curricular areas throughout the student's K-8 experience.
3. Grade level teachers will plan where to apply standards and benchmarks.
4. Technology integration will result in increased student achievement.

- B. Strategies that are based in research and that integrate technology into curricula and instruction for purposes of improving student academic achievement and a timeline for this integration.

1. Grade level teachers will be given time to incorporate technology standards into the existing curriculum maps that apply to all grade levels. This process is described in the Professional Development portion of the technology plan.
2. Increased student achievement will be obtained with the development of problem solving strategies that incorporate higher order thinking skills. The following timeline will be used to incorporate technology standards into the student's K-8 educational experience:

### Technology Content Standards and Benchmarks

To be used as developmentally appropriate

#### Early Elementary E5-Grade 2

- **Use multimedia programs relative to curriculum (CS2, CS3, CS4)**

The student will create a product that demonstrates basic use of input and communication of information using graphic organizers of presentation software.

*Examples:*

Take simple, one-digit math problems, input information into a program and present a simple presentation on how to do addition.

Create a graphic organizer that presents the clothing needed for each of the four seasons.

- **Developmentally appropriate keyboard and mouse usage (CS1, C2)**

The student will demonstrate basic understanding of keyboard functions and simple mouse usage.

*Examples:*

Use a mouse to properly click and choose Web sites from a hotlist to search for information on famous inventors.

Create a rebus story explaining about the different people that make up the student's neighborhood.

- **Developmentally appropriate word processing (CS2, CS4)**

The student will use information to organize and create a document explaining curricular content using word processing software.

*Examples:*

Use information from a read aloud book on the life cycle of a frog to create a Word document that explains the process.

Use software to write a simple story that tells about the student's most favorite vacation ever.

- **Simple desktop publishing (CS3, CS4)**

The student will obtain information, organize and create original text using publishing software.

*Examples:*

Examine the characteristics of good citizenship and create a rebus story presenting the ways one can be a good citizen.

Create an illustrated story of the path taken by the Iditarod participants.

- **Multimedia presentations (CS4, CS5)**

The student will use print and non-print resources to get information to create and present a project to class using multimedia presentation software.

*Examples:*

Use library resources to obtain information, create and present a Power Point slide show of words that begin with each of the different letter sounds.

Find information on the different aspects of the water cycle.

### Upper Elementary Grade 3-5

- **Use multimedia programs relative to curriculum (CS2, CS3, CS4)**

The student will create a product that demonstrates introductory or beginning use of retrieval, input, organization, communication, and evaluation of information using applications such as graphic organizers and presentation software.

*Examples:*

Use the Internet and/or an online encyclopedia to learn the safety precautions for severe weather and create a Power Point to present them to class.

Read fiction stories from an online library (such as Google or Project Gutenberg) and use Microsoft Word or PowerPoint to create visual flow charts of story elements.

- **Developmentally appropriate keyboard and mouse usage (CS1, CS2)**

The student will practice and reinforce standard usage of home keys and use of mouse.

*Examples:*

Demonstrate for evaluation the standard use of home keys while typing information for Social Studies research report using Power Point.

Use mouse to highlight and manipulate text in a book report on Word while editing and revising.

- **Developmentally appropriate word processing (CS2, CS4)**

The student will find information, organize and create text to produce a document explaining curricular content using word processing software.

*Examples:*

Use print and non-print resource materials to produce a Word document that explains the process photosynthesis.

Research information on natural disasters that have plagued Michigan and create a document that describes what it would be like to live through one.

- **Developmentally appropriate desktop publishing (CS3, CS4)**

The student will obtain information, organize, write and create original text to final copy using publishing software.

*Examples:*

Use different media resources to retrieve, create and publish a brochure that demonstrates and explains the different phases of matter.

Students interview classmates, parents, teachers and administrators to produce a final copy monthly newsletter.

- **Multimedia presentation (CS4, CS5)**

The student will retrieve, organize, create and communicate a project to the classing multimedia presentation software.

*Examples:*

Use print and non-print resources to obtain information, organize and present a pictorial timeline of important historical figures in Michigan history.

Create and present a Power Point slide show detailing the differences between grade levels at a parent open house.

- **Access to computer research tools (CS1, CS2, CS5)**

The student will demonstrate to an observer effective usage of research tools to aid in development of information gathering skills.

*Examples:*

Practice and display the use of search techniques to gather information on how sound travels through different substances.

Use software to examine and find information on Father Marquette and his importance of the introduction to Christianity to Native Americans of Michigan.

- **Access to external computer accessories (CS2, CS2, CS4, CS4)**

The student will use standard computer accessories to enhance presentations and products.

*Examples:*

Demonstrate the ability to take digital pictures of the different organisms in the schoolyard and download files into an Inspiration document to create a food web.

Use a scanner to scan family pictures or other historical documents to produce a pictorial family tree.

### Middle School Grade 6-8

- **Use multimedia programs relative to curriculum (CS2, CS3, CS4)**

The student will create information products that demonstrate retrieval, input, organization, manipulation, evaluation and communication of information using applications such as graphic organizers or presentation software. Information will be in multiple formats (voice, data, video, still graphics, etc.)

*Examples:*

Use the Internet and/or an online library, to learn the physical characteristics, reproduction, defense mechanisms and feeding habits of a non-vertebrate and create a Power Point to present them in the student's own words.

Use print reference materials and library books to study government in ancient Greece, Rome, or Egypt and create a flow chart that portrays the structure of government.

- **Mouse usage (CS1, CS2)**

The student will consistently demonstrate to an observing teacher standard keyboarding and use of the mouse to navigate the Windows screen.

*Examples:*

Use the mouse to highlight, copy, and paste a passage into a Word document defining fractals, tessellation, or another mathematical term.

- **Word Processing (CS2, CS4)**

The student will find and use recorded information and create original text to produce a Word document explaining concepts included in the evaluated curriculum.

*Examples:*

Use the textbook, library books, magazines, newspapers, and vertical items to produce a Word document explaining the raw source, physical characteristics, health risks and social implications of a controlled substance.

- **Desktop publishing (CS3, CS4)**

The student will plan and design a document in the form of a printed publication, create original text, and use a desktop publishing program to produce a copy of an informative newsletter, book, flyer, brochure or other print document reflecting mastery of an instructional standard or benchmark.

*Examples:*

In Microsoft Word, create a tri-fold brochure promoting a western European country for travel, using information gathered from on line sources, including historical sites, interesting landforms, major mountain ranges or rivers, major cities, and other important facts for understanding the country and convincing others to visit there.

Create a flyer explaining an invention that they have made to demonstrate the function of electricity or an electromagnet.

- **Multi-media presentations (CS4, CS5)**

The student will plan a multimedia presentation, write original text, and use Power Point to display a process to improve a product, system, or environment covered in the core curriculum.

*Examples:*

Students will devise a process to compare two characters in the fiction book *Freak the Mighty* and create a series of slides presenting the comparison.

Students research the way of life in Ancient Greece, and then compare homes, food, storage, heating, clothing, schooling games or entertainment from that era with their own and create presentations that shows the improvement in the environment today.

- **Access to computer research tool (CS1, CS2, CS5)**

The student will use electronic research tools to transfer technological knowledge to life roles, process information, and gain an understanding of legal and ethical standards for use of technology.

*Examples:*

Find and access appropriate campfire recipes on the Internet and/or an online library, to use in Outdoor Education class.

Use a search engine to find information about copyright that explains how pictures found online can be legally used in a Power Point on famous people born in France or Spain for foreign language classes.

- **Access to external computer accessories (CS1, CS2, CS4, CS5)**

The student will use external computer accessories in the process of applying technical knowledge and skills to life roles, using information, practicing a systematic approach to problem solving and behaving legally and ethically in technology use.

*Examples:*

Produce a display showing how technology improves shopping by taking digital photos of students using a bar code scanner on upc labels, or comparing unit prices on store shelves for personal economics class.

Use the computer scanner to add images from books on the Commonwealth of Independent States to papers explaining the differences between communist and democratic government.

- **Use of databases and spreadsheets (CS2, CS3)**

The student will use database and spreadsheet software to process information and apply technological knowledge and skills to their roles as family member, citizen, worker, consumer, and lifelong learner.

*Examples:*

To understand the role of public opinion in government, students will survey their classmates about a current public issue (i.e. if the U.S. should be involved in fights between other countries) and create a spreadsheet or graph showing the proportions of students who answer in any of several ways.

Create a database in Access showing what proportions of peanut oil are contained in various foods for health class.

C. Strategies for the delivery of specialized or rigorous courses curricula through the use of technology, including distance-learning technologies.

The Creative Learning Academy will explore and employ alternative methods of instructional delivery through distance learning using various technologies (when/if available), including (but not limited to):

- Video Streaming – where sufficient network bandwidth allows, video-streaming resources such as United Streaming will be used to enhance existing curricular areas at all grade levels. The Video-ON-Demand service provided by United Streaming satisfies all four reform principals designated by the “No Child Left Behind Legislation.”
- Virtual Field Trips – individual classrooms will utilize opportunities to explore educational topics electronically. Virtual field trips will be created in which students visit a variety of websites that relate to current topic being studied.
- Michigan Virtual Schools – online learning for 6 – 8th grade.
- Claire-Gladwin RESD Programs – will be explored as money and technology become available.

D. Strategies to promote parental involvement and to increase communication with parents and community, including a description of how parents and community will be informed of the technology to be used with parents.

The Creative Learning Academy will increase communication with parents and the community by continuing existing methods of communication and implementing new projects, including:

- Maintaining the district web page to inform parents and the community about general news, activities, policies, homework assignments and other bulletins.
- Updating the district web page to include curriculum maps reflecting technology standards that are embedded in existing curriculum.
- Provide a voice mail system to the school office.
- Implementing a secure online information system that allows parents access to student grades, attendance and other relative data.
- Continuing to expand our current e-mail system for teachers, administrators, and other instructional staff in order to provide effective communication between staff, parents, and community members.
- Reporting progress annually to the school board on the meeting of goals and objectives.

- Include parents and community members in district-level and building-level technology committees.
- Providing on-line access to the districts technology plan.

E. Strategies for developing the program, where applicable, in collaboration with adult literacy service providers.

Creative Learning Academy is a K-8 grade public school academy that does not provide adult literacy services. This section is not applicable to our district.

## **PROFESSIONAL DEVELOPMENT**

### ***Introduction***

As the development of a plan for professional development, it became clear that specific topics taught at a variety of venues and times targeted at a variety of skill levels would provide the solution.

The plan that emerged outlined six specific venues for training: professional development days, voluntary training sessions (both paid and unpaid), CGRESD training, training on demand, one-on-one training, and out-of-district training. Regardless of the venue used, following a training session, a follow-up process will be used to answer any remaining questions and to provide further, more personal assistance. The focus of technology training will be integration into the total educational program of the school.

### ***Timelines***

2008-2009 Our timelines for Professional Development are entirely dictated by when budgets will allow us to purchase and acquire technology. Timelines (while somewhat artificial at this point) would implement basic technology trainings. Assess current technology levels of staff and providing appropriate training based on these levels of expertise and thereafter.

2009-2011 Additional specific trainings.

### **Training Sessions**

The main professional development venue used by The Creative Learning Academy is the professional development day. These sessions are usually six-hour workshops conducted during the school year. Topics are chosen by staff requests, district goals, and curricular needs, with specific sessions targeted at different skill levels.

### **CGRESD Training**

The RESD provides a host of quality technology trainings. Staff will be encouraged to attend trainings that meet their needs. The Creative Learning Academy will make attendance at technology trainings a financial priority.

- F. Strategies and supporting resources such as services, software, other electronically delivered learning materials and print resources that will be acquired to ensure successful and effective uses of technology.

### **Strategies and Supporting Services Utilized by The Creative Learning Academy**

#### Resources in both Print and Web Format:

- Acceptable Use Policy
- Technical Support Procedures
- Application for E-Mail Account
- Application for Web Site Account/Folder
- District Technology Guidelines
- Request for Off Site Use of Computer Equipment
- Process for Technology Acquisition
- Electronic checkout system for library

#### Resources in Web Format Only:

- NWEA
- Dibels
- District Informational Web Site
- MDE
- DigitalCurriculum.com
- Software Research Sites
- Media/Tech Notes (Tech Dept. Newsletter)
- REMC Video Check-out System
- REMC Online Bid Catalog
- MI Tracker (MEAP Analysis software)
- MAP (on-line Student Assessment with links to instruction)

## INFRASTRUCTURE

- G. Strategies to identify the need for telecommunication services, hardware, software, and other services to improve education or library services, and strategies to determine interoperability among the components of the technologies to be acquired.

**Current Technology Equipment & Information Status:** The Academy has made the most of our current location by installing a wireless network. This enables all of the computers to have internet access and share information. In 2004, the Academy installed a new computer lab with 8 new Dell computers. In the 2004-2005 school year, each classroom had access to at least 2-3 computers and each teacher and administrator had access to one lap top computer. In 2006-07 the school was able to obtain 4 additional Dell computers at low cost from Saginaw Valley State University for use in the various classrooms. In 2007-08 the main office computer's CPU was replaced. The school owns one LCD projector for use with a lap top computer. This projector enabled teachers to use video streaming to share instructional information with the students from news sources on the web. A DVD/VCR combination machine was also purchased to allow teachers to use DVDs as well as VHS for classroom instruction.

The Academy purchased an on-line student assessment package through the Northwest Evaluation Association (NWEA), allowing our students to take standardized tests on-line and give the teachers immediate feed back in order to plan instruction accordingly. This on-line package includes a site license to software that provides an instructional link to the assessment. The NWEA assessment is specifically aligned to the Michigan Curricular Framework and Grade Level Content Expectations.

Accessing the RESD internet service was explored during 2007-08. Equipment cost startup and maintenance was found to be too cost prohibitive at this current time and may be explored again in the future.

A technology review was completed on June 23, 2008. The reviewer found that the existing technology and infrastructure meets the needs of the school. All computers exceed 1.6 GHz, are running XP Pro, and have adequate memory and hard drives. These computers may need to be replaced at the end of this three year cycle pending software requirements and needs. A Dell PowerEdge server handles security, backups, and file storage. Backups are being handled by Windows Backup, and are set for nightly. Tapes are setup for 5 day rotation, but may not be being changed regularly. Infrastructure is a combination of wireless and wired. The lab is wired, the classrooms and portables are wireless. The front office PC, and laptops, will work well for the addition of the Power School student information database.

**Planned Technology Acquisition:**

The Academy is continuing to use Accelerated Reader and Accelerated Math and will continue to add to these software packages. The PTO group (CLASS) has purchased the Raz-Kids.com online leveled reading package for the school to be used beginning Fall of 2008. Graphing calculators will continue to be purchased as needed for replacements to complement the mathematics curriculum. The school will continue to examine, preview and purchase software selections that are curriculum-related and student-centered.

Our wireless network provides much flexibility and forms the basis of our technological growth. However, the nature of the service provider results in some infrequent slow wireless service and needs investigation for possible speed upgrading.

The Creative Learning Academy purchased an online school database (PowerSchool) that will be implemented in Fall of 2008. This student information database will enable teachers to report attendance, student grades, parent communications, and other functions electronically.

Troy Technologies, Inc. performed an audit on the school's network and reported the following estimates and suggestions that will be completed over the next three years.

The school will benefit from the upgrade of anti-virus software for all computers.  
Anti-Virus software and installation.....\$625

**Tech Support**

A systematic plan for technical support of technology, hardware, network Services, independent contractors to provide technology support.

H. Strategies to increase access to technology for all students and all teachers.

The Creative Learning Academy will attempt to provide access to technology for all staff and students. All classrooms and media centers will have at least one network drop with 2-3 multimedia computers. Strategies for continuing, as well as increasing access include:

- Continue to expand wireless conductivity.
- Continue to expand software library.
- Continue to expand and upgrade existing hardware
- Upgrade Internet protection systems.
- Upgrade main frame.

**FUNDING AND BUDGET**

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

	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
Maintenance and Service Cost	\$500	\$500	\$500
Software	\$500	\$1000	\$1500
Networking Costs:			
Wireless Hardware	\$500	\$500	\$500
Internet Provider	\$1200	\$1200	\$1200
New Computers & Equipment	\$1000	\$500	\$1000
Technical Support	\$500	\$500	\$500
License agreements	\$500	\$1000	\$1500
Professional Development*	\$500	\$500	\$500
<b>TOTAL:</b>	<b>\$4200.00</b>	<b>\$4200.00</b>	<b>\$5200.00</b>

\*Much of our professional development is provided by our local CGRESD and our management company at no or little additional cost to our district.

J. Strategies that will be employed to coordinate available state and local resources to implement activities and acquisitions prescribed in the technology plan.

The Creative Learning Academy has established a structured method of planning for the acquisitions of the technology resources:

- These goals are prioritized in order of greatest impact to instruction.
- Costs are associated with each project.
- The CAO develops a plan including budget and timeline for completing each project for the upcoming school year.
- The Instructional Technology Committee evaluates and approves the plan.
- If necessary, the school district initiates a bidding process for technology acquisitions.
- The Board of Education evaluates the plan, approves the budget, and awards any bids.

Claire-Gladwin RESD

In the past, our RESD has provided technical services, professional development, and instructional support. The district will continue to collaborate and share resources with our local RESD.

### Grants

The Creative Learning Academy has sought out grants to finance special projects concerning the integration of technology into our classrooms. Our district will continue the practice of exploring grants in order to further implement technology into the curriculum.

### Alignment of Technology Plan

The Creative Learning Academy will continually monitor state and national technology plans to ensure that the district's goals and objectives coordinate with state and national guidelines and requirements. The district's technology plan will be revised and amended as needed.

## **MONITORING AND EVALUATION**

- K. Strategies that the district will use to evaluate the extent to which activities are effective in integrating technology into curricula and instruction, increasing the ability to teachers to teach, and enabling students to reach challenging State academic standards.

### **Goal:**

A monitoring and evaluation process will be implanted to ensure that technology is being utilized in a way that best enhances teaching and learning.

### **Staff Needs Assessment:**

A Staff Needs Assessment will be created and implemented. The results will be shared and allow the district to:

- Verify that technology integration goals are being met
- Identify weaknesses | current strategies to integrate technology into the curriculum
- Determine if implemented strategies are improving standardized test scores
- Plan future professional development

As the district identifies goals that are not being met, strategies will be reevaluated to determine how to best meet staff needs in order to improve technology integration.

### Questions for Staff Need Survey

1. Is the technology available and working correctly to perform the task?
2. Do staff members have enough time to implement technology-related projects?
3. Have goals and objectives been explained to instructional staff?

4. Has staff completed sufficient training to implement the technology?
5. Has staff willingly accepted the integration of the particular technology?
6. Are students able to utilize the technology proficiently?
7. Are technology-related lesson plans grade-level appropriate?
8. Has technology integration resulted in increased student creativity and problem solving skills?
9. Has technology integration resulted in increased productivity?

#### StaR Chart Self-Diagnostic Tool

Taken from the CEO Forum Website (<http://ceoforum.org>), the StaR Chart can help our district answer three critical questions:

1. Is our district using technology effectively to ensure the best possible teaching and learning?
2. What is our district's current education technology profile?
3. What areas should our district focus on to improve its level of technology integration?

#### **Instructional Technology Committee**

- L. Strategies are in place to monitor the districts' Acceptable Use Policy for staff and student use of the technologies.

The appropriate use of school technology is monitored on a regular basis. No student will be allowed access to the internet without staff supervision. An acceptable use policy has been developed and is included with this plan. A technology committee will be formed.

## **INTERNET USE POLICY**

### **TECHNOLOGY AND INTERNET ACCEPTABLE USE POLICY**

The Creative Learning Academy of Board of Directors pursues the goal of making advanced technology available to students and staff to increase access to learning and to promote personal growth in information gathering techniques, critical thinking skills, and communications skills. We believe that technology, including access to the Internet, will help our students and staff to access and use information sources from distant computers, communicate and share information with individuals or groups of our students and staff, and significantly expand their knowledge base. The Internet is a tool for life-long learning and opens doors to many advanced tools.

The networking environment requires school officials to define guidelines for student explorations and use of electronic information resources. Such guidelines should address issues of privacy, ethical use of information with respect to intellectual property, using the networks for illegal activities, or knowingly spreading embedded messages or other computer programs that have the potential of damaging or destroying programs or data. The availability of on-line resources does not indicate endorsement of their contents by school officials.

The Board of Directors has selected technology for its computers with Internet access to filter or block Internet access to material that is obscene, child pornography, or deemed to be harmful or inappropriate for children. By this policy, the Board directs the Principal to enforce this policy to ensure the operation of technology according to filtering requirements.

Teachers will oversee guidelines and procedures that are appropriate for the electronic information sources being used and the students being served. Guidelines must adhere to the policy and guidelines of the Board, while providing the expectation of appropriate and responsible behavior by students and staff, including teachers and staff serving as a model for that behavior. We must work together to help students develop the intellectual skills needed to discriminate among information sources and to evaluate and use information to meet the educational goals of the Academy.

### **USE OF THE INTERNET AND ON-LINE SERVICES PROCEDURES**

#### **Belief Statement**

Freedoms of inquiry and access to information are fundamental to the development of a democratic society and are rights of students and staff. On-line electronic resources provide an exceptional opportunity for the promotion of intellectual inquiry, comprehensive information gathering, and awareness of global diversity through worldwide communication and exploration.

On-line resources like the Internet can be used to educate, to inform, to communicate and to entertain. As a learning resource they are similar to books, magazines, video, CD-ROM, and other information sources. Students and staff have access to other individuals,

government documents, social and scientific data, library indexes, and many other types of information.

### Proper and Ethical Use

With this learning tool, students and staff must understand and practice proper and ethical use. Teachers are responsible for training students in the proper use of available technologies and for monitoring use of technologies.

### CONDITIONS AND RULES FOR USE:

#### Acceptable Use:

- A. Parents must give written permission for their child's independent use of the Internet for educational purposes.
- B. Students are to receive training in the use of the Internet.
- C. The Academy's computer network system shall be used only for educational and research purposes that are consistent with our mission and goals.
- D. All users have the same right to use the equipment. Therefore, users shall not play games or use the computer resources for other non-academic activities when other users require the system for academic purposes.
- E. All passwords must be disclosed to the Network Coordinator or they are invalid and cannot be used.
- F. The person in whose name an account is issued shall be responsible at all times for the proper use of that account.
- G. Software or disks, which are personal or not licensed to the Academy, may not be loaded into the Academy's computers or computer network system.
- H. The confidentiality of any message should not be assumed. Even when a message is erased, it is still possible to retrieve and read that message.

#### Procedures for Student Use of the Internet:

Internet users are expected to behave responsibly in accessing and viewing information that is pertinent to the educational program of the Academy. Students are expected to abide by the generally accepted rules of the network protocol. These include (but are not limited to) the following:

- A. Students must always get permission from their instructors before using the computer network, Internet or e-mail.
- B. Students must sign-in legibly on the appropriate log or register in the classroom each time they use the Internet.
- C. Users must sign the "Internet Use Agreement" for use of the computer network system at the beginning of each school year.
- D. Parents and community members given permission to use the computer network system during designated hours must sign this IUA.
- E. All district employees are required to abide by the Academy rules and policies.
- F. Each user shall be issued a "login" name and password.
- G. All users are expected to abide by the generally accepted rules of network etiquette, which includes being polite and using only appropriate language. Obscene, offensive, or sexually explicit language, vulgarities, and swear words are all inappropriate and prohibited, as is any kind of racist, sexist, abusive, or harassing language.

The Academy delegates authority to the Principal to determine appropriate use and may deny, evoke, suspend or close any user account at any time based upon inappropriate use by account holder or user.

Monitoring:

The Principal reserves the right to review any material on user-accounts and to monitor fileserver space to determine whether specific uses of the network are inappropriate. In reviewing and monitoring user-accounts and fileserver space, the Principal shall respect the privacy of user-accounts.

No Warranties:

The Academy Board makes no warranties of any kind, whether expressed or implied, for the service it is providing. Use of any information obtained via Internet/LAN/WAN, Voice Mail is at the user's own risk. The Board makes no guarantees, implied or otherwise, regarding the reliability of the data connection. The Board shall not be liable for any loss or corruption of data resulting while using the network connection.

Security - "An even balance":

To allow the use of shared folders and other activities, a network must be open and flexible. This raises security issues. To avoid them, network administrators sometimes want more control; a balance must be found.

- A. Security on any computer system is a high priority, especially when the system involves many users. Users must never allow others to use their password. Users should also protect their password to ensure system security and their own privilege and ability to continue to use the system.
- B. If you feel you can identify a security problem on the Network/Internet, you must notify the building technology coordinator. Do not demonstrate the problem to other users.
- C. Do not use another individual's account without express written permission of the account holder and District Technology Coordinator.
- D. Attempts to log on to the Network/Internet, as a system administrator will result in cancellation of user privileges.
- E. Any user identified as a security risk for having a history of problems with other computer systems may be denied access to Network/Internet.

Vandalism and Harassment:

- A. Vandalism and harassment will result in cancellation of user privileges.
- B. Vandalism is defined as any malicious attempt to harm or destroy Academy equipment or materials, or data of another user of the Academy's system or any of the agencies or the other networks connected to the Internet. Vandalism shall include, but is not limited to, the following:
  - 1) Uploading or creating computer viruses.
  - 2) Intentionally disrupting computer network system traffic or crashing the computer network system and connected systems.
  - 3) Stealing data, equipment, or property.

- 4) Gaining or seeking to gain unauthorized access to any files, resources, or computer or phone systems, or vandalizing data of another user.
- C. Harassment is defined as the persistent annoyance of another user, or the interference of another user's work. Harassment includes, but is not limited to, the sending of unwanted mail.

Penalties for Improper Use:

- A. Any user violating these rules is subject to loss of technology privileges and any other disciplinary options.
- B. In addition, any unauthorized access, attempted access, or use of any state computing and/or network system is a violation of state and other applicable federal laws, and is subject to criminal prosecution.
- C. The Principal has the first level of responsibility to review the infraction and to determine appropriate action.

The Academy Board empowers the Principal to change the Conditions and Rules for Use at any time, without notice.

Internet Guidelines:

- A. Be courteous and respectful in your messages to others.
- B. Do not reveal your home address or phone numbers, or those of other students or colleagues. Use school addresses and phone numbers only -- even if you think you "know" your correspondent.
- C. Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
- D. Always try to do your best writing, and proofread and edit your messages.
- E. Do not post personal messages on bulletin boards or "list serves". Send personal messages directly to the person to whom you want to write.
- F. Do not use the network in such a way that you would disrupt the use of the network by other users.
- G. All communications and information accessible via the network should be assumed to be private property.

Privilege:

All technologies used at the Academy are required to follow the Board Policy and Regulations governing use of technology at the Academy. The use of technology is a privilege, not a right. Inappropriate use, including any violation of these conditions and rules, may result in cancellation of the privilege.

The Academy does not assume responsibility for the inappropriate use of technology, including hardware, Internet, and other on-line resources.

Legal Reference: Children's Internet Protection Act (2000)