

Technology Plan Johannesburg – Lewiston Area Schools

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2. INTRODUCTION

2.1 District Mission Statement

The mission of the Johannesburg-Lewiston Area School District is to educate its students - in a manner that will enable them to participate responsibly, showing concern for mankind and the environment in an ever-changing world, by creating a nurturing atmosphere where values formation, risk taking and growth are encouraged through a diverse curriculum which emphasizes excellence, the learning process, and achievement of individual goals through the total commitment of school and community.

We believe that technological tools offer the opportunity for improved student achievement. A sound instructional program and efficient administrative functions that support it will enhance the educational opportunities for the students of Johannesburg- Lewiston Area Schools.

2.2 Demographics

- Number of students: 735
- Number of teachers: 40
- Number of administrators: 4
- Number of non-certified staff: 47
- Buildings:
 - Johannesburg K-12
 - Lewiston K-6
- Growth status: Declining
- Total General Fund Budget: \$6,872,250

3. VISION AND GOALS

3.1 Vision Statements

- We believe all students can learn.
- We believe all students learn better in a technology rich environment.
- We believe that technology should be available as close as practical to the student workstation.
- We believe that access to technology resources is the key to success.

3.2 Goals

- Improve access to technology for all students and staff.
- Seamlessly integrate technology into teaching and learning.
- Improve the use of technology rich lessons in all classrooms.
- Work toward full integration of this technology plan into the existing School Improvement Process.
- Provide administrators and support staff with technology tools needed to comply with governmental requirements.
- Show yearly progress toward the goals in this plan.

3.3 Integration with Other Plans

This Tech Plan will align with existing School Improvement Plans and district Curriculum. The following plans will be completed and aligned to this plan:

- Professional Development Plan
- Technical support Plan
- School Improvement Plan
- Curriculum Planning Cycle

4. CURRICULUM INTEGRATION

4.1 Instructional Technology Standards

Within the context of the curriculum process, steady progress will be expected toward the adoption and meeting of the following standards:

- Michigan Benchmarks and Standards (MiCLIMB)
- NETS standards for students (www.iste.org)
- NETS standards for teachers
- TSSA standards for administrators

4.2 Technology Use

Technology tools will be used across all levels in support of the curriculum. Examples:

- Language Arts: Shared reading with peer review through Skype and other means
- Science: probeware and data analysis
- Math: graphing calculators, graphic manipulation of geometric forms
- Art: graphics, image editing
- Social Science: Internet exploration of other cultures
- Music: music editing, composing

4.3 CURRICULUM AND TEACHING STRATEGIES

The Technology Committee will identify current research and best practice models for the curriculum committees. Resources used for this will include:

- K-8 Grade Level Content Expectations
- Michigan Curriculum Framework
- METS at Techplan.org
- State Technology Plan
- National Tech Plan (draft)
- Other resources as listed in the addendum.

5. STUDENT ACHIEVEMENT

Instructional strategies involving the use of technology will be firmly rooted in current research, directly aligned to curriculum, and aimed specifically at improving student achievement.

5.1 Strategies

This plan will be implemented through the existing curriculum process using the following strategies:

- Each curriculum committee will have, as a regular member, at least one representative from the Technology Committee.

- Annual review of subject area curriculum will include addition of technology rich lessons and modification of existing units to incorporate technical tools.
- Two curricular examples of technology rich lesson plans are included in Appendix A.

5.2 Timeline

Yearly curriculum review of specific subject areas will include the addition of technology rich lessons and specific goals related to the Instructional Technology Standards. This cycle will be repeated throughout the life of this plan.

6. TECHNOLOGY DELIVERY

6.1 Distance Learning Technologies

6.1.1 Currently Being Used

- Johannesburg – Lewiston is a member of the COP/CharEm Merit Internet Consortium.

6.1.2 To Be Explored

The following delivery technologies will be explored and adopted where there is direct curricular alignment and sufficient budget resources.

- Streaming Video
- On-line coursework (e.g. MVHS, MiVU, cooperative agreements with other districts)
- Internet curriculum resources such as:
 - Curriki.org
 - Kahnacademy.org
 - Moodle.org

6.1.3 TECHNOLOGY UPGRADES

Thanks to a Technology Bond approved by the community in 2009, technology infrastructure and resources have been greatly improved. Major upgrades and additions have been made in the following.

- Cabling Infrastructure
- Network Electronics
- Servers
- Classroom and Lab Computers
- Classroom Technology
 - Ceiling mounted projector
 - Sound Field Amplification
 - Document Camera
 - Interactive White Boards (some classrooms)
 - Wireless Interactive Tablets (some classrooms)
 - Wireless Mobile Labs in all buildings
 - Wireless connectivity in all buildings

7. PARENT AND COMMUNITY RELATIONS

The main connection between this plan and parent and community relations will be the district presence on the Internet.

7.1 Publication of Technology Plan

This plan will be published on the district web site in its final draft.

7.2 Parent and Community Communications

- Parent and community input will be sought during the review and assessment phases of this plan through the District School Improvement Committee.
- The schedule for School Board meetings will be posted on the district web site.
- Minutes of School Board meetings will be posted on the district web site.

7.3 Technology Committee Membership

The district Technology Committee is charged with the responsibility for the authoring, review, and assessment of this plan. Membership in the committee will include:

- Teachers: At least one representative from each level (lower elementary, upper elementary, middle school, high school) and from each major curriculum area.
- Administrators: Both building and central administration will be represented.
- Students: A student representative will be appointed by the student government or High School principal.
- Parent: At least one parent representative will be appointed.
- Community: At least one local community or business representative will be chosen.

8. COLLABORATION

District owned technology resources are recognized as public resources. Whenever practical, district owned technology resources will be made available for public educational use.

8.1 Computer Labs

- Existing district computer labs will be made available for community education, adult education, and training opportunities whenever practical.
- Unfilled seats in professional development classes offered in district computer labs will be made available to interested parents and community members.
- Guidelines will be developed to allow progress toward these goals while maintaining the security and integrity of the district's technical systems.

8.2 Web Resources

Space for public electronic “bulletin boards” for posting community events will be made available on the district web site at the request of local municipalities and organizations.

9. PROFESSIONAL DEVELOPMENT

Professional development is recognized as an ongoing need for all district personnel.

9.1 Professional Development Plan

9.1.1 Instructional Staff

All professional development investment will be based on a demonstrable curricular need.

- Skills Based PD: Skills based training will be offered only in support of other PD and not as the focus of any classes.
- Standards Based PD: Professional development classes that focus on technically rich curricular lessons will be the preferred mode of training. Examples are:
 - MACUL opportunities
 - Other MDE sponsored training opportunities
- Certifications/Standards: There is a recognized long-term goal of certification of all staff in meeting standards and benchmarks for the integration of technology.

9.1.2 Administrative Staff

A combination of application specific and standards based professional development opportunities will be sought for both building and central administration staff. Examples include:

- MSBO sponsored trainings and certification paths
- Association sponsored trainings and conferences (e.g. MSBO, MASA, MASSP, MEMSPA)

9.1.3 Technical Staff

An on-going need is recognized to keep the technical support personnel up to date on ever changing technical systems.

- Industry and manufacturer certifications are encouraged for systems and software that the district currently uses, or intends to migrate toward.
- Funding for training opportunities and conferences for tech support staff will be considered as part of the overall technology budget.
- MAEDS Training

9.2 Professional Development Focus

The overall goal of professional development is to change and support the way teachers teach and students learn. Research suggests that skills-based

training (e.g. Intermediate Word, Beginning PowerPoint, etc.) has little impact on the use of technology in teaching and learning.

True integration of technology will be achieved only with curriculum and standards based professional development that helps teachers and administrators in the development of a technology rich curriculum. The expected outcomes for this type of professional development are technology rich classroom lessons and resources.

9.3 Professional Development Timeline

A yearly PD calendar will be developed and maintained that lists all PD opportunities available to district staff. Both internal and external opportunities will be listed.

9.4 RESOURCES AND STANDARDS

Both internal and external resources will be encouraged for professional development including:

9.4.1 Resources

- Internal district staff, both instructional and technical
- ISD sponsored professional development opportunities
- MiVU/ on-line courses
- MDE sponsored professional development opportunities
- Professional association sponsored opportunities
- Instructional: MACUL, MIEM, MAME, etc.
- Administrative: MSBO, MASA, MASSP
- Technical: MAEDS

9.4.2 Standards and Certifications

- Instructional
 - NETS for students
 - NETS for Teachers
 - COATT
- Administrative
 - MSBO certifications
 - TSSA Standards for Administrators
- Technical
 - Industry Certifications: CNE, MCSE, etc.
 - Manufacturer Certifications: Microsoft, HP.
 - MSBO certifications

10. SUPPORTING RESOURCES

True integration of technology involves more than curriculum. Technology must be viewed as an integral part of most functions of the district from business through instruction. The following resources will be pursued and maintained within budget limitations.

10.1 Internal Resources

- District Policy and Guidelines as they relate to technology will be reviewed annually to maintain consistency with this Plan as well as state and federal requirements.
- Documentation of technical systems will be maintained on an on-going basis and will be reviewed as part of the annual review of this Plan.
- A web presence will be maintained to support district instructional, administrative, informational and marketing priorities.
- Software licensing will be strictly documented and maintained.

10.2 External Resources

- REMC materials: video lending, video streaming, and other materials and resources
- ESD and/or REMC resources for professional development, tech support, and other district needs
- Online subscription services for technology rich instructional materials
- Outsourcing of less-than-full time needs for professional development, tech support, consulting services, etc.

11. TECHNICAL INFRASTRUCTURE

The technical infrastructure from desktop through to the Internet will be reviewed annually. A priority list of needs will be developed as part of the annual budget process.

11.1 Current Status

11.1.1 Computer Workstations

- Johannesburg: 306
- Lewiston: 106
- Labs
 - Johannesburg: 2 labs/30, 1 lab/25, 2 mobile labs of 30
 - Lewiston: 1 lab/34, 1 mobile lab of 30

11.1.2 Cabling Infrastructure

- Johannesburg: 4 closets, 528 possible drops
 - Fiber connections between MDF and IDFs
- Lewiston: 2 closets, 240 possible drops
- Typical classroom configuration
 - Johannesburg: 3 drops/classroom
 - Lewiston: Old: 3 drops/classroom, New: 2 drops/classroom

11.1.3 Network Hardware

- Johannesburg: 8 switches (10/100), 2 switches (100/1000)
- Lewiston: 5 switches (10/100), 1 switch (10/100/1000)

11.1.4 Network Operating System and Servers

- Johannesburg: 2 Windows servers, 1 Internet server
- Lewiston: 2 Windows servers, 1 Internet server

11.1.5 Connectivity and Internet

- Fiber optic internet connection from Merit managed by COPESD

11.1.6 Software Applications

- A variety of instructional software is loaded on lab and classroom computers as required by the curriculum. These include: Inspiration, Kidspiration, Math Blaster
- MS Office 2013 is loaded on all desktop computers
- MS Works is loaded on all elementary computers
- The following packages are run from the server and are available on all computers with appropriate login:
 - Student Attendance and Grades
 - Accelerated Reader
 - Library Catalog and Circulation
 - MOIS
- Business Office software capabilities
 - Requisition to Purchase Order
 - Student Accounting
 - Finance and HR

11.1.7 Telephone System

Current Meridian phone system is aging, but adequate for current needs.

11.2 Current and Future Needs

The following areas of concern may be addressed during the term of this plan:

- Improved connectivity between the two campuses
 - Improve Internet bandwidth in Lewiston
 - DSL connections will be investigated to replace T-1 lines
- Mobile wireless labs in both buildings
- Work toward managed campus wireless in both buildings.
- Implementation of PowerSchool with ESD help.

11.3 Technical Standards

Technical standards for district assessment of donations, new purchases, and retirement of technical resources will be reviewed on an annual basis and published.

- Minimum technical standards for donations is:
 - Pentium 4 – 1.6Ghz
 - 1 Gb RAM
 - 120 Gb HDD
 - LCD: 19” minimum, No CRTs
- All new technology purchases will be compatible with Windows Server 2003.
- All new technology purchases will be Intel/Windows 7 Pro, downgraded to XP Pro.
- Upgrade to Windows 7 will occur prior to July of 2014

11.4 Technical Support

- Contract technical support: 1 part time employee
- Contract network engineer support 1 part time

12. ACCESS TO TECHNOLOGY

Access to technology will be assessed as part of the annual review of this Plan. Progress is expected toward this goal of continual improvement in access to technology for all district students, staff, and community.

12.1 Access to Resources

- Computer labs will be actively scheduled to ensure access to all students.
- Access to computer labs by parents and community will be allowed when not needed by students. Public use will only be scheduled when security and technical integrity can be assured.
- Wireless technologies will be explored as a way to make computer resources more available to classroom teachers and students.
- ESD resources will be explored for adaptive special needs.

13. FUNDING AND BUDGET

The budget items covered by this Technology Plan are projected to remain constant, or increase slightly, as a percentage of the total district budget. The actual amounts available will be determined on a yearly basis.

13.1 Variables

- The single largest variable is the State of Michigan's School Aid Budget. The actual amounts available to the district are unknown. Without this information from the State, it is impossible to predict the amount of budget money that will be available for the implementation of this Plan.
- The only projections possible are as a percentage of the general fund budget. The following projections are based on current spending, as a percentage of the total general fund budget.

13.2 Baseline Amounts: 2013-2014

The following amounts have been budgeted for technology related items for the fiscal year 2013-2014 from the General Fund.

Hardware and networking costs:	\$4,590.45
Maintenance and service costs:	\$1,020.10
License agreements:	\$3,060.30
Software and curriculum support:	\$918.09
Professional development and training:	\$612.06
Technical support:	\$52,025.10
Computer workstations:	\$10,201.00
Total technology expenditures:	\$72,427.10
Percentage of General Fund budget	0.96%

13.3 Projections for 2014-2015

The following budget projections assume

- A 0% increase in salary and fringe costs
- A 0% increase in other tech budgets

Hardware and networking costs:	\$1,000
Maintenance and service costs:	\$1,000
License agreements:	\$10,300
Software and curriculum support:	\$540
Professional development and training:	\$1000
Technical support:	\$50,000
Computer workstations:	\$4,000
Total technology expenditures:	\$67,840
Percentage of General Fund budget	1.00%

13.4 Projections for 2015-2016

The following budget projections assume

- A 0% increase in salary and fringe costs
- A 0% increase in other tech budgets

Hardware and networking costs:	\$1,000
Maintenance and service costs:	\$1,000
License agreements:	\$10,300
Software and curriculum support:	\$540
Professional development and training:	\$1000
Technical support:	\$50,000
Computer workstations:	\$4,000
Total technology expenditures:	\$67,840
Percentage of General Fund budget	1.00%

13.5 Projections for 2016-2017

The following budget projections assume

- A 0% increase in salary and fringe costs
- A 0% increase in other tech budgets

Hardware and networking costs:	\$1,000
Maintenance and service costs:	\$1,000
License agreements:	\$10,300
Software and curriculum support:	\$540
Professional development and training:	\$1000
Technical support:	\$50,000
Computer workstations:	\$4,000
Total technology expenditures:	\$67,840
Percentage of General Fund budget	1.00%

14. COORDINATION OF RESOURCES

As technology based solutions become more common, the amount of money needed to support these technical systems increases. To meet this increasing need, the following sources of funding resources will be explored.

14.1 Funding Option Possibilities

- Educational Foundation
- General Fund
- Bonds and sinking funds
- Building funds (consumables)
- USF (E-Rate)
- Grants (local, state and federal)

15. MONITORING AND EVALUATION

15.1 Evaluation Process

- This plan will be evaluated on an annual basis as part of the School Improvement Process.
- Annual staff and student surveys will be conducted to assess the change, if any, in the way technology is used in teaching and learning.
- A priority list of technology expenditures will be developed each year as part of the budget process.

15.2 Indicators of Success

- Progress on the technology priority list will be assessed yearly with the results becoming the basis for the following year's list.
- An increase in the use of technology in teaching and learning, as measured by the annual surveys, will determine the level of success.

15.3 Monitoring and Evaluation Responsibility

Responsibility for the monitoring of progress and evaluation will rest with the Technology Committee which will prepare an annual report of progress to be delivered to the superintendent on an annual basis.

16. ACCEPTABLE USE POLICY

- The district Acceptable Use Policy is attached as Appendix B. This Policy is currently under review by district legal council to ensure compliance with CIPA and other federal requirements.
- This policy will be reviewed annually to make sure it is in compliance with government regulations. Additional technology related Board Policies are available at:
www.neola.com/jlas-mi/ (Search on Technology.)
- Internet content filtering is provided by the COP/CharEm Merit Internet Consortium.

17. Appendix A Lesson Samples

17.1 JoBurg Jane's trip to Africa

Joburg Jane has planned an adventurous journey through the wild and exotic land of Africa. While on her trip, she decided to purchase some extra items. She researched the currency exchange rates in different countries in Africa. She came to the conclusion that different countries have different types of currencies and the value of currency differs from country to country. Your assignment is to convert the money she spends in each country to U.S. dollars and determine how many total U.S. dollars she spent on her journey.

Listed below is a log of the countries she visited, items bought, and the price she paid for each item in foreign currency. You must use the Currencx Converter on the internet located at www.xe.com/ucc/ to complete your assignment. The three letters represent shortened abbreviations for a country's currency. You must also determine the item that she bought which could prove to be useless in Africa. It is not the jewelry or the boat ride. Record your answers in an Excel spreadsheet. Good Luck on your assignment!

1. In Algeria, she spent 800 Algerian Dinars (DZD) for a cotton shirt.
2. In Libya, she spent 13 Libyan Dinars (LYD) for a pair of walking shorts.
3. In Egypt, she spent 60 Egyptian Pounds (EGP) for sunglasses.
4. In Sudan, she spent 4,500 Sudan Dinars (SOD) for a pair of slacks.
5. In Ethiopia, she spent 4,500 Ethiopian Birrs (ETB) for a compass.
6. In Somalia, she spent 100 Somalian Shillings (SOS) for a hat.
7. In Kenya, she spent 400 Kenyan Shillings (KES) for a pair of hiking boots.
8. In Seychelles, she spent 25 Seychelles Rupees (SCR) for sunglasses.
9. In Madagascar, she spent 200,000 Malagasy Francs (MGF) for undergarments.
10. In South Africa, she spent 500,000 South African Rand (ZAR) for walking shoes.
11. In Botswana, she spent 10 Botswana Pula (BWP) for three pairs of socks.
12. In Namibia, she spent 300 Namibia Dollars (NAD) for a cell phone.
13. In Angola, she spent 3,000 Angola Kwanza (AOA) for binoculars.
14. In Zambia she spent 100,000 Zambia Kwacha (ZMK) for a camera.
15. In Gabon, she spent 125,000 CFA franc Beaus (XAF) for gold jewelry.

17.2 Egypt Slide Show Rubric

Your assignment is to research a topic on Egypt on the Internet. You will prepare a slide show that gives details about your topic.

Directions:

- Think of a specific topic dealing with Egypt. (Examples: Ancient Egypt, Egypt's Pyramids, Women in Egypt, etc.)
- Decide what key words you would use to do the best search on this topic.
- Try using the web sites that were given to you in class.
- After you have found some information you can begin your title slide, Review how to go back and forth between sources of information and preparing your slide show.
- As you compile information, you can prepare the rest of your slides!
- Take your time and do a good job! Make sure you SAVE as you go!
- Please ask for help, as you need it!
- HAVE FUN AND BE CREATIVE!!!

The following list gives you the requirements for this project and is the grading rubric.

_____ **Five Slides** are the required minimum.

_____ **1st Side:** Your title slide (Examples: Ancient Egypt, Egypt's Pyramids, Women in Egypt, etc.) Clearly state the title. You will need at least two pictures on this slide.

_____ **2nd-5th Slides:** At least **three facts** on each slide. You will also need a **picture** on each slide.

_____ **Create a border for each slide.** You may use the same border for each slide. Be creative with colors and how you organize your material. Pretend that you are the teacher and have to present this slide show to the class.

_____ Make sure your facts are important for the topic you choose.

18. Appendix B Acceptable Use Policy

7540.04 - 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 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 a global information and communication network that provides an incredible opportunity to bring previously unimaginable education and information resources to our students. The Internet connects computers and users in the District with computers and users worldwide. Through the Internet, students and staff can access up-to-date, highly relevant information that will enhance their learning and the education process. Further, the Internet provides students and staff with the opportunity to communicate with other people from 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 Technology Coordinator may disable the technology protection measure to enable access for bona fide research or other lawful purposes.

Staff members will participate in professional development programs in accordance with the provisions of law and this policy. Training shall include:

- A. the safety and security of students while using e-mail, chat rooms, social media and other forms of direct electronic communications;
</
- B. the inherent danger of students disclosing personally identifiable information online;
</
- C. the consequences of unauthorized access (e.g., "hacking"), cyberbullying and other unlawful or inappropriate activities by students or staff online; and
</
- D. unauthorized disclosure, use, and dissemination of personal information regarding minors.
</

Furthermore, staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above, and staff members will monitor students' online activities while at school.

Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.

The disclosure of personally identifiable information about students online is prohibited.

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.

Staff members shall not access social media for personal use on the District's network, and shall access social media for educational use only after submitting a plan for that educational use and securing the Principal's approval of that plan in advance.

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.

Social Media Use

An employee's personal or private use of social media, such as Facebook, Twitter, MySpace, blogs, etc., may have unintended consequences. While the Board respects its employees' First Amendment rights, those rights do not include permission to post inflammatory comments that could compromise the District's mission, undermine staff relationships, or cause a substantial disruption to the school environment. This warning includes staff members' online conduct that occurs off school property including from the employee's private computer. Postings to social media should be done in a manner sensitive to the staff member's professional responsibilities.

In addition, Federal and State confidentiality laws forbid schools and their employees from using or disclosing student education records without parental consent. See Policy [8330](#). Education records include a wide variety of information; posting personally identifiable information about students is not permitted. Staff members who violate State and Federal confidentiality laws or privacy laws related to the disclosure of confidential employee information may be disciplined.

Staff members retain rights of communication for collective bargaining purposes and union organizational activities.

The Board designates the Superintendent and the Technology Coordinator 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
18 U.S.C. 1460
18 U.S.C. 2246
18 U.S.C. 2256
20 U.S.C. 6777, 9134 (2003)
20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965,
as amended (2003)
47 U.S.C. 254(h), (1), Communications Act of 1934, as amended (2003)
47 C.F.R. 54.520

Adopted 2/11/02
Revised 2/8/10
Revised 5/16/11
Revised 6/27/12

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19. APPENDIX C: USF

As an addition to our budget, we intend to supplement our school funding each year by applying to the Universal Service Fund for discounts on services. These services provide us with day to day essential operations.

2014-15

We will request funding for the following services:

Telecommunications:

- local telephone services
- long distance services
- cellular service
- T-1 service between Johannesburg and Lewiston
- DSL service in Johannesburg and Lewiston

Internet Access

- Wireless Broadband to Johannesburg and Lewiston

Internal Connections

- Managed Campus Wireless Networking Infrastructure

2015-16

We will request funding for the following services:

Telecommunications:

- local telephone services
- long distance services
- cellular service

Internet Access

- Wireless Broadband to Johannesburg and Lewiston

Internal Connections

- Additional replacement switches in both campuses as needed

2016-17

We will request funding for the following services:

Telecommunications:

- local telephone services
- long distance services
- cellular service

Internet Access

- Improved Wireless Broadband to Johannesburg and Lewiston

Internal Connections

- Replacement phone system
- Replacement servers: Domain, Exchange