Section 1 – Cover Page

ONE-YEAR TECHNOLOGY PLAN
July 1, 2014- June 30, 2015

Wells Township School
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Intermediate School District
Marquette-Alger RESA

Section 2 – Introductory Material

SCHOOL IMPROVEMENT VISION & MISSION STATEMENT:

Wells Township School staff, in partnership with the community, believes that all students can learn and can achieve mastery of basic skills. We believe that our responsibility is to educate all students while fostering growth in social and emotional behaviors and attitudes.

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INTRODUCTION:

Wells Township School District is a one building district, housing K-3rd grades. Located in the most southern part of Marquette County, very rural and surrounded by farm fields. Student enrollment for 2013-2014 school year stands at nine students. The projected enrollment for the 2014-2015 school year is 13 students, 2015-2016 school year 14 students, 2016-2017 school year 15 students. Staff includes one fulltime teacher, one .80-time teacher, one .41 teacher, and a ½-time administrator. Six out of nine students qualify for Free/Reduced lunch for the 2013-2014 school year.

WELLS TOWNSHIP PLANNING TEAM:

Luann Lohfink, Administrator/Teacher
Hope Bruce, Teacher/Technology Coordinator
Mary DeVooght, Teacher
Celina Sundholm, Board President
Heather Berglund, Parent
Colton Berglund, student

Section 3 – Vision and Goals

TECHNOLOGY PLAN VISION & MISSION STATEMENT:

We believe that access to information/resources is essential in preparing students to live in a global society. We believe that investing in technology is a critical step the Wells Township School can take towards information access, achieving learning outcomes, and providing equity to the students in our school.

GOALS:

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

1. 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.

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

3. 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.

1. Strategy #1: Purchase and upgrade classroom computers, printers, software for each of the three classrooms. Network all stations, continue to purchase DSL for Internet access.

2. Strategy #2: Steve Schmunk (MARESA Technology Consultant) and the district technology coordinator will conduct two 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, CLIMB, etc.). The district will provide subs and travel costs from the technology budget.

3. Strategy #3: Although Wells Township K-5 School is geographically isolated from MARESA the staff will work with 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.

Section 4 – Curriculum Integration

TECHNOLOGY STANDARDS FOR ALL WELLS STUDENTS:

The district staff will use acquired technologies to aid in their presentation of instructional material, demonstrating to students their worth as a tool. While using the technologies themselves, staff will provide instruction and exposure to the technologies to insure that students meet their grade level objectives, listed below, in the development of their own skills. Teachers will then encourage the use of technologies by students, wherever they are appropriate, in the completion of assigned work.

TECHNOLOGY **S**TANDARDS FOR ALL **N. P. S. S**TUDENTS
STUDENTS AT ALL GRADE LEVELS K-8 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.
5.3. Work with groups to collaboratively solve a problem and present results.

SECTION 5 - STUDENT ACHIEVEMENT
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, audiotapes, 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, and 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 groups to collaboratively solve a problem and present results.
- Work with a team to find information, make decisions, and create a product.

GRADES 3-5: 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, and 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 groups 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.

GRADES 6-8: 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 on public drives, move between different applications, use program help and navigation aids.)

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 to 20-25 wpm with 90% accuracy on timed test.

- Demonstrate and use ergonomically appropriate posture and techniques to perform tasks.

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.
- Care for and safely operate equipment.

2.2. Understand the ethical, cultural, environmental, and societal implications of technology and telecommunications.

- Demonstrate legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
- Demonstrate understanding of intellectual property and copyright law by properly crediting work of self and others. Identify examples of copyright violations.
- Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society.
- Identify technological skills needed for school success and jobs.
- Research the accuracy and relevance of information sources.

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 multi-page documents using writing process steps, word processing skills, and publishing programs.
- Revise documents using word processing program features, including spell checking, thesaurus, and grammar checker. Use advanced editing and text formatting.
- 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.

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, and draw programs.
- Design, develop, publish, and present products (i.e. presentations, web pages, documents, and videotapes) for a variety of audiences.

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 to support learning.

4.2. Construct new meaning and knowledge by combining and synthesizing different types of information.

4.3. Use computer modeling, image processing, simulations, and data manipulation to develop understanding.

- Use content-specific tools, software, and simulations (environmental probes, graphing calculators, exploratory environments, Web tools, visual learning aids) to support thinking and learning.
- Sort, organize, interpret and display information using spreadsheets and databases.

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 search strategies, including logical operators and keywords and sort records in a prepared database.
- Use technology to locate, evaluate, collect and organize information (electronic encyclopedias, library catalog, selected Internet sites, and magazines).

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.
- Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate problems, issues, and information, and to develop solutions.

Section 6 Technology Delivery

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

1. Strategy #1: Wells high school students have access to distance learning at Gwinn High School and distance learning video electronic fieldtrips will be utilized at the Gwinn Distance Learning Room. Wells will work with MARESA to plan and develop video over IP in the future to access and interact with other resources and curricular options.

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

Section 7 Parental Communications & Community Relations

A. 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.

1. 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.

2. 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.

Section 8 Collaboration

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

Strategy #1: Wells works with the Gwinn Community Schools to provide adult literacy services for the community. Wells opens up its' library and computer lab for community use and Internet access.

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 one.

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

Michigan Department of Education

7. 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. demonstrates 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 equity, ethical, legal, social, physical, and psychological issues concerning use of information technology.
   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 knows how to use the new

technologies to improve education or library services.

1. 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, 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.

1. Strategy #1: Wells will access MARESA technology support services, additional software and print resources for teachers to effectively use technology in the classroom (i.e.; e-grade book, PowerPoint, inspiration, I-movie, etc.)

Section 10 Supporting Resources

The Wels Township School District utilizes a number of resources to support the entire technology program. Examples include:

- District policies are included in the NEOLA policy handbook, which support the use of technology at the Wells Township School.
- Access to REMC materials provided by Marquette-Alger RESA.
- Instructional/training software.
- Internet access through Michigan Broadband Telephone Company.
- Rural Education Assessment Program (REAP Grant)
- Title V
- Title IIA

Section 11 Infrastructure Needs

A. 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.

1. Strategy #1: Wells 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.

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

1. Strategy #1: Wells will maintain 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 Internet speed might be upgraded as more staff and students use technology and the Internet. The technology coordinator and MARESA consultant will monitor those needs that make recommendations to administration and the School Board.

2. Strategy #2: Wells will strive to implement competency-based online assessments at least twice during the school year to monitor and assess academic growth in each subject area. Results will be reported to the student's parents/guardians.

Section 12 Increase Access

The Wells Township School takes whatever steps are necessary to ensure access to technology for all students and teachers.

If a situation arises for a special needs student whereby they do not have access, steps will be taken to ensure access, for example, access will include but not limited to equipment modification.

Section 13 Budget and Timetable

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.

Proposed Technology Budget Detailed Annually

2014-2015	
DSL	$840.00
Licenses/software	$600.00
Prof Dev/Subs	$500.00
Supplies	$1,954.00
Total	**$3,894.00**

B. 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: Wells 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 used in alignment with this plan. We will continue to look for opportunities to apply for grants-singly or in a consortium-that could be used to further the goals of our technology plan.

Section 14 Coordination of Resources

Technology Funding Options

We will work with the following list of local, state, and federal funding resources to implement the strategic long-range technology plan.

Title IIA
Operational Budget
Consortium Grants and Development
Grant Writing
Small Rural School Achievement Grant
Fund Raising
Donations
P.T.C.

Section 15 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.

1. Strategy #1: The district technology team, staff and students will annually evaluated 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 and student surveys and interview, technology team analysis of websites and /or student products (such as student produced videos), MARESA outside evaluation of technology implementation, etc. Unmet goals will be addressed by the district's technology team in the following manner: we will list unmet goals; discuss possible reasons why they are unmet; decide whether to modify existing strategies or to replace them with new strategies to achieve these unmet goals; decide on a timetable both for implementation of changes and for re-evaluation of effectiveness of changes (towards meeting goals); and assign a team member primary responsibility for this implementation and evaluation.

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

1. Strategy #1: Wells 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 singed AUP on file. Improper

use has consequences and those will be applied to all students who fail to comply with the AUP.

Section 16 Acceptable Use Policy

Wells Township School District's Acceptable Use of Technology Policy (AUP) recognizes the requirements mandated by the Children's Internet Protection Act (CIPA). A number of other school measures are also taken to insure compliance with this Act. Content filtering to protect students (and Staff) from obscene images etc. is provided at the head end of our Internet. An Acceptable Use of Technology Policy (AUP for the Wells Township School District is as follows:

WELLS TOWNSHIP SCHOOL
38211 CO RD 426, PO BOX 108
Arnold, MI 49819
(906) 238-4200

2013-2014

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 of Education'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 protect against (e.g. block/filter) Internet access to visual displays/depictions/materials that are obscene, constitute child pornography, or are 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 that the Board has not authorized for educational purposes and/or that 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. Students 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, that any time, to access, 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'sName:_____

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 minors. 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 website hosted on the Board's servers would vest in my child upon creation, I agree to assign those rights to the Board.

Please circle “Y” for yes and “N” for no to each statement that applies:

Y N 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.

Y N I give permission for my child's image (photograph) to be published online, provided only his/her first name is used.

Y N 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.

Y N 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

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 unauthorized or inappropriate use is. 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.

The Acceptable Use Policy recognizes existing federal requirements for privacy and Internet safety.