

Technology Plan

Hale Area Schools

2010 - 2013

TECHNOLOGY PLAN SUMMARY SHEET

District: Hale Area Schools

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Years Covered by this plan: June, 2010 to June, 2013

Date of next state review (3 years from start date): June 30, 2013

Intermediate School District: Iosco RESA

URL for Technology Plan: www.haleschools.net

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HALE AREA SCHOOLS

District Profile:

The Hale Area Schools District is situated in a rural area of Iosco and Ogemaw Counties in Northeastern Michigan. Numerous lakes, recreational facilities, farms, and the Huron National Forest surround the small community of Hale. The majority of the population is comprised of working-age adults and retirees. Many residents work in the surrounding area and many more are retired persons who reside here for a part of the year. There is one manufacturing industry (Darton Industries) and numerous service industries. There has been a decline in the employment and several large companies (AIA, Kitty Hawk, Starboard, ITT Industries, and US Gypsum) have closed or are on shaky ground. This has put a strain on the number of jobs available. As of March, 2010, the unemployment rate for Iosco County is 16.7%, while the unemployment rate for the State of Michigan is 13% and Northeast Michigan falls in the bottom fourth of the unemployment rate scale in Michigan.

Hale Area Schools encompasses 153 square miles and consists of a high school, elementary and middle school, district offices, bus garage and sports fields. The elementary and middle school was constructed in 1998 and the high school in 1972. Student enrollment for the 2009-2010 school year, based on the Fall, 2009, Count is as follows: Elementary – 230, Middle – 196, High School – 208. The total enrollment is 634 of which 519 students (80%) are receiving free or reduced lunch. Student numbers have once again declined from last year's count date and substantially down from the previous Technology Plan. Hale Area Schools was the first school in our county to offer "Schools of Choice" as an option for parents. The school district provides bus transportation for all of its students. The Iosco RESA School-to-Work and Career and Technical Education programs are an integral part of the high school curriculum. The schools offer many extra-curricular activities including clubs and athletic teams.

The district has 72 employees: 1 superintendent, 2 building principals, 1 business manager, 1 administrative assistant, 39 professional staff, 1 library media specialist, 1 special education director/social worker, 1 guidance counselor, 1 transportation supervisor, 3 secretaries, 6 bus drivers, 4 cooks, 4 custodians, 7 paraprofessional staff.

The district was one of the first schools in the county to use technology in the classroom. Currently, all buildings are networked and there is internet access in every classroom and the media centers. The elementary and middle school building has a computer lab in each wing of the building and additional computers in the library. High school courses in technology are offered as electives under the Michigan Merit Curriculum. Students have access to a mobile lab, and twelve work stations in the high school media center. The library media centers in both buildings have an automated system purchased through a federal grant. Teachers received notebook computers through the Teacher Technology Initiative and two teams at the high school have participated for three years in the Ameritech Technology Academy and one team from the elementary/middle school attended for the first time in 2003. The middle school students and faculty have benefited from a federal grant under the Freedom to Learn program. The district received 60 laptop computers and mobile carts in Phase I of the program and an additional 60 laptops and mobile carts in Phase II. Middle school teachers also received individual teacher computers and an immense amount of professional development with technology interventions.

The Hale Community also supports the district in many ways. The community offers 4-H, scouting programs and church youth groups. The Plainfield Township Library in Hale offers story time to preschoolers. The athletic boosters are very active. The American Legion supports a middle school essay and oratorical contest. The band performs at ceremonies for Veteran’s Day and Memorial Day. The Iosco County Road Commission and the Hale Fire Department conduct yearly safety classes for the elementary students. Students have a variety of opportunities to participate in the Iosco County Fair, which is held in Hale. The Hale Area Education Foundation provides staff mini-grants and student scholarships. The Reading is Fundamental Program is supported by donations from various business and community organizations. The Hale Eagle Ladies Auxiliary has financially supported Drug Awareness Programs for the high school. Members of the business community are available for presentations in the classrooms and bringing their real-world expertise and experience to our students.

School Buildings:

Names and addresses of school buildings in the district.

- Hale Elementary
311 N. Washington Street
Hale, Michigan 48739
- Hale Junior/Senior High School
311 N. Washington Street
Hale, Michigan 48739
- Hale Area Schools
Administration Office
200 West Main Street
Hale, Michigan 48739
- Hale Area Schools
Transportation Department
204 West Main Street
Hale, Michigan 48739

District Mission Statement

Learning for all in a safe and positive environment.

HALE AREA SCHOOLS

VISION AND GOALS

Background of technology planning initiative:

Formal technology planning began in Hale Area Schools in the spring of 1989 with the formation of a Technology Committee charged with the responsibility of presenting a plan for the use of technology within the district to the Hale Area Schools Board of Education. The work of this initial committee resulted in the development of the first technology plan for Hale Area Schools, which was presented to the board of education on May 13, 1991.

The original technology plan, through the use of periodic Addenda Updates, served the Hale Area Schools until the close of the 2003-'04 school year.

At the close of the 2002-'03 school year, after the final Addenda Update to the original technology plan was completed on June 25, 2003, a new technology committee was formed and charged with the development of an entirely new technology plan for Hale Area Schools.

This plan, as was previous technology plans, is the result of the work of that committee and continues to the present date.

District Technology Vision/Mission Statement:

Hale Area Schools, in partnership with the family and community, will provide the necessary technology education for our staff and students to assist them in becoming technologically literate life-long learners.

How the Technology Plan Ties in with the District Mission and School Improvement Plan:

The goals of this technology plan reinforce the commitment made by the district School Improvement Plan which calls for all students to have access to a computer in the classroom and for a computer lab to be located in each building. The mission of Hale Area Schools, "***Learning for all in a safe and positive environment***", will further be served by this technology plan, as it provides for access to technology for all students.

Major Goals of the Technology Plan:

- A technology curriculum will be developed and implemented.
- MEAP scores will be improved by integrating technology into all core content areas.
- Professional development in technology for all staff members will be ongoing and sustained.
- Students will develop basic technology skills.
- The establishment of guidelines and procedures for the replacement of outdated technology.
- The Technology Committee will meet quarterly to evaluate and monitor the effectiveness of the Technology Plan, and to work on guidelines, procedures, and policies, such as those listed below, related to the use of technology in Hale Area Schools.
 - The continued development and new construction of a district website occurred in July 2009, through the help of Mr. Craig Loree, Associate Director of Technology at Bay-Arenac ISD.
 - Identification and selection of quality software that supports the curriculum.
 - Development of a policy which will provide the community greater access to the technology within our schools.
 - Guidelines for the on-going evaluation of existing procedures such as those related to software and hardware selection, purchase, and installation.
 - The identification of ways to get the most from the technology we currently have within our schools.
 - The annual review and update of the technology plan.

Goals for District Teachers and Students:

- All students will be technologically literate in order to be prepared for a global society as life-long learners.
- Students will be engaged in meaningful tasks and projects that utilize technology tools to promote learning.
- Teachers will integrate the use of technology within the curriculum and the classroom.

DISTRICT TECHNOLOGY PLANNING TEAM

Members of the Hale Area Schools technology planning team:

Name	Position
• Chad Brandt	President, Hale Area Schools BOE
• Valerie Cryderman	Vice-President, Hale Area Schools BOE
• Mark McKulsky	Trustee, Hale Area Schools BOE
• Rich Reilly	Principal, Hale Area Schools
• John Heydon	Teacher, Hale Elem/Middle School
• Becky Plude	Teacher, Hale High School
• Bruce Reimer	Teacher, Hale High School
• Rhonda Provoast	Superintendent, Hale Area Schools
• Michael Boensch	Business Manager, Hale Area Schools
• Monica Hohl	District Technology Coordinator/BAISD
• Deborah Dunbar	General Education Director/BAISD

CURRICULUM

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



CURRICULUM

Hale Area Schools has adopted the International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS) project as a guide for the integration of technology into the curriculum. The **NETS 2007 for Students and the 21st Century Framework**, “*Technology Foundation Standards for All Students*”, and the **NETS 2007 for Students and the 21st Century Framework**, “*Profiles for Technology Literate Students*”, that follow will be used as a framework for the integration of technology into our K-12 curriculum.

The technology committee will pursue reviewing the alignment with the **Michigan Educational Technology Standards for Students (METS-S) 2009**.

NETS 2007 for Students and 21st Century Framework

Technology Foundation Standards for All Students

The technology foundation standards for students are divided into six broad categories. Standards within each category are to be introduced, reinforced, and mastered by students. These categories provide a framework for linking performance indicators within the Profiles for Technology Literate Students to the standards. Teachers can use these standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills.

Technology Foundation Standards for Students

- 1 Basic operations and concepts
 - Students demonstrate a sound understanding of the nature and operation of technology systems.
 - Students are proficient in the use of technology.
- 2 Social, ethical, and human issues
 - Students understand the ethical, cultural, and societal issues related to technology.
 - Students practice responsible use of technology systems, information, and software.
 - Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
- 3 Technology productivity tools
 - Students use technology tools to enhance learning, increase productivity, and promote creativity.
 - Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
- 4 Technology communications tools
 - Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
 - Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
- 5 Technology research tools
 - Students use technology to locate, evaluate, and collect information from a variety of sources.
 - Students use technology tools to process data and report results.
 - Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
- 6 Technology problem-solving and decision-making tools
 - Students use technology resources for solving problems and making informed decisions.

- Students employ technology in the development of strategies for solving problems in the real world.

NETS 2007 for Students and 21st Century Framework Profiles for Technology Literate Students

Performance Indicators

A major component of the NETS Project is the development of a general set of profiles describing technology-literate students at key developmental points in their pre-college education. These profiles reflect the underlying assumption that all students should have the opportunity to develop technology skills that support learning, personal productivity, decision making, and daily life. These profiles and associated standards provide a framework for preparing students to be lifelong learners who make informed decisions about the role of technology in their lives.

The Profiles for Technology Literate Students provide performance indicators describing the technology competence students should exhibit upon completion of the following grade ranges:

- Grades PreK - 2
- Grades 3 - 5
- Grades 6 - 8
- Grades 9 - 12

These profiles are indicators of achievement at certain stages in PreK-12 education. They assume that technology skills are developed by coordinated activities that support learning throughout a student's education. These skills are to be introduced, reinforced, and finally mastered, and thus, integrated into an individual's personal learning and social framework. They represent essential, realistic, and attainable goals for lifelong learning and a productive citizenry. The standards and performance indicators are based on input and feedback from educational technology experts as well as parents, teachers, and curriculum experts. In addition, they reflect information collected from professional literature and local, state, and national documents.

Grades PreK-2

All students should have opportunities to demonstrate the following performances. Prior to completion of Grade 2, students will:

1. Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies. (1)
2. Use a variety of media and technology resources for directed and independent learning activities. (1, 3)
3. Communicate about technology using developmentally appropriate and accurate terminology. (1)
4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1)
5. Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2)
6. Demonstrate positive social and ethical behaviors when using technology. (2)
7. Practice responsible use of technology systems and software. (2)

8. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (3)
9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)
10. Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners. (4)

Grades 3-5

All students should have opportunities to demonstrate the following performances.
Prior to completion of Grade 5, students will:

1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1)
2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2)
3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (2)
4. Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3)
5. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3, 4)
6. Use telecommunications efficiently to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. (4)
7. Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. (4, 5)
8. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities. (5, 6)
9. Determine which technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5, 6)
10. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. (6)

GRADES 6-8

All students should have opportunities to demonstrate the following performances.
Prior to completion of Grade 8, students will:

1. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (1)

2. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2)
3. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (2)
4. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (3, 5)
5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (3, 6)
6. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (4, 5, 6)
7. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. (4, 5)
8. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5, 6)
9. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving. (1, 6)
10. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. (2, 5, 6)

GRADES 9-12

All students should have opportunities to demonstrate the following performances.

Prior to completion of Grade 12, students will:

1. Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs. (2)
2. Make informed choices among technology systems, resources, and services. (1, 2)
3. Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole. (2)
4. Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information. (2)
5. Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence). (3, 4)
6. Evaluate technology-based options, including distance and distributed education, for lifelong learning. (5)
7. Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity. (4, 5, 6)

8. Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning. (4, 5)
9. Investigate and apply expert systems, intelligent agents, and simulations in real-world situations. (3, 5, 6)
10. Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works. (4, 5, 6)

Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked. The categories are:

1. Basic operations and concepts
2. Social, ethical, and human issues
3. Technology productivity tools
4. Technology communications tools
5. Technology research tools
6. Technology problem-solving and decision-making tools

Elementary and Middle School Technology Curriculum Overview Grades K-8

Curriculum Integration:

We continue to work on grade level specific standards. In 2007, the district purchased the Compass Learning software in our labs at the elementary level and Study Island software at the middle school. The software covers all content areas. Students work at their own pace and are moved up as they master objectives. Teachers are able to print reports which give them information on where their students are and how well they are doing. Reports can also be generated for parents. Worksheets can be generated to help with remediation. Accelerated Reader is used in the K-8 classrooms. Reports can be generated to show teachers the grade level students are reading at and their average comprehension at that level. Teachers can see a list of books the students have read, if the books have been read by the student or to the student, and if the books are fiction or non-fiction. A letter can be printed for parents.

Star Reading and Star Math are assessment tools that can be used in grades 2-12 to assess where students are and where they are having problems. Reports can be generated for teachers and for parents, telling them where the child is and giving them ideas for areas that need improvement. We have several staff members and administrators taking on-line courses to improve their teaching strategies. A team of 4 people (2 elementary teachers, 1 middle school teacher and the elementary principal) attended the ATA Academy. This team has presented 10 hours of training to the elementary and middle school staffs. The following topics were covered: fax machine, laminating machine, die cut machine, copier, the intercom system, the security system, training in the Accelerated Reading Program, on-going training with the Compass Learning software used in our labs, training on web sites available to teachers to use with students and for their own use, digital camera training, PowerPoint training, virtual field trips, and digital curriculum. The technology teams will work with the staffs of both schools to identify and promote curricula and teaching strategies that integrate technology into our current curricula. The middle school lab has a certified personnel delivering technology instruction to fifth through eighth grade students.

Student Achievement:

We are using the "Instructional Technology Across the Curriculum Sample Activities" as a template to help us fully integrate technology into curricula and instruction. We do have many examples of staff using technology in curriculum and instruction, they are just not in a formal plan.

- 3rd grade using Kid Pix to create science presentations
- the Accelerated Reading Program is used in Language Arts K-8
- kindergarten teachers are using Kid Pix for letter recognition, beginning consonant sounds and math
- overheads are used in K-12 classrooms to deliver instruction
- listening centers and activities are used by students in grades K-4
- research for various content areas is done on the Internet in grades 4-8
- beginning in fourth grade students are making PowerPoint presentations in content areas
- art teachers are using digital cameras in their art classes
- kindergarten teachers use weather on the Internet with their students

- word processing is used in grades 4-8 in various subject areas
- students in 3rd and 4th grades are importing pictures and digital images into their reports
- video cameras are used by staff and students K-8
- Living Books are used in grades K-1
- computer programs are used in K-4 classrooms to reinforce core curriculum

Technology Delivery:

The Internet is currently being used by students in grades 4-8 for research in various content areas. All staff in grades K-8 have had training this year on instructional websites to use with their students. They now need the time to implement this information into their curricular areas. The Elementary and Middle School have the capability for interactive video and TV. Professional development opportunities include virtual field trips and video streaming. We encourage teachers to take their classes on virtual field trips and seek grant funding to help offset the cost.

Parental Communications & Community Relations:

Information about our technology plan will be disseminated in the middle school and elementary school in our building newsletters. Information will also be in the student handbooks. We will share the information at parent functions throughout the school year and will make a hard copy of the plan available to anyone who would like it. In July 2009, we re-formatted our district website which continues to be a cyber link between home and school; provided our families have Internet connectivity. The district website contains information about each of our schools and the district in general. Our technology plan will be posted on our website.

Parents and community members sit on our building school improvement teams and attend various parental awareness programs such as Web Wise Kids, Internet Safety for Parents, Cyber Bullying.

Collaboration:

N/A We do not have any adult literacy service providers in our school district.

High School Technology Curriculum Overview Grades 9-12

Our goal is to have technology incorporated into all areas of the curriculum. We stress the use of word processing, database, spreadsheet application, Internet searches and use of on-line resources. Student elective courses provide additional support and in-depth instruction to help further student use of technology. The following components are based on the Michigan Curriculum Frameworks, "Overview of Technology Content Standards" and "Career and Employability Skills."

Hale High School integrated technology curriculum may involve the following components:

1. Use and transfer technological knowledge and skills.
2. Use technology to input, retrieve, organize, manipulate, evaluate and communicate information.
3. Apply appropriate technology to critical thinking, creative expression and decision making skills.
4. Employ a systematic approach to technological solutions by using resources and processes to create, maintain and improve products, systems and environments.
5. Apply ethical and legal standards in planning, using and evaluating technology.
6. Evaluate the societal and environmental impacts of technology and forecast alternative uses and possible consequences to make informed civic, social and economic decisions.
7. Learn to understand, monitor and improve complex systems, including social, technical and mechanical systems and work with and maintain a variety of technologies.

In order to show competencies the students use technology integration into all content areas and be able to:

1. Publish documents on-line.
2. Be able to use content-specific software.
3. Create multimedia projects.
4. Discuss and model ethical, legal and responsible uses of technology including copyright laws.
5. Produce computer programs.
6. Advance knowledge in word processing, research and multimedia tasks.
7. Use spreadsheet and database applications.
8. Use telecommunications.

PROFESSIONAL DEVELOPMENT

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



PROFESSIONAL DEVELOPMENT

A strong professional development program for staff is the key to making technology an integral part of student learning. A district can spend millions of dollars on technology, but if teacher education in best practice is neglected, the money will have been poorly spent. Professional development is a constantly changing and developing program, but the opportunities for staff will only continue to grow and change in the future.

There are many facets to the technology staff development plan. At the beginning of each school year, the district will require all teaching staff to complete a Needs Assessment for Instructional Technology. The needs assessment asks teachers to evaluate themselves against the national standards for teachers (NETS) and also asks them to rate themselves for competency in the areas needed to teach the Hale Area Schools instructional technology curriculum to students. The major emphasis is on sessions for teachers that help them learn how to integrate technology into the curriculum they are already teaching and to meet or exceed the state and national standards for teachers. The district has also used the SouthEast Initiatives Regional Technology in Education Consortium (SEIR*TEC) as a guide to assist with the professional development plan.

A plan has been developed for continuing this integrated technology staff development over the next three years. The process map below shows the emphasis for each year.

2010-11	2011-12	2012-13
<i>Use Title IID, Title V to finance</i>	<i>Use Title IID, Title V to finance</i>	<i>Use Title IID, Title V to finance</i>
Grade level integrated staff development.	Grade level integrated staff development.	Grade level integrated staff development.
Curricular areas to be decided. Need to make sure that we are offering staff development to curricular areas that did not receive services last year.	Curricular areas to be decided. Need to make sure that we are offering staff development to curricular areas that did not receive services last year.	Curricular areas to be decided. Need to make sure that we are offering staff development to curricular areas that did not receive services last year.
Work with building level staff and key leaders in the technology area to determine areas of need.	Work with building level staff and key leaders in the technology area to determine areas of need.	Work with building level staff and key leaders in the technology area to determine areas of need.
Continue additional communication opportunities for events and happenings going on at Hale Area Schools.	Planning team consisting of technology committee.	Planning team consisting of technology committee.
Planning team consisting of technology committee.	Technologies taught dependent on student needs as related to approved curriculum.	Technologies taught dependent on student needs as related to approved curriculum.
Technologies taught dependent on student needs as related to approved curriculum.	Decide on curricular areas by May 2012.	Decide on curricular areas by May 2013.
Decide on curricular areas by May 2011.		

The district has been offering voluntary classes in technology use for the district's teachers for over five (5) years. Most recently, the district has begun to offer after school opportunities for staff. A variety of software is used in the sessions as well as appropriate websites and peripherals such as digital cameras, scanners and digital camcorders.

Components and Sources for Training:

All Day and Half-Day workshops
Mandatory and Optional training
After-School training
Training via video conferencing
On-line educational services
ATA teams and workshops
Board of Education quarterly updates
REMC 6
Iosco Regional Educational Service Agency ~ Wide Area Network
Bay-Arenac Intermediate School District
Saginaw Valley State University
MACUL conference/Professional conferences and task related vendor shows
Building level liaisons and utilizing staff with expertise

Supporting Resources:

Ameritech Technology Academy
REMC 6: workshops, digital curriculum, videos
Iosco Regional Educational Service Agency
Manuals and printed materials
Technology Journals: Classroom Connect, THE Journal, School Library Activities Monthly, School Library Journal
Subscription to *Teach for Tomorrow*
Professional Development Conferences: MACUL, MAME

INFRASTRUCTURE/TECH SUPPORT

HARDWARE – SOFTWARE

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.



INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE

Introduction:

The (3) three main building sites of Hale Area Schools, the Administration Building, the Elementary and Middle School Building & the High School Building are connected with a 100Base-FX fiber backbone. In addition to the multimode fiber between these locations, there are also multiple strands of singlemode fiber between the Elementary and Middle School Building and the High School Building. This singlemode fiber is for the future expansion, to the High School Building, of the Dukane SmartSystem, located in the Technology Center Headend Room at the Elementary and Middle School Building. A video backbone has been installed in the High School Building in preparation for the expansion.

Each of the (3) three main buildings has a MDF, with the Elementary and Middle School Building also having an IDF, and the High School Building site having an IDF in a separate building. These MDF's and IDF's contain rackmount enclosures populated with Asante network managed ethernet switches. Each building serviced by these MDF's and IDF's has premise wiring installed with multiple outlets per office and classroom. The MDF in the Elementary and Middle School Building also contains the Iwatsu phone system and the Dukane SmartSystem video headend. The MDF in the High School Building also contains the NorTel phone system and space for future electronics for the expansion of the Dukane SmartSystem from the Elementary and Middle School Building. Adequate electrical outlets are located as needed, with the server farm and all MDF & IDF equipment protected with network managed UPS systems.

The data network currently supports Microsoft Windows based computers at all locations. Student computers are protected with Deep Freeze. Backup Exec is used to automatically backup servers each night. McAfee Virus Scan anti-virus software is on all desktop and notebook computers which are not protected with Deep Freeze.

The Novell Netware file servers are protected with McAfee NetShield anti-virus software. All anti-virus software is automatically updated each night.

Novell Border Manager is used for firewall and proxy services along with SurfControl, which is updated each night, providing internet filtering.

The network use of all desktop and notebook computers are managed with Novell ZenWorks.

CenturyTel provides a direct internet connection via a T1 circuit. Email services & DNS are also provided by CenturyTel via their remote servers.

Student data management and financial data management is handled by CIMS software located on a AS/400 located at BAISD and accessed with remote clients via the Internet.

Hale Area Schools contracts with BAISD for a technician two days per week. Technology service and support is handled via Tech Request Forms submitted on-line to the BAISD - Hale Help Desk;debatsr@baisd.net (Hale).

Requests for the purchase of software and hardware for classroom use are first submitted to the building principal. The principal determines if the software or hardware meets the needs of the curriculum. If approved by the principal, the request is forwarded to the superintendent who determines if the purchase will work in the intended computer/networking environment and if so, determines the best source for purchasing the item requested and arranges with the BAISD Tech for the purchase order to be completed. The item requested is shipped to the Technology Department and once received arrangements are made for the installation.

All teachers and administrators have school issued notebook computers. Currently, all classrooms have at least one desktop computer with an attached printer. All classroom computers & notebook computers have Internet access.

In an attempt to provide a computer to student ratio of 1:1, and promote anytime, anywhere, when appropriate, and as needed access to computers and network resources, Hale Area Schools has adopted the following replacement policy:

- The current classroom computers and printers will not be replaced once they can no longer support the purpose for which they were purchased. In the case of classroom printers, they will be removed from the classroom once the current ink supplies have been used, and they will not be replaced.
- Wireless mobile computer labs will be purchased for classroom use. These wireless mobile computer labs will consist of a recharging/storage cart populated with wireless notebook computers and a networkable printer. In most cases the carts will contain 15 computers and one networkable color laser printer. In this configuration a teacher with a classroom of 30 students could check out two mobile carts and have a computer to student ratio of 1:1. When the class will be working in pairs, or in small groups, one mobile cart will be checked out. If only one or two, or a small number of computers is needed, they can be checked out individually by the teacher. The use of wireless mobile computers in this manner will provide a cost effective means of providing anytime, anywhere, when appropriate, and as needed access to computers and network resources, with a student to computer ratio of from one-to-many to 1:1 as needed by the classroom teacher.
- Printing stations will be located in convenient locations within each building. These printing stations will replace the classroom printers. The printing stations will consist of grayscale or color laser printers designed for high volume use. Each printer will be networked, so they will be accessible from any computer on the network. This method of providing printing stations will reduce the high cost of printing associated with using consumer level printers in each classroom. The consumer level printers currently in each classroom, require high maintenance and very expensive ink supplies when compared to laser printers designed for high volume. Print quality will also be greatly improved.
- Desktop computer workstations, located in offices and traditional computer labs, will continue to be supported in each building, as will notebook computers for all teachers and administrators.

Current Status:

Computer, Printer & Network Overview

- 397 Computers
 - 216 Notebook Computers
 - 181 Desktop Computers
- 20 Printers
 - 16 Grayscale Laser Printers
 - 4 Color Laser Printers
- 4 Fileservers
 - 2 Netware Servers
 - 1 Macintosh Webserver
 - 1 Apple Xserve
- Switched Ethernet Network
- Wireless Access Points
 - 8 HP ProCurve 420
 - 2 LinkSys Dual-Band A+G
- T1 Direct Internet Connection
- Video Surveillance System

Hardware Center Locations

- Elementary and Junior/Senior High School Building
 - Elementary School Lab
 - Middle School Lab
 - 8 Middle School Wireless Mobile Notebook Carts
 - Library/Media Center
 - All Classrooms & Offices
 - Cafeteria
 - Technology Center
 - Video, Voice & Data Headend
 - Server Farm
 - Mobile Wireless Multimedia Notebook Cart
 - Mobile Notebook Computer Cart
- Administration Office
 - All Offices
- Transportation Building
 - Director's Office

Major Software Applications

- Elementary and Middle School Building
 - Compass Learning
 - Accelerated Reader
 - Star Reading
 - Star Math
 - Early Literacy
 - Study Island

- Class Server
- Discourse
- Connected Tech
- Encarta Dictionary and Reference
- Squeak
- Lego Robotics
- Microsoft Office Pro/XP
- Microsoft Office 2007 (all offices)
- Internet Explorer
- Kid Pix Deluxe
- Kidspiraton
- Kid Keys 2
- Living Books
- Various Curriculum Specific Software for each of the Middle School Wireless Carts
- Meal Magic
- CIMS
- High School Building
 - Microsoft Office Pro/XP
 - Microsoft Office 2007 (all offices)
 - Internet Explorer
 - PageMaker
 - FrontPage
 - Fathom Math Software
 - Squeak
 - Jostens Yearbook Software
 - Online Courses (E2020, GenNet, BYU)
 - VideoWave Movie Creator
 - Meal Magic
 - CIMS
- Administration (Central Office)
 - Microsoft Office 2007
 - Internet Explorer
 - PageMaker
 - CIMS

District Data Network

- 100Base-FX Backbone All Buildings
- Assante Ethernet Switches
- Category 5e Cable in all Buildings
- 100Base-T to Servers @ Server Farm
- 100Base-T to All Desktops @ High School Building
- 10Base-T to All Desktops @ Elementary and Middle School Building
- 10 Wireless Access Points

Dukane SmartSystem at the Elementary and Middle School

- (8) VCR's (2 with DVD/VCR units)

- (1) Optical LaserDisk Player
- (1) DVD Player
- (4) Cable TV Channels
- (1) Video All Call Cart
- Bulletin Board Computer
- Scheduling Computer
- Satellite Dish Interface
 - Satellite Dish
- (42) 27" RCA Monitors w/CCM I Controllers
- ITV/Video Production Room

Voice Systems

- Iwatsu PABX Phone System at the Elementary and Middle School
 - Phones in All Classrooms and Offices
 - Voice Mail features available
 - Also Serves All Offices in Administration Building
- NorTel Phone System at the High School
 - Phones in All Classrooms and Offices
 - Voice Mail and Homework Hotline
- Intercom and Sound Systems in High School Building/Middle and Elementary Schools

Minimum Computer System Specifications:

Hale Area Schools currently supports a computing environment consisting of computers utilizing the Microsoft Windows operating system. The minimum acceptable district standard specification for this platform is as follows:

- Windows XP Pro: Pentium III 450 MHz with 256MB RAM with 10/100Mb NIC

Equipment Retirement Policy:

When it has been determined that technology hardware is no longer of value for the purpose it was initially purchased, it will be retired. Retired hardware will be disposed of as follows:

- Offered for special projects within the Hale Area Schools (only limited tech support, maintenance & repair will be provided for this use, with the level of support determined at the time the special project is approved).
- Offered for sale to Hale Area School staff (sold "**as is**", with no tech support provided).
- Offered to Iosco RESA for use in the Computer Technology classes.
- Offered to programs such as the program managed by Delta Community College which supplies technology to needy educational programs in selected 3rd World Countries.
- Disposal arranged through the waste management service under contract with the school.

Expansion/Replacement 3-Year Plan:

In January 2010, a Network Assessment was conducted by SPI Innovations. The following recommendations were made in order to upgrade the systems and switches:

- Purchase a new server and load Windows Server 2008 R2 Bit and migrate primary Novell File server. Load DHCP, DNS, Active Directory, Print Management Console, and File Server—*server will have to have a tape backup with Backup Exec to allow backups of network resources.*
- Remove the Novell Border Manager server and replace unit with a Barracuda 410 Web Filter (sync with LDAP).
- To cover port protections place a Sonic Wall (sync with LDAP).
- Update Deep Freeze to newer version to save energy and aid in protection of workstations.
- Install AVG management console on new server to manage workstations and server.
- Update power management in network closets. Replace UPS units and install power converters along with larger UPS units.
- Switch from Multi Mode fiber to single mode fiber between buildings.
- Update switches on the network to HP Procurve Switches. (MDF total patched ports need 188 plus fiber card, MSMDF total patched ports need 159 plus fiber card, and HSMDF total patches ports need 332 plus fiber card.

Over the next three years, the following emerging opportunities in technology expansion will occur:

- **School Messenger** – a school/parent/student communication system through the delivery of LAN lines, cellular telephones, text messages or email.
Implementation Date: Summer 2010
- **Pinacle Data Warehousing** – through the use of student data, this tool is available utilizing the data archived through the CIMS database for student management. Professional development for building school improvement teams occurred in Spring 2010 for the Data for Student Success (D4SS) modules. Such reports as MEAP, MME, ACT, DIBELS, Progress Monitoring, Star Reading and Math, Study Island, Accelerated Reader and other assessments will be updated to the Pinacle system through the Bay-Arenac Intermediate School District.
Implementation Date: Fall 2010 and on-going training
- **Learn 360** – United Streaming software available through REMC-6.
Implementation Date: 2010-11 School Year
- **Broadband Funding for Michigan's Lower Peninsula**
In January 2010, Governor Granholm announced that two Michigan applicants for federal broadband funding will receive more than \$34 million to expand access to broadband service in communities throughout Michigan. The competitive grants, administered by the U.S. Department of Commerce National Telecommunications and Information Administration (NTIA), are funded through the American Recovery and Reinvestment Act of 2009.

Merit Network Inc., a not-for-profit broadband service provider, will receive more than \$33.3 million to build a fiber optic network through a large portion of Michigan's Lower Peninsula.

Additional opportunities will be dependent on infrastructure needs and pursuing options in terms of leasing. This will allow the district to replace technology and rotate equipment on a more frequent basis.

FUNDING AND BUDGET

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



FUNDING AND BUDGET

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

K-12 Technology Budget

(School Years 2010-11, 2011-12, & 2012-13)

Elementary Technology (K-4)

Account #1116920	' 10-'11	'11-'12	'12-'13
Contracted Services			
(1) ¼ CIMS Support (\$11.00 x 600 students = Total)	1,650.00	1,650.00	1,650.00
(1) ¼ Website Hosting – Foxbright (\$3,600 = Total)	900.00	900.00	900.00
(1) ½ Video, Intercom, Phone & Sound Support & Maintenance (\$17,625.00 =Total)	5,875.00	5,875.00	5,875.00
(1) ½ Satellite Support & Maintenance (\$825.00 =Total)	275.00	275.00	275.00
(1) ¼ Internet Fee to Century Telephone (\$929.04/mo. x 12 mos.=Total)	<u>2,787.12</u>	<u>2,787.12</u>	<u>2,787.12</u>
	11,487.12	11,487.12	11,487.12
Non-Consumable Supplies/Software			
(1) 1/4 Virus Protection Software Support	350.00	350.00	350.00
(1) 1/4 Novell SLA (600 x \$2.50=Total)	375.00	375.00	375.00
(1) 1/4 Surf Control Annual Fee	800.00	800.00	800.00
(1) Miscellaneous	<u>150.00</u>	<u>150.00</u>	<u>150.00</u>
	1,675.00	1,675.00	1,675.00
Furniture & Equipment/Hardware			
(1) District Technology Expenses	<u>250.00</u>	<u>250.00</u>	<u>250.00</u>
	250.00	250.00	250.00
Repair & Maintenance			
(1) 1/4 BAISD Tech (104 days @ \$335.28/day = Total)	8,718.00	8,980.00	9,249.00
(1) Summer Cleaning & Check-up	250.00	250.00	250.00
(1) General Repair & Maintenance	<u>2,000.00</u>	<u>2,000.00</u>	<u>2,000.00</u>
	10,968.00	11,230.00	11,499.00
Total Elementary Technology (K-4) =	24,380.12	24,642.12	24,911.12

K-12 Technology Budget

(School Years 2010-11, 2011-12, & 2012-13)

Middle School Technology (5-8)

Account #1126920

	'10-'11	'11-'12	'12-'13
Contracted Services			
(1) ¼ CIMS Support (\$11.00 X 600 students = Total)	1,650.00	1,650.00	1,650.00
(1) ¼ Website Hosting – Foxbright (\$3,600 = Total)	900.00	900.00	900.00
(1) ½ Video, Intercom, Phone & Sound Support & Maintenance (\$17,625 =Total)	5,875.00	5,875.00	5,875.00
(1) 1/2 Satellite Support & Maintenance (\$825.00 =Total)	275.00	275.00	275.00
(1) GradeQuick and Edline	1,525.00	1,525.00	1,525.00
(1) 1/4 Internet Fee to Century Telephone (\$929.04/mo. x 12 mos.=Total)	<u>2,787.12</u>	<u>2,787.12</u>	<u>2,787.12</u>
	13,012.12	13,012.12	13,012.12
Non-Consumable Supplies/Software			
(1) 1/4 Virus Protection Software Support	350.00	350.00	350.00
(1) 1/4 Novell SLA (600 x \$2.50=Total)	375.00	375.00	375.00
(1) 1/4 Surf Control Annual Fee	800.00	800.00	400.00
(1) Miscellaneous	<u>150.00</u>	<u>150.00</u>	<u>150.00</u>
	1,675.00	1,675.00	1,675.00
Furniture & Equipment/Hardware			
(1) District Technology Expenses	<u>125.00</u>	<u>125.00</u>	<u>125.00</u>
	125.00	125.00	125.00
Repair & Maintenance			
(1) 1/4 BAISD Tech (104 days @ \$335.28/day = Total)	8,718.00	8,980.00	9,249.00
(1) Summer Cleaning & Check-up	250.00	250.00	250.00
(1) General Repair & Maintenance	<u>2,000.00</u>	<u>2,000.00</u>	<u>2,000.00</u>
	10,968.00	11,230.00	11,499.00
Total Middle School Technology (5-8) =	25,780.12	26,042.12	26,311.12

K-12 Technology Budget

(School Years 2010-11, 2011-12, & 2012-13)

Secondary Technology (9-12)

Account #1136920

	'10-'11	'11-'12	'12-'13
Contracted Services			
(1) ¼ CIMS Support (\$11.00 x 600 students = Total)	1,650.00	1,650.00	1,650.00
(1) ¼ Website Hosting – Foxbright (\$3,600 = Total)	900.00	900.00	900.00
(1) GradeQuick and Edline	1,525.00	1,525.00	1,525.00
(1) ¼ Internet Fee to Century Telephone (\$929.04/mo. x 12 mos.=Total)	<u>2,787.12</u>	<u>2,787.12</u>	<u>2,787.12</u>
	6,862.12	6,862.12	6,862.12
 Non-Consumable Supplies/Software			
(1) 1/4 Virus Protection Software Support	350.00	350.00	350.00
(1) 1/4 Novell SLA (600 x \$2.50=Total)	375.00	375.00	375.00
(1) 1/4 Surf Control Annual Fee	800.00	800.00	800.00
(1) Miscellaneous	<u>150.00</u>	<u>150.00</u>	<u>150.00</u>
	1,675.00	1,675.00	1,675.00
 Furniture & Equipment/Hardware			
(1) District Technology Expenses	<u>250.00</u>	<u>250.00</u>	<u>250.00</u>
	250.00	250.00	250.00
 Repair & Maintenance			
(1) 1/4 BAISD Tech (104 days @ \$335.28/day = Total)	8,718.00	8,980.00	9,249.00
(1) Summer Cleaning & Check-up	250.00	250.00	250.00
(1) General Repair & Maintenance	<u>2,000.00</u>	<u>2,000.00</u>	<u>2,000.00</u>
	10,968.00	11,230.00	11,499.00
Total Secondary Technology (9-12) =	19,755.12	20,017.12	20,286.12

K-12 Technology Budget

(School Years 2010-11, 2011-12, & 2012-13)

Administration Technology

Account #2593160

	<u>'10-'11</u>	<u>'11-'12</u>	<u>'12-'13</u>
Contracted Services			
(1) ¼ CIMS Support (\$11.00 x 600 students = Total)	1,650.00	1,650.00	1,650.00
(1) ¼ Internet Fee to Century Telephone (\$929.04/mo. x 12 mos.=Total)	<u>2,787.12</u>	<u>2,787.12</u>	<u>2,787.12</u>
	4,437.12	4,437.12	4,437.12
Non-Consumable Supplies/Software			
(1) 1/4 Virus Protection Software Support	350.00	350.00	350.00
(1) 1/4 Novell SLA (600 x \$2.50=Total)	375.00	375.00	375.00
(1) 1/4 Surf Control Annual Fee	800.00	800.00	800.00
(1) Miscellaneous	<u>150.00</u>	<u>150.00</u>	<u>150.00</u>
	1,675.00	1,675.00	1,675.00
Furniture & Equipment/Hardware			
(1) District Technology Expenses	<u>250.00</u>	<u>250.00</u>	<u>250.00</u>
	250.00	250.00	250.00
Repair & Maintenance			
(1) 1/4 BAISD Tech (104 days @ \$335.28/day = Total)	8,718.00	8,980.00	9,249.00
(1) Summer Cleaning & Check-up	250.00	250.00	250.00
(1) General Repair & Maintenance	<u>2,000.00</u>	<u>2,000.00</u>	<u>2,000.00</u>
	10,968.00	11,230.00	11,499.00
Total Administration Technology =	17,330.12	17,592.12	17,861.12

K-12 Technology Budget

(School Years 2010-11, 2011-12, & 2012-13)

Technology Budget Summary

All Accounts	'10-'11	'11-'12	'12-'13
Total Elementary Technology (K-4) =	24,380.12	24,642.12	24,911.12
Total Middle School Technology (5-8) =	25,780.12	26,042.12	26,311.12
Total Secondary Technology (9-12) =	19,755.12	20,017.12	20,286.12
Total Administration Technology =	<u>17,330.12</u>	<u>17,592.12</u>	<u>17,861.12</u>
Total Technology =	87,245.48	88,293.48	89,369.48

B. Coordination of Resources

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

It is the collective opinion of the Technology Committee that all facets of funding and cost saving practices, both in the short term and on a continuum, be vigorously pursued. The committee believes that annually an effort should be put forth to identify new sources of funding and cost saving practices in addition to the following traditional sources.

- New State and Federal Grants
- Universal Service Fund
- Programs such as the Teacher Technology Initiative and the Freedom to Learn Grant
- Hale Education Foundation
- Business and Industry Gifts & Grants
- REMC and State Purchasing Agreements
- Title II, Part A (Principal/Teacher Training)
- Title V, Part A
- Title II, Part A & Part D

MONITORING AND EVALUATION

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



MONITORING AND EVALUATION

Technology Curriculum Evaluation:

Goal #1: Ensure technology integration into core curriculum subjects by providing adequate professional development.

Goal #2: Measure student growth in core curriculum subjects using and integrating technology.

Goal #1 Evidence:

1. Calendar of professional development: appropriate days and times
responsible: administration
2. Staff “needs survey” of professional development: measure strengths and weaknesses
responsible: administration and building level teams
3. Documentation: lesson plans
responsible: staff

Goal #2 Evidence:

1. Student work: student-generated projects and papers
responsible: staff
2. Public presentations: student-driven displays to parents, BOE, other students
responsible: staff

Goal #1 Unmet Goal Assistance For Staff:

1. Workshops and Conferences: MACUL and other events
responsible: administration and staff
2. Peer Support: staff supporting staff
responsible: administration and staff

Goal #2 Unmet Goal Assistance For Students:

1. After-School Programs: tutoring and clubs
responsible: administration and staff
2. Summer Programs: tutoring
responsible: administration and staff
3. Exploratory Classes: middle school program
responsible: administration and staff

Acceptable Use Policy & CIPA Statement:

Hale Area Schools has implemented an Acceptable Use Policy (AUP) which meets the conditions stipulated in the Children's Internet Protection Act (CIPA). A copy of the AUP is on the following page and is entitled, "***Hale Area Schools Internet Use Agreement***". Copies of the (3) three acknowledgement pages, one of which is used with each AUP depending upon the type of user, follows the copy of the AUP.

All student use of the Internet at Hale Area Schools is monitored by a staff member who has read and signed the Acceptable Use Policy. In addition, Internet Filtering is done using Novell BorderManager with CyberPatrol by SurfControl. The filtering list is updated by daily downloads from SurfControl and can be modified locally. Filtering is done by category with monitoring and logging of each site visited by individual user.

Hale Area Schools Internet Use Agreement

Please read this document carefully before signing.

Internet access is now available to all students, teachers and support staff (as well as to certain other interested third parties) at Hale Area Schools. We are extremely pleased to be able to bring Internet access to the Hale Area School District because we believe that the Internet offers vast, diverse and unique resources to all the members of the education community. Our primary goal in providing this service to the members of the education community is to promote educational excellence among all the members of the Hale Area School District, and especially within the Hale Elementary and Middle School and the Hale High School systems served by Hale Area Schools, by facilitating resource sharing, innovation, experimentation and communication between and among all the parties involved.

The Internet is an electronic communications system (a "highway" - if you will) connecting millions of computers from all over the world to tens (and, eventually, to hundreds) of millions of individual subscribers. And anyone connected to this Internet system has the ability to:

- 1.) Send and receive electronic ("e-mail") messages to and from individuals who live all over the world.
- 2.) Gather information and news from governmental agencies (like the U.S. Census Bureau or NASA) as well as the opportunity to correspond with the people (like the scientists at NASA) who staff these agencies and provide data for all the various governmental or educational research facilities now connected to the Internet.
- 3.) Download public-domain (free) software and "shareware" of all types and purposes for all kinds of computer systems (UNIX, IBM-compatible, Apple, Amiga, Commodore, etc.).
- 4.) Participate in discussion groups on an incredible number and variety of topics, ranging from Chinese culture to the environment to all kinds of music to politics to national and/or international news to many medical subjects such as allergies, heart disease, cancer, death and dying, etc.
- 5.) Search many University Library Catalogs, the Library of Congress and the ERIC (Educational Resources Information Center) Clearinghouse - as well as download many of the texts contained in these libraries.

But, with access to computers and to people from all over the world also comes the possibility that some of our users may view some materials that might not be considered to be of educational value to them in the context of the school setting. Therefore, Hale Area Schools may restrict access to some materials; in addition the district may restrict access to obscene or pornographic materials. However, on a global network such as the Internet, it is obviously impossible to control access to all materials, and curious and industrious users may discover some controversial information on their own. At Hale Area Schools we regret this possibility, but we also firmly believe that the valuable information and the various personally enriching interactions available on this worldwide network far outweigh the possibility that some users may procure some material that may not be consistent with the educational goals of the District.

Internet access is coordinated through a complex association of governmental agencies and regional and state-wide networks. In addition, the smooth operation of the network relies upon the proper conduct of all its end users, who must adhere to strict guidelines. These guidelines are provided here so that you are aware of the responsibilities you are about to acquire. In general this requires efficient, ethical and legal utilization of the network resources. If a Hale Area Schools user violates any of these provisions, his or her account is subject to immediate termination and future access could possibly be denied. The signature(s) at the end of this document is (are) legally binding and indicates the party (parties) who signed has (have) read the terms and conditions carefully and understand(s) their significance.

Internet - Terms and Conditions

1) *Acceptable Use* - The purpose of Hale Area Schools connection to the Internet at large, is to support research and education by providing access to unique resources as well as the opportunity for collaborative work among the members of its educational community. Therefore, the use of your account must be in support of education and research and be consistent with the educational objectives of the Hale Area School District. The use of any other organization's network and/or computing resources through Hale Area Schools must comply with the rules and/or policies appropriate to that network. Furthermore, transmission of any material in violation of any U.S. or state laws or regulations is strictly prohibited. This includes, but is not limited to, all copyrighted material, any threatening or obscene material as well as material protected by all laws governing trade secrets. Use for commercial activities (including product advertisement) requires prior permission. Any services accessed which require a monetary charge or financial commitment shall be the responsibility of the individual user. Finally, use for partisan political lobbying is prohibited.

2) *Privileges* - The use of Hale Area Schools' connection to the Internet is a privilege, not a right, and inappropriate use of that connection will result in cancellation of those privileges. (Each student who receives an account from the district will be given the name of a specific Hale Area School faculty member with whom he or she may discuss any and all matters pertaining to the proper use of the network.) The system's administrators will deem what is inappropriate use of the district's network and their decision is final. Also, the system's administrators may close any account at any time as deemed appropriate in the sole discretion of those administrators. The administration, faculty and staff of Hale Area Schools may request the system administrator to deny, revoke or suspend specific user accounts.

3) *Network Etiquette* - You are expected to abide by the generally accepted rules of computer network etiquette. At the present time these include (but are not limited to) the following:

- a.) Be polite. Do not be personally abusive in your messages to others.
- b.) Use appropriate language. Do not swear or use vulgar, obscene, or inappropriate language. All communications deemed illegal by any or all federal, state or local ordinances are strictly forbidden.
- c.) Do not reveal your own personal address nor the addresses and/or phone numbers of other students or colleagues without their permission.
- d.) Note that your electronic mail (e-mail) is not guaranteed to be private. People who operate the system do have access to all e-mail. Messages relating to or in support of illegal activities may be reported to the proper authorities.
- e.) Do not use the network in such a way that you would disrupt the use of the network by other users.
- f.) All communications and information accessible via the network should be assumed to be private property. Users should not intentionally seek to obtain unauthorized copies of, or to

deliberately modify, any files or other data (including passwords) belonging to any of the other users of this system without their explicit permission.

- g.) As rules in Network Etiquette change and evolve, users must be responsible for understanding and abiding by those generally accepted rules of the Internet.

4) Hale Area Schools makes absolutely no warranties of any kind, neither expressed nor implied, for the services it is providing. Hale Area Schools will not be responsible for any damages you suffer. This includes (but is not limited to) any loss of data which results from delays, nondeliveries, mis-deliveries or service interruptions caused either by its own negligence or your own errors and/or omissions. Any and all use of any of the information obtained via the Internet is at your own risk. Hale Area Schools specifically denies any responsibility for the accuracy and/or quality of any information obtained through its Internet services. The user (or parent/guardian, if applicable) agrees to indemnify and hold harmless Hale Area Schools, the district, board of trustees, individual trustees, agents, and employees of Hale Area Schools from and against any claim, lawsuit, cause of action, damage judgment, or administrative complaint arising out of the use of Hale Area Schools' hardware, software, and network facilities under this agreement.

5) *Security* - Security on any networked computer system has an extremely high priority, especially when the system involves a variety of users. If you feel that you can identify a security problem that is in any way associated with Hale Area Schools' connection to the Internet, you should notify either a system administrator or the District Technology Coordinator immediately. In addition, do not demonstrate the problem to any other users. Moreover, you shall not use another individual's account without specific written permission from that individual. Finally, any unauthorized attempt to logon to the Internet as a system administrator will result in immediate cancellation of all user privileges. And any user identified as a security risk or having a history of problems with other computer systems may be denied access to Hale Area Schools' connection to the Internet.

6) *Vandalism* - Vandalism will result in the cancellation of ALL system privileges. Vandalism is defined as any malicious attempt to harm or destroy the hardware, software, or the data of any other user on this system, on the Internet as a whole, or at any of the agencies or other computer networks that are affiliated with or connected to the Hale Area Schools network. This includes, but is not limited to, the uploading and/or creation of computer viruses.

Hale Area Schools Internet Use Agreement

- My teacher has explained to me and I understand the correct way to use computers.
- My teacher has explained to me and I understand the correct way to use the Internet.
- My teacher has explained to me and I understand the correct way to treat computers and other people's work.
- I will follow what I have been told. If I do not, I will be disciplined and I may not be able to use computers any longer.

Student's Name (please print)

Student's Signature

Date

.....

I understand and will abide by the above Internet Use Agreement. I understand that this access is designed for educational purposes. I recognize it is impossible for Hale Area Schools to restrict access to controversial materials, and I will not hold them responsible for materials acquired on the network. Further, I accept full responsibility for all supervision if and when my child's use of Hale Area School's connection to the Internet is not in a school setting. I hereby give permission to issue an account for my child and certify that the information contained on this form is correct.

Parent or Guardian's Name (please print)

Parent or Guardian's Signature

Date

.....

SPONSORING TEACHER

I have read this Internet Use Agreement and as the sponsoring teacher I agree to instruct the student on acceptable use of the network for individual work and/or in the context of other classes. I cannot be held responsible for the student's use of the network and any violations of this agreement.

Teacher's Name (please print)

Teacher's Signature

Date

(Use this page for Elementary School Students)

Hale Area Schools Internet Use Agreement

I understand and will abide by the above Internet Use Agreement. I understand that this access is designed for educational purposes. I recognize it is impossible for Hale Area Schools to restrict access to controversial materials, and I will not hold them responsible for materials acquired on the network.

Student's Name (please print)

Student's Signature

Date

.....
I understand and will abide by the above Internet Use Agreement. I understand that this access is designed for educational purposes. I recognize it is impossible for Hale Area Schools to restrict access to controversial materials, and I will not hold them responsible for materials acquired on the network. Further, I accept full responsibility for all supervision if and when my child's use of Hale Area School's connection to the Internet is not in a school setting. I hereby give permission to issue an account for my child and certify that the information contained on this form is correct.

Parent or Guardian's Name (please print)

Parent or Guardian's Signature

Date

.....
SPONSORING TEACHER

I have read this Internet Use Agreement and agree to fully review this agreement with the student designated in this agreement. As the sponsoring teacher I agree to instruct the student on acceptable use of the network for individual work and/or in the context of other classes, I cannot be held responsible for the student's use of the network and any violations of this agreement.

Teacher's Name (please print)

Teacher's Signature

Date

(Use this page for Middle School & High School Students)

Hale Area Schools Internet Use Agreement

I understand and will abide by the above Internet Use Agreement. I understand that this access is designed for educational purposes. I recognize it is impossible for Hale Area Schools to restrict access to controversial materials, and I will not hold them responsible for materials acquired on the network.

In consideration for the privilege of using the Internet and in consideration for having access to the information contained on it, I hereby release Hale Area Schools and its faculty and staff, for any and all claims of any nature arising from my use, or inability to use, the network.

Name (please print)

Signature

Date

.....
SPONSORING STAFF MEMBER

(Must be signed if the applicant is not a staff member of Hale Area Schools)

I have read this Internet Use Agreement and agree to fully review this agreement with the applicant designated in this agreement. As the sponsoring staff member I agree to instruct this person on acceptable use of the network for individual work and/or in the context of a class, I cannot be held responsible for the individual's use of the network and any violations of this agreement.

Staff Member's Name (please print)

Staff Member's Signature

Date

(Use this page for Adults & Staff)