

Carson City-Crystal Area Schools

<http://www.carsoncity.k12.mi.us/techplan.pdf>

Technology Plan

Carson City Crystal Area Schools

115 E. Main Street Carson City, MI 48811

989-584-3138

District code #59020

Montcalm Area Intermediate School District

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Welcome to Carson City-Crystal's Technology Plan

Mission Statement

**Equip all children with the knowledge and skills to ensure successful transitions
and experience limitless opportunities**

Exit Outcomes

Students of Carson City-Crystal Area Schools will be each of the following:

- Self-Directed Learner
- Collaborative Worker
- Complex Thinker
- Community Contributor
- Quality Producer

Carson City Crystal Area Schools

Introduction

Carson City-Crystal Area Schools resides in the southeast corner of Montcalm County, and encompasses portions of Ionia, Gratiot and Clinton Counties. This area is primarily rural. Many of our constituents commute to Lansing or Grand Rapids. Fifty-two percent of our student population qualifies for free or reduced lunch. The district serves 978 K-12 students in the communities of Crystal, Hubbardston and Carson City. The staff includes 51 support personnel, 55 teachers, and 9 administrators. In the past 17 years, the Carson City-Crystal Area Schools have made a commitment to technology. We recognized the role that technology would play in the coming years and our responsibility, as educators, to provide our students with the skills they would need to be successful employees, citizens and parents.

In 1994, CC-C passed a \$6.5 million bond issue. Part of this bond issue was used to:

- Install infrastructure in all district buildings
Network all classrooms in all buildings
- Install an e-mail server
- Provide Internet access to all classrooms
- Install an ITV room at the High School in partnership with MMENC
- Install a computer lab in each elementary and in the MS-HS

Since the bond issue was completed, Carson City-Crystal has continued the commitment to technology. Over time, the building networks have been upgraded to provide greater capacity, and leased lines between buildings have been replaced with fiber optic cable.

In support of the technology plan, the CC-C Area Schools:

- Established a technology committee
- Developed a technology plan which supports classroom learning
- Developed internal technology support capacity
- Assured compatibility among existing technologies
- Provided inservice training and professional development for all staff
- Provided adequate access to projection devices, printers, digital cameras, video cameras, scanners and other peripherals
- Encouraged teachers to use technology in their classrooms to support student learning, consistent with existing curriculum and the Michigan Curriculum Framework
- Encouraged and trained all staff to make use of e-mail, web browsers, HTML, and software
- Encouraged staff and student use of ITV and other video videoconferencing equipment to enhance the educational experience
- Installed additional fixed and mobile computer labs
- Installed projectors and interactive whiteboards in classrooms

Consortium Membership

Carson City-Crystal Area Schools formerly belonged to the MMENC (Mid Michigan Education Network Consortium). MMENC was established in 1994 for the purpose of coordinating the study, design and acquisition of an interactive telecommunications network (ITV).

In 1994, two-way interactive television service was begun between St. Louis, Breckenridge, GIRESD, Fulton and Central Montcalm. In 1995, Carson City-Crystal and Montcalm Community College came on board. Now starting our thirteenth year with ITV, CC-C has been able to offer college psychology, French, Japanese, German, Russian, and many other classes to students.

In addition, CC-C connected to GIRESD in 1993 to provide payroll business services for the district. Since that time, this partnership has been expanded to allow the processing of purchase orders (1995) and student scheduling, grading, and attendance (1997).

Carson City-Crystal Area Schools is also a member of MICTA.

We are a member of the Montcalm Area Intermediate School District, but also have close ties to the Gratiot-Isabella Regional Education Service District (GIRESD). Kent ISD/REMC 8 provides Carson City-Crystal Area Schools with multimedia such as: software, VCR tapes etc.

Physical Plant

Central Office

Duane Ellis- Interim Superintendent
115 E Main, Carson City, MI 48811
(989) 584-3138

Bev Rinckey – Business Manager
115 E Main, Carson City, MI 48811
(989) 584-3138

Bus Garage

Dennis Lance- Transportation Supervisor
338 South Gratiot Carson City, MI 48811
(989) 584-3649

Lower Elementary

Carol Wiles- Principal
338 S Eagle Ave., Carson City, MI 48811
(989) 584-3130

Middle School / Upper Elementary

Charles Larkins- Principal
213 E Sherman Carson City, MI 48811
(989) 584-3903

High School

Devin Pringle - Principal
213 E Sherman Carson City, MI 48811
(989) 584-3175

Kerin Naumann – Food Service Director
213 E. Sherman, Carson City, MI 48811
(989) 584-6399

Vision and Goals

Vision

To provide through technology an information and communications system that will enable students to be effective in the workplace, developing to their fullest potential while becoming lifelong learners.

Goals, Objectives, and Strategies

Goal 1: Professional development

To promote teacher and staff use of technology as an effective and integrated part of the curriculum, all staff will be trained in the technology available at their site. In addition, staff will have opportunities to research new technologies in the context of specific curricular goals. All training will be content area specific and grade level appropriate.

Objective 1: Support Inservice Efforts

The District will support in-service effort.

Strategies: Provide stipends, software, and hardware items as incentives.

Objective 2: Identify Trainers

The District will identify trainers knowledgeable in the curricular use of technology and instruction at each school site.

Strategies: Individual building technicians will be compensated according to Schedule B.

Objective 3: Communication

The District will maintain avenues of communication for sharing both information and ideas for integrating technology into the curriculum.

Strategies: Bi-monthly meetings of the technology advisory committee.

Objective 5: Integration of Technology into Curriculum

The District will support the application and integration of technology into the curriculum at every grade level. Specific topics for professional development will be determined by the curricular needs of the target audience.

Strategies: Curriculum council representation on the technology advisory committee.

Goal 2: Curriculum and Instruction

Teachers and students will use technology as an integral part of interdisciplinary learning.

Objective 1: Technological Advances

Ongoing efforts, by both the District Office and the individual schools, will be made to keep up to date on technology advances in hardware and software as required by the curriculum and administration.

Strategies: Stipends for conferences such as MAEDS and MACUL.

Objective 2: Communication

The District will maintain avenues of communication for sharing both information and ideas for integrating technology into the curriculum.

Strategies: Bi-monthly meetings of the technology advisory committee.

Objective 3: Technology Support of the Curriculum

The District will support the application and integration of technology into the curriculum at every grade level. Specific topics for professional development will be determined by the curricular needs of the target audience.

Strategies: Curriculum council representation on the technology advisory committee.

Goal 3: Assessment and Reporting

Technology shall be incorporated into the assessment and reporting of student progress.

Objective 1: Electronic Student Data

All assessment instruments, including report cards, shall be available electronically so they can be completed using a computer.

Strategies: Continue to utilize student management, assessment, and grading software.

Objective 2: Hardware

Provisions will continue be made for the purchase of hardware and software to meet

the need for electronic-based student assessment and reporting.

Strategies: Recommendations of Technology Director to Technology Advisory Committee.

Objective 3: Data Warehousing

Professional development will emphasize training teachers in how to effectively use data to inform instruction.

Strategies: Continue to provide training on the Igor system as provided by Kent ISD.

Goal 4: Equipment and Facilities

The District will support the infrastructure, routing, computer, and telecommunications equipment necessary to meet or exceed the technology application standards of the schools and District Office.

Objective 1: Enhance networking as appropriate

Networking capabilities will be evaluated annually and upgraded as appropriate to supply enhanced connectivity to the classrooms and administrative areas.

Strategies: Recommendations of Technology Director to Technology Advisory Committee.

Objective 2: Funding

District Office personnel will support staff members in their efforts to obtain

funding for equipment and facilities.

Strategies: Funding will be a part of the annual budget with grant sources constantly pursued.

Objective 3: Review appropriate placement of technology.

Strategies: On an annual basis, an assessment will be made to determine 1) existing technology placement; 2) technology placement to be made for the upcoming year; 3) movement of technology within the district to place the technology on a needs-basis (i.e. place the most appropriate technology for the situation).

The Technology Advisory Committee

The mission of the Carson City-Crystal Technology Advisory Committee is to develop a future-focused vision for technology use. The Committee is charged with the development of an efficient, cost effective plan for the use of technology in the classroom that would support instructional programs and maximize the individual potential of students and the effectiveness of staff.

The Committee will continue to meet at least two times a year to review the standards and progress on the action plans articulated in this document. This group will also plan a complete review of the Technology Use Plan every three years.

The Technology Planning Committee will be responsible for the development and revision of the ongoing Technology Plan.

CC-C School Board Technology Committee

Kelly Decker School Board Member
Susan Hogan School Board Member
Andrea Tabor School Board Member

GUIDING DOCUMENTS FOR PLAN

1. Michigan Department of Education
<http://www.techplan.org/>
2. Department of Education
<http://www.techplan.org/Ed%20Tech%20Guidance%20March%2011,%202002.doc>
3. Sample Technology Plan 2002-2003
http://www.edzone.net/tech_plan/plan2000
4. USAC Schools and Libraries
<http://www.e-ratecentral.com/applicationTips/techPlan/default.asp>

Curriculum

Curriculum Integration

Goals and strategies, aligned with challenging state and national standards, for using
telecommunications and technology to improve teaching and learning.

We believe that information and communication technologies are essential tools in the process of improving instructional methods, curriculum, and assessment. Through effective integration of technology we will be able to provide learning experiences which are active, personalized and involve team work, focus on solving real-life problems, involve higher level thinking skills, and approaches learning in a way that combines school subjects. The integration of technology into the curriculum should result in an increase in student achievement which can be measured by increases on many different types of tests including the MEAP.

The following tables indicate our goals and strategies, which are aligned with both state and national standards, for using telecommunications and technology to improve teaching and learning. Specific examples are also provided for the purpose of improving student academic achievement. Curriculum is on a three year rotation, allowing for review and addition of new methods and strategies to integrate technology into the daily curriculum. The goal in all areas of the curriculum is that technology is transparent in each and every classroom, providing appropriate software, hardware and training to achieve this goal. Thus the timeline for integration of technology into the curricula is on going and under review from both the Curriculum Committee and the Technology Committee. Through stipends to attend conferences such as MACUL and MAEDS, we assist our staff in identifying technologies that the can integrate with the curriculum.

Elementary Keyboarding Skills

GRADE	CONTENT KNOWLEDGE	LEVEL OF EXPERTISE	APPLICATION OF KNOWLEDGE-EXAMPLES	OUTCOMES	TEACHING/LEARNING TIME
K	Familiar with keyboard	Exploration	Key recognition games and exercises	Self-directed learner Effective communicator	All year- weekly practice
1	Left/right hand position (use of yarn or keyboard to give sense of hand positions)	Introduction	Drill games and exercise from appropriate software		All year- weekly practice
2	Home row hand position Key/finger accuracy 5 words per minute 50% accuracy	Introduction	Creative word processing exercises Specific language drills		All year- weekly practice 10-15 minutes per session
3	10 words per minute 80% accuracy Minimum-cover all letter keys, shift, space bar Home row hand position Left/right hand position	Practice	Speed building exercises using content from Reading and English		All year- weekly practice 10-15 minutes per session
4	15 words per minute 85% accuracy Punctuation Keys Home row hand position Left/right hand position	Review	Content area application		All year- weekly practice 10-15 minutes per session
5	20 words per minute 90% accuracy Home row hand position Left/right hand position	Mastery	Content area application		All year- weekly practice 10-15 minutes per session

Elementary Word Processing

GRADE	CONTENT KNOWLEDGE	LEVEL OF EXPERTISE	APPLICATION OF KNOWLEDGE-EXAMPLES	OUTCOMES	TEACHING/LEARNING TIME
K	Familiar with menu Compose, graphic, print	Introduction	Create picture and label with letters	Effective communicator Self-directed learner Critical thinker Creative producer	Process will occur year long as it is integrated into appropriate grade level curriculum
1	File menu: open, print, quit Keys: delete, return, arrow, click and drag to create text box	Introduction	Creative writing sample		
2	Review above Font selection/size, use mouse to insert cursor, save, save as	Introduction	Collection of original poems (minimum of 2 per student)		
3	File menu: new, open, close, save as (title of document), print preview and print Edit menu: undo (Ctrl P)	Introduction	Use the computer to compose, edit and print a personal letter		
4	Review above Access template Edit menu: cut, copy, paste, select all, Ctrl X, C, V, A, and F7 (thesaurus and spelling, tab key Justification and style font type and size Document menu: spelling and thesaurus	Introduction	Use the computer to compose, edit and print a creative writing story.		
5	Review above Set margins and tabs Create folders and classify own documents	Mastery of introductory skills	Use the computer to compose, edit and print a creative writing story.		

Desktop Publishing

GRADE	CONTENT KNOWLEDGE	LEVEL OF EXPERTISE	APPLICATION OF KNOWLEDGE-EXAMPLES	OUTCOMES	TEACHING LEARNING TIME
2	Type text, choose graphic, edit and print	Exposure	Use simple programs combining text and graphics	Effective Communicator Critical thinker Creative producer Cooperative Contributor	Process will occur year long as it is integrated into appropriate grade level curriculum
3	File menu: new, open, close, save as, print preview, and print Edit menu: undo (Ctrl Z), Picture menu: add graphics, Text menu: size	Introduction	Individual book review using report form		
4	Access template (when necessary) Text menu: font, alignment and style (optional-border and color)	Introduction	Individual research project using electronic resources (example: Quests)		
5	Review above Reference menu: spelling and thesaurus	Mastery of introductory skills	Individual project based on research topics, including electronic resources, from science, social studies or school theme		

Elementary Multimedia

Exploration	Research and integration with interdisciplinary unit	Effective communicator Responsible citizen Self-directed learner Cooperative contributor	Process will occur year long as it is integrated into appropriate grade level curriculum
Exploration	Research and integration with interdisciplinary unit		
Implementation	Research and integration with interdisciplinary unit		
Application	Research and integration with interdisciplinary unit		

Elementary Telecommunications

APPLICATION OF KNOWLEDGE-EXAMPLES	OUTCOMES	TEACHING/LEARNING TIME
Research Online project: MayaQuest	Effective communicator Responsible citizen Self-directed learner Cooperative contributor	Process will occur year long as it is integrated into appropriate grade level curriculum
Research Online project: MayaQuest		

Elementary Technology Proficiencies by Grade

Kindergarten Product	1st Grade Product	2nd Grade Product	3rd Grade Product	4th Grade Product	5th Grade Product
<p>Create picture with draw tools and a complete thought. Use typing tool to write (no stamps) Print Classification/patterns with stamp tool Access web and resources through a launch page Click and drag Locate appropriate software</p>	<p>Save As & Save Open Create whole class Slide Show and/or Powerpoint WebQuest-teacher modeled/whole group Login with user name and password No crossovers in keyboarding One page report with a picture KidPix or Paint Application Let word processor do the "return" for you</p>	<p>Font size, selection and style Alignment tools create your own multimedia presentation cut, copy, paste, and undo, WebQuest-individual or group, spell check, import graphic</p>	<p>Improve graphics-size and crop WebQuest Open a "read only" document Save to finished assignments Zoom feature WordArt uses basic formatting and editing tools in a powerful word processing program Search engines using grade level appropriate browser Copy and import images from electronic resources</p>	<p>Create folder/ save to folders, Individual spreadsheet project, Set margins and tabs, Independent problem solving skills, formatting documents after first draft presentations *(columns, justification), create and use sounds from a variety of sources, bullets and numbering, beginning evaluation of internet resources</p>	<p>Using the Digital Camera, importing the JPEG's to documents, save the documents, cropping DSC's, Using and importing scanned images, cropping and creating desired affects of images, creating a web page</p>

Middle School Computer Curriculum

GRADE	CONTENT KNOWLEDGE	APPLICATION OF KNOWLEDGE-EXAMPLES	OUTCOMES	TEACHING/LEARNING TIME
6 Technology (except Band students)	Master such word processing skills as entering, storing, editing, formatting and revising text. Master the use of tabs and columns within a report. Introduce design technology system model by brainstorming an idea, sketching out plans with dimensions on computer and then building the design from the sketches. Introduce HyperStudio and review Powerpoint. Intro. Cabri Geometry.	Creative writing (i.e. poetry and stories) Letter writing-correct format-business and personal Essays-formatting (i.e.. Page setup, headers, footers) Invention of device to make life for a handicapped person easier.	Effective communicators Creative producers Critical thinkers Effective communicators	Every day for 9 weeks Required course Designed to introduce spreadsheets and master databases
7 Database, spreadsheets, PowerPoint, Excel, and Word	Master the more advanced 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 numeric data formulas. Use pre-existing databases to collect research. Use Cabri Geometry.	Baseball card database Personal address book Personal planner setup FBI Most Wanted Database Personal Business Unit: spreadsheets on payroll accounts receivable accounts payable database on inventory Mail merge documents	Self-directed learners Critical thinkers Creative producers	Every day for 9 weeks Required course Designed to introduce spreadsheets and master databases
8 Multimedia Elective: Video Streaming, Spreadsheets	Introduce advanced multimedia as a tool for organizing, arranging and storing information by creating buttons, fields, cards and stacks (for HyperStudio/comparable for PowerPoint) Introduce advanced technology media (computer, video, telecommunications, 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 such as fractured fairy tales. Use advanced applications of Cabri Geometry. Introduce and use Graphic Calculators.	Integration units with academic core classes Family Tree Project Interdisciplinary Unit- Leadership Project. *Use of fairy tales to teach technological applications. *Powerpoint in Science *Web-based research in science. *Graph linear and quadratic equations, make scatter plots and generate statistics. *Create simple machines and present in Powerpoint format, use live video to view science experiments; use multimedia skills in creation of fairy tales, autobiography, and poetry.	Critical thinkers Effective communicators Creative producers Self-directed learners Cooperative producers.	9 week class Required course Designed to introduce spreadsheets and master databases

Middle School Computer Benchmarks

CONTENT KNOWLEDGE	APPLICATION OF KNOWLEDGE-EXAMPLES	STUDENT EXPECTATIONS	EXAMPLES TEACHING/LEARNING TIME
<p>Demonstrate the use of system commands or a computer program to control a technological system. Demonstrate such word processing skills as entering, storing, editing, formatting, setting tabs and margins, and revising text. Demonstrate the use of tabs and columns within a report.</p>	<p>Creative writing (i.e.. Fractured fairy tales, poetry and stories) Spelling vocabulary exercises Letter writing- correct format- business and personal Essays- formatting (i.e. Page setup, headers, footers)</p>	<p>Self-directed learner</p>	<p>One semester Every other day Required course Designed to master advanced word processing</p>
<p>Multimedia used as a tool for organizing, arranging and storing information by creating buttons, fields, cards and stacks. Introduce technology media (computer, laser disc, telecommunications, 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>	<p>Integration units with academic core classes Family Tree Project Interdisciplinary Unit- Leadership Project</p>	<p>Effective communicator</p>	<p>One semester Every other day Required course Designed to introduce the more advanced feature of multimedia.</p>
<p>Demonstrate the more advanced 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 numeric data formulas. Use pre-existing databases to collect research.</p>	<p>Baseball card database Personal address book Personal planner setup F.B.I. Most Wanted Database Personal Business Unit: spreadsheets on payroll accounts receivable accounts payable database on inventory Mail merge documents</p>	<p>Self-directed learners Critical thinkers Creative producers</p>	<p>One semester Every other day Required course Designed to introduce spreadsheets and master databases.</p>

Middle School Technology Integration into Curriculum

Language Arts	Mathematics	Social Studies	Science
<p>Word processing, spell check, thesaurus, and grammar checking software used in the writing process. Database and telecommunications for research. Outline/brainstorm software and CD-ROMs for writing. Multimedia projects with graphics, text and sound. Desktop publishing of newspaper. Desktop publishing of documents, reports and other published materials.</p>	<p>Spreadsheets to solve problems.. Graphing calculators to discover concepts visually. Reinforce basic skills with computer software. Simulation software used in problem solving. Computer generated graphs. Instructional resources on videotape, videodisc and instructional television.</p>	<p>Telecommunications to use online resources. Multimedia projects with graphics, text and sounds. Databases on compact disk. Simulations. Spreadsheets to graphics [h statistics. Still video and digitizing peripherals used in student projects. Desktop publishing of travel brochures and reports.</p>	<p>Database and telecommunications for research. Multimedia reports with graphics, text and sound. Download and analyze data from NASA and other related internet sites. Nationwide collaboration via telecommunications. Optical technologies for research and analysis. Simulation software for problem solving. Instructional resources on videotape videodisc and instructional television.</p>
Arts	Music	Physical Education	Life Management
<p>Computer drawing programs for creative expression. Design compositions. Multimedia production using still and live video. Critique art work. Art history and appreciation involving sources on video and CD-ROM. Animation. Database and telecommunications for research.</p>	<p>Database and telecommunications for research. Compact disks on musical classics with analysis and history of writing. Create music (using MusicTime software, for "compositions") Develop music library</p>	<p>Caloric analysis for physical fitness. Database for tracking of sports statistics. Computer interfaces to measure pulse in training. Database and telecommunications for research.</p>	<p>Database and telecommunications for research. Spreadsheets to graph and analyze nutrients in different food groups.</p>
World Languages	Special Education	Technology Education	Media Centers
<p>World Language world processors for writing. Vocabulary review via computer. Introduction to languages via digitized voice. Compact disks with digitized speech. Telecommunications for research.</p>	<p>Computer software for remediation. Technology as tool to accomplish required objectives. Skill development and reinforcement. Use of laptop computers.</p>	<p>Principles of technology. Computer Aided Design (CAD). Computerized diagnostic devices. Multimedia reports with graphics, text and sound. Spreadsheet to graph and analyze3 data. Computer Aided Instruction (CAI) software for extension activities.</p>	<p>Computerized card catalog. Multiple databases on compact/video disk. Telecommunications lab for research and internet instruction. Multiple computer stations for teacher/student use. Multimedia work stations.</p>

Middle School Online Telecommunications

GRADE	CONTENT KNOWLEDGE	APPLICATION OF KNOWLEDGE-EXAMPLES	STUDENT EXPECTATIONS	EXAMPLES TEACHING/LEARNING TIME
8 Communication Arts	<p>Research Strategies: to brainstorm possible topics and narrow the focus by asking questions which identify a "driving question." To develop a search strategy using keywords which define the topic. To learn strategies for online searching which aid in the management and movement of data To explain and use online resources that are appropriate for the learner and the topic. To organize and analyze information in order. To draw conclusions and implications based on the online investigation. To utilize other print and non-print sources as necessary. To produce a product using online sources combined with other resources. To evaluate search results making a decision about accuracy of the data and reformulate the search if necessary. Online communications: To learn to evaluate a web site. To become familiar with Internet procedure. To practice electronic mail skills to communicate with the online community. To learn and to model ethical, legal, and responsible behavior in the online community.</p>	<p>Career Research Mentorship Interdisciplinary Unit</p>	<p>Self-directed learners Critical thinkers Effective communicators Creative producers Involved citizens Cooperative producers</p>	<p>Year-long unit in eighth grade</p>

High School

<p>Ninth and Tenth Grades</p>	<p>Well-written, visually pleasing documents using basic word processing skills. Reports created on a computer with title page, outline, text, works cited, parenthetical referencing: *indenting *use of a variety of sizes and fonts *centering, setting margins *spell check *thesaurus *tabs, tab stops *pagination *spacing</p>	<p>Essays Themes Research reports Letters Timelines Web pages Powerpoint Presentation</p>		<p>Five hours in the first semester to outline expectations.</p>
<p>Eleventh and Twelfth Grades</p>	<p>Well-written, visually pleasing documents using basic word processing skills. Reports created on a computer with title page, outline, text, works cited parenthetical referencing. All of the above, plus: *moving blocks of text *deleting blocks of text</p>	<p>Theme writing Essays Peer editing Research reports Computer Assisted Drawing Computer Programing</p>	<p>Self-directed learner Effective communicator Creative Producer</p>	<p>Five hours in the first semester to outline expectations.</p>

High School Multimedia Bench Marks

<p>Ninth and Tenth Grades</p>	<p>Well-written, visually pleasing documents using basic word processing skills. Reports created on a computer with title page, outline, text, works cited, parenthetical referencing: *indenting *use of a variety of sizes and fonts *centering, setting margins *spell check *thesaurus *tabs, tab stops *pagination *spacing</p>	<p>Essays Themes Research reports Letters Timelines Web pages Powerpoint Presentation</p>	<p>Self-directed learner Effective communicator Creative producer</p>	<p>Five hours in the first semester to outline expectations.</p>
<p>Eleventh and Twelfth Grades</p>	<p>Well-written, visually pleasing documents using basic word processing skills. Reports created on a computer with title page, outline, text, works cited parenthetical referencing. All of the above, plus: *moving blocks of text *deleting blocks of text</p>	<p>Theme writing Essays Peer editing Research reports <u>C</u>omputer <u>A</u>ssisted <u>D</u>rawing Computer Programming</p>		<p>Five hours in the first semester to outline expectations.</p>

Curriculum: Student Achievement

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

The timeline regarding student achievement is ongoing and driven by the the data we have accumulated throughout the year regarding student achievement. Data from MEAP scores, EdPerformance testing, MLPP, ACT scores along with current research geared at improving student academic achievement will guide district wide curriculum improvement. The responsibility for implementation of strategies for curriculum improvement aimed at improving student achievement as related to technology integration lies with the administrative team.

Timeline for technology integration into the curriculum and instruction

Strategy (Action Plan)	Responsible	Start date	Frequency
Provide basic skills instruction	Technology Director Building Principal	1996	Annual evaluation biannual instruction
Provide written/online curriculum guides	Coordinators Principals Technology Director	2001	August of each year
Provide training and resources in instructional practices for teachers and administrators	Technology Director Principals and Staff	2002	Monthly
Provide opportunities for peer tutoring and sharing of effective practices	Technology Director Principal and Staff	2003	Each February
Examine our current evaluation practices, developing tools that assess and foster the integration of technology into daily instruction	Technology Committee Building Principals Curriculum Committee	2003	May of each year
Evaluate data and identify curricula needs, adjusting programs as needed	Technology Director Building Principals	2003	May of each year

Curriculum: Technology Delivery

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

Carson City-Crystal Area Schools utilizes a wide variety of technology in the delivery of its curriculum. All of our instructors have access to the Internet in their classrooms. We started installation of 32 inch or larger monitors in each classroom in the 2001/2002 school year. The installation of these monitors allowed for more effective use of the World Wide Web in each classroom as has been demonstrated in many of the strategies utilized in 'Best Practices of Technology Integration'. At the conclusion of the 2002/2003 school year we had installed these large monitors connected to teacher workstations in 48% of our classrooms throughout the district. Replacement of these television monitors with more modern and efficient digital projectors, which also allow for higher resolution display, commenced in 2009. In 2011, installation of interactive whiteboards commenced in all buildings. At this time, over 90% of all classrooms have either a digital projector or an interactive whiteboard / digital projector combo.

The High School has been utilizing ITV in cooperation with MMNET (Middle Michigan Network For Educational Technology) since 1995. This agreement has allowed us to present many different classes offering that normally would not be available to students attending a school of this size. In 2008, we expanded the ITV program to include courses managed by GenNET (The Genesee County Network for Educational Technology). The success of this program prompted us to look at portable options to allow for specific lessons to be enhanced through the use of 2-way interactive video and audio, and as result a portable videoconferencing cart, as well as a videoconferencing Multipoint Conferencing Unit, were purchased in 2008. As use of the mobile cart progresses, the need for additional mobile units will be evaluated.

Curriculum: Parental Communications and Community Relations

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 students.

Our doors are always open to the community. Students contribute to the district's web page (<http://www.carsoncity.k12.mi.us>) which is also an excellent location to showcase the use of technology and positive effect it has had on student learning. Many of our teachers maintain web pages providing information to parents as simple as a spelling list to a detailed calendar of events. The parents of students in sixth through twelfth grades are able to access information regarding their children on the WWW. Use of an electronic grade book and Pinnacle software allows parents to view current grades, missing assignments, attendance, and discipline over the web. Parents also can have this information emailed to them. The most popular feature being the automatic email notification of grade that falls below a level determined by the parent.

Our technology plan is available on our website. The Technology Advisory Committee consists of parents and community members.

Action	Goal	Start Date	Projected End Date
Articles in Gazette	quarterly	2001	ongoing
Parent Internet Viewer Grades 6 – 12			
Electronic Report Card Grades K - 5	100%	2001	2002
	100%	2004	2005
Automatic Email Notifier Grades 6 -12	100%	2001	2002
District Web Page	updated daily	1995	ongoing
Teacher Web Pages	80%	2000	ongoing

Curriculum: Collaboration

Strategies for developing the program, where applicable, with adult literacy providers.

Carson City-Crystal has a number of collaborative agreements with community groups and other educational institutions.

Our students do job shadowing at many area businesses including the Carson City Community Hospital, Chemical Bank, Carson Correctional Facility, and area retailers. Some of our students have the opportunity to be tech apprentices under the leadership of our Technology Director.

Our facilities are used in the summer to host a Summer Computer Academy for gifted and talented students in the community. Evening classes are offered to teach community members how to connect to the Internet and use its resources.

We have ongoing collaborative efforts with Montcalm Community College, Central Michigan University, and the Montcalm Area Intermediate School District.

Professional Development

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

When schools incorporate technology into classrooms and offices, professional development and technical assistance to staff become critical. In the Carson City-Crystal Area School District, there is a wide variety of skill levels among staff members. CC-C has sponsored many training sessions for staff to close the gap between highly skilled and under skilled technology users. Since 1994 Carson City-Crystal Area Schools has committed to at least two training sessions that take place within the regular school year, as well as a day without students to improve skills that will benefit student learning.

The administration at Carson City-Crystal Area Schools is committed to expanding our professional development to include an awareness and implementation of the Michigan Curriculum Framework as it applies to technology, and we continue to focus on training for curriculum integration.

Title II, IID, and VI funds have been used for technology classes. Consultants have been hired to teach classes. Staff members have shared their knowledge in extended and mini classes. Staff have attended workshops, clinics, and conferences through out the state. Classes have also been offered and attended at Kent Intermediate School District, Montcalm Community College, GIRESD, MAISD and Central Michigan University.

Over the past nine years many of our professional development goals have been met. Teachers are using the computer to record grades. Communication has been improved among staff through the use of email. Teachers use the Internet as a resource in the classroom. Students make use of on line materials such as SIRS, ProQuest, Moodle, and electronic encyclopedias for research. We feel good about our progress, but realize that professional development is an ongoing process, as we strive to integrate technology into all areas of our curriculum.

Professional Development

Time line and Goals

- To provide access to numerous resources including the internet for real world curriculum-related support and research.
- To provide staff with ample training and sufficient access to technology to allow them to integrate technology as a tool to deliver and enhance current curriculum standards and benchmarks.
- To become leaders in state-of-the-art technology and use of these tools to broaden all areas of the educational process.
- Provide staff with experience using the computer as a tool to deliver curriculum

- Technology sessions during in-service days focusing on appropriate grade-level lesson plans. [On-going]
- Staff sharing, an opportunity to showcase their ideas and technology use with others in the district. [once a year]
- Identify and inform staff (staff email) of training sessions and on-line courses from local ISD's, local colleges, MVU, and other sources. [On-going]
- Correlate K-12 planning and provide technology support personnel to begin implementing interdisciplinary units at all grade levels. [On-going]
- Evaluate and update written curriculum to align with current State and National Standards integrating the use of technology. [Five year rotation of subject]
- Seek partnerships with local businesses to enhance the core curriculum.
- Integrate the use of the Internet as an information resource
 - Share websites and articles with lesson plan examples and activities. [On-going]
 - Provide hands-on training to demonstrate specific Internet software. [On-going]
 - Provide staff with instruction in using various types of projection equipment to better deliver curriculum. [On-going]
- Promote responsible and ethical use of technology
 - Provide training regarding the appropriate use of technology. [On-going]
 - Increase awareness of concepts and guidelines in the district's AUP. [On-going]
 - Post district policies in all computer labs and classrooms. [On-going]
 - Review and enforcement of district's AUP. [On-going]
 - Review district technology policies and expectations with all staff at the start of each school year. [Yearly]
- Provide in-service and visitation opportunities
 - Optional after-school training sessions of district software. [On-going]
 - Offer staffed open lab hours. [On-going, rotating buildings bi-weekly]
 - Offer training on specific skills and programs
 - Provide opportunities for staff to attend conferences. [On-going, budget dependent]
 - Provide subscription to technology periodicals. [On-going]
 - Demonstrate new technologies via vendors and community resources. [On-going]
 - Provide staff with notifications of grant opportunities and encourage participation. [On-going]
 - Actively pursue new professional development funding from other resources. [On-going]

Supporting Resources:

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.

- Policies: Student Network and Internet Acceptable use Policy, Staff Network and Internet Acceptable use Policy, Technology Privacy, District Web Page, and Email.
- Manuals such as Software Guides, Training Guides, Curriculum, Handbooks, and District Policies available on-line.
- Video lending library, access to REMC materials, Best Practices CD's, and professional periodicals.
- Teacher resource links maintained on our web page.
- Self paced training software for major applications available on all computers.

Infrastructure

Infrastructure Needs/Technical Specifications and Design

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.

Carson City-Crystal Area Schools maintains four local area networks that provide connectivity within the lower elementary schools, the Middle/High School, the Business Office, and the Bus Garage. In all cases, these local area networks consist of at least a 100 Mbps switched ethernet to the desktop running over category 5 unshielded twisted pair cable, though we are in the process of upgrading to 1 Gbps connectivity. In addition, the High School, which due to size requires a backbone to connect multiple telecommunications closets, contains a 1 Gbps fiber optic backbone.

All standard classrooms have a minimum of three Ethernet jacks. Science labs and other special purpose rooms feature a minimum of twenty to thirty Ethernet jacks. Also, the high school media center provides wireless network access to laptops that are available for student use. Each elementary school has one computer lab and at least two networked computers in each classroom. The high school has four fixed labs, two mobile labs, and at least one networked computer in each classroom. Additionally, the high school also includes a digital video lab and an ITV classroom for instructional purposes.

Voice connectivity is provided to all instructional and administrative buildings via a Voice Over IP telephone system. Each classroom has a telephone to provide communications during any emergent situation, as well as promote parent-teacher communication.

Unidirectional CATV is currently provided to each classroom for student announcements and general multimedia instruction, though we have begun migration of video services to IP multicast.

The District began replacement of the remaining leased portions of its wide area network with wholly owned fiber optic cable in 2008. Construction of outside plant optical cable was completed in 2009.

Software

Though there are many software packages in use throughout the district, several are critical to day-to-day district operations from both an administrative and educational standpoint. These critical packages include GroupWise by Novell, Pinnacle by Excelsior Software, and CIMS III by Weidenhammer and Computer Management Technologies (CMT).

GroupWise provides the e-mail system through which all district communications take place. Access to the e-mail system is provided by both a proprietary client, which may be installed at home by district employees, and a web interface.

The Pinnacle system is used by all teachers K-12 for electronic attendance and grading. The Pinnacle system also allows office staff to efficiently view and change student data in real time. Parents can access real-time student grades, missing assignments, assignment scores, etc, from a web interface to Pinnacle, and request automatic event based notifications via e-mail. The web interface and e-mail notifications have become quite popular. Many parents request grade drop and unexcused absence e-mails, as well as weekly e-mail report cards. By mid May of the 2002-2003 school year, the first full year during which this service has been available, the Pinnacle e-mail notification subsystem has successfully delivered over 30,000 parent requested notification e-mails. Teachers are reporting that the system has lead to increased parent participation and student responsibility.

The Pinnacle system integrates with the CIMS III package provided by Gratiot-Isabella RESD. CIMS III is a set of tightly coupled software modules that allow Carson City - Crystal Area Schools to manage everything from student attendance to employee payroll to budgeting to warehouse inventory on one system that utilizes a consistent user interface. Additionally, CIMS stores all of its data in an industry standard relational database. This allows for easy integration of third party applications that use SQL, as well as direct access to data from desktop spreadsheet, database, and word processing applications. CIMS also features integrated, complete state reporting.

The choice to use CIMS III through Gratiot-Isabella RESD was advantageous in that it brought the high-end CIMS III package within the reach of Carson City - Crystal Area Schools. The RESD provides the CIMS III package to twenty local school districts and three intermediate school districts (four including GIRESD itself) and employs a data processing staff that has over eighteen years of experience with various versions of CIMS

III. This staff provides support and training to end users within CC-C Schools, and absorbs a small portion of the data entry and maintenance work that would otherwise be encumbered by CC-C Schools. Additionally, GIRESD covers the cost of many custom programs that are required for the specific needs of its client districts.

Other major software packages that are installed on the network, but either are not apparent to end users or are not critical to day to day operation include:

<u>Product</u>	<u>Producer</u>	<u>Role</u>
OES Linux	Novell	File/Print/Authentication Servers
Linux	Open Source	Infrastructure/Application Servers
Windows Server	Microsoft	Application Servers
Microsoft SQL Server	Microsoft	Data Management
ZenWorks for Desktops	Novell	Network Management
Accelerated Reader		Curriculum
Scantron		Curriculum Assessment
Moodle		Curriculum Delivery

Various educational applications are also available throughout the district.

Infrastructure Improvements

We continue to focus on providing wireless coverage throughout our buildings and have made major progress in this area over the last few years. We continue to expand this coverage in an effort to provide an anytime, anywhere learning environment that will help to prepare students for the workplace of the future.

Software Improvements

Over the past several years, we have devoted great effort to consolidating student information within a single database. In the past, this has consisted developing interfaces to the CIMS III student information system. However, we have recently elected to replace CIMS with Person's PowerSchool package. Consistent with our goal of maintaining a single student database to provide data that is always accurate and current, this will require the purchase or development of several new interfaces for PowerSchool.

Hardware and Software Replacement

- Computer labs workstations are replaced in a three-year cycle. Workstations being replaced are moved into classrooms to serve as additional student workstations. With the district on a five year replacement program (provided funding is available).
- Network printers are replaced concurrently with computer lab workstations.
- Individual printers, scanners, scan converters, and other similar peripherals are replaced as needed.

- Infrastructure items such as servers, switches, and routers are evaluated and updated or replaced every fourth year.
- Yearly maintenance and support contracts have been purchased for our major software packages. Thus, these programs are updated when new versions become available.
- Network Operating Systems and network management software (i.e., OES Linux, ZenWorks) packages are also on a yearly agreement, but are only updated when deemed necessary by the Technology Director.

To ensure the smooth integration of current and future purchases of network equipment, we have standardized on Ethernet and the TCP/IP suite of protocols for all network communication.

Technical Support

At least one staff member at each building serves in the role of Building Level Technician. Building Level Technicians are the first responders to technical support issues. If the BLT cannot resolve the issue, it is escalated to a district technician and then to the Technology Coordinator. The preferred method of submission for problem reports is via e-mail. A “ticket system” is used to track all user issues.

Increasing Access

Strategies to increase access to technology for all students and all teachers.
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Learning in the current day is not limited to the hours between 8 AM and 3 PM, nor is it confined to individual classrooms. To support anywhere, anytime learning, the district will begin providing students with access to their network storage space from home. Additionally, we regularly provide internet access to homebound and severely disadvantaged students.

Funding and Budget

Budget and Timetable

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

Categories	2012/2013	2013/2014	2014/2015
Salaries and Benefits	45,000.00	45,000.00	45,000.00
Hardware	20,000.00	20,000.00	120,000.00
Networking	3,000.00	3,000.00	3,000.00
Maintenance / service	15,000.00	15,000.00	15,000.00
License Agreements	45,000.00	45,000.00	45,000.00
Software / Curriculum	26,000.00	26,000.00	26,000.00
Professional Development	20,000.00	20,000.00	20,000.00
Technical Support	5,000.00	5,000.00	5,000.00
Total	179,000.00	179,000.00	279,000.00

Carson City-Crystal Area Schools will continue to pursue collaborative efforts with area businesses and professionals to help the school district to stay abreast of current trends and increase knowledge and effectiveness of current systems.

Declining enrollment along with no increases in state funding has forced Carson City-Crystal Area Schools to cut the technology budget over the last three years.

To provide resources to support teaching and learning with technology, Carson City - Crystal Area Schools has:

- Developed a Technology Plan with input from staff and community.
 - Adopted a Technology Policy (acceptable use policy) covering expectations for educational use of equipment and media
- Provide information to the staff with our email system, GroupWise.

- Manuals and instructional information can be found in the technology folder of our email system.
- The district web page provides a wealth of educational resources to assist staff

Coordination of Resources

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

Carson City-Crystal Area Schools will continue to pursue collaborative efforts with area businesses and professionals to help the school district to stay abreast of current trends and increase knowledge and effectiveness of current systems.

- Computer donations from Educational Data Systems
- Ameritech grant to install dial-in bank
- Use of Title I funds to purchase computers for elementary reading
- Use of Title VI funds to purchase audio-visual equipment including digital cameras and LCD panels
- Use of At-Risk funds to purchase classroom computers to enhance learning opportunities for these students
- Use of Eisenhower funds to provide professional development in the use of technology for staff
- Budgeting for professional development out of General Fund (\$10,000 in 1995-96);
- Use of Goals 2000 funds (identified by MAISD) to infuse technology into the classroom,
- Collaborating with MAISD to procure a \$395,000 Technology Literacy Challenge Grant to provide county-wide infrastructure.
- Secured our own Technology Literacy Challenge Grant in the 2000/2001 school year.

The Carson City-Crystal School Board fully supports our technology program and intends to fully fund it in the future regardless of outside funding sources.

Monitoring and Evaluation

Strategies to evaluate which activities are effective in integrating technology.

The curriculum decision-making process needs to drive the technology decision-making process. This should encompass technology related purchases (hardware and software), as well as the commitment to professional development and training initiatives. The “yardstick” used to determine a technology related decision is loosely based on that of Tom Watkins, former Michigan Superintendent of Education. The basic question to be asked is: “How does this Plan help administrators lead, teachers teach, and students learn?” As mentioned in several locations earlier in this Plan, evaluation is based on both on-going and periodic measurements. As mentioned in earlier sections, this plan will undergo periodic review from several levels. This committee will meet to review progress and recommend mid-course corrections and report these to the Board of Education. On-going evaluation will be accomplished by procedural changes in the process of technology spending. In addition, all fifth and eighth graders will be assessed annually to measure progress towards technology literacy. Students should make steady progress towards meeting all technology standards.

How success will be determined

Success will be determined as follows:

Frequency As mentioned above, evaluation is based on both on-going and periodic measurements. Depending on the instruments used, evaluation may be done weekly or monthly, others may be from 6 months to 2 years. Fifth and eighth grade students will be assessed annually.

Person(s) Responsible

As is evident in any part of this or any other plan, technology is driven by curriculum. The Director of Technology will work with curriculum coordinators to compile and communicate results from evaluation efforts.

Strategies for unmet goals:

The Technology Leadership Team will re-examine unmet goals. They will determine whether any particular unmet goal needs to be modified in terms of desired outcome, timeline, etc., and resume the above process.

Monitoring and Evaluation

Acceptable Use Policy

Strategies are in place to monitor the district's Acceptable Use Plan for staff and student use of the technologies.

The district has developed an Acceptable Use Policy (AUP) that details technology use for students and staff, and incorporates federally mandated requirements through the Child Internet Protection Act (CIPA). It is included in appendix A. As technology changes, and new challenges arise, it is important that the Technology Leadership Committee review the AUP. Any changes will be communicated to the school board at an appropriate time.

All internet access initiating from within the district is forced through a proxy server. This proxy filters inappropriate material and generates logs that record the internet activity of each user and machine in the district.

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 District's Internet system has not been established as a public access service or a public forum. The Board has the right to place restrictions on its use to assure that use of the District's Internet system is in accord with its limited educational purpose. Staff use of the District's computers, network, and Internet services (Network) will be governed by this policy and the related administrative guidelines, and any applicable employment contracts and collective bargaining agreements. The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the Network. Users have no right or expectation to privacy when using the Network including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity while on the Network.

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 and responsibilities.

First, and foremost, the Board may not be able to technologically limit access to services through the Board's Internet connection to only those services and resources 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.

Pursuant to Federal law, 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 technology protection measures may not be disabled at any time that students may be using the Network, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any staff member who attempts to disable the technology protection measures will be subject to disciplinary action, up to and including termination.

The Superintendent or Director of Technology may disable the technology protection measure to enable access for bona fide research or other lawful purposes.

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"), cyberbullying, and other unlawful or inappropriate 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. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response. 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, Technology Director 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.

P.L. 106-554, Children's Internet Protection Act of 2000
P.L. 110-385, Title II, Protecting Children in the 21st Century Act
47 U.S.C. 254(h), (1), Communications Act of 1934, as amended (2003)
20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965,
as amended (2003)
18 U.S.C. 2256
18 U.S.C. 1460
18 U.S.C. 2246
20 U.S.C. 6777, 9134 (2003)

Adopted 2/10/03

Revised 2/8/10

7540.03 - STUDENT NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY

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

The District's Internet system has not been established as a public access service or a public forum. The Board has the right to place restrictions on its use to assure that use of the District's Internet system is in accord with its limited educational purpose. Student use of the District's computers, network, and Internet services (Network) will be governed by this policy and the related administrative guidelines, and the Student Code of Conduct. The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the Network. Users have no right or expectation to privacy when using the Network including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity while on the Network.

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

First, and foremost, the Board may not be able to technologically limit access to services through the Board's Internet connection to only those services and resources 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.

Pursuant to Federal law, 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 students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. Nevertheless, parents/guardians are advised that a determined user may be able to gain access to services on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents/guardians may find inappropriate, offensive, objectionable or controversial. Parents/guardians assume risks by consenting to allow their child to participate in the use of the Internet. Parents/guardians of minors are responsible for setting and conveying the standards that their children should follow when using the Internet. The Board supports and respects each family's right to decide whether to apply for independent student access to the Internet.

The technology protection measures may not be disabled at any time that students may be using the Network, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

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 communications, and prohibit disclosure of personal identification information of minors and unauthorized access (e.g., "hacking"), cyberbullying, and other unlawful or inappropriate activities by minors online.

Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of the Internet. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response. All Internet users (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

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

The Board designates the Superintendent, Technology Director 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.

P.L. 106-554, Children's Internet Protection Act of 2000
P.L. 110-385, Title II, Protecting Children in the 21st Century Act
47 U.S.C. 254(h), (1), Communications Act of 1934, as amended (2003)
20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended (2003)
18 U.S.C. 2256
18 U.S.C. 1460
18 U.S.C. 2246
20 U.S.C. 6777, 9134 (2003)

Adopted 7/9/01
Revised 2/10/03
Revised 2/8/10

Policy
BOARD OF EDUCATION
CARSON CITY CRYSTAL AREA SCHOOLS

TECHNOLOGY: SUPERINTENDENT'S GUIDELINES

Use of technology through Carson City Crystal Area Schools is a privilege extended to students, staff, Board, and community members for the sole purpose of enhancing learning and exchanging information.

- "Technology" includes all forms of technology: hardware, software, peripherals (printers, modems, etc.), network, telecommunications, and video. Audio, multi media, etc.
- The use of District technology may be revoked by the District.
- Users are responsible for all material sent and received under their account. Passwords are the property of the user and are not to be used by anyone else. Users are responsible for maintaining the privacy of passwords.
- District technology may only be used to further the instructional goals or the educational program. Any other use is prohibited. Misuse may result in loss of technology privileges and/or disciplinary action. Any questions about proper use should be referred to the Technology Director.
- Technology is protected by copyright laws and licensing agreements, violation of which may result in prosecution, loss of technology privileges, and/or disciplinary action.
- Only the Technology Director or his/her designee may install software or media.
- Users may not download sexually offensive material, inappropriate text files or any other files deemed by the District to endanger the integrity of its network, hardware, or software.
- The District Technology Director and the Technology Committee have the authority to implement rules of conduct for technology use, impose penalties for improper use, and administer the network.
- Users may not remove or relocate hardware or software without permission of the Technology Director.
- The District will do everything in its power to limit user access to unwholesome Internet sites and newsgroups.
- Parents may request that their children not be given access to the Internet in which case they must notify the District.
- Users may not use District technology for private business, for product advertisement or political lobbying, or for making any unauthorized financial commitments. Users will not attempt or engage in any illegal activity over the Internet.
- Users may not use District technology for malicious purposes (e.g. disrupting use of others, harassing or discriminating against others, accessing unauthorized computer system, etc.).
- Attempting to defeat or circumvent security systems, the altering of system software or settings, using or allowing anyone to use an account other than the account holder will result in immediate loss of privileges and further disciplinary action.

7540.01 - TECHNOLOGY PRIVACY

The Board of Education recognizes its staff members' right to privacy in their private and personal lives. This policy serves to inform staff members of the District's position with respect to its ownership and right to privacy by staff members in the educational and workplace setting and to protect the District's interests.

All computers, telephone systems, electronic mail systems, and voice mail systems are the District's property and are to be used solely for business purposes. The District retains the right to access and review all electronic and voice mail, computer files, data bases, and any other electronic transmissions contained in or used in conjunction with the District's computer system, telephone system, electronic mail system, and voice mail system. Staff members should have no expectation that any information contained on such systems is confidential or private.

Review of such information may be done by the District with or without the staff member's knowledge. The use of passwords does not guarantee confidentiality, and the District retains the right to access information in spite of a password. All passwords or security codes must be registered with the District. A staff member's refusal to permit such access may be grounds for discipline up to and including discharge.

Computers, electronic mail, and voice mail are to be used for business and educational purposes. Personal messages via District-owned technology should be limited in accordance with the Superintendent's guidelines. Staff members are encouraged to keep their personal records and personal business at home.

Because the District's computer and voice mail systems are to be used solely for business and educational purposes, staff members are prohibited from sending offensive, discriminatory, or harassing computer, electronic, or voice mail messages.

The Board is interested in its resources being properly used. Review of computer files, electronic mail, and voice mail will only be done in the ordinary course of business and will be motivated by a legitimate business reason. If a staff member's personal information is discovered, the contents of such discovery will not be reviewed by the District, except to the extent necessary to determine if the District's interests have been compromised. Any information discovered will be limited to those who have a specific need to know that information.

However the computers, telephone system, electronic mail system, and voice mail system belong to the District and the District reserves its right to control usage.

Administrators and supervisory staff members designated by the Superintendent have the authority to search and access information electronically.

All computers and any information or software contained therein are property of the District. Staff members shall not copy, delete, or remove any information or data contained on the District's computers/servers without the express permission of the Superintendent or designee or communicate any such information to unauthorized individuals. In addition, staff members may not copy software on any District computer and may not bring software from outside sources for use on District equipment without the prior approval of the technology coordinator. Such pre-approval will include a review of any copyright infringements or virus problems associated with such outside software.

Adopted 6/10/96

Revised 7/14/97

Revised 2/11/02

District Web Page

The Board of Education authorizes the creation of web sites by employees and students of the School District to be published on the World Wide Web. The creation of web sites by students must be done under the supervision of a professional staff member. These web sites must reflect the professional image of the District, its employees, and students. The content of all pages must be consistent with the School District's Mission Statement and is subject to prior approval of the Superintendent or designee.

The purpose of such web sites is to educate, inform, and communicate. The following criteria should be used to guide the development of such web sites:

A. Educate

Content provided in the web site should be suitable for and usable by students and teachers to support the curriculum and School District Objectives as listed in the District's Strategic Plan.

B. Inform

Content may inform the community about the school, teachers, students, or departments, including information about curriculum, events, class projects, student activities, and departmental policies.

C. Communicate

Content may provide an avenue to communicate with the community.

The information contained on the web site should reflect and support the District's Mission Statement, Educational Philosophy, and the School Improvement Process.

When the content includes a photograph or information relating to a student the District will abide by the provisions of Policy 8330 - Student Records.

All links included on the pages must also meet the above criteria and comply with State and Federal law (e.g. copyright laws, Children's Internet Protection Act).

Under no circumstances is a web site to be used for commercial purposes advertising, political lobbying or to provide financial gains for any individual.

Pages should reflect an understanding that both internal and external audiences will be viewing the information.

School web sites must be located on District-affiliated servers.

The Superintendent shall prepare administrative guidelines defining the standards permissible for web-site use.

The Board retains all proprietary rights related to the design of web sites and/or pages that are hosted on the Board's servers, absent written agreement to the contrary.

Students who want their class work to be displayed on the Board's web site must have written parent permission and expressly license its display without cost to the Board.

Approved 1/00
Revised 2/11/02

167.5 Use of Electronic Mail

Since E mail is a form of communication that could conflict with the Open Meetings Law, it will be used to conduct business of the Board only for the purposes of communicating:

- A. messages between Board members or between a Board member and employee(s) which do not involve deliberating or rendering a decision on matters pending before the Board;
- B. possible agenda item between the Superintendent and the Board President;
- C. times, dates, and places of regular or special Board meetings,
- D. a Board meeting agenda or public record information concerning items on the agenda;
- E. requests for public record information from a member of the administration, school staff. or community pertaining to District operations;
- F. responses to questions posed by members of the public, administrators, or school staff.

Under no circumstances shall Board members use E mail to discuss among themselves Board business that is only to be discussed in an open meeting of the Board, is part of an executive session, or could be considered an invasion of privacy if the message were to be monitored by another party.

There should be no expectation of privacy for any messages sent by E mail. Messages that have been deleted may still be accessible on the hard drive, if the space has not been occupied by other messages. Messages, deleted or otherwise, may be subject to disclosure under the Freedom of Information Act, unless an exemption would apply.

Adopted 11-11-96