



Eaton Rapids Public Schools

Technology Plan

2011-2014

Eaton Rapids Public Schools

Technology Plan

District Address 912 S. Greyhound Drive
Eaton Rapids, Michigan 48827

District number 23050
Eaton Intermediate School District

Start Date of Plan July 1, 2011
Date of next review June 30, 2014

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Technology Plan URL:

http://www.erpsk12.org/downloads/technology_images/erps_technology_plan_200811_20090831_093318_24.pdf

Creation Date: 6/27/2011

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We would like to acknowledge all our predecessors who began the development of the technology vision in Eaton Rapids Public Schools. This has been an ongoing process since 1994 and involved members of the community, teachers, paraprofessionals, administrators and members of the Board of Education.

Eaton Rapids Board of Education

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District Profile

Eaton Rapids Public Schools of Michigan has a student population of approximately 2,700 students. The district is classified as Class A or Division I in academic and athletic competitions.

Eaton Rapids is a small, rural community located in south central Lower Michigan about twelve (12) miles southwest of Lansing. Many of the residents commute to businesses in Lansing, Jackson, Grand Rapids and Battle Creek.

School Buildings

Greyhound Central (administration, alternative education, virtual school, kindergarten)
912 Greyhound Dr.
Eaton Rapids, MI 48827

Lockwood Elementary School (Grades 1-2, Montessori Preschool – Grade 3, Young 5's, Great Start Readiness, ECSE)
810 Greyhound Dr.
Eaton Rapids, MI 48827

Greyhound Intermediate School (Grades 3-5)
805 Greyhound Drive
Eaton Rapids, MI 48827

Eaton Rapids Middle School (Grades 6-8)
815 Greyhound Drive
Eaton Rapids, MI 48827

Eaton Rapids High School (Grades 9-12)
800 State St.
Eaton Rapids, MI 48827

Union Street Center (Child Care Programs)
501 Union St.
Eaton Rapids, MI 48827

Transportation Building
917 Greyhound Drive
Eaton Rapids, MI 48827

Background

The Eaton Rapids Public School District formulated its original district technology plan in response to the technological changes taking place in society in 1994. The passage of a \$25.1 million bond issue in 1995 provided for a new building to house all 5th and 6th grade students and additions and renovations to all other buildings. \$1.5 million was specifically designated for technology. This allocation, along with grants and local dollars was used to create a district-wide network with at least one computer in every classroom and at least one lab in all seven schools. In 2004, voters approved a \$33 million bond issue with \$2 million for technology improvements. This most recent bond issue funded improvements such as a new PBX phone system, updated voice, data, and video cabling for all schools, replacement of district electronic switching, servers, three new labs, and new computer workstations. The Technology Team set the goal in 2004 to provide “voice, data, and video to every classroom”. By the fall of 2007, this goal was completed. The purpose of this new Plan is to guide the district toward continuous improvement of instructional technology.

Vision Statement

The vision of the Eaton Rapids Public Schools' technology plan is to infuse technology into the K-12 curriculum and to teach our students, staff and community the necessary skills to benefit from the technological changes taking place around them.

District Mission Statement

The mission of Eaton Rapids Public Schools, in cooperation with the home and community, is to promote lifelong learning. Believing that all students can learn, we will provide equitable educational opportunities, encourage students to reach their potential, and prepare students to be effective, responsible citizens in a changing society.

Technology Mission Statement

The mission of the Eaton Rapids Public Schools' technology plan is to ensure that all learners can manage information, apply and integrate current and future technology, use technology to enhance creativity, and demonstrate personal and social responsibility in the use of technology.

To this end, we will ensure that staff development needs are met so staff will have the tools and the knowledge (training opportunities) to integrate technology into the core curricula and to work more efficiently. We will also provide both students and staff with the necessary hardware and software to keep up with technological changes.

By providing all students with an equal opportunity to access information through the various technological resources, students will be encouraged to reach their potential, connect with the community and the world beyond, and reach the goal of being effective, responsible citizens in society and the workplace. We believe our graduates must be able to use technology to meet the challenges and expectations of our global society.

Technology Goals

The major goals of the Eaton Rapids Public Schools' technology plan are:

1. To continue the process of integrating technology into curriculum.
2. To provide leadership, training, and support for students and staff through professional development so that technology can be used to enhance teaching, improve student learning, and to increase work efficiency.
3. To provide reliable network resources and technology tools to all staff to enhance teaching and learning, increase data reliability, maximize operational efficiency and implement best practices.
4. To continue to make technology accessible to the community through community education offerings and fostering partnerships that offer post-secondary technology learning opportunities.

Technology Goals - Elaborated

GOAL #1:

To continue the process of integrating technology into curriculum.

Eaton Rapids Public Schools has worked to update its core curriculum to include the integration of technology. In addition, technology courses have been updated to align with the Michigan Educational Technology Standards for Students (METS-S), National Educational Technology Standards for Students (NETS-S) and the 21st Century Framework for Learning. The district has a robust technology infrastructure to support the use of emerging technologies in the classroom, and will strive to fully integrate daily instruction. It is imperative that students not only be empowered with the knowledge and skills to utilize technology within the context of each discipline, but also be provided opportunities to apply them. To this end, it is the goal of the Eaton Rapids Public Schools *to enable student use of technology as an essential part of the curriculum delivery process.*

It is important for the success of Eaton Rapids students that technology is seamlessly incorporated into the daily instruction of all students. This infusion treats technology not as a new subject or skill for students to master, but rather a tool for them to achieve their academic goals. The use of technology will engage and inform student learning, provide teachers with data to evaluate the efficacy of lessons and provide students with critical thinking skills for success in a technology-driven, global society. As such, it is important that Eaton Rapids evaluate and establish methods for students to utilize personal technology tools (smart phones, laptops and other web-enabled personal devices) for learning.

The Eaton Rapids Public Schools' technology plan proposes the following updates to software and curriculum changes to integrate technology from July 1, 2011 to June 30, 2014:

1. Utilize existing data tools within the Student Information System and Data Warehousing software to inform instruction and evaluate the success of programs.
2. Support student learning through the seamless integration of technology into daily instruction as a tool for engagement, assessment, critical thinking and research.
3. Pilot emerging instructional technologies to evaluate their effectiveness as a learning tool, as well as to develop building and grade level experts for the future deployment of these technologies.
4. Develop a district-wide database of technology integrated lesson plans.
5. Identify strategies for improving achievement using technology for special needs students.
6. Work with Eaton Intermediate and its constituent districts to develop learning opportunities and implement operational best practices utilizing the county-wide fiber network and consolidated technology support staff.
7. Pursue bond or other funding for the implementation of distance learning and one-to-one computing in all grades.
8. Develop policies and establish a framework for students to utilize personal technology tools for classroom learning.

GOAL #2:

To provide leadership, training, and support for students and staff through professional development so that technology can be used to enhance teaching, improve student learning, and to increase work efficiency.

The primary emphasis of previous technology plans was the development of the physical infrastructure needed to establish a high quality technology system. The current plan, in order to engage all areas of the curriculum, shifts the primary emphasis toward ongoing, sustained professional development needed to maximize the use of technology in teaching, learning and work management. Doing so will help to achieve technology integration into the curriculum, improve student achievement and implement operational efficiencies.

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The Eaton Rapids Public Schools' technology plan proposes the following initiatives to enhance professional development in the period of July 1, 2011 to June 30, 2014:

1. Working in collaboration with Eaton ISD Technology staff, provide professional development opportunities for all staff to gain the necessary skills and develop instructional methods to integrate technology into the curriculum.
2. Provide training and support to "technology experts" in each building to promote successful deployment of new technologies into teaching and learning.
3. Working in collaboration with Eaton ISD Technology staff, increase training opportunities and promote the use of Student Information and Data Warehousing Systems as tools for gathering and analyzing data to inform instruction.
4. Provide professional development to non-instructional and support staff to improve operational efficiencies.
5. Promote and support regional and state training offerings, such as offered by the Eaton Intermediate School District, MACUL Conference, etc. to increase staff awareness and participation.

GOAL #3:

To provide reliable network resources and technology tools to all staff to enhance teaching and learning, increase data reliability, maximize operational efficiency and implement best practices.

With reduced budgets, implementing a five year replacement plan, as advocated in previous technology plans, is not feasible. Equipment life expectancies are being stretched into the seven year, or longer, realm. As a result, it is imperative that cloud technologies be investigated and deployed that will reduce the processing burden on the network, server and work stations.

Eaton Rapids Public Schools will pursue opportunities for equipment refresh through passage of bond or a special millage. In the absence of increased funding from these sources, general fund dollars will be spent to replace only that equipment which is operationally necessary. Lower cost alternatives, such as tablets, netbooks, refurbished equipment or cloud based solutions, will be considered. Curriculum and administrative needs will guide purchase and deployment of new equipment and software.

The Eaton Rapids Public Schools' technology plan proposes the following upgrades and purchases within the period of July 1, 2011 to June 30, 2014:

1. Maintain server, virus protection and content filtering software for network maintenance to ensure uninterrupted access to data.
2. Ensure that adequate ERPS staff or third party relationships exist to maintain the integrity and reliability of the network.
3. Replace outdated technology with new, as funds allow, so that productivity and learning can continue to improve.
4. Take advantage of consortium and consolidation options in the management and deployment of technology.

GOAL #4:

To utilize technology tools to communicate with parents, students and the community. To continue to make technology accessible to the community through community education offerings and fostering partnerships that offer post-secondary technology learning opportunities.

Given that we are committed to the lifelong process of learning, it is important for Eaton Rapids Public Schools to offer learning opportunities that benefit our community in addition to our students.

The district will make a plan of action to offer technology learning opportunities to our community in the following ways from July 1, 2011 to June 30, 2014:

1. The district will continue to utilize all available technology tools to communicate with parents, students and the community. The technology plan and vision, along with other important information, will be readily available on the District's web site.
2. Build on existing partnership with Lansing Community College to provide college-level technology courses on campus at Eaton Rapids Public Schools.
3. Offer technology-related community education courses.

Present Environment

Number and Type of Computers – Eaton Rapids Public Schools presently has over 1,000 computers for instructional and operational use. Each classroom has a minimum of one computer, and eighty percent of classrooms have a projector and document camera. All administrators, clerical and support staff have access to a computer to perform necessary job functions. All staff have a district provided email address. Each building and department have a web page, and all teachers have a web profile on the district's web site to provide students, parents and the community with access to the latest information regarding the district.

The **high school** has seven thirty (30) station instructional labs. These are used for business instruction, web design, desktop publishing, digital photography, graphic arts and drafting. Labs are also used by other core subject classes, scheduling use during available open periods. Two student response systems were recently purchased for use in the high school. Math classrooms have graphing calculators available for students. There are also more than fifty (50) netbooks available at the high school for use with special education and at-risk programs.

The **middle school** has two general-purpose labs each equipped with thirty (30) computers, and two netbook carts equipped with thirty (30) computers. One student response system was recently purchased for use in the middle school. Each special education classroom has netbooks available for student use, as do a handful of general education classrooms whose teachers have received grants.

Greyhound Intermediate School has three general-purpose labs of thirty (30) computers and one netbook cart equipped with thirty (30) computers. One student response system was recently purchased for use in the intermediate school. The Title I classroom has five (5) netbooks and ten (10) iPads for student use. A handful of general education classrooms have netbooks, student response systems and iPads as a result of teachers who have received grants.

Lockwood Elementary has one general-purpose lab of thirty (30) computers. The acquisition of a thirty (30) unit netbook cart is planned for this building in the 2011-12 school year. The Title I program has (5) iPads for student use.

Greyhound Central Kindergarten the acquisition of one netbook cart with thirty (30) computers is planned for the 2011-12 school year.

Greyhound Central High School has a general-purpose lab of thirty (30) computers.

Workstation/Client Operating System – Most computers in the district use Microsoft Windows XP, with the implementation of Windows 7 on approximately 100 desktop and netbooks computers. All computers use Novell Client software to interface to the network. They also run Novell ZENWorks for desktop management. Software is deployed on all Windows computers by way of ZENWorks imaging.

Network Operating System – The main distribution facility in the High School houses the district's data center. Novell Open Enterprise Server (OES) is the network operating system on a cluster of four file servers for authentication, DNS, DHCP, iPrint, GroupWise, VirtualOffice, and building file storage. One Novell OES server runs XEN virtualization to provide Linux and Windows 2003 for student e-mail, SQL for transportation management software, virus protection management, and video streaming caching. Another Novell OES server runs the backup process. Still another Novell OES server operates the Internet content/email filtering proxy. A server using Novell NetWare 6.5 hosts Novell Storage Manager. Three Windows servers operate the Skyward student information system and host local Windows updates for workstations. A storage area network (SAN) device connects to the cluster servers using Fiber Channel.

The Greyhound Central building holds a secondary data center with two servers running Novell Open Enterprise Server. This redundant data center serves as a disaster recovery failover for the district's critical systems. A third server runs Windows Server 2003 for redundancy to the Skyward and Versatrans data systems.

Network Description – All classrooms, administrative and mechanical equipment rooms in the district are wired for Ethernet utilizing category 6 data cable. Rooms are connected to intermediate distribution facilities (IDF) with Gigabit Ethernet switches. Each IDF is connected by multimode fiber to the building main distribution facility (MDF) where it connects by single mode fiber at 10 Gbps to the district MDF. Each K-12 building is connected with 12 strands of single-mode fiber to the MDF, with one pair of fibers from Union Street, Middle School, and Lockwood extending to Greyhound Central. Transportation is connected with 6 strand fiber cable. The Greyhound Central building has a secondary trunk line to the secondary data center.

The above-mentioned pairs of fibers from Union Street, Middle School and Lockwood connecting to the Greyhound Central secondary data center use a Gigabit "secondary personality" to connect using OSPF (output shortest path first) technology. OSPF allows the building level switching to route data to the secondary data center instead of the high school primary data center.

Wireless connectivity is available in all media centers and gymnasiums, as well as in special education classrooms at the high school and middle school, the Title I classroom at Greyhound Intermediate, in Greyhound Alternative High School, the administrative offices and a number of general education classrooms around the district whose teachers have grants for netbooks and iPads. It is also available in the high school auditorium.

The district uses HP ProCurve brand Ethernet switching in all of the MDF and IDF data cabinets, as well as for wireless connectivity.

Internet Connectivity – Every workstation in the district has a connection to the Internet through the proxy server at the high school. The Internet connection is provided in consortium with Eaton ISD and the constituent districts. It consists of an 85 Mbps burstable fiber connection.

Telephone – The district has a PBX system and uses a Primary Rate Interface (PRI) to the public telephone system. All buildings connect via fiber optic connections to the high school, where the PRI is located. Separate emergency lines connect buildings to the outside telephone system in the event that PBX becomes inoperative. The transportation facility uses voice over IP technology (VoIP) to connect its phones using the district data network to the PBX.

Staff Skills and Opportunities:

All instructional staff have received training and developed a “web profile” for their class(es). All staff have access to a district email account for communication. Instructional staff utilize Skyward for reporting attendance and grades, and administrative staff utilize Skyward for student management. Special Education staff utilize Excent Tera for authoring IEP’s and reporting. Staff utilize Odysseyware and NovaNet for credit recovery and alternative high school programs. As part of our regional data initiative, Data Director is used to provide assessment information at all grade levels. Moodle, United Streaming and a number of database and reference tools are available to staff through our relationship with REMC 13. Library materials, textbooks and other resources are circulated using Follett Destiny. Versa-Trans is used by transportation staff to develop and manage bus routes. Meal Magic is used by food service staff to manage student breakfast and lunch transactions. The finance department utilizes SDS for payroll and accounting functions.

Additional training and automation of tasks is a high need for staff during the term of this technology plan. Emphasis will be placed on those areas that inform and transform instruction, particularly Data Director and Moodle. Support for this will be provided by Eaton ISD.

Administrative and support staff will work to automate paper-driven processes such as payroll and accounts payable. In addition, steps will be taken to automate the transfer of data from the student information system (Skyward) to other systems, such as Data Director, Excent Tera, Versa Trans, Meal Magic and Follett Destiny.

Current Technology Staffing:

The current technology staff consists of the Technology Consultant, Network Coordinator, and six (6) multi-media technicians. This staff manages all tasks related to technology and communications, including:

- Student information system
- Network and server management
- User accounts and email
- Telephone system and PRI contracts
- District web site and Facebook page
- Maintenance of workstations
- Operation of media centers
- Circulation of textbooks
- eRate application
- Cellular phone and data contracts

Gracon Services, Inc. provides engineering support for the district network and servers.

Funding Resources:

The following funding sources are currently available to fund technology initiatives for the district:

1. A permanent line item from the district’s general funds will be designated for the purchase, maintenance and updating of the district’s technology resources.
2. Universal Service Fund applications have been filed for discounts on telephone, cellular and web hosting services. The amount of the discount varies in proportion to the number of students eligible for free or reduced lunch.
3. The district is also part of the Regional Educational Media Consortium (REMC 13) which provides educational resources for Eaton, Ingham and Clinton counties.
4. State and Federal entitlement and competitive grant programs.

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In addition, the district is continually looking for other grant and funding opportunities at both the federal and local level from both public and private (corporations, foundations, individuals, etc.) entities. The Board of Education may consider placing a bond proposal before the community, and the possibility of a regional technology replacement millage may exist in the future.

Curriculum

During the 2001-04 school years, a committee of administrators, teachers, and support staff met to identify components necessary for integrating technology into the curriculum. The committee recommended that the district follow the guidelines from the International Society for Technology in Education (ISTE) (www.iste.org). The district's technology curriculum appears later in this document. The Board of Education adopted the curriculum in the fall of 2004.

Action Plan for Implementing District Technology Goals

This section takes the items mentioned under each goal area mentioned above and addresses the steps to be taken for implementation. Wording of the items may be condensed from the above narrative.

Key to terms used in this section:

Develop	Make plans for possible implementation in a future year
Adopt	Program ratified by stakeholder groups, district administration, and the Board
Implement	Put plans into action in current year, or continue a prior year action
Support	Plan implemented in prior year; continue the current action as part of normal business
Investigate	Research and report to Technology Advisory Team

Abbreviations used:	Tech. Dept. – Technology Department
	DCC – District Curriculum Council
	Admin – District Administrative Team
	EISD – Eaton Intermediate School District
	REMC – Regional Educational Media Consortium (REMC 13)

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GOAL 1 - To continue the process of integrating technology into curriculum.

Tasks for Goal 1	Status 2011-12	Status 2012-13	Status 2013-14	Resources
1. Continue to support the use of Skyward and Data Director to make data-driven decisions, both by administrators and by teachers. Primary mechanism for this will be professional development, targeted at administrators and teachers.	Support	Support	Support	Tech Dept. Admin DCC EISD
2. Provide professional development opportunities to staff in technology integration. Focus on technologies that can transform and inform instruction, including Moodle, Data Director, Discovery Streaming, and online databases provided by REMC. Utilize resources available at EISD and REMC13 to deliver PD.	Implement	Implement	Implement	Tech Dept. DCC EISD REMC
3. Pilot new and emerging technologies in the classroom, with the goal of developing integrated lesson plans and best practices. Examples include smart tablets, iPads, netbooks, student response systems, software and web resources.	Implement	Implement	Implement	Tech Dept. Instructional Staff
4. Utilize lesson plans developed through technology pilots (see #3 above) to build database of integrated lessons for use across the district. Encourage teachers to collaborate and share in developing lessons.	Investigate	Implement	Implement	DCC Tech Dept.
5. Identify strategies for improving achievement using technology for special needs students. Work in conjunction with Special Education staff and Assistive Technology Specialist at EISD.	Investigate	Recommend	Implement	Special Ed EISD DCC
6. Work in cooperation with the constituent districts in the Eaton Intermediate School District to utilize the county-wide fiber network to increase learning opportunities and realize operational efficiencies. Focus on distance learning, video conferencing, centralized firewall and filtering, and centrally hosted financial system.	Investigate	Implement	Support	Tech Dept. EISD DCC
7. Support Board and county efforts to pass technology bond or special millage.	Support	Support	Support	Tech Dept. Admin
8. Investigate, develop and implement policies and strategies for utilizing students' personal technology devices for learning. Include professional development and best practices for teachers on available technologies and classroom management strategies.	Investigate	Recommend	Implement	Tech Dept. EISD

GOAL 2 - To provide leadership, training, and support for students and staff through professional development so that technology can be used to enhance teaching, improve student learning, and to increase work efficiency.

Tasks for Goal 2	Status 2011-12	Status 2012-13	Status 2013-14	Resources
1. Provide professional development opportunities for all staff with the end goal of developing skills and instructional methods for the integration of technology into daily learning.	Implement	Implement	Implement	DCC Admin EISD
2. Through the technology pilot program described in Goal 1, develop in-build experts in new or emerging technologies. Utilize these experts to improve integration of new technologies, develop integrated lesson plans and recommend best practices to support technology novices. The focus of these experts will not be in the function of the device, but in its application to teaching and learning.	Investigate	Implement	Support	Tech. Dept.

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Tasks for Goal 2	Status 2011-12	Status 2012-13	Status 2013-14	Resources
3. Working in collaboration with Eaton ISD staff, increase training opportunities and promote the use of Skyward and Data Director to inform instruction and make data-driven decisions.	Implement	Implement	Support	Admin DCC EISD
4. Maximize the opportunities for informed decisions by utilizing Data Director for formative and summative assessments, as well as common assessments across grade levels and/or content areas.	Investigate	Recommend	Implement	Admin DCC
5. Investigate, recommend and implement professional development plans for non-instructional and support staff to improve efficiencies and support learning.	Investigate	Recommend	Implement	Admin DCC EISD
6. Promote staff attendance at regional and state conferences and professional development opportunities. Work with administration to identify general fund, consolidated grants or employee association funds to cover associated costs. Focus on training offered by EISD, REMC and MACUL.	Support	Support	Support	Admin DCC EISD

GOAL 3 – To provide reliable network resources and technology tools to all staff to enhance teaching and learning, increase data reliability, maximize operational efficiency and implement best practices.

Tasks for Goal 3	Status 2011-12	Status 2012-13	Status 2013-14	Resources
1. Evaluate present server, virus and filtering solutions for efficacy. Implement alternative solutions to improve service and/or reduce costs. Work in conjunction with EISD to benefit from county-wide initiatives and volume pricing.	Investigate	Recommend	Implement	Tech Dept. EISD
2. Working in conjunction with EISD consolidated technology department, evaluate current staffing and contracted services. Whenever possible, utilize EISD consortium staff or contracts to improve efficiencies and reduce costs.	Investigate	Recommend	Implement	Tech Dept. EISD
3. As funds are available, replace outdated equipment with new. Evaluate opportunities for utilizing refurbished equipment, government and private industry donations and cloud based solutions that will support the technology mission of ERPS within present budget constraints.	Implement	Implement	Implement	Tech Dept.
4. Implement new strategies for improving infrastructure and hardware as recommended by EISD consolidated technology services.	Investigate	Implement	Support	EISD Tech Dept.

GOAL 4 – To continue to make technology accessible to the community through community education offerings, and by fostering partnerships that offer post-secondary technology learning opportunities.

Tasks for Goal 4	Status 2011-12	Status 2012-13	Status 2013-14	Resources
1. The district will utilize multiple technology tools to effectively communicate with parents, including web site, Honeywell Instant Alert, Facebook, electronic messaging functions of Skyward, Groupwise email.	Support	Support	Support	Tech Dept. Admin
2. The district's technology plan will be easily accessible through the web site.	Support	Support	Support	Tech Dept.

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Tasks for Goal 4	Status 2011-12	Status 2012-13	Status 2013-14	Resources
3. Working in conjunction with community education program, offer technology related courses to the community	Implement	Implement	Implement	Tech Dept. Admin.
4. Leverage existing partnership with Lansing Community College to offer technology courses on-campus. Focus on courses that will provide benefit to Eaton Rapids businesses and work force.	Investigate & Recommend	Implement	Support	Admin.

Evaluation

The attached forms provide the rubric by which the completion and success of these goals will be evaluated. This evaluation will, in turn, help shape any necessary revisions to this technology plan and inform future plans. All evaluations will include qualitative and quantitative comments, so as to make the evaluation useful from a historic perspective.

Evaluation will be completed by the district’s Administration and School Improvement Teams. Stakeholder groups will be included in the evaluation process. Results will be reported to the Board of Education annually as the plan is implemented. Unmet goals will be reviewed with explanations and an alternative plan to address the objective.

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Evaluation Checklist for Implementing District Technology Goals

GOAL 1 - To continue the process of integrating technology into curriculum.

	No Improvement Shown	Minimum Improvements Shown	Significant Improvements Shown	Goal Accomplished	Comments on Improvements Made
1. Continue to support the use of Skyward and Data Director to make data-driven decisions, both by administrators and by teachers. Primary mechanism for this will be professional development, targeted at administrators and teachers.					
2. Provide professional development opportunities to staff in technology integration. Focus on technologies that can transform and inform instruction, including Moodle, Data Director, Discovery Streaming, and online databases provided by REMC. Utilize resources available at EISD and REMC13 to deliver PD.					
3. Pilot new and emerging technologies in the classroom, with the goal of developing integrated lesson plans and best practices. Examples include smart tablets, iPads, netbooks, student response systems, software and web resources.					
4. Utilize lesson plans developed through technology pilots (see #3 above) to build database of integrated lessons for use across the district. Encourage teachers to collaborate and share in developing lessons.					
5. Identify strategies for improving achievement using technology for special needs students. Work in conjunction with Special Education staff and Assistive Technology Specialist at EISD.					

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	No Improvement Shown	Minimum Improvements Shown	Significant Improvements Shown	Goal Accomplished	Comments on Improvements Made
6. Work in cooperation with the constituent districts in the Eaton Intermediate School District to utilize the county-wide fiber network to increase learning opportunities and realize operational efficiencies. Focus on distance learning, video conferencing, centralized firewall and filtering, and centrally hosted financial system.					
7. Support Board and county efforts to pass technology bond or special millage.					
8. Investigate, develop and implement policies and strategies for utilizing students' personal technology devices for learning. Include professional development and best practices for teachers on available technologies and classroom management strategies.					

GOAL 2 - To provide leadership, training, and support for students and staff through professional development so that technology can be used to enhance teaching, improve student learning, and to increase work efficiency.

	No Improvement Shown	Minimum Improvements Shown	Significant Improvements Shown	Goal Accomplished	Comments on Improvements Made
1. Provide professional development opportunities for all staff with the end goal of developing skills and instructional methods for the integration of technology into daily learning.					
2. Through the technology pilot program described in Goal 1, develop in-build experts in new or emerging technologies. Utilize these experts to improve integration of new technologies, develop integrated lesson plans and recommend best practices to support technology novices. The focus of these experts will not be in the function of the device, but in its application to teaching and learning.					

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	No Improvement Shown	Minimum Improvements Shown	Significant Improvements Shown	Goal Accomplished	Comments on Improvements Made
3. Working in collaboration with Eaton ISD staff, increase training opportunities and promote the use of Skyward and Data Director to inform instruction and make data-driven decisions.					
4. Maximize the opportunities for informed decisions by utilizing Data Director for formative and summative assessments, as well as common assessments across grade levels and/or content areas.					
5. Investigate, recommend and implement professional development plans for non-instructional and support staff to improve efficiencies and support learning.					
6. Promote staff attendance at regional and state conferences and professional development opportunities. Work with administration to identify general fund, consolidated grants or employee association funds to cover associated costs. Focus on training offered by EISD, REMC and MACUL.					

GOAL 3 – To provide reliable network resources and technology tools to all staff to enhance teaching and learning, increase data reliability, maximize operational efficiency and implement best practices.

	No Improvement Shown	Minimum Improvements Shown	Significant Improvements Shown	Goal Accomplished	Comments on Improvements Made
1. Evaluate present server, virus and filtering solutions for efficacy. Implement alternative solutions to improve service and/or reduce costs. Work in conjunction with EISD to benefit from county-wide initiatives and volume pricing.					
2. Working in conjunction with EISD consolidated technology department, evaluate current staffing and contracted services. Whenever possible, utilize EISD consortium staff or contracts to improve efficiencies and reduce costs.					

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	No Improvement Shown	Minimum Improvements Shown	Significant Improvements Shown	Goal Accomplished	Comments on Improvements Made
3. As funds are available, replace outdated equipment with new. Evaluate opportunities for utilizing refurbished equipment, government and private industry donations and cloud based solutions that will support the technology mission of ERPS within present budget constraints.					
4. Implement new strategies for improving infrastructure and hardware as recommended by EISD consolidated technology services.					

GOAL 4 – To continue to make technology accessible to the community through community education offerings, and by fostering partnerships that offer post-secondary technology learning opportunities.

	No Improvement Shown	Minimum Improvements Shown	Significant Improvements Shown	Goal Accomplished	Comments on Improvements Made
1. The district will utilize multiple technology tools to effectively communicate with parents, including web site, Honeywell Instant Alert, Facebook, electronic messaging functions of Skyward, GroupWise email.					
2. The district's technology plan will be easily accessible through the web site.					
3. Working in conjunction with community education program, offer technology related courses to the community					
4. Leverage existing partnership with Lansing Community College to offer technology courses on-campus. Focus on courses that will provide benefit to Eaton Rapids businesses and work force.					



Eaton Rapids Public Schools

APPENDICES

APPENDIX A

Eaton Rapids Public Schools Board Policies on Technology

7530.01 - STAFF USE OF CELLULAR TELEPHONES

The Board of Education will provide cellular telephones to employees who by the nature of their job have a routine and continuing business need for the use of same for official Board business. Cellular telephones are provided as a tool to conduct Board business and to enhance business efficiencies. Cellular telephones are not a personal benefit and shall not be a primary mode of communication, unless they are the most cost-effective means to conduct Board business (i.e., because cellular telephone accounts are billed on a time-used basis, Board-owned cellular telephones and services should not be used when a less costly alternative method of communication is safe, convenient and readily available).

The Superintendent or his/her designee is expected to see that:

- A. the need for each Board-owned cellular telephone and cellular telephone service account is clearly justified for Board business purposes;
- B. alternative solutions for work production and communication have been considered;
- C. employees provided with cellular telephone service accounts understand the purpose and limitations of usage;
- D. cellular telephone service account invoices outlining the details of usage are received and reviewed for conformance with this policy;
- E. employees reimburse the Board for non-business use if required by this policy;
- F. use of a cellular telephone service account is terminated when no longer justified by business requirements, the employee leaves the Board's employment, and/or when the employee has by actions demonstrated a disregard for the limitation of this policy.

Board-owned cellular telephones may be used for the following:

- A. to place calls in emergency situations.
- B. to place calls for the purpose of communicating with the administration, other staff members, or parents concerning classroom, school or District activities.

Board-owned cellular telephones may not be used for the following:

- A. to place calls during classroom instructional time unless it is for an emergency or the call is an integral part of a learning activity.
- B. for calls by students at any time unless specifically authorized by the teacher or principal for school related purposes only.

Cellular telephone service accounts are expected to be set at the minimum level that fulfills the business need for the position in question. The cellular telephone contract that is selected for an employee should be the one that provides a combination of services including number of minutes, coverage, and local call zone most nearly matching the employee's recurring business needs. If the cellular telephone contract is based on minutes used, a minimal plan shall be utilized. In other words, the smallest plan available to accommodate the particular business need shall be utilized.

The Board shall approve the Superintendent's recommendation regarding the level of cellular telephone service appropriate for each staff member listed above. The Superintendent or his/her designee shall take the steps necessary to secure the most economical and responsible service available.

Thereafter, an annual review of the plans available shall be made to determine if the District's cellular telephone plan is the most economical and responsible available. Additionally, at least once annually, the

Superintendent or his/her designee shall review the employee's actual usage (i.e., level of service) with the employee and, if warranted, select a different equipment usage account which more nearly matches the employee's recurring business needs. Any change in provider and/or necessary adjustments to individual staff members' plans shall be recommended for Board approval.

Possessing a Board-owned cellular telephone is a privilege and all employees are expected to use them appropriately and responsibly. Employees are responsible for managing the cost effectiveness of cellular telephone use by utilizing assigned landlines as available and appropriate. Employees should know that calls outside the immediate area might result in roaming charges, in addition to long distance and regular charges, and that the Board is charged for both outgoing and incoming cellular telephone calls.

Employee safety is a priority of the Board, and responsible use of cellular telephones includes safe use by the employee.

Using a cellular telephone while operating a vehicle is strongly discouraged. Employees should plan calls to allow placement of calls either prior to traveling or while on rest breaks.

Cellular telephone calls are not secure. Therefore, employees should use discretion in relaying confidential information, particularly as it relates to students.

Employees must safeguard any Board-owned cellular telephone in their possession. Reasonable precautions should be made to prevent unauthorized use, equipment loss, damage, theft and vandalism. Upon resignation or termination of employment, or at any time upon request, the employee may be asked to produce the equipment for return or inspection. Employees unable to present the equipment in good working condition within the time period requested (e.g., twenty-four (24) hours) might be expected to bear the cost of a replacement. Employees who separate from employment with outstanding debts for equipment loss or unauthorized charges will be considered to have left employment on unsatisfactorily terms and may be subject to legal action for recovery of the loss.

The Board reserves the right to audit all Board-owned cellular telephones and their use, which will include but not be limited to, a review of the monthly billing by the Controller. Board cellular telephones and cellular service account statements, invoices and payment documents are public records and, as such, may be subject to disclosure and review.

Each Board-owned cellular telephone will receive a monthly detailed activity statement for all charges. The employee issued the cellular telephone must review the monthly statement for billing accuracy.

Use of Board-Owned Cellular Telephones for Personal Calls

In order to protect the employee from incurring a tax liability for the personal use of Board-issued cellular telephones, such equipment is to be used for business reasons only.

If unforeseen circumstances develop where employees must use their Board-issued cellular telephone to make a personal call (i.e., to let family know that the employee will be home late, etc.) it is up to the Superintendent or his/her designee to determine whether the employee should reimburse the Board for the telephone call.

Personal Use of Shared Cellular Telephones/Cellular Telephone Installed in Vehicles

In those circumstances when a Board-owned cellular telephone is not assigned to an individual but rather is shared by more than one (1) employee, all employees who make or receive any personal calls on such telephones shall retain a record of such calls, including the date, cellular telephone number, and inbound/outbound telephone number. Such employees shall then be required to assist in reconciling cellular telephone bills in accordance with Board procedures.

Employees who by the nature of their job do not have a routine and continuing business need for cellular telephone equipment but have occasional or sporadic need to use cellular telephone equipment on Board business may be approved for reimbursement of personal equipment usage.

Use of a Personal Cellular Telephone While at Work

Personal calls during work hours can interfere with employee productivity and be distracting to others, regardless of whether on a cellular or regular telephone. Employees are expected to use discretion in using personal cellular telephones while at work. Employees are asked to make personal calls during breaks and lunch period and to see that friends and family members are aware of the Board's policy.

Violation of this policy may constitute just cause for disciplinary action up to and including termination.

The Superintendent shall prepare the necessary administrative guidelines for the implementation of this policy.

7540 - COMPUTER TECHNOLOGY AND NETWORKS

The Board of Education is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of Board operations. It also recognizes that safeguards have to be established to ensure that the Board's investment in both hardware and software is achieving the benefits of technology and inhibiting negative side effects.

The Superintendent is directed to establish administrative guidelines not only for proper acquisition of technology but also to provide guidance to staff and students concerning making appropriate and ethical use of the computers and other equipment as well as any networks that may be established.

The Superintendent shall establish appropriate procedures to inform both staff and students about disciplinary actions that will be taken if Board technology and/or networks are abused in any way or used in an illegal or unethical manner.

7540.01 - TECHNOLOGY PRIVACY

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

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

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

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

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

The Board is interested in its resources being properly used. Review of computer files, electronic mail, and voice mail will only be done in the ordinary course of business and will be motivated by a legitimate

business reason. If a staff member's personal information is discovered, the contents of such discovery will not be reviewed by the Board, except to the extent necessary to determine if the Board's interests have been compromised. Any information discovered will be limited to those who have a specific need to know that information.

The administrators and supervisory staff members authorized by the Superintendent have the authority to search and access information electronically.

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

7540.02 - DISTRICT WEB PAGE

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

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

A. Educate

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

B. Inform

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

C. Communicate

Content may provide an avenue to communicate with the community.

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

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

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

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

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

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

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

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

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

Prior written parental permission is necessary for a student to be identified by name on the Board's website.

7540.03 - STUDENT NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY

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

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

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

First, and foremost, the Board may not be able to technologically limit access to services through the Board's Internet connection to only those services and resources that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, will open classrooms and students to electronic information resources which have not been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures which block/filter Internet access to visual displays that are obscene, child pornography or harmful to minors. The Board utilizes software and/or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. Nevertheless, parents/guardians are advised that a determined user may be able to gain access to services on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and

communications that they and/or their parents/guardians may find inappropriate, offensive, objectionable or controversial. Parents/Guardians assume risks by consenting to allow their child to participate in the use of the Internet. Parents/Guardians of minors are responsible for setting and conveying the standards that their children should follow when using the Internet. The Board supports and respects each family's right to decide whether to apply for independent student access to the Internet.

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

The Superintendent is directed to prepare guidelines which address students' safety and security while using e-mail, chat rooms and other forms of direct electronic communications, and prohibit disclosure of personal identification information of minors and unauthorized access (e.g., "hacking"), cyberbullying and other unlawful or inappropriate activities by minors online.

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

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

The Board designates the Superintendent and Director of Technology as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to the use of the Network and the Internet for instructional purposes.

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

Revised 12/9/09

7540.04 - STAFF NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY

Advances in telecommunications and other related technologies have fundamentally altered the ways in which information is accessed, communicated, and transferred in our society. Such changes are driving the need for educators to adapt their means and methods of instruction, and the way they approach student learning, to harness and utilize the vast, diverse, and unique resources available on the Internet. The Board of Education is pleased to provide Internet service to its staff. The Board encourages staff to

utilize the Internet in order to promote educational excellence in our schools by providing them with the opportunity to develop the resource sharing, innovation, and communication skills and tools which will be essential to life and work in the 21st century. The Board encourages the faculty to develop the appropriate skills necessary to effectively access, analyze, evaluate, and utilize these resources. The instructional use of the Internet will be guided by the Board's policy on Instructional Materials.

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

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

First, and foremost, the Board may not be able to technologically limit access to services through the Board's Internet connection to only those services and resources that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, will open classrooms and students to electronic information resources which have not been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures which block/filter Internet access to visual displays that are obscene, child pornography or harmful to minors. The Board utilizes software and/or hardware to monitor online activity of staff members to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors.

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

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

The Superintendent is directed to prepare guidelines which address students' safety and security while using e-mail, chat rooms and other forms of direct electronic communication, and prohibit disclosure of personal identification information of minors and unauthorized access (e.g., "hacking"), cyberbullying and other unlawful or inappropriate activities by minors online. Staff members are reminded that personally identifiable student information is confidential and may not be disclosed without prior written parental permission.

Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of the Internet. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and

response. All Internet users are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

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

The Board designates the Superintendent and Director of Technology as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to the use of the Network and the Internet for instructional purposes.

P.L. 106-554, Children's Internet Protection Act of 2000

P.L. 110-385, Title II, Protecting Children in the 21st Century Act

18 U.S.C. 1460

18 U.S.C. 2246

18 U.S.C. 2256

20 U.S.C. 6777, 9134 (2003)

20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended (2003)

47 U.S.C. 254(h), (1), Communications Act of 1934, as amended (2003)

Revised 12/9/09

7541 - ELECTRONIC DATA PROCESSING DISASTER RECOVERY PLAN

The Board of Education is committed to maintaining and protecting the District's Information System. The Board believes that a complete and accurate Information System which includes educational, student, fiscal and personnel information is vital to the Board's ability to deliver uninterrupted educational service to the community it represents. To that end, the Superintendent is directed to develop, test and maintain an *Electronic Data Processing Disaster Recovery Plan* for use in the event a disaster should disable the District's electronic data processing equipment.

The Plan may include:

- A. a reciprocal agreement with a neighboring school district or data acquisition site, which outlines the scope of reciprocal services such as access to the computer facility of the alternative, computer time and personnel assistance, and costs;
- B. adequate equipment insurance;
- C. a list of the applications that are used by the District;
- D. procedures used to backup all programs and data on a daily, monthly, quarterly and year-end basis;
- E. backup storage off-site;
- F. maintenance agreements for hardware and software (including, but not limited to the operating system);
- G. a list of vendor contacts to be called for the immediate replacement of disabled equipment or corrupted software;

- H. as a last resort, the procedure to create payroll checks and budgetary checks, and perform other necessary accounting functions, manually;
- I. provisions for ensuring adequate electrical power such as surge suppressors, battery backups, and generators;
- J. provisions for access and physical security of network distribution facilities such as fire/water/access protection.

Adopted 10/26/05

7542 - NETWORK ACCESS FROM PERSONALLY-OWNED COMPUTERS AND/OR OTHER WEB-ENABLED DEVICES

District Board members, employees, students, as well as contractors, vendors, and/or agents, of the District may use their personal computer or web-enabled device of any type to access the District's server and internal network while they are on-site at any District facility, provided the computer and web-enabled device meets the established standards for equipment used to access said server and network, and the individual granted access complies, without exception, with the established standards for appropriate use of the District's server and network.

The necessary standards for connecting to the District's server and network shall be developed. Access to the standards for connecting to the District's server and network using a personal computer or web-enabled device of any sort may be provided upon request for all to whom this policy applies.

Establishment, and subsequent enforcement, of the standards is intended to minimize the potential exposure to the District from damages, including, but not limited to, the loss of sensitive District data, illegal access to confidential data, damage to the District's intellectual property, damage to the District's public image, and damage to the District's critical internal systems, from unauthorized use.

Any Board member, employee, student contractor, vendor, and/or agent of the District who violates the established standards, who violates the District's Acceptable Use policy, or who accesses the server and network without authorization may be subject to disciplinary action, up to and including expulsion, if a student, termination of employment if a District employee, denial of access if a Board member, or cancellation of the contract with the District if a contractor, vendor or agent. Further, the Board member, employee, student, contractor, vendor, and/or agent of the District who violates the established standards or who violates the District's Acceptable Use policy may be denied access to the District's server and network in the future.

Adopted 12/9/09

7545 - ELECTRONIC COMMUNICATIONS

The advancement of technology has provided many new ways for individuals to communicate with one another. These electronic communications include social networking sites, instant messaging, text messaging, e-mailing and photo-sharing, among others. Additional methods of electronic communication can be anticipated as the technology continues to evolve.

However, use of such technology must be approached with caution by School District employees. Given the nature of the communications, there is a significant potential both for inappropriate use and for alleged inappropriate use. To protect staff and students, the following restrictions are established:

- A. Electronic communications with students should be appropriate in tone, content, and quantity. Stalking, harassment, or other unwelcome behaviors are prohibited, including any type of sexually suggestive comments, photos, or graphics.
- B. Electronic communications with other employees should be appropriate in tone, content, and quantity. Stalking, harassment, or other unwelcome behaviors are prohibited.

The District may require the employee to produce records for review when there is reason to believe that this policy has been violated. Records within the District's control may be reviewed periodically to assure that this policy is being complied with. These may include Internet logs, cell phone records, or other similar documentation.

Questions regarding acceptable electronic communications or unwelcomed electronic communications from someone associated with the District should be submitted to the Director of Technology.

Adopted 12/9/09

APPENDIX B

Acceptable Use Policy

Member's Name (Print) Last _____, First _____ M.I. _____

Eaton Rapids School District (ERPS) has developed a Technology and Electronic Information Access and Use Policy for the Internet, local and wide area networks, computers, and related equipment. Access and use of the Internet, local and wide area networks, computers, and related equipment is a privilege for the member.

I have read, understand, and will abide by the attached Technology and Electronic Information Access and use Policy. I agree to be responsible for and abide by all rules and regulations of this agreement. I understand that should I commit any violation, my privileges may be revoked, school disciplinary action, and/or appropriate legal action may be taken.

Members having accounts on the ERPS Network, and in consideration for having access to the information contained or accessed on it, I hereby release Eaton Rapids School District and its operators and sponsors, Eaton Rapids School District and its faculty and staff, and all organizations, groups and institutions with which the Eaton Rapids School District Network is affiliated for any and all claims of any nature arising from my use, my child's use or inability to use, the network.

Member Signature:

Building: _____ Date: _____

(If you are a student of Eaton Rapids School District, a parent or guardian must also read and sign this agreement.)

As the parent or guardian of this student, I have read the Eaton Rapids School District Technology and Electronic Information Access and Use Policy. Eaton Rapids School District has taken precautions to prohibit access to inappropriate material. However, I also recognize it is impossible for Eaton Rapids School District to restrict access to all inappropriate or copyrighted materials, and I will not hold them responsible for materials acquired on the network. Further, I accept full responsibility for supervision if and when my child's use of the ERPS Network is not in a school setting. Users are responsible for attending appropriate training sessions in the use and care of educational technology and should refrain from using any technology for which they have not received training. Users may be required to make full financial restitution for any damages to educational technology or unauthorized expenses incurred through the use of educational technology.

I hereby give permission to issue a membership account to my child. As the parent or guardian of this student, I have read the Technology and Electronic Information Access and Use Policy and understand that this access is designed for educational purposes.

Parent/Guardian Signature:

Date: _____