

Cover Page – Section 1

**THREE YEAR TECHNOLOGY PLAN
July 1, 2005 – June 30, 2008**

AuTrain-Onota Public Schools

School Code: 02010

P. O. Box 105

N8790 Deerton Road

Deerton, Michigan 49822

906.343.6632

FAX: 906.343.6633

www.austrainonota.maresa.k12.mi.us

Contact Person

Maryalice Boone, Administrator

906.343.6632

FAX: 906.343.6633

schoolato@yahoo.com

Intermediate School District

Marquette Alger Regional Education Service Agency

321 East Ohio Street,

Marquette, Michigan 49855

Introductory Material -- Section 2

INTRODUCTION

The AuTrain-Onota Public School is a small, rural, K-6 school located in Alger County in the Upper Peninsula of Michigan. The school also includes a preschool program for three and four year old students. A full curriculum, including technology, is offered to all students in Kindergarten-Sixth grade.

There are a total of thirty-seven students in the K-6 program and 11 students in the preschool program. All students and classes are contained in one building. The building is located in Deerton, Michigan. The building houses five general education classrooms, one library, one Learning Disabilities classroom, one administration office shared by the administrator and administrative assistant/business manager, one staff'/Board of Education room, one gymnasium/cafeteria, one kitchen, two student bathroom facilities and one adult bathroom facility. There are electrical and heating source rooms, a staff workroom and storage rooms. One of the classrooms also serves as a technology lab. Each classroom has at least two (2) desktop computers and all classrooms have daily access to a mobile computer lab. The teaching staff includes three full-time teachers, two part time teachers, one teaching administrator (total 6 teaching staff members).

Fifty-one percent of our students receive free and/or reduced lunch benefits. The AuTrain-Onota Public School district serves students in AuTrain and Onota Townships, as well of school of choice students from surrounding areas.

SCHOOL IMPROVEMENT VISION & MISSION STATEMENT

The AuTrain-Onota School District recognizes that technology must be integrated into the curriculum, and that we must continue to provide technology-enhanced programs that reflect engaged learning. We will use technology to strengthen bonds, to supplement and enhance communications between parents, students and teachers.

Vision and Goals – Section 3

Technology Committee Members:

Mary Alice Boone, Principal/Administrator
Bryan Tyner, Teacher
Diane Illikainen, Teacher/Technology Coordinator
Kirt Harmon, Board of Education President
Karen Pawielski, Parent
Linda Norman, Teacher

TECHNOLOGY PLAN VISION & MISSION STATEMENT

The AuTrain-Onota School District believes that access to information/resources is essential in preparing students to live in a global society. We believe that investment in technology is a critical step the AuTrain-Onota School District can take toward information access, achieving learning outcomes, and providing equity to the students in our school. We believe that access to information/resources is essential in preparing students to live in a global society.

GOALS

The AuTrain-Onota Public School district understands and believes that in order for our vision and technology plan to be achieved, there must be collaboration with the surrounding community, businesses, and school – along with the teaching and support staff of AuTrain-Onota Public School. The administration realizes that changes and further development of technology for our students takes time and financial resources. The technology committee members and staff believe that in order to achieve our goals everyone must be actively involved in the planning, implementation and evaluation process.

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

Goal #1: Provide appropriate technologies to enhance school readiness and help all students meet high standards by preparing them to access, synthesize, integrate, and use information resources.

Goal #2: Provide professional development activities and support to ensure the technological competency of all staff.

Goal #3: Provide an enhanced and diverse curriculum through technology for all learners despite economic and geographic constraints.

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

Strategy #1: *Purchase and upgrade classroom computers, printers, software for each of the four classrooms. Network all stations and upgrade the 56K line to Munising to connect to the MARESA fiber network.*

Strategy #2: *Steve Schmunk (MARESA Technology Consultant) and the district technology coordinator will conduct 3 professional development activities each year to improve staff competency in technology. Staff will attend the annual technology workshops provided by MARESA to improve technology competency (i.e.; video production, technology toolkits, MI CLiMB, etc). The district will provide subs and travel costs from the technology budget.*

Strategy #3: *Although AuTrain-Onota's K-6 School is geographically isolated from MARESA and from Munising and Superior Central (where it sends later middle school (7th & 8th graders) and high school students), the staff will work with Munising and MARESA to enhance the curriculum through creative uses of technology such as accessing real world audiences through the Internet for student publishing and research, building a district and class websites, electronic student portfolios, etc.*

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

Strategy #1: *AuTrain-Onota Public Schools works with the Munising and Superior Central Public Schools to provide adult literacy services for the community. AuTrain-Onota Public Schools also opens up its library and computer lab for community use and Internet access.*

Curriculum Integration -- Section 4

Technology Standards for All Students

The AuTrain-Onota Public School is committed to highly integrate technology into teaching and learning. Students at all grade levels (K-6) will:

- 1. Understand basic technology operations and concepts.**
 - 1.1. Demonstrate a sound understanding of the nature and operation of technology systems, including networked environments.
 - 1.2. Develop sufficient technical skills to successfully use, troubleshoot and maintain the technology and telecommunications tools in daily life, work situations, and learning environments.
 - 1.3. Discriminate among a variety of technologies and media to select appropriate technology for specific purposes.
- 2. Use technology responsibly and ethically.**
 - 2.1. Practice responsible use of technology systems, information, and software.
 - 2.2. Understand the ethical, cultural, environmental, and societal implications of technology and telecommunications.
- 3. Use technology to communicate effectively and creatively.**
 - 3.1. Use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
 - 3.2. Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
 - 3.3. Create, produce, and present ideas in a variety of forms, including text, video, graphics, and conversation.
- 4. Use technology for thinking, learning, and producing.**
 - 4.1. Enhance content-area learning with technology-infused lessons.
 - 4.2. Construct new meaning and knowledge by synthesizing information.
 - 4.3. Use computer modeling, image processing, simulations, and data manipulation to develop critical thinking and understanding.
 - 4.4. Use a variety of tools to produce quality products.
- 5. Use technology for research, problem solving, and decision-making.**
 - 5.1. Use technology to locate, evaluate, collect, and organize information from a variety of sources.
 - 5.2. Review information analytically and transform it into useful knowledge to solve problems.
Work with group to collaboratively solve a problem and present results.

Student Achievement -- Section 5

GRADES K-2: PERFORMANCE INDICATORS

- 1. Understand basic technology operations and concepts.**
 - 1.1. Demonstrate a sound understanding of the nature and operation of technology systems, including networked environments.
 - Use appropriate terminology in describing technology.
 - Develop skills in basic computer operations (keyboard functions, logon, logoff, mouse techniques.)
 - Develop sufficient technical skills to successfully use, troubleshoot and maintain the technology and telecommunications tools in daily life, work situations, and learning environments.
 - Successfully operate computers, VCRs, printers, audio tapes, and other technologies.
 - 1.2. Discriminate among a variety of technologies and media to select appropriate technology for specific purposes.
 - Use multimedia resources (interactive books, software, encyclopedias) to support learning.
- 2. Use technology responsibly and ethically.**
 - 2.1. Practice responsible use of technology systems, information, and software.
 - Cooperate with others while using technology.
 - Care for and safely operate equipment.
 - 2.2. Understand the ethical, cultural, environmental, and societal implications of technology and telecommunications.
 - Demonstrate positive and ethical social behavior when using technology (follow rules.)
- 3. Use technology to communicate effectively and creatively.**
 - 3.1. Use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
 - Create documents using word processing and desktop publishing software.
 - 3.2. Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
 - Share information with others using data networks and telecommunications (telephone, and email with class).
 - 3.3. Create, produce, and present ideas in a variety of forms, including text, video, graphics, and conversation.
 - Enhance documents with graphics, including clip art and original artwork, using paint, chart, and draw programs.
 - Make presentations using technology.
- 4. Use technology for thinking, learning, and producing.**
 - 4.1. Enhance content-area learning with technology-infused lessons.
 - Use a variety of technology resources to support learning (lessons on public drives.)
 - 4.2. Construct new meaning and knowledge by synthesizing information.
 - 4.3. Use computer modeling, image processing, simulations, and data manipulation to develop understanding.
 - Make a graph to sort and understand information.
 - 4.4. Use a variety of tools for quality production.

5. **Use technology for research, problem solving, and decision-making.**
 - 5.1. Use technology to locate, evaluate, collect, and organize information from a variety of sources.
 - Use key words as a search strategy.
 - Use technology to locate, evaluate and collect information (electronic encyclopedias, library catalog, selected Internet sites, magazines)
 - 5.2. Review information analytically and transform it into useful knowledge to solve problems.
 - Use technology to research a problem or decision to be made.
 - 5.3. Work with group to collaboratively solve a problem and present results.
 - Work with a team to find information, make decisions, and create a product.

GRADES 3-6: PERFORMANCE INDICATORS

1. **Understand basic technology operations and concepts.**
 - 1.1. Demonstrate a sound understanding of the nature and operation of technology systems, including networked environments.
 - Demonstrate an understanding of concepts underlying hardware, software, and connectivity.
 - Navigate computer systems (organize documents into folders, move between different applications.)
 - 1.2. Develop sufficient technical skills to successfully use, troubleshoot and maintain the technology and telecommunications tools in daily life, work situations, and learning environments.
 - Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.
 - Develop keyboarding skills. Use home row fingering position with appropriate fingering stretches, keyboarding faster than handwriting (approximately 10-15 wpm.)
 - 1.3. Discriminate among a variety of technologies and media to select appropriate technology for specific purposes.
 - Select and use appropriate tools and technology resources to accomplish a variety of tasks
2. **Use technology responsibly and ethically.**
 - 2.1. Practice responsible use of technology systems, information, and software.
 - Cooperate with others while using technology. Demonstrate respect for privacy and work of others.
 - Care for and safely operate equipment.
 - 2.2. Understand the ethical, cultural, environmental, and societal implications of technology and telecommunications.
 - Demonstrate positive and ethical social behavior when using technology (follow rules.)
 - Understand basics of copyright law of ownership of information and copyright law.
 - Understand how technology is used daily in industry, business and education.
3. **Use technology to communicate effectively and creatively.**
 - 3.1. Use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
 - Create written documents using writing process steps, word processing skills, and publishing programs.
 - Revise documents using word processing program features, including spell checking.
 - Use a spreadsheet to create tables, graphs and charts, and explain what each means.
 - 3.2. Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
 - Communicate with others using email. Develop good habits for managing email.
 - Send and receive files for proofreading and/or feedback.

- 3.3. Create, produce, and present ideas in a variety of forms, including text, video, graphics, and conversation.
 - Enhance documents with graphics, including clip art and original artwork, using paint, chart, and draw programs.
 - Communicate ideas by creating and delivering a presentation.
4. **Use technology for thinking, learning, and producing.**
 - 4.1. Enhance content-area learning with technology-infused lessons.
 - Use a variety of media and technology resources for directed and independent learning activities in the curriculum areas (lessons on public drives, online research projects.)
 - 4.2. Construct new meaning and knowledge by analyzing and synthesizing information.
 - Compare and contrast information using two or more resources.
 - 4.3. Use computer modeling, image processing, simulations, and data manipulation to develop understanding.
 - Sort and analyze information using databases and spreadsheets.
 - 4.4. Use a variety of tools for quality production.
5. **Use technology for research, problem solving, and decision-making.**
 - 5.1. Use technology to locate, evaluate, collect, and organize information from a variety of sources.
 - Use key words as a search strategy for locating information.
 - Use technology to locate, evaluate, collect, and organize information (electronic encyclopedias, library catalog, selected Internet sites, magazines)
 - 5.2. Analyze information and apply understanding to solve problems.
 - Use technology to research a problem or make a decision.
 - 5.3. Work with group to collaboratively solve a problem and present results.
 - Research a problem or decision to be made using technology and work with a team to create a product.

The AuTrain-Onota Public School mission plan, technology plan and school improvement plan, along with the teaching staff and administration, are committed to the technological education of our K-6 students.

*The **timeline** is an ongoing, yearly process, as the staff of AuTrain-Onota Public School works to meet the curriculum requirements and student needs at each grade level.*

Technology Delivery – Section 6

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

Strategy #1: *AuTrain-Onota’s high school students have access to distance learning at Munising High School and Superior Central, and distance learning video electronic fieldtrips will be utilized at these Distance Learning Rooms. AuTrain-Onota’s school will work with MARESA to plan and develop video over IP in the future to access and interact with other resources and curricular options.*

Strategy #2: *AuTrain-Onota Public Schools will work with MARESA to access Michigan Virtual University for professional development and other online activities for teachers and students as appropriate.*

Parental Communications and Community Relations – Section 7

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

Strategy #1: *Parent nights will occur at least twice annually to inform parents about the technology used with students, Internet Safety, etc. Parent Newsletters and the Websites will also be developed as a communication tool to involve and inform parents about the technologies used in the schools.*

Strategy #2: *A student management software system will be reviewed that provides parents with real time information and data regarding their children. If the system is cost effective for the small student population, it will be purchased and utilized.*

Parents and community members are involved with and contribute to the planning stages, the implementation and the ongoing assessment of the technology plan. Parents and community members involved in the process include members of School Improvement Team and members of Technology Planning Committee.

Collaboration – Section 8

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

Strategy #1: *AuTrain-Onota Public Schools works with the Munising and Superior Central Public Schools to provide adult literacy services for the community. AuTrain-Onota Public Schools also opens up its library and computer lab for community use and Internet access.*

Professional Development -- Section 9

Professional Development

The School Improvement Plan has a professional development component aligned with the district goals. The technology plan specifically addresses this in Goal 1.

The professional development plan for teachers is aligned with the following competency from the **Entry-Level Standards for Michigan Teachers**:

1. Teachers will have an ability to use information technology to enhance learning and to enhance personal and professional productivity.
 - a. Design, develop, and implement student learning activities that integrate information technology for a variety of student grouping strategies and diverse student populations;
 - b. Identify and apply resources for staying current in applications of information technology in education;
 - c. Demonstrate knowledge of uses of multi-media, hyper-media, telecommunications, and distance learning to support teaching/learning;
 - d. Demonstrate knowledge about instructional management resources that assist in such activities as writing and updating curriculum; creating lesson plans and tests, and promoting, reinforcing, and organizing data regarding student performance;
 - e. Use information technologies to support problem solving, data collection, information management, communications, presentations, and decision making including word processing, database management, spreadsheets, and graphic utilities;
 - f. Demonstrate knowledge of equitable, ethical, legal, social, physical, and psychological issues concerning use of information technology; and
 - g. Use information technology to enhance continuing professional development as an educator.

A. 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.

Strategy #1: *Steve Schmunk (MARESA Technology Consultant) and the district technology coordinator will conduct ongoing, sustained professional development activities each year to improve staff competency in technology. Staff will attend the annual technology workshops provided by MARESA to improve technology competency (i.e.; video production, technology toolkits, MI CLiMB, etc). The district will provide subs and travel costs from the technology budget.*

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

Strategy #1: *AuTrain-Onota Public Schools will access MARESA technology support services, additional software and print resources for teachers to effectively use technology in the classroom (i.e.; e-gradebook, MS Powerpoint, Inspiration, I-movie, etc.)*

The **timeline** for professional development for the staff of AuTrain-Onota Public School includes professional development offered at through Marquette Alger Regional Education Service Agency, district provided training through inservices held yearly, through staff-to-staff inservice training, and other opportunities that may arise throughout the school years. Professional development will be offered to staff in each of the years through the timeline of this technology plan: 2005-6, 2006-7 and 2007-8.

Supporting Resources – Section 10

Supporting Resources

The AuTrain-Onota Public School district utilizes a number of resources to support the entire technology program. Examples include:

- District policies regarding technology are included in the NEOLA policy manual. The AuTrain-Onota Public School technology plan is posted to the district website.
- Technology manuals and other printed materials are made available to all staff
- District staff has access to REMC materials through MARESA
- The AuTrain-Onota Public School website is accessible to all staff and the public. This website includes classroom links, school improvement plan, technology plan and student handbook.
- Instructional and training software are made available to all staff
- The AuTrain-Onota Public school continually increases and improves access through broadband capacity. The 56K line continues to be upgraded through MARESA.

- Technology assistance is provided through MARESA technology coordinator, Steve Schmunk.
- Higher education involvement and support: The AuTrain-Onota Public School encourages and supports adult education programs offered through neighboring school districts (ie Munising Public Schools and Superior Central Schools).
- Other resources: REAP grant, Title V, Title II, IRTC (MARESA)

Infrastructure – Section 11

INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE

AuTrain-Onota Public School district currently has enough computers and software to meet our instructional needs and provide ready access to students and staff. AuTrain-Onota Public School district currently has a LAN consisting of wired and wireless connections tying all district computers together. The LAN derives its internet access via a T-1 digital circuit which connects to the MARESA fiber ring.

Telephone is available from specific locations within the district, wherever necessary for effective instruction, classroom management, physical safety of staff and students, and building security.

In order to improve instruction and classroom learning we are investigating various options to increase our bandwidth to the internet. This would allow us to explore video conferencing, electronic field trips and other high band applications.

New equipment purchases are reviewed to ensure interoperability with our existing infrastructure. Technology needs are typically assessed in the spring of the year. Any new purchases are made during the summer months, with installation taking place in late summer or early in the school year.

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 technologies to be acquired.

Strategy #1: *AuTrain-Onota Public Schools will utilize MARESA Technology Consultants to assist in identifying necessary telecommunication services, hardware, software or other technologies that will improve education and library services and ensure interoperability with all the acquired technologies and services.*

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

Strategy #1: *AuTrain-Onota Public Schools will increase the number of computers per classroom and broadband capacity as needed to continually improve the access to technology for all teachers and students. For instance, the 56K line might be upgraded as more staff and students use technology and the Internet. The technology coordinator and MARESA consultant will monitor those needs and make recommendations to administration and the Board.*

Technology support within the AuTrain-Onota Public School district includes support from Technology Director Diane Illikainen and Technology Coordinator, Karen Hart.

Increased Access – Section 12

Increased Access / Assistive Technology

The AuTrain-Onota Public School takes whatever steps are necessary to ensure access to technology for all students and teachers.

For example, in situations where we have special needs students requiring access accommodations/assistive technology, this district provides the equipment and modifications necessary to meet the needs of those students.

Section 13 – Budget and Timetable

	2005-2006	2006-2007	2007-2008
PERSONNEL			
Professional Development Salaries/stipends & benefits for staff	\$ 600	\$ 624	\$ 650
	\$ 300 General Fund	\$ 312 General Fund	\$ 325 General Fund
	\$ 300 Federal Grants	\$ 312 Federal Grants	\$ 325 Federal Grants
CONTRACTED SERVICE			
Internet Service	\$ 11772	\$ 12243	\$ 12733
	\$ 2354 General Fund	\$ 2448 General Fund	\$ 2546 General Fund
	\$ 9418 USF	\$ 9795 USF	\$ 10187 USF

Telephone System	\$ 1656	\$ 1722	\$ 1790
	\$ 332 General Fund	\$ 344 General Fund	\$ 358 General Fund
	\$ 1324 USF	\$ 1378 USF	\$ 1432 USF
Travel & Conference	\$ 300	\$ 312	\$ 325
	\$ 150 General Fund	\$ 156 General Fund	\$ 163 General Fund
	\$ 150 Federal Grants	\$ 156 Federal Grants	\$ 162 Federal Grants
Repairs & Maintenance	\$0	\$ 300	\$ 350
		\$ 300 General Fund	\$350 General Fund
SUPPLIES & MATERIALS			
Supplies/Software	\$ 450	\$ 468	\$ 488
	\$ 0 General Fund	\$ 234 General Fund	\$ 244 General Fund
	\$ 450 Federal Grants	\$ 234 Federal Grants	\$ 244 Federal Grants
TOTAL	\$ 14778	\$15669	\$16336

Budget Table reflects an estimated 4% increase (approx. rate of inflation) on budgeted expenses. USF funding contributions are budgeted at the current approved discount, which is 80%.

Section 14 – Coordination of Resources

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

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

- 1. Strategy #1:** *AuTrain-Onota Public Schools will utilize professional development and technology funds in the Consolidated Grant Application. These annual allocations will be applied to the technology goals and*

strategies of this plan. Competitive technology funding or grants will be applied for and also used in alignment with this plan.

Monitoring and Evaluation – Section 15

Monitoring and Evaluation

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

Strategy #1: *The district technology team, staff and students will annually evaluate the technology activities and initiatives of this plan to determine the impact and effectiveness of integrating technology into the teaching and learning. The evaluation may include teacher & student surveys & interviews, technology team analysis of websites and/or student products (such as student produced videos), MARESA outside evaluation of technology implementation, etc.*

Acceptable Use Policy – Section 16

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

AuTrain-Onota Public Schools has complied with CIPA and has provided in the Board policy and procedures the strategies that are used to monitor the district’s AUP and student use of technology and the Internet. Teachers are responsible for monitoring the student use of the Internet at all times and ensuring that all the students have a signed AUP on file. Improper use has consequences and those will be applied to all students who fail to comply with the AUP.

An Acceptable Use of Technology Policy (AUP) for the AuTrain-Onota Public School is included. This Acceptable Use Policy recognizes existing federal requirements for privacy and Internet safety. The Children’s Internet Protection Act (CIPA) is provided through Marquette Alger RESA. Our school network is connected via Marquette Alger RESA internet connection, which is content filtered.

MARESA has established guidelines and safeguards to ensure compliance with CIPA to include, but not limited to the following:

- Technology protection measures that filter or block access to visual depictions of obscene matter and child pornography for those computers with Internet access.
- An Internet Safety Policy (Acceptable Use Policy) addressing the applicable topics
- Monitoring of online activities

Assessment: AuTrain-Onota Public School, along with MARESA, will perform ongoing review of these policies to ensure that they are effective in meeting the school district's standards for use of computers and the network and their effectiveness in meeting community standards and federal legislative guidelines such as the new Children's Internet Protection Act.

The Student Network and Internet Acceptable Use and Safety Agreement follows:

STUDENT NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY AGREEMENT

To access e-mail and/or the Internet at school, students under the age of eighteen (18) must obtain parent permission and must sign and return this form. Students eighteen (18) and over may sign their own forms.

Use of the Internet is a privilege, not a right. The Board's Internet connection is provided for educational purposes only. Unauthorized and inappropriate use will result in a cancellation of this privilege.

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 also monitors online activity of students in an effort to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. Nevertheless, parents/guardians are advised that determined users may be able to gain access to information, communication and/or services on the Internet which the Board of Education has not authorized for educational purposes and/or which they and/or their parents/guardians may find inappropriate, offensive, objectionable or controversial. Parents/Guardians assume this risk by consenting to allow their students to participate in the use of the Internet. Student's accessing the Internet through the school's computers assume personal responsibility and liability, both civil and criminal, for unauthorized or inappropriate use of the Internet.

The Board has the right to monitor, review and inspect any directories, files and/or messages residing on or sent using the Board's computers/networks. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.

Please complete the following information:

Student User's Full Name (please print):

School: _____ Grade: _____

Parent/Guardian's Name: _____

Parent/Guardian

As the parent/guardian of this student, I have read the Student Network and Internet Acceptable Use and Safety Policy and Guidelines, and have discussed them with my child. I understand that student access to the Internet is designed for educational purposes and that the Board has taken available precautions to restrict and/or control student access to material on the Internet that is obscene, objectionable, inappropriate and/or harmful to minor. However, I recognize that it is impossible for the Board to restrict access to all objectionable and/or controversial materials that may be found on the Internet. I will not hold the Board (or any of its employees, administrators or officers) responsible for materials my child may acquire or come in contact with while on the Internet. Additionally, I accept responsibility for communicating to my child guidance concerning his/her acceptable use of the Internet - i.e., setting and conveying standards for my daughter/son to follow when selecting, sharing and exploring information and resources on the Internet. I further understand that individuals and families may be liable for violations.

To the extent that proprietary rights in the design of a web site hosted on the Board's servers would vest in my child upon creation, I agree to assign those rights to the Board.

Please check each that applies:

- I give permission for my child to use and access the Internet at school and for the Board to issue an Internet/e-mail account to my child.
- I give permission for my child's image (photograph) to be published online, provided only his/her first name is used.
- I give permission for my child's image to be published online as part of a group photograph.
- I give permission for the Board to transmit "live" images of my child (as part of a group) over the Internet via a web cam.
- I authorize and license the Board to post my child's class work on the Internet without infringing upon any copyright my child may own with

respect to such class work. I understand only my child's first name will accompany such class work.

Parent/Guardian's Signature: _____

Date: _____

Student

Parents: please review this agreement with your child, and have them sign (age appropriate) for their understanding.

I have read and agree to abide by the Student Network and Internet Acceptable Use and Safety Policy and Guidelines. I understand that any violation of the terms and conditions set forth in the Policy and Guidelines is inappropriate and may constitute a criminal offense. As a user of the Board's computers/network and the Internet, I agree to communicate over the Internet and the Network in an appropriate manner, honoring all relevant laws, restrictions and guidelines.

Student's Signature: _____

Date: _____

Teachers and building principals are responsible for determining what is unauthorized or in appropriate use. The principal may deny, revoke or suspend access to the Network/Internet to individuals who violate the Board's Student Network and Internet Acceptable Use and Safety Policy and related Guidelines, and take such other disciplinary action as is appropriate pursuant to the Student Code of Conduct.