

TECHNOLOGY PLAN

Watersmeet Township School District, Apr 30 2014

Cover Page

DISTRICT INFORMATION:

Watersmeet Township School District

P.O. Box 217

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Watersmeet, MI 49969

906-358-4504

School District Code Number:

27080

Start Date of Plan:

July 1, 2014

End Date of Plan

June 30, 2017

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Gogebic Ontonagon Intermediate School District:

School District Web Address:

<http://www.watersmeet.k12.mi.us/>

Technology Plan/Acceptable Use Web Addresses:

<http://www.watersmeet.k12.mi.us/technology.php>

Introductory Material

Mission statement:

The mission of the Watersmeet Township School District is "The fullest development of the intellectual, emotional and physical capabilities of every student for active participation with a free and democratic society."

Demographics:

- **Watersmeet Township School District - One K-12 Building**
- **Student population - 170 -1% African America; 1% Hispanic; 38% Caucasian; 60% Native American**
- **Number of teachers – 19 (Includes 1 Guidance Counselor)**
- **Support Staff – 9**
- **Administrators – 2**
- **Free and reduced lunch - Free=51% and Reduced =23% (2014)**

During the 2012-2013 school year, we renovated our wireless infrastructure to provide 100% wireless internet coverage throughout our school. We also created two computer labs with colored printers for teachers to teach in a 1:1 computer setting when needed.

As we are a rural school, distance/online learning plays an important part in our future and will give our students additional educational opportunities. We currently have a computer to student ratio of 2:1 and communicate with outside learning agencies through the use of Adobe Connect and video conferencing software.

The community surrounding the Watersmeet Township School District supports our efforts and is actively involved in providing our students with a well-rounded education. All over the world technology has taken on great importance in the education of our children and we are doing our best to provide our students with everything they will need to become proficient users of technology in their adult lives.

Vision and Goals

Technology Vision Statement:

Technology is an ever changing part of any school district. The Watersmeet Township School District will make every effort to provide their staff and students with the tools they need to be able to be productive citizens in today's society. Through hardware, software, peripheral purchases, keeping the network up to date and providing Internet access we will be assured that our staff and students are able to function in the technological world. Consideration of State and Federal guidelines will be of the utmost importance in our curricular needs.

GOAL 1 - We will provide the technology and instruction necessary for all students and staff to learn computer use, word processing and Internet use through the integration of curriculum in the classroom and continual training opportunities.

GOAL 2 - We will provide students and staff with 1:1 access to computers that are multi-media capable and meet the current standard of technology

GOAL 3 - All classrooms will be connected to the school network and have Internet connections. Wireless access will be available throughout the entire school.

GOAL 4 - All students and staff will have access to software, and curriculum resources to encourage them to use technology as a part of their everyday life.

School improvement goals:

FIRST YEAR GOAL:

Students and staff will be knowledgeable in the use and care of computers and related technology in a classroom setting with the aid of 22i TRIG training.

EVIDENCE OF NEED:

Lack of software/hardware and knowledge necessary to integrate technology in the curriculum.

FOCUS AREAS:

All focus areas are involved in this goal.

EVIDENCE OF SUCCESS:

Students and teachers implementing use of computers, software, and/or websites across the curriculum.

STRATEGIES TO MEET ANNUAL OBJECTIVES	PERSON(S) RESPONSIBLE	TARGET DATE	EVIDENCE OF COMPLETION
Universal Service Fund lines maintained	Administration	On going	Internet access in every classroom
Set up a committee to review Internet policies and procedures	Technology Team	On going	Internet policy is developed
Basic computer training offered for all staff	Technology Coord. Outside teaching staff and seminars	On going	Staff had knowledge and use of computers

Internet Training In-service	Technology team	On going	Staff has working knowledge of the Internet
Committee established to inventory needs for integrating computers in to the science and social studies curriculum	5 th , 6 th , high school science and social studies teacher	On going	List of hardware and software needs. Curriculum requirements are met
Purchase computers and software for all classrooms	Administration	On going	Computers and software are purchased
Supplementary material ordered	Administration	On going	Materials are purchased
Purchase and maintain LCD projector and digital cameras	Administration	On going	Projectors and cameras are purchased
Staff training for the use of Interactive Television	Administration	On going	Training complete
Set up and integration of Interactive Television into the existing curriculum	Administration School Counselor Technology	On going	Completion of lab, class being sent or received
Repair and maintenance of existing computers	Coordinator and any involved outside vendors	On going	Computers are in good working order

LONG RANGE GOAL:

Students and staff will be knowledgeable in the use and care of computers and related technology in a classroom setting.

Administration and School Board will be knowledgeable of the continual need for current technology to be used by students and staff in the classroom setting.

EVIDENCE OF NEED:

Lack of software/hardware and knowledge necessary to integrate technology in the curriculum.

Computers and equipment that are in need of upgrades and/or replacement.

FOCUS AREAS:

All focus areas are involved in this goal.

EVIDENCE OF SUCCESS:

Technology needs are evaluated and necessary technology is purchased.

STRATEGIES TO MEET ANNUAL OBJECTIVES

PERSON(S) RESPONSIBLE

TARGET DATE

EVIDENCE OF COMPLETION

Repair and maintenance of all existing computers	Technology Coordinator and any involved outside vendors	On going	Computers are in good working order
Replacement of computers in all classrooms, including mobile carts	Administration Technology Coordinator	On going	Computers purchased as needed
Connections to all classrooms to main server in good working order	Technology Coordinator and any involved outside vendors	On going	Network in good working order
Basic computer training for all staff	Technology Coordinator – Outside teaching staff and seminars	On going	Staff has knowledge and use of computers

Curriculum Integration

I. CURRICULUM

A. TECHNOLOGY GOALS:

GOAL 1 - We will provide the technology and instruction necessary for all students and staff to learn computer use, word processing and Internet use through the integration of curriculum in the classroom and continual training opportunities.

GOAL 2 - We will provide students and staff with access to computers that are multi media and meet the current standard of technology

GOAL 3 - All classrooms will be connected to the school network and have wireless Internet connection.

GOAL 4 - All students and staff will have access to software, and curriculum resources to encourage them to use technology as a part of their everyday life.

8th Grade Technology & Literacy Project: Michigan Education Technology Standards Grades 6 – 8.

The following standards are taken from http://www.michigan.gov/documents/METS_6-8_129586_7.pdf - METS Grades 6 – 8. The Watersmeet Township School District will make every effort possible to meet and/or exceed the goals set forth in these standards.

6-8.CI. Creativity and Innovation—By the end of grade 8 each student will:

6-8.CI.1. apply common software features (e.g., spellchecker, thesaurus, formulas, charts, graphics, sounds) to enhance

communication with an audience and to support creativity

6-8.CI.2. create an original project (e.g., presentation, web page, newsletter, information brochure) using a variety of media (e.g., animations, graphs, charts, audio, graphics, video) to present content information to an audience

6-8.CI.3. illustrate a content-related concept using a model, simulation, or concept-mapping software

6-8.CC. Communication and Collaboration—By the end of grade 8 each student will:

6-8.CC.1. use digital resources (e.g., discussion groups, blogs, podcasts, videoconferences, Moodle, Blackboard) to collaborate with peers, experts, and other audiences

6-8.CC.2. use collaborative digital tools to explore common curriculum content with learners from other cultures

6-8.CC.3. identify effective uses of technology to support communication with peers, family, or school personnel

6-8.RI. Research and Information Literacy—By the end of grade 8 each student will:

6-8.RI.1. use a variety of digital resources to locate information

6-8.RI.2. evaluate information from online information resources for accuracy and bias

6-8.RI.3. understand that using information from a single Internet source might result in the reporting of erroneous facts and that multiple sources should always be researched

6-8.RI.4. identify types of web sites based on their domain names (e.g., edu, com, org, gov, net)

6-8.RI.5. employ data-collection technologies (e.g., probes, handheld devices, GPS units, geographic mapping systems) to

gather, view, and analyze the results for a content-related problem

6-8.CT. Critical Thinking, Problem Solving, and Decision Making —By the end of grade 8 each student will:

6-8.CT.1. use databases or spreadsheets to make predictions, develop strategies, and evaluate decisions to assist with solving a problem

6-8.CT.2. evaluate available digital resources and select the most appropriate application to accomplish a specific task (e.g., word processor, table, outline, spreadsheet, presentation program)

6-8.CT.3. gather data, examine patterns, and apply information for decision making using available digital resources

6-8.CT.4. describe strategies for solving routine hardware and software problems

6-8.DC. Digital Citizenship—By the end of grade 8 each student will:

6-8.DC.1. provide accurate citations when referencing information sources

6-8.DC.2. discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, viruses, file-sharing)

6-8.DC.3. discuss the consequences related to unethical use of information and communication technologies

6-8.DC.4. discuss possible societal impact of technology in the future and reflect on the importance of technology in the past

6-8.DC.5. create media-rich presentations on the appropriate and ethical use of digital tools and resources

6-8.DC.6. discuss the long term ramifications (digital footprint) of participating in questionable online activities (e.g., posting photos of risqué poses or underage drinking, making threats to others)

6-8.DC.7. describe the potential risks and dangers associated with online communications

6-8.TC. Technology Operations and Concepts—By the end of grade 8 each student will:

6-8.TC.1. identify file formats for a variety of applications (e.g., doc, xls, pdf, txt, jpg, mp3)

6-8.TC.2. use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced materials

6-8.TC.3. perform queries on existing databases

6-8.TC.4. know how to create and use various functions available in a database (e.g., filtering, sorting, charts)

6-8.TC.5. identify a variety of information storage devices (e.g., CDs, DVDs, flash drives, SD cards) and provide rationales

for using a certain device for a specific purpose

6-8.TC.6. use accurate technology terminology

6-8.TC.7. use technology to identify and explore various occupations or careers, especially those related to science, technology, engineering, and mathematics

6-8.TC.8. discuss possible uses of technology to support personal pursuits and lifelong learning

6-8.TC.9. understand and discuss how assistive technologies can benefit all individuals

6-8.TC.10. discuss security issues related to e-commerce

Evaluation Of METS – 8th grade

The students of the Watersmeet Township School District will be evaluated by using Teacher Observation according to the Michigan Education Technology Standards 6 – 8 Checklist found at <http://www.techplan.org/>. Each student will be expected to show that they can accomplish each of the set standards.

Michigan Education Technology Standards –

Grades K-5 and Grades 9 -12. <http://www.techplan.org/METS/>

PK-2.CI. Creativity and Innovation—By the end of grade 2 each student will:

PK-2.CI.1. use a variety of digital tools (e.g., word processors, drawing tools, simulations, presentation software, graphical organizers) to learn, create, and convey original ideas or illustrate concepts

PK-2.CC. Communication and Collaboration—By the end of grade 2 each student will:

PK-2.CC.1. work together when using digital tools (e.g., word processor, drawing, presentation software) to convey ideas or illustrate simple concepts relating to a specified project

PK-2.CC.2. use a variety of developmentally appropriate digital tools (e.g., word processors, paint programs) to communicate

ideas to classmates, families, and others

PK-2.RI. Research and Information Literacy—By the end of grade 2 each student will:

PK-2.RI.1. interact with Internet based resources

PK-2.RI.2. use digital resources (e.g., dictionaries, encyclopedias, graphs, graphical organizers) to locate and interpret information relating to a specific curricular topic, with assistance from teachers, school library media specialists, parents,

or student partners

PK-2.CT. Critical Thinking, Problem Solving, and Decision Making —By the end of grade 2 each PK-2.CT.1. explain ways that technology can be used to solve problems (e.g., cell phones, traffic lights, GPS units)

PK-2.CT.2. use digital resources (e.g., dictionaries, encyclopedias, search engines, web sites) to solve developmentally

appropriate problems, with assistance from teachers, parents, school media specialists, or student partners

student will:

PK-2.DC. Digital Citizenship—By the end of grade 2 each student will:

PK-2.DC.1. describe appropriate and inappropriate uses of technology (e.g., computers, Internet, e-mail, cell phones) and describe consequences of inappropriate uses

PK-2.DC.2. know the Michigan Cyber Safety Initiative’s three rules (Keep Safe, Keep Away, Keep Telling)

PK-2.DC.3. identify personal information that should not be shared on the Internet (e.g. name, address, phone)

PK-2.DC.4. know to inform a trusted adult if he/she receives or views an online communication which makes him/her feel uncomfortable, or if someone whom he/she doesn’t know is trying to communicate with him/her or asking for personal information

PK-2.TC. Technology Operations and Concepts—By the end of grade 2 each student will:

PK-2.TC.1. discuss advantages and disadvantages of using technology

PK-2.TC.2. be able to use basic menu commands to perform common operations (e.g., open, close, save, print)

PK-2.TC.3. recognize and name the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, printer)

PK-2.TC.4. discuss the basic care for computer hardware and various media types (e.g., CDs, DVDs)

PK-2.TC.5. use developmentally appropriate and accurate terminology when talking about technology

PK-2.TC.6. understand that technology is a tool to help him/her complete a task, and is a source of information, learning, and entertainment

PK-2.TC.7. demonstrate the ability to navigate in virtual environments (e.g., electronic books, games, simulation software, web sites)

3-5.CC. Communication and Collaboration—By the end of grade 5 each student will:

3-5.CC.1. use digital communication tools (e.g., e-mail, wikis, blogs, IM, chat rooms, videoconferencing, Moodle, Blackboard) and online resources for group learning projects

3-5-2.CC.2. identify how different software applications may be used to share similar information, based on the intended audience (e.g., presentations for classmates, newsletters for parents)

3-5-2.CC.3. use a variety of media and formats to create and edit products (e.g., presentations, newsletters, brochures, web pages) to communicate information and ideas to various audiences

3-5.RI. Research and Information Literacy—By the end of grade 5 each student will:

3-5.RI.1. identify search strategies for locating information with support from teachers or library media specialists

3-5.RI.2. use digital tools to find, organize, analyze, synthesize, and evaluate information

3-5.RI.3. understand and discuss that web sites and digital resources may contain inaccurate or biased information

3-5.RI.4. understand that using information from a single Internet source might result in the reporting of erroneous facts and that multiple sources should always be researched

3-5.CT. Critical Thinking, Problem Solving, and Decision Making —By the end of grade 5 each student will:

3-5.CT.1. use digital resources to access information that can assist in making informed decisions about everyday matters (e.g., which movie to see, which product to purchase)

3-5.CT.2. use information and communication technology tools (e.g., calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist with solving problems

3-5.CT.3. use digital resources to identify and investigate a state, national, or global issue (e.g., global warming, economy, environment)

3-5.DC. Digital Citizenship—By the end of grade 5 each student will:

3-5.DC.1. discuss scenarios involving acceptable and unacceptable uses of technology (e.g., file-sharing, social networking,

text messaging, cyber bullying, plagiarism)

3-5.DC.2. recognize issues involving ethical use of information (e.g., copyright adherence, source citation)

3-5.DC.3. describe precautions surrounding personal safety that should be taken when online

3-5.DC.4. identify the types of personal information that should not be given out on the Internet (name, address, phone number, picture, school name)

3-5.TC. Technology Operations and Concepts—By the end of grade 5 each student will:

3-5.TC.1. use basic input and output devices (e.g., printers, scanners, digital cameras, video recorders, projectors)

3-5.TC.2. describe ways technology has changed life at school and at home

3-5.TC.3. understand and discuss how assistive technologies can benefit all individuals

3-5.TC.4. demonstrate proper care in the use of computer hardware, software, peripherals, and storage media

3-5.TC.5. know how to exchange files with other students using technology (e.g., network file sharing, flash drives)

3-5.CI. Creativity and Innovation—By the end of grade 5 each student will:

3-5.CI.1. produce a media-rich digital project aligned to state curriculum standards (e.g., fable, folk tale, mystery, tall tale, historical fiction)

3-5.CI.2. use a variety of technology tools and applications to demonstrate his/her creativity by creating or modifying works of art, music, movies, or presentations

3-5.CI.3. participate in discussions about technologies (past, present, and future) to understand these technologies are the result of human creativity

9-12.CC. Communication and Collaboration—By the end of grade 12 each student will:

9-12.CC.1. identify various collaboration technologies and describe their use (e.g., desktop conferencing, webinar, listserv,

blog, wiki)

9-12.CC.2. use available technologies (e.g., desktop conferencing, e-mail, videoconferencing, instant messaging) to communicate

with others on a class assignment or project

9-12.CC.3. collaborate in content-related projects that integrate a variety of media (e.g., print, audio, video, graphic, simulations,

and models)

9-12.CC.4. plan and implement a collaborative project using telecommunications tools (e.g., ePals, discussion boards, online groups, interactive web sites, videoconferencing)

9-12.CC.5. describe the potential risks and dangers associated with online communications

9-12.CC.6. use technology tools for managing and communicating personal information (e.g., finances, contact information,

schedules, purchases, correspondence)

9-12.RI. Research and Information Literacy—By the end of grade 12 each student will:

9-12.RI.1. develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments,

online surveys)

9-12.RI.2. identify, evaluate, and select appropriate online sources to answer content related questions

9-12.RI.3. demonstrate the ability to use library and online databases for accessing information (e.g., MEL, Proquest, Infosource,

United Streaming)

9-12.RI.4. distinguish between fact, opinion, point of view, and inference

9-12.RI.5. evaluate information found in selected online sources on the basis of accuracy and validity

9-12.RI.6. evaluate resources for stereotyping, prejudice, and misrepresentation

9-12.RI.7. understand that using information from a single internet source might result in the reporting of erroneous facts

and that multiple sources must always be researched

9-12.RI.8. research examples of inappropriate use of technologies and participate in related classroom activities (e.g., debates,

reports, mock trials, presentations)

9-12.CI. Creativity and Innovation—By the end of grade 12 each student will:

9-12.CI.1. apply advanced software features (e.g. built-in thesaurus, templates, styles) to redesign the appearance of word

processing documents, spreadsheets, and presentations

9-12.CI.2. create a web page (e.g., Dreamweaver, iGoogle, Kompozer)

9-12.CI.3. use a variety of media and formats to design, develop, publish, and present projects (e.g., newsletters, web sites, presentations, photo galleries)

9-12.CT. Critical Thinking, Problem Solving, and Decision Making —By the end of grade 12 each student will:

9-12.CT.1. use digital resources (e.g., educational software, simulations, models) for problem solving and independent learning

9-12.CT.2. analyze the capabilities and limitations of digital resources and evaluate their potential to address personal, social, lifelong learning, and career needs

9-12.CT.3. devise a research question or hypothesis using information and communication technology resources, analyze

the findings to make a decision based on the findings, and report the results

9-12.DC. Digital Citizenship—By the end of grade 12 each student will:

9-12.DC.1. identify legal and ethical issues related to the use of information and communication technologies (e.g., properly selecting

and citing resources)

9-12.DC.2. discuss possible long-range effects of unethical uses of technology (e.g., virus spreading, file pirating, hacking)

on cultures and society

9-12.DC.3. discuss and demonstrate proper netiquette in online communications

9-12.DC.4. identify ways that individuals can protect their technology systems from unethical or unscrupulous users

9-12.DC.5. create appropriate citations for resources when presenting research findings

9-12.DC.6. discuss and adhere to fair use policies and copyright guidelines

9-12.TC. Technology Operations and Concepts—By the end of grade 12 each student will:

9-12.TC.1. complete at least one online credit, or non-credit, course or online learning experience

9-12.TC.2. use an online tutorial and discuss the benefits and disadvantages of this method of learning

9-12.TC.3. explore career opportunities, especially those related to science, technology, engineering, and mathematics

and identify their related technology skill requirements

9-12.TC.4. describe uses of various existing or emerging technology resources (e.g., podcasting, webcasting, videoconferencing,

, online file sharing, global positioning software)

9-12.TC.5. identify an example of an assistive technology and describe its potential purpose and use

9-12.TC.6. participate in a virtual environment as a strategy to build 21st century learning skills

9-12.TC.7. assess and solve hardware and software problems by using online help or other user documentation

9-12.TC.8. explain the differences between freeware, shareware, open source, and commercial software

9-12.TC.9. participate in experiences associated with technology-related careers

9-12.TC.10. identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav, wmv, mp3, avi, pdf)

9-12.TC.11. understand and discuss how assistive technologies can benefit all individuals

9-12.TC.12. demonstrate how to import/export text, graphics, or audio files

9-12.TC.13. proofread and edit a document using an application's spelling and grammar checking functions

Student Achievement

B. GOALS/GENERAL STRATEGIES: Information regarding the four core areas of Social Studies, Science, Math and Language Arts was taken from the Watersmeet Township School District's School Improvement Plan.

Social Studies:

Our staff goal is to increase levels of student achievement as defined by state Social Studies standards and benchmarks in order to maintain AYP at all levels tested.

Our focus will be: increasing student achievement with an increased use of technology in the classroom.

Strategies:

1. Disaggregate and analyze data from MEAP or state test and H.S.P.T. results to ensure continued improvement of students in the Social Studies curriculum.
2. Continue to define, prioritize and acquire supplemental materials that enable teachers to adequately teach all state benchmarks of the aligned
3. Use data analysis tools such as data director to track student success.

EVIDENCE OF NEED: Number of students scoring below the proficient level in the MEAP or state test test.

EVIDENCE OF SUCCESS: An increase of student learning as reflected in classroom assessment and MEAP or state test scores.

ANNUAL OBJECTIVES: Students in grades 4-12 will improve Social Studies skills as defined by state standards.

STRATEGIES TO MEET ANNUAL OBJECTIVES	PERSON(S) RESPONSIBLE	TARGET DATE	EVIDENCE OF COMPLETION
Teachers will continue the process of aligning our curriculum with the state objectives	4-7 Social Studies teachers, 8-12 Social Studies teacher	Ongoing	Problem areas are identified and curriculum is aligned
Incorporate writing strategies to reflect and meet state objectives using technology such as Google Docs	4-12 Social Studies teachers	Ongoing	Improved MEAP or state test scores in the writing area of Social Studies
Develop and up to date video/computer software library	4-12 Social Studies teachers, Tech coordinator, Librarian	Ongoing	Mastery list created

FOCUS AREAS: Increase knowledge in technology and various media resources to assist continued academic growth of students in Social Studies.

ACTIVITIES	PERSON(S) RESPONSIBLE	TARGET DATE	EVALUATION
Preview video/computer programs to ensure state objectives are met.	4-12 Social Studies teachers, Librarian, Tech. Coordinator	Ongoing	Materials previewed and purchased if acceptable
Continued curriculum alignment and disaggregate data from MEAP or state test	4-12 Social Studies teachers	Ongoing	Curriculum will meet state objectives, problem areas addressed

Science:

Our staff goal is to increase levels of student learning as defined by state science standards and benchmarks in order to maintain AYP at all levels tested.

Our focus will be: Improvement of science achievement through the use of technology and increased use of lab

Strategies:

1. Teacher education through in-service and cooperative

learning.

FIRST YEAR GOALS: Analyze the objectives being taught at each grade level and make sure they are aligned with the revised state objectives K-12

EVIDENCE OF NEED: MEAP or state test scores reflect that a high percentage of our students are scoring below average.

EVIDENCE OF SUCCESS: An increase of student learning as reflected in classroom assessment and MEAP or state test scores

ANNUAL OBJECTIVES: Increase the number of students scoring at the “proficient” level on

the MEAP or state test tests.

STRATEGIES TO MEET ANNUAL OBJECTIVES	PERSON(S) RESPONSIBLE	TARGET DATE	EVIDENCE OF COMPLETION
Teachers will continue the process of aligning our curriculum to the state objectives	Teachers K-12	Ongoing	This will be an ongoing process
Order the supplies needed in the science labs.	Teachers 4-12	Ongoing	Materials and equipment ordered
Utilizing streaming services such as United Streaming	Teachers K-12	Ongoing	Teachers are using streaming in classroom.
Collect and organize all science computer software	Teachers K-12	Ongoing	Master list will be made and distributed to each science teacher
Revise and expand the existing list of objectives combining the textbook, supplemental materials, and writing strategies that reflect state and federal mandates.	Teachers 4-12	Ongoing	

FOCUS AREAS: 1) Use of technology in the science classrooms to assist students in the areas of measurement, graphing, predicting and analyzing data

2) Incorporation of more lab activities into science lessons

ACTIVITIES	PERSON(S) RESPONSIBLE	TARGET DATE	EVALUATION
Attend available teacher in-services relating to technology in the classroom	Teachers K-12	Ongoing	List of teachers and in-services attended
Incorporate what has been learned from the in-services into our teaching methods	Teachers K-12	Ongoing	Teachers report on technology used.
Use available staff to demonstrate the use of equipment we currently have in cases where it is not being used to a full extent	Teachers K-12	Ongoing	Teacher record of activities and new technology used

Math:

Our staff goal is to increase levels of student achievement as defined by state math standards and benchmarks in order to maintain AYP at all levels tested.

Strategies:

1. All math teachers will examine current MEAP or state test data to disaggregate it and devise the best math program possible to help ensure the future success of our students as measured by the current state standards.
2. A list of supplemental mathematical resources, primarily computer software, will be developed and distributed to all teachers involved in mathematics education in grades K-12. These lists will then be examined to determine if additional materials are needed to enhance the current mathematics curriculum.

FIRST YEAR GOALS: Evaluate the effectiveness of Accelerated Math and Math Facts in a Flash

EVIDENCE OF NEED: Poor performance on MEAP or state test along with teacher awareness of gaps that exist between student achievement levels in individual math classes.

EVIDENCE OF SUCCESS: Attain AYP in all areas tested. A larger percentage of our student population will be scoring in the upper levels as defined by the MEAP or state test. Also an increase in mastered objectives as defined by the Accelerated Math and Star Math diagnostic tests to place students at math grade level equivalency.

ANNUAL OBJECTIVES: Each fall students will take the Star Math diagnostic test to help place them at the appropriate level in the program. The familiarity of the teacher with individual student achievement will also be factored in as to what the math curriculum will be for individual students.

STRATEGIES TO MEET ANNUAL OBJECTIVES

PERSON(S) RESPONSIBLE

TARGET DATE

EVIDENCE OF COMPLETION

Examine data from MEAP or state test	K-3 Teachers 4-6 Teachers 7-11 Math Teachers Title I Teacher	Ongoing	Identification of high needs areas.
Prioritize a list of additional materials needed to enhance mathematics curriculum.	K-3 Teachers 4-6 Teachers 7-11 Math Teachers Title I Teacher	Ongoing	A list of available materials will be in the hands of each math teacher.
Implementation of the Accelerated Math program in Grades K-6	Title I Teacher		
Review the effectiveness of the Accelerated Math and Math Facts in a Flash programs in Grades K-8	4-6 Teachers 7-11 Math Teachers	Ongoing	Redefining the order of objectives and the degree of improvement shown by our students from the previous year.
Review and revise school improvement plan and annual education report to reflect current situation.	School Improvement Team and remaining staff members	Ongoing	Revise the School Improvement Goals to reflect current needs.
Review the effectiveness of the Odysseyware math programs in Grades 3-8	3-8m		Redefining the order of objectives and the degree of improvement shown by our students from the previous year.

FOCUS AREAS: Staff will become familiar with using the Star Math and Accelerated Math programs and how to determine their effectiveness in meeting state standards and the needs of individual students.

ACTIVITIES	PERSON(S) RESPONSIBLE	TARGET DATE	EVALUATION
Implementation of Accelerated Math and Star Math programs in Grades K-8 with training of teacher on how to effectively use them.	K-8 Math Teachers	Ongoing	Grade 4 and 5 Math teacher will show proficiency in using Accelerated Math and Star Math

Examine data from MEAP or state test	K-3 Teachers		
Test	4-6 Teachers	Ongoing	Identification of high needs areas
	7-11 Math Teachers		
	Title I Teacher		
Review the effectiveness of the Accelerated Math program in Grades K-8 and Math Curriculum as a whole in Grades K-12	K-3 Teachers	Ongoing	Use Star Math to help in placement of students at the appropriate level in math curriculum and to redefine the sequence in which objectives are taught
	4-6 Teachers		
	7-11 Math Teachers		
Review and revise School Improvement Plan and annual education report to reflect current situations	School Improvement Team and remaining staff members	Ongoing	Revise the School Improvement goals

Language Arts:

Our staff goal is to increase levels of student achievement as defined by state curriculum framework standards and benchmarks in order to maintain AYP at all levels tested.

Our focus will be:

Strategies:

1. 7-12 teachers will meet and examine current classroom practices directed toward meeting Michigan MEAP or state test standards for Reading and Writing. Examination of released MEAP or state test test data will be used to measure possible usefulness or deficiency of current Reading/Writing instructional experiences.
2. 7-12 teachers will meet to disaggregate current MEAP or state test data to pinpoint potential weaknesses in current Language Arts curriculum.

FIRST YEAR GOALS: Ascertain current Language Arts practices, pinpoint deficiencies, and

use available resources to improve instructional practices.

EVIDENCE OF NEED: Curriculum analysis and current MEAP or state test test data

EVIDENCE OF SUCCESS: Outlines of curriculum practices produced, list of weak areas according to disaggregated test data, print outs of effective instructional practices to address deficiencies, and all students effectively enrolled in Star and Accelerated Reader

STRATEGIES TO MEET ANNUAL OBJECTIVES	PERSON(S) RESPONSIBLE	TARGET DATE	EVIDENCE OF COMPLETION
Current Language Arts curriculum review and its focus on meeting MEAP or state test standards	7-12 Language Arts teacher	Ongoing	Outline of current practices compared with MEAP or state test standards and MEAP or state test test expectations.
Disaggregate MEAP or state test data to pinpoint possible weak instructional practices.	7-12 Language Arts teacher	Ongoing	List of weak areas pertaining to current MEAP or state test standards and benchmarks.
Initiate K-12 use of Accelerated Reader programs to promote independent reading skills.	7-12 Language Arts teacher	Ongoing	All K-12 students tested in Star Reader and enrolled in Accelerated Reader program.

ACTIVITIES	PERSON(S) RESPONSIBLE	TARGET DATE	EVALUATION
In-service to review current curriculum and its focus on MEAP or state test standards.	K-3	Ongoing	Outline of current practices compared with MEAP or state test standards and MEAP or state test test expectations.
	4-6 ELA		
	7-12 Teachers		
In-service training in data director desegregation software in order to identify current L.Arts deficiencies.	Title I	Ongoing	List of weak areas pertaining to current MEAP or state test standards and benchmarks.
	K-3		
	4-6 ELA		
In-service training in Accelerated Reader and Star Reader programs.	7-12 Teachers	Ongoing	All K-12 students tested in Star Reader and enrolled in Accelerated Reader program.
	Title I		
	K-3		
Evaluation of Odysseyware Language arts program and ongoing training.	3 - 8 ELA teachers	Ongoing	All 3-8 students enrolled in Odysseyware

C. Distance Learning: The Watersmeet Township School District will make every effort to provide their students and staff with Distance Learning opportunities. This will be achieved through the use of technology via the Michigan Virtual High School, Michigan Virtual University, Video Conferencing equipment and any other means necessary to bring outside learning opportunities into the District.

D. Parental Involvement: Parent and/or community member involvement is sought in technology planning by inviting various members from the Watersmeet community to be part of the technology team. At the time of the writing of this document the Technology Team consists of the people from the following areas: 1 Board member, 1 school Administrator, 2 Lac Vieux Desert Education Department employees, 5 from within the school district (Teachers, Librarian, Reading Coach) and 3 Parents (with students in grades K -12).

Communication between staff and parents will be achieved through both traditional and technological means. Students and staff are provided with e-mail addresses through the school districts network. All staff will be trained in the electronic method of communication and will be encouraged to use this method to communicate with parents. The District has a web page that informs parents of current and upcoming events and a link to the District Technology Plan. Bi Weekly progress reports are sent home, informing parents of their student's current progress within the curriculum.

1. **Program development for adult literacy:** Adult literacy will be promoted through the use of the computer lab for continuing education at both the high school and college levels. This program is through collaboration of the Lac Vieux Desert Education Department, Gogebic Community College and the Watersmeet Township School District. Computer education classes will be periodically offered to the general public to increase awareness of available technology within the community of Watersmeet and to promote use of Technology in everyday life.

Technology Delivery

C. Distance Learning: The Watersmeet Township School District will make every effort to provide their students and staff with Distance Learning opportunities. This will be achieved

through the use of technology via the Michigan Virtual High School, Michigan Virtual University, Video Conferencing equipment ,and any other means necessary to bring outside learning opportunities into the District.

Parental Communications & Community Relations

D. Parental Involvement: Parent and/or community member involvement is sought in technology planning by inviting various members from the Watersmeet community to be part of the technology team. At the time of the writing of this document the Technology Team consists of the people from the following areas: 1 Board member, 1 school Administrator, 2 Lac Vieux Desert Education Department employees, 5 from within the school district (Teachers, Librarian, Reading Coach) and 3 Parents (with students in grades K -12).

Parents and students now have the ability to check student grades through Powerschool.

Communication between staff and parents will be achieved through both traditional and technological means. Students and staff are provided with e-mail addresses through the school districts network. All staff will be trained in the electronic method of communication and will be encouraged to use this method to communicate with parents.

The District has a web page that informs parents of current and upcoming events and a link to the District Technology Plan. Bi

Weekly progress reports are sent home, informing parents of their student's current progress within the curriculum.

Collaboration

1. **Program development for adult literacy:** Adult literacy will be promoted through the use of the computer lab for continuing education at both the high school and college levels. This program is through collaboration of the Lac Vieux Desert Education Department, Gogebic Community College and the Watersmeet Township School District. Computer education classes will be periodically offered to the general public to increase awareness of available technology within the community of Watersmeet and to promote use of Technology in everyday life.

Professional Development

Professional Development Goals and Strategies:

Goal 1 – The goal of professional development is to provide all staff members of the Watersmeet Township School District with the skills and knowledge they need to lead their students in the use of technology as it pertains to both school and personal use.

Goal 2 – The goal of professional development is to provide all staff members of the Watersmeet Township School District with the skills and knowledge they need to integrate technology into their curriculum.

Timeline - Professional development opportunities will be offered throughout each year, giving all interested parties the time needed to obtain a comfortable level of technology use and the skills and knowledge to integrate technology into the curriculum. See Supporting Resources for a list of possible Professional Development resources. In August 2014, all teachers will attend training on Accelerated Math and Odysseyware to receive updates and learn about advanced features of these programs.

Supporting Resources

G. Strategies and Supporting Resources: All staff will be encouraged to attend teacher workshops and training sessions in all areas of technology. Substitute teachers/stipends may be provided for the staff involved in the training programs. Incentives will be used to encourage teachers to attend training sessions within the school district. Half-day in-services may be periodically established to inform and instruct teachers on the use of technology in their classroom. Training sessions will be conducted by outside personnel and by the technology coordinator. Staff will be encouraged to request individualized training as needed to support and encourage the acquisitions of curriculum related software.

All effort will be made to ensure that all staff members are involved with the professional development process. Professional development opportunities will be sought by the technology coordinator, the district administration (including the Business Manager) and all staff members. Staff members are encouraged to share their area of expertise with others, through scheduled training sessions or to simply help were needed. Any and all acquisitions of new technology may be accompanied by training opportunities. Every effort will be made to ensure that all staff is efficient in the use of technology according to state and national standards.

Supporting resources: The following is a list of possible resources to be used for professional development. As progress is made, and/or changes occur, this list may be modified before the termination of this document.

Personnel for REMC1

Personnel from the Gogebic Ontonagon Intermediate School District

District Technology Coordinator and other school personnel

Private Vendors

Software

Web-based resources

Video conferencing

United Streaming

NETS

ISTE

TSSA

MACUL

Infrastructure Needs/Technical Specification, and Design

III. INFRASTRUCTURE/TECH SUPPORT HARDWARE SOFTWARE

Strategies: The Watersmeet Township School Districts network infrastructure consists of the

following basic components; Routers, hubs, switches, wireless access points, a virtual server, 75-networked desktop lap computers, 3 networked color laser printers, 20 additional printers, 2 wireless laptop carts (each with 16 laptops), 12 video projectors, 1 smart board, and 1 video conferencing camera. Televisions and VCR/DVD players are located in many of the classrooms, with access provided to all when needed. The computer to student ratio is approximately 1:1.

Software/hardware will be purchased to encourage the use of technology throughout the curriculum. All items purchased will be aligned with the appropriate curriculum area. Training by outside personnel and staff personnel will be provided. Training will be in the area of general computer use and in the usage of the Internet. Informing staff of available options will increase their desire to incorporate computers and technology in their classrooms. Increased usage of the lab and of the library computers will be encouraged. Learning disabled students who have a visual-motor integration deficit will benefit greatly and be able to compete with their non-handicapped peers. Technology will be a tool in every classroom that assists the learning process. Video conferencing, video streaming (United Video) and Michigan Curriculum Standards are just some of the means that will be used to improve the use of technology by both students and staff.

Software:

Watersmeet Township currently is enrolled in the Microsoft Volume License agreement, which keeps all Microsoft operating systems and software suites current. We also have student licenses for Odysseyware course ware, and Accelerated Math, Star Math, Accelerated Reader, Star Reader, and Math Facts in a Flash.

80% of our hardware is in good to excellent condition. The remaining 20% will be replaced over the time period of this document. 100% of the classrooms, offices and the library have networked computers. Wireless internet access is provided for 100% of the teaching staff and students.

Description of technologies to be acquired:

2014-15 School Year:

Purchase 80 Chromebooks

Purchase/install ceiling mounts for projectors in every room.

Renew Odysseyware subscriptions

Renew Renaissance Learning licenses

Continue upgrading/replacing computers throughout the school

Replace/upgrade office technology, including Business Manager and school secretaries

Continue upgrading/replacing computers for classrooms as needed.

Maintain network linked to Internet

Replace/upgrade wiring when needed

Maintain/upgrade wireless access points

Instruct staff on the use of wireless technology

Purchase software for classroom use at elementary level and software needed for Curriculum Alignment. Continual evaluation of such needs.

Purchase or upgrade of printers for lab, library and classrooms.

Purchase any peripherals necessary to achieve maximum success in integrating technology into the classroom

Evaluation of current video conferencing equipment – replace upgrade if needed

2015-16 School Year:

Continue upgrading/replacing computers in lab

Renew Odysseyware subscriptions

Renew Renaissance Learning licenses

Continue upgrading/replacing computers for classrooms s needed.

Maintain/upgrade network linked to Internet

Evaluate computers in library - upgrade and replace as needed.

Purchase software for classroom use at elementary level and software needed for Curriculum Alignment. Continual evaluation of such needs.

Purchase or upgrade of printers for lab, library and classrooms.

Purchase wireless access points and any necessary wireless technology

Instruct staff on the use of wireless technology

Purchase any peripherals necessary to achieve maximum success in integrating technology into the classroom

Evaluation of current video conferencing equipment – replace upgrade if needed

2016-17 School Year:

Renew Odysseyware subscriptions

Renew Renaissance Learning licenses

Continue upgrading/replacing computers in lab

Continue upgrading/replacing computers for classrooms s needed.

Maintain/upgrade network linked to Internet

Evaluate computers in library - upgrade and replace as needed.

Purchase software for classroom use at elementary level and software needed for Curriculum Alignment. Continual evaluation of such needs.

Purchase or upgrade of printers for lab, library and classrooms.

Purchase wireless access points and any necessary wireless technology

Instruct staff on the use of wireless technology

Purchase any peripherals necessary to achieve maximum success in integrating technology into the classroom

Evaluation of current video conferencing equipment – replace upgrade if needed

Technical support:

Technical support for District personnel is available through REMC1, GOISD personnel and the current vendor to the school district. Technical assistance is also available through private consulting companies and web based resources. Technical support for software is available through the various companies, the Internet and the previously mentioned personnel.

Supporting resources:

All textbooks used in technology related areas will be periodically evaluated for relevancy according to updated technological standards. Current printed material will be available for the staff and the students. Internet access will be provided to staff, students and community through and establishment of regular lab hours and training courses offered throughout the school year.

Increase Access

I. Strategies to increase access:

All information throughout this document is considered strategies that will increase student and staff use of technology both in and out of school. Providing students and staff with various forms of technology that is current and easy to use (easy to use meaning that training is provided to all to insure that the user is comfortable with many aspects of technology) increases the use of technology throughout the District. All classrooms are wired and have wireless access to connect with the Local Area Network, which includes Internet access. Wireless laptops are available for student and staff use. Through a collaborative effort with the Gogebic Ontonagon Intermediate School District every effort will be made to provide assistive technology were needed.

Budget and Timetable

IV. FUNDING AND BUDGET

J. TIMETABLE

Phase 1: 2014-2015 School year – Purchase 80 Chromebooks with admin console licenses. Purchase iPads for teachers. Purchase of multi-media computers for placement throughout the

district. Continual evaluation of computers in all classrooms, upgrade/add were needed, provide

necessary training to all staff. Evaluate current software and licensing needs, purchase necessary and appropriate items.

Phase 2: 2015 – 2016 School year – Install projectors on ceilings of all classrooms. Continue evaluation of all current equipment - replace were needed, purchase computers for classroom use, evaluate video conferencing equipment, purchase any necessary equipment, provide necessary training to all staff. Evaluate current software and licensing needs, purchase necessary and appropriate items.

Phase 3: 2016- 2017 School year - evaluate all current equipment, replace/upgrade were needed, provide necessary training to all staff, implement adult literacy programs and evaluate video conferencing equipment. Evaluate current software and licensing needs, purchase necessary and appropriate items.

K. PROJECTED TOTAL COSTS

Funds for technology purchases are obtained from the General Fund and through the Coordination of Resources listed below. Funds are not limited to these resources and may change throughout the time limit of this document.

Budget

Technology	2014 / 15	2015/ 16	2016/17	3 year total
Fiber Optic	10,000	10,000	10,000	30,000
Internet Access – E-Mail – Tech Support - Contracted Services	35,000	35,000	35,000	105,000
License	6,000	6,500	7,000	19,500
Software	1,000	1,000	1,000	3,000
Hardware	25,000	20,000	15,000	60,000
Professional Development	3,000	3,000	3,000	9,000
Computer Supplies	15,000	16,000	16,000	47,000
Total:	95,000	91,500	87,000	273,500

Coordination of Resources

Coordination of Resources

Use of Grant Funding

REAP

Title I

Evaluation

V. MONITORING AND EVALUATION

1. **Strategies:** Proficiency levels in language arts, math, science and social studies will show adequate yearly progress as measured by the MEAP or state test.

By the end of each academic year, 100% of the teaching and administrators will have participated in some type of technology training. Such training will be based on the results of a needs assessment survey (written or oral), given annually to all staff members. Staff members will complete evaluation surveys at the completion of each training session. Professional development records will be maintained for each staff member.

Ongoing evaluation of the effectiveness of the Network and the use of Internet resources will be achieved through both written and verbal communication. The districts technology coordinator will handle all communication pertaining to technology. Written surveys and e-mail questionnaires will be the primary methods of evaluation.

The integration of technology into the teaching and learning process will be a component of the district's teacher evaluation process. Information from teacher evaluations and the professional development records will be used in planning professional development activities during the year.

A regular review process coordinated by the district technology committee will assess the district's K-12 computer curriculum in regards to the Technology Content Standards in the Michigan Curriculum Frameworks. Review will include, but not be limited to, the following:

Use and transfer technological knowledge and skills for life roles (family member, citizen, worker, consumer, lifelong learner);

Use technologies to input, retrieve, organize, manipulate, evaluate, and communicate information;

Apply appropriate technologies to critical thinking, creative expression, and decision-making skills;

Employ a systematic approach to technological solutions by using resources and processes to create, maintain, and improve products, systems, and environments;

Apply ethical and legal standards in planning, using, and evaluating technology; and

Evaluate the societal and environmental impacts of technology and forecast alternative uses and possible consequences to make informed civic, social, and economic decisions.

Acceptable Use Policy

M. Filtering and Acceptable Use Policy:

Filtering:

All and any information obtained on the Internet may contain material inappropriate to the school environment. The Watersmeet Township School District does not support the use of such materials and will not permit inappropriate materials to be accessed within the school environment. In compliance with CIPA (Children's Internet Protection Act) the Watersmeet Township School District filters Internet access. Students and Staff knowingly attempting to, or accessing any, inappropriate information will be dealt with according to policies outlined in the Acceptable Use Policy. The Watersmeet Township School District is not responsible for information and or the content of the Internet and assumes no liability for any access to inappropriate material that may occur. Filtering is done in the district with services provided by REMC 1. Fortiguard® is currently the program in place (Fortiguard is a CIPA compliant software package). Both REMC1 and the District have control over what is filtered. Every effort is made by the staff of the District to insure a safe environment for its students.

Acceptable Use of Information Systems:

Watersmeet Township School District

Student Technology Acceptable User Policy

This policy governs the use of computers, networks, and related services in the Watersmeet Township School District (WTSD). Users of WTSD technology are defined to include all students. Users of the resources are responsible for understanding and following this policy.

NOTE: At the beginning of every school year, or at time of new entrance to the District, student users must read, sign this form, and have it with them at all times. This form is a part of the student users' handbook and will be used as acknowledgement that they have received, read, understand, and will abide by the District's acceptable use policy for technology. All adult users will sign the form and return it to the District's Technology Director. Each student user will be given a username and password when signed form is presented to the appropriate district personnel.

WATERSMEET TOWNSHIP SCHOOL DISTRICT COMPUTER SYSTEM

Access to and use of the WTSD Computer System is a privilege granted to users. The WTSD Computer System includes but is not limited to: computers, printers, copiers, digital photo equipment, communications networks, network accounts, web pages, and related services.

The district reserves the rights to deny, limit, revoke, or extend computing privileges and access. In addition, alleged violations of this policy or violation of other District policies in the course of using the Computer System may result in an immediate loss of computer privileges and may also result in the referral of the matter to the appropriate authority.

The District reserves the right to access and disclose all messages, data files and programs sent over or stored in its Computer System without prior notification or permission from the user. The District further reserves the right to

monitor and log technology use on the Computer System. Therefore, **users cannot expect absolute privacy** from District personnel as it relates to the use of the District's computer network.

PRIVILEGES

The use of the District's network is a privilege, not a right, and inappropriate use may result in a cancellation of those privileges.

The Technology Director/Network Administrator, in conjunction with the appropriate building administrator and/or Superintendent, will make all decisions regarding whether or not a user has violated this policy and may deny, revoke, or suspend access at any time.

USER ACCOUNTS

All District issued computer accounts, including but not limited to network and communications, instructional, and professional program accounts are issued for instructional/administrative purposes. Every account issued by the district is the responsibility of the person in whose name it is issued. The user must keep the account secure from unauthorized access by keeping the password secret, and by reporting to the Technology Director/Network Administrator, or a district administrator, when anyone else is suspected of using the account. Passwords are not to be shared. **Users will be held fully responsible for any inappropriate use of their accounts.**

ELECTRONIC COMMUNICATION

The WTSD uses a school board approved e-mail program for communication and collaboration with others inside and outside of the WTSD network. We provide students, teachers and staff with the ability to communicate electronically using email, conferences, and private/public chats. Use of this system is intended for District business only. Access and use of any outside email accounts while using the District Computer System is not allowed and may be seen as a network violation if found to be used during the normal school day.

ACCEPTABLE USE

Access to the District's network **must be for the purpose of education or the administration of same**, and must be consistent with the educational objectives of the District. Use of the file server, (H: drive and any other network folders), should be used to store WTSD work only. Printers should be used only for school district purposes. **Student users should only print one copy of any document.** Additional student user copies should be printed only after approval is received by a teacher or administrator.

Watersmeet Township School District Student Technology Acceptable User Policy

UNACCEPTABLE USE (MINIMUM)

You are responsible for your actions and activities involving the network. Any violations of listed activities and and/or any violation as seen as inappropriate by district administrators or the local technology directors will result in disciplinary action. Such actions will be determined at the time of the violation and are subject to level of severity and type of violation. The district reserves the right to determine if additional activities not listed here are in violation of district policies.

Some examples of unacceptable use are:

- Using the network for any illegal activity, including violation of copyright and/or other contracts and/or transmitting any material in violation of any United States, state or local government regulations.
- Students are to use their assigned school email system, Gagggle. Use of any other email system such as MSN, Yahoo, Hotmail, etc. without permission of classroom teacher, may result in loss of computer privileges.
- Students are not permitted to use the chat feature on any website or program without specific approval from the classroom teacher.
- Copying computer program(s) from the Computer System is prohibited;
- Downloading of software to local computers, external drives and/or network drives, (i.e., H: drive, Profile folder, Shared/Drop folder, etc.); without prior approval of local district administrator or the technology director;
- Network drives should not contain any of the following, (but is not limited to items in this list): games, programs (any executable files), internet browsers, MP3s, and/or pictures not related to courses being taken in the district;
- External drives should not contain games, internet browsers, executables and/or files that are in direct opposition to this policy;
- Wastefully using resources, including but not limited to file space and/or copiers/printers and/or creating unnecessary network traffic;
- Actions that give simulated sign off messages, public announcements, and/or other fraudulent system responses;
- Using the network for private financial and/or commercial gain;
- Using the network for commercial and/or private advertising;
- Invading the privacy of individuals;
- Gaining unauthorized access to resources and/or entities;
- Using another user's account and/or password;
- Attempting to access and/or monitor another user's account;
- Using the network while access privileges are suspended and/or revoked;
- Using the Computer System to gain and/or attempt to gain unauthorized access to remote computers;
- Obtaining passwords, gaining access to and/or copying other user's electronic communications, and/or otherwise interfering with and/or destroying the work of other users;
- Attempts to read, delete, copy, and/or modify the electronic mail and/or documents of another user;
- Accessing, reading, copying, changing, disclosing, and/or deleting another user's messages, files and/or software;
- Forging e-mail, including concealment of the sender's identity;
- Posting material authored and/or created by another without his/her consent;
- Posting anonymous messages;
- Accessing (or attempting to access), submitting, posting, publishing, and/or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, ethnically offensive, harassing, inappropriate and/or illegal material (including Facebook, MySpace, forums, etc.);
- Sending annoying, abusive, profane, lewd, rude, threatening, disrespectful, defamatory, false, and/or offensive messages is prohibited. Some examples include: obscene, threatening, and/or repeated unnecessary messages; sexually, ethnically, racially, and/or religiously offensive messages; continuing to send messages after a request to stop; and/or procedures that hinder a computer session;
- Attempting to circumvent data protection schemes and/or uncover a security loophole is prohibited, e.g. proxies;
- Intentionally destroying equipment and/or anything stored on the computer System and/or deliberately performing any act that will seriously impact the operation of the Computer System is prohibited;
- Running and/or installing on the Computer System, and/or giving to another, a program that could result in the eventual damage to a file and/or the Computer System, and/or the reproduction of itself, is prohibited. This prohibition includes, but is not limited to, the classes of programs known as computer viruses, Trojan Horses,

and worms;

- Copyright infringement. Use of Copyrighted Materials; Copyrighted material shall be used in accordance with federal law, including the fair use doctrine;
- Plagiarism of any type.

WATERSMEET TOWNSHIP SCHOOL DISTRICT

NETWORK USE AGREEMENT

Student

This agreement must be signed before any Network access is allowed, this includes but is not limited to file access on the network, Internet access, use of e-mail and any other activity directly involving the computer network. You will not be given a user name and password until this form has been completed

You will have no computer access without your user name and password.

I have read the previous information and understand the content. I will abide by the Watersmeet Township School District Student Technology Acceptable User Policy, understanding that if I commit any violation of the regulations, my access privileges may be revoked immediately and school disciplinary and or appropriate legal action may be taken. I fully understand my responsibilities in the use of the school network and acknowledge that any access is not confidential and may be accessed by network administrators at any given time.

Student Signature

Grade

WATERSMEET TOWNSHIP SCHOOL DISTRICT

NETWORK USE AGREEMENT

Parent

As the parent or guardian of this student, I have read the Watersmeet Township School District Student Technology Acceptable User Policy. I understand that this access is designed for educational purposes. I recognize it is impossible for Watersmeet Schools to restrict access to all controversial materials and I will not hold them responsible for materials acquired on the network. I hereby give permission to issue Network account for my child – this account may include e-mail. I recognize that my child's picture may appear on the Watersmeet Township School District WebPages at <http://www.watersmeet.k12.mi.us>.

Parent Signature

Date

In exchange for the use of the Network resources either at school or away from school, I understand and agree to the following:

1. The use of the Network is a privilege which may be revoked at any time and for any reason. Appropriate reasons for revoking privileges include, but are not limited to, the altering of system software, the placing of unauthorized information, computer viruses or harmful programs on or through the computer system in either public or private files or messages. The District reserves the right to remove files, limit or deny access, and refer the Staff Member if the infraction is criminal, to law enforcement authorities for criminal and/or civil prosecution.
2. The District reserves the rights to any material stored in files which are generally accessible to others and will remove any material which the District, at its sole discretion, believe may be unlawful, obscene, pornographic, abusive, or otherwise objectionable. Staff Members will not use their District-approved computer account/access to obtain, view, download, or otherwise gain access to such materials.
3. All information services and features contained on District or Network resources are intended for the private use of its registered users and any use of these resources for commercial-for-profit or other unauthorized purposes (i.e. advertisements, political lobbying), in any form, is expressly forbidden.
4. All property rights to a work product using District technology are assigned to the district.
5. The District and/or Network resources are intended for the exclusive use by their registered users. The Staff Member is responsible for the use of his/her account/password and/or access privilege. Any problems which arise from the use of a Staff Member's account are the responsibility of the account holder. Use of an account by someone other than the registered account holder is forbidden and may be grounds for loss of access privileges.
6. Any misuse of the account will result in suspension of the account privileges and/or other disciplinary action determined by the District. Misuse shall include, but not be limited to:
 - 6.1. intentionally seeking information on, obtaining copies of, or modifying files, other data, or passwords belonging to others**
 - 6.2. misrepresenting other users on the Network**
 - 6.3. disrupting the operation of the Network through abuse of hardware or software**
 - 6.4. malicious use of the Network through hate mail, harassment, profanity, vulgar statements, or discriminatory remarks**
 - 6.5. interfering with others' use of the Network**
 - 6.6. extensive use for noncurriculum-related communication**
 - 6.7. illegal installation of copyrighted software**
 - 6.8. unauthorized down-loading, copying, or use of licensed or copyrighted software**
 - 6.9. allowing anyone to use an account other than the account holder**
7. The use of District and/or Network resources are for the purposes of (in order of priority):
 - 7.1. Support of the academic program**
 - 7.2. Telecommunications**
 - 7.3. General Information**
 - 7.4. Recreation**
8. The District and/or Network does not warrant that the functions of the system will meet any specific requirements the user may have, or that it will be error free or uninterrupted; nor shall it be liable for any direct or indirect, incidental, or consequential damages (including lost data, information, or time) sustained or incurred in connection with the use, operation, or inability to use the system.
9. The Staff Member will delete old mail messages frequently from the personal mail directory to avoid excessive use of the electronic mail disk space.

10. The District and/or Network will periodically make determinations on whether specific uses of the Network are consistent with the acceptable-use practice. The District and/or Network reserves the right to log Internet use and to monitor electronic mail space utilization by users.

11. The Staff Member may not transfer file, shareware, or software from information services and electronic bulletin boards without the permission of the Network Administrator. The Staff Member will be liable to pay the cost or fee of any file, shareware, or software transferred, whether intentional or accidental, without such permission. The Staff Member will also be held liable for cost of damage to the system in order to restore network integrity.

12. The District reserves the right to log computer use and to monitor fileserver space utilization by users.

13. If your membership in the campus community changes your account will be reviewed by the network administrator.

Signature

Date