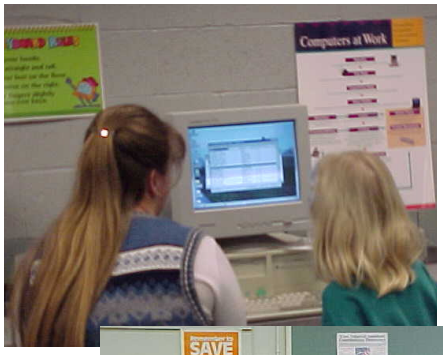
Big Rapids Public Schools
Big Rapids, Michigan

The Big Rapids Technology Plan



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"A Plan for Today And Tomorrow"

Cardinal Technology

Version 1.0 Adopted by
The Board of Education – August 1988
Version 2.0 - July 8, 1996
Version 3.1 – January 1999
Version 2002 – July 2002
Version 2004 – November 2004
Version 2005 – January 2005
Version 2008 – July 2007

The Big Rapids Technology Plan

A Plan for Today and Tomorrow
Big Rapids Strategic Long Range Technology Plan

BIG RAPIDS PUBLIC SCHOOLS
SCHOOL DISTRICT CODE NUMBER: 54010

TECHNOLOGY PLAN SUMMARY SHEET

District: **Big Rapids Public Schools** ISD: **Mecosta/Osceola ISD**	Address: **21034 15 Mile Road** **Big Rapids MI 49307**	Contact: **Dr. Thomas Langdon** **Superintendent**
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Years covered by this plan: July, 2008 to June, 2011		

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Big Rapids Public Schools is committed to the improvement of education through technology. To obtain more information about this technology plan, including obtaining permission to use this plan or assistance with your own plan, contact Joe Bouman, Director of Technology at 231-592-8503, fax 231-592-3494, or email at jbouman@brms.brps.k12.mi.us.
This plan is also available on the Web at www.brps.k12.mi.us/cardtech/techplan2008.pdf

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MISSION STATEMENT

"The mission of Big Rapids Public Schools is to ensure that each student masters essential objectives and advances to his or her own highest potential."

Big Rapids Public School District is responsible for preparing its students to be productive, contributing inhabitants of planet Earth. Therefore effective use of appropriate technology to meet the mission of the district must prepare our students for the global culture as well as enhance the teaching and learning process.

2 - INTRODUCTION

Big Rapids Public Schools is a Class B district of about 2,200 students and just over 115 teachers in mid-Western Michigan. Big Rapids Public Schools is comprised of an Early Childhood Center, three elementary schools, one middle school, one high school and one alternative education high school. Every school in the Big Rapids district has met rigorous national standards for quality established by the North Central Association. Big Rapids continues to be one of a select group of school districts statewide accredited in all schools K-12.

Our academic program provides a quality education based on a "Fundamentals Plus", and "Skills for Success" foundation. Values, Character, and High Expectations are hallmarks of the program. The strong basic curriculum is enhanced with a wide variety of award-winning extra curricular activities, which include: instrumental and vocal music, dramatic and visual arts, and an excellent athletic program.

SCHOOL BUILDINGS

Big Rapids Public Schools Central Office 21034 15 Mile Road Big Rapids, Michigan 49307 Dr. Thomas Langdon, Superintendent Mark Klumpp, Assistant Superintendent (231) 796-2627	**Brookside Elementary** (1 – 5) 210 Escott Big Rapids, Michigan 49307 Tim Buckingham, Principal (231) 796-8323
Eastwood Early Childhood Center(Readiness –K) 410 N. Third Big Rapids, Michigan 49307 Tim Buckingham, Principal (231) 796-5556	**Hillcrest Elementary** (1 – 5) 510 West Bridge Big Rapids, Michigan 49307 Martin Meier, Principal (231) 796-6234
Riverview Elementary (1 – 5) 509 Willow Big Rapids, Michigan 49307 Martin Meier, Principal (231) 796-2550	**Big Rapids Middle School** (6 – 8) 500 N. Warren Street Big Rapids, Michigan 49307 Russ Greenleaf, Principal (231) 796-9965
Big Rapids High School (9 – 12) 21175 15 Mile Rd. Big Rapids, Michigan 49307 Tim Haist, Principal Rene Kent, Asst. Principal (231) 796-7651	**New Directions High School** (9 – 12) 14980 215th Ave. Big Rapids, Michigan 49307 Joshua Easler, Coordinator (231) 796-3489

2 - INTRODUCTION - CONTINUED

"The conversation in technology today has shifted from wires, machines, and 'how to' training to technology as an embedded component in the learning process of constructing knowledge from the vast information resources available to all learners, both students and staff."

This plan is provided as a current guideline for the appropriate and effective use of technology in Big Rapids schools. This plan will change as technologies and our ability to use them continue to develop. Revisions to the non-policy portions of this plan are made as often as needed to keep the plan current. The Board adopted our first plan, Version 1.0, in August of 1988. Version 2.0 was a major rewrite as a result of the work of two separate committees. The first involved community and Board members and focused on the mission and decision making process. The second was done by a Cardinal Technology work group and focused on the implementation of technology. The revisions for Version 3.0 were made in June 1997 and for Version 3.1 in January 1999. Version 2002 is a rewrite to bring the plan up to current standards and requirements. Version 2008 brings our plan to current standards with emphasis on technology integration, cooperatively working with our ISD, and making the best use of available technology resources.

The plan focuses on a set of policies and practices that will enable the district to. . . .

- ◊ *Meet the current daily demand for functional technology that supports teaching and learning.*
- ◊ *Respond to change as it happens.*
- ◊ *Anticipate the future.*

The Cardinal Technology Program is a district wide program designed to provide and support the most appropriate technology for the teaching/learning process. As such, all technology belongs to the school district and will be purchased and supported through the Big Rapids Cardinal Technology Program.

3 – Vision and Goals

Big Rapids Schools will motivate, improve, and expand our learning community through technology.

District Mission and School Improvement Plan Integration

Technology is one means by which students "achieve essential objectives" and "achieve to their highest potential". Technology is integrated into the curriculum through the school improvement plan by the Balanced Scorecard data driven improvement process established by the Board, administration, community, and staff in which technology is addressed as an essential factor in realizing the plan's expected outcomes. In addition the BRPS professional development committee defines, and continues to deliver significant training in the use of technology in the delivery of curriculum content and student collaboration.

Goals

Provide learners of all ages continuous access to local and global information through ongoing availability of current technologies by:

- Providing and supporting the most appropriate technology for the teaching/learning process.
- Supporting employee development to ensure technological competency.
- Expanding the teacher's role as lead learner and facilitator. This will result in:
  - Self directed learners
  - Creative problem solvers
  - Effective use of time and resources
  - Understanding of our global interdependence

Beliefs

A community based planning group discussed BRPS technology and the district's basic beliefs related to technology. This discussion resulted in developing a decision making process based on these beliefs. Decisions related to this plan will be based on these criteria in this priority order:

- Safety / Security / Privacy
- Infrastructure - interrelationships
- Instructional value
- Cost/benefit
- Durability/maintenance/flexibility/support
- Staff productivity
- Equity among buildings/grades/academic areas
- Community access
- Expand the teacher's role

3 – Vision and Goals - Continued

General beliefs include:

- Accessing, manipulating, and communicating information are central functions of society.
- Modern information skills provide the foundation for learning.
- Proficient use of technology is a key to success.
- Technology should be integrated into the instructional process so that it becomes a natural part of the way students learn.
- Curriculum and instruction drive classroom technology.
- All students and staff should have access to technology.
- Technology needs to be adequately and consistently funded.
- Technology planning is an ongoing process.
- Our schools must prepare students for today's workplace and the workplace of the future.
- Safe, Secure, and Ethical use of technology must be taught as well as modeled.
- Community partnerships are necessary.

CURRICULUM

4 – Curriculum Integration

Technology should be a seamless component in the fabric of our Michigan Curriculum Frameworks aligned learning culture in every curriculum area, as well as having its own goals and objectives for training in its use. As technology alters the pedagogy of the teaching learning process, the attainment of all of Big Rapids Student Outcomes and curriculum goals (Based on the Michigan Curriculum Frameworks) shall remain as the driving force for technology integration.

A. The integration and use of technology shall be a continuing agenda item of every active curriculum and/or working committee of the district, including the Curriculum Council, Curriculum Action Teams, Technology Curriculum Action Team, and the Technology Steering Committee.

B. One member of each curriculum and/or working committee shall be assigned as the "Technology Advocate" and "Technology Mentor" for that committee. At least one representative to the Curriculum Council shall also be a member of the Cardinal Technology Steering Committee.

C. Each grade level/department shall develop detailed plans for the ongoing integration of technology in their teaching/learning environment as defined in the Michigan Educational Technology Standards (METS).
   a. Technology should become transparent and effective in every classroom.
   b. Computers and/or other appropriate technologies should be available in every classroom and learning space, balanced between individual, small group, and large group use and instruction.
   c. Appropriate application software should be available and in use at all levels.
   d. The level of technology should be appropriate for each developmental level and learning situation.
   e. As educators develop management schemes for the use of technology, these should be modeled and shared.

4 – Curriculum Integration - Continued

f. Current uses of technology shall be reviewed and evaluated yearly.
g. An annual budget should be made available in each teaching/learning situation for updating software and materials being used in the curriculum.

D. The District K-12 Curriculum in each area shall review and maintain the Curriculum -Technology Matrix which implements the full integration of technology into the accomplishment of all curriculum goals and objectives based on METS and National Educational Technology Standards (NETS) (see appendix). In addition a scope and sequence for the content of learning about technology shall also be developed. All technology curriculum materials shall have an evaluation of student learning included. A working group from the Curriculum Council shall update this integration annually in concert with the development of technology itself.

E. Software acquisition for teaching and learning shall be governed by district curriculum adoption policies and practices. Accompanying software is as important as the actual selection of a textbook in the curriculum adoption process. Of specific concern shall be the alignment of software with curriculum goals and outcomes. In general, costs for software accompanying a curriculum adoption, or an additional purchase for curriculum purposes shall be funded through the annual budget of the instructional program where it is located. District wide adoption shall be funded through district level curriculum resources.

F. The Curriculum Council and the Cardinal Technology Steering Committee shall maintain an Ethical and Fair Use Policy, as well as an Internet, World Wide Web, Web Authoring, and outside electronic information source access and use policy with the consultation of appropriate consultants and legal council. All staff continue to be trained in these use policies.

G. Community involvement shall be by the same organizations that are involved in the overall curriculum improvement process which include: The Citizen's Advisory Committee (a community council that has met a minimum of 4 times a year for the last 35 years), the District Curriculum Council (has parent, board, and Ferris State University representation), family nights, Parent Teacher Organizations, through the district website and the Family Access program that provides parent access to student grades, food service, attendance, and discipline,.

5 - Student Achievement

Technology shall enhance student achievement and will be incorporated throughout the district for all disciplines. All district curriculum adoptions include accompanying software. Accompanying software typically consist of lesson plans, lesson presentations, test generation software, and activities for students and teachers. This creates an active, engaged learning atmosphere in the classroom. To support this environment, teachers must receive training to thoroughly learn and understand applications that compliment their curriculum. Please refer to the BRPS Curriculum Adoption Cycle for a schedule of curriculum purchases (see appendix).

The Technology Curriculum Action Team has completed a revision of our technology curriculum that is aligned with the METS Technology Standards and meets requirements for the NCLB 8th grade technology literacy requirements. Included in the appendix is our District Technology Curriculum Matrix, aligned with the MDE Technology Content Standards.

All students and staff are active participants in control of performance information available to them by the use of web portals. Standardized tests (MAT7, SAT, MME, and MEAP) are good indicators of student achievement. Student achievement shall also be tied to the METS and NETS Standards.

6 - Technology Delivery

Technology must serve the needs of all learners in whatever capacity they use it.

Curriculum will be the driving force for the delivery of technology. The District Curriculum Council, Technology Steering Committee, and Curriculum Action Committees will evaluate existing, identify, and recommend curriculum driven technology needs. Cardinal technology will implement those needs using a delivery method that best fits the need by providing specifications, installation, and professional development for each curricular adoption. Other examples of curriculum adoptions utilizing technology facilities and services include:

Technology	Description / Methods
Core Courses	All core classrooms and curriculum utilize digital presentation equipment and software.
Special needs	Sound fields, equipment, specialized software benefiting students with special needs.
Breakthrough to Literacy	Kindergarten level early literacy program.
Michigan Virtual University, Michigan Virtual High School	Student and staff online coursework; staff CEU's; continuing education for parents and community members
Interactive Classroom	Distant learning classes in foreign-language classes
Computer Aided Design Lab	Industry-standard instruction for students and/or community
Web-based seminars	Distance-learning and staff collaborations, online conferences
Advanced Multimedia Lab	Web design classes for students and/or community; digital publications
Mass Media Facility	Advanced television and video production facility for professional level training
Career Resource Center	Student access to information about careers and career planning

7 - Parental Communications and Community Relations

Parental communications is a vital part of the success of our students at Big Rapids Public Schools. BRPS shall continue to provide, and enhance web access for parents to obtain information regarding their children. Attendance, Discipline, Progress reports, Assignments, Demographics, Scheduling, and Food Service shall be provided to parents who have internet access either from their workplace or at their residence. In addition to providing student information to parents BRPS shall provide:

A. Up-to-date School calendars, events, and a variety of school information on the BRPS website.
B. Regular reports shall be made to the Board of Education and Administrative Council on current trends and district needs.
C. A program shall be developed that will raise the community's awareness of the district's plan and implementation.
D. Partnerships will be sought with Ferris and the business community to improve technology instruction and use.
E. A regular communication device will be developed to keep staff aware and updated.
F. Parents and other interested persons should be invited to serve on the Cardinal Technology Steering Committee.

8 - Collaboration

Due to the long history of significant collaboration in the community Big Rapids Public Schools formal collaborative efforts with other agencies is extensive. District technology is utilized in a variety of formats. Local district professional development opportunities are also available to both parochial schools. Technology workshops for parents and community members are offered through the schools. Both Big Rapids Public Schools and Mecosta-Osceola Intermediate School District personnel as well as presenters from around the country facilitate workshops that are offered at various times after school and during the summer. Most on-site professional development activities are conducted using equipment that teachers will find in their classrooms and/or buildings. Through collaboration with Ferris State University (FSU), a variety of classes and workshops are offered for continuing education units (CEU), and / or graduate credit.

9 - Professional Development

Technology is, and will continue to be, a rapidly changing and increasingly influential force on the pedagogical framework of curriculum and the teaching/learning process. As such, teachers are and must continue to be the primary learners in our learning community. The cooperative ability of staff to make collaborative, effective use of the vast and exponentially growing sea of information will depend on the quality of both training and support.

A. The district shall establish and maintain a Technology Resource Center, which shall serve as the district hub for curriculum technology integration, staff development, and telecommunications (including the Wide Area Network, Internet, World Wide Web, and technical support. The center shall consist of several components including a staff development lab, the Office of Technology, the technical support center, and an installation, repair, and parts center.

    a. The Staff Development Curriculum Integration Lab shall:

        i. Be openly available to staff.
        ii. House tutorials and offer classes for all current district adopted software.
        iii. Be the central site for the district and offer ongoing training in the use of all the knowledge webs available (WAN, BRPS Intranet, World Wide Web, video, etc.).
        iv. Provide support training for the worksite Tech Teams.
        v. Be the single site in which new software and hardware is reviewed and tested prior to installation at other sites.

    b. The Office of the Technology Director and the Cardinal Technology support staff shall be in this area so they can be available for the operation of the Center and the support of the persons using the Center.
    c. A Technical Support Center or Help Facility shall be a part of this area. The Help Facility should be available to the whole learning community in some format 24 hours a day seven days a week. Clerical support should be available during working hours to coordinate support requests and schedule on-site support. Staff should have easy, timely access to Cardinal Technology support personnel who can answer questions, provide on-site assistance, deliver one to one instruction, and help solve software/hardware problems.
    d. The district should maintain an adequate facility for the diagnosis and appropriate repair of hardware. This should include provision for adequate storage and work space and inventory of commonly used parts and materials.

B. Staff should have access to out of district visitations, workshops, and conferences.
    a. Staff should be encouraged to use their Professional Staff Development funds to further their training in technology.
    b. Staff should be informed as to in-service events and workshops where technology is used in their area of teaching and learning.
    c. The Tech Teams should promote communication through professional collaboration.
    d. Staff should be informed as to in-service events and workshops where technology is used in their area of teaching and learning.
    e. The Tech Teams should promote communication through professional collaboration.

9 - Professional Development - continued

C. The Cardinal Technology Staff Development Work Group shall plan regular Professional Staff Development activities. Please refer to the Appendix on page 24 for a general timetable of Professional Development Activities.

   a. An overview of the current state of technology should be provided at the beginning of each year to all staff.
   b. All released time in-service opportunities should consider offering technology training activities as part of the offerings.
   c. Planners for MOISD in-service opportunities should be asked to make technology a priority for group workshops each year.
   d. It shall be the responsibility of the Cardinal Technology Steering Committee, in consultation with the Curriculum Council, to assess the training needs of the staff in order to provide direction for training and development.

10 - Supporting Resources

Appropriate facilities must be provided for technology and technology support.

Big Rapids Public Schools provides links on the district website to a variety of supporting resources. The NEOLA Board of Education policy is available as a district resource. Additional board approved policies, including Acceptable Use Policies (AUP) for students, staff, families, and web authoring can be found in the appendix.

Staff and students are encouraged to use links to educational resources via the BRPS intranet page. These links are updated on a regular basis, and are organized by curriculum to simplify the ease of use. Other links available include subscription based services, (United Streaming video services, encyclopedias, software reference, and career oriented services).

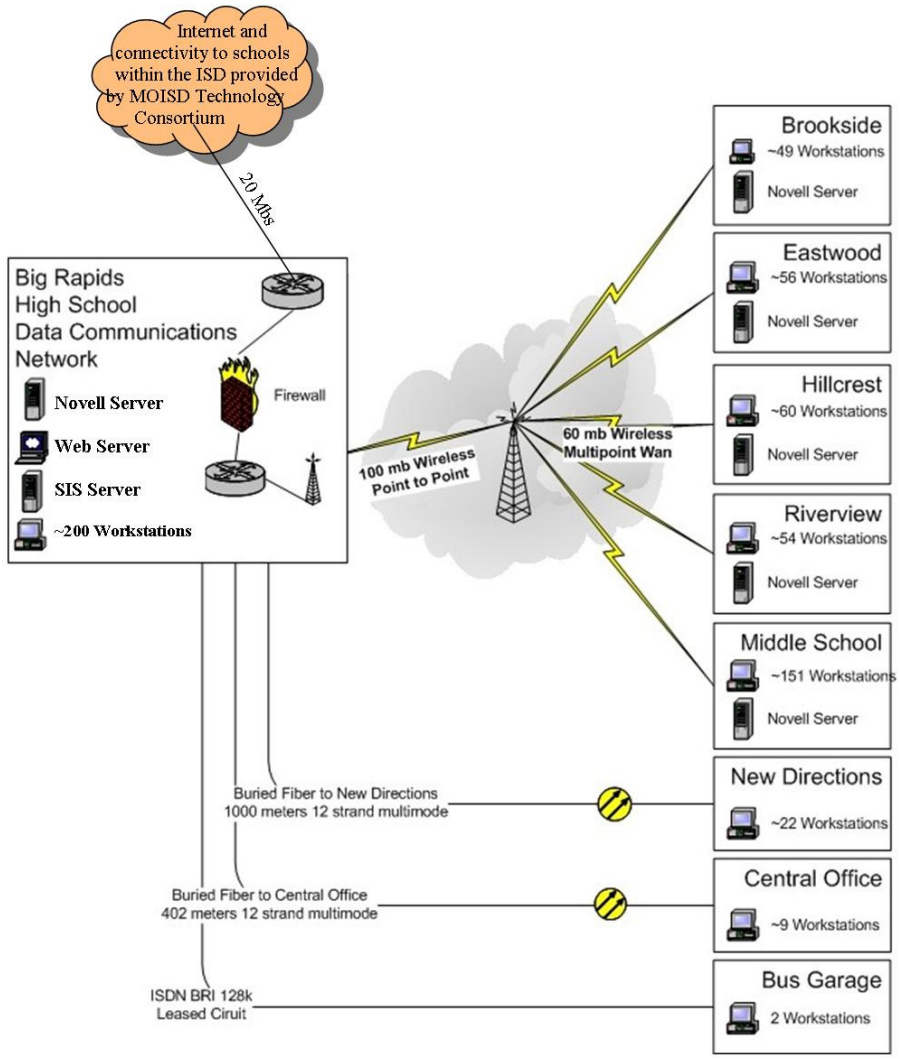
The centralized student database provides web based access for teachers to maintain student attendance and grading that many parents rely on to obtain accurate, up-to-date information via the web. BRPS will continue to enhance this service by providing training in the use of teacher websites to provide online resources for students enrolled in their classes.

The district technology web site offers links to additional ongoing training resources for curricular needs. Included is a schedule of training sessions, important notes regarding updates to software, and information regarding technology in general at BRPS. Cardinal technology also provides group and just-in-time training for software upon request. Cardinal Technology assists media center staff with coordinating technology needs for their individual media centers. Technical support resources are also available directly to teachers through various vendors' technical support services.

The Mecosta-Osceola Intermediate School district also offers technology support for curriculum integration. Training workshops are offered to teachers throughout the year. In addition, the REMC offers teachers materials for checkout.

11 - Infrastructure Needs/Technical Specifications and Design

The District WAN is a combination of fiber and a robust wireless multipoint network. The WAN connects 9 LANs – one in each district school and work site. Each LAN is a mix of fiber and wire as appropriate for the speed of data transfer necessary for the instructional applications being used. The wireless WAN is 5 years old, and is in need of updating. Current plans include applying for E-rate funding to assist in obtaining a leased WAN with performance speeds of up to 1 Gb. This upgrade will provide a strong foundation for increased access to the internet, VoIP, and efficient use of servers.The diagram below describes this current network.



All staff and students access local Novell servers utilizing E-directory for applications, storage, and printing. Network based policies provide security for workstations and users. The district web server provides students, staff, and the local community with up to date information including curriculum, various school calendars, and web based family access. The NT based servers utilizing Active Directory Services provide secure access to the student and financial databases.

11 - Infrastructure Needs/Technical Specifications and Design - continued

Equipment available to the end users includes over 550 desktop and 50 laptop computers. These computers are windows based systems and software is managed using services available from our Novell Student Licensing Agreement. Workstation policies, User Policies, printing services, and workstation imaging are managed via the network, resulting in efficient use of our personnel within the Cardinal Technology Department.

BRPS depends on the E-rate program for telecommunication and internet access service annually. BRPS annually applies for internal connections for the maintenance of each entities network switching equipment, and wireless access technology. BRPS has successfully secured funds in year 2005-06 for network equipment in two of our elementary schools. BRPS will continue to pursue E-rate funding for all necessary services that it is eligible to receive.

Hardware

BRPS maintains an equipment replacement schedule found on page 21 by continually evaluating existing equipment, software, trends, and its performance as it relates to curricular needs. Also, due to decreased funding at the state level during the past 3 years, revenue sources for equipment needs have decreased, negatively impacting scheduled equipment purchases. BRPS has been successful providing the infrastructure and end user equipment and software, by being creative. Examples include upgrading existing equipment instead of purchasing new, and purchasing used equipment when applicable. When the equipment replacement schedule dictates the purchase of new equipment, the following guidelines are used:

New equipment/facilities shall be acquired following the priorities and guidelines established by the Cardinal Technology Steering Committee after receiving input from the worksite Tech Teams. The following guidelines shall be included in considerations of hardware.

A. Hardware shall operate the software necessary for the teaching/learning process.

B. Hardware should be related to curriculum goals and objectives, software choices, district and community integration issues, and the hardware realities of the culture.

C. The Cardinal Technology Steering Committee shall develop, maintain, and update a 3-5 year prioritized master plan for the purchase and replacement of technology hardware

D. The Cardinal Technology Director shall develop, maintain and update an annual budget/budget request for the purchase and replacement of technology hardware.

E. The Cardinal Technology Director shall develop and maintain a Request for Proposals Bid process that will provide for the flexibility to make ongoing, readiness level purchasing of hardware for appropriate, immediate use.

11 - Infrastructure Needs/Technical Specifications and Design – continued

F. When choosing hardware these questions shall be addressed:
   1. What functions and capacities must the technology possess?
   2. What is available in the District?
      a.) Who else is using technology for this purpose, what do they use, and why?
      b.) Where will it be housed?
      c.) What furniture will be needed?
      d.) Will facilities need to be modified to accommodate the technology? At what cost?
      e.) What vendor/maintenance support is available?
      f.) What in-service or training will be necessary for staff, students, and support personnel?
      g.) What security needs to be provided?

   3. Cardinal Technology staff shall be involved in the discussions related to hardware acquisition from all sources, including all non-district fund sources, from the beginning of the process.

G. Plans and requests shall be reviewed by the appropriate supervising administrator and must be approved by the Cardinal Technology Director.

H. Equipment purchases shall be made following standards set by The Cardinal Technology Program. These standards shall be adopted so that the Cardinal Technology Director within the budget guidelines established for that school year can authorize purchases.

I. The Tech Teams in each worksite shall be trained to provide entry-level diagnosis and problem solving, assist their peers, and request support from the Cardinal Technology staff.

J. A budgetary process shall be developed in cooperation with the building principals and the Director to provide for on-going support and repairs.

K. A schedule of regular maintenance shall be developed and followed for all technologies.

Software

Appropriate software should be acquired in order to implement the effective integration of technology into the learning community.

a. Software shall be designated as either management/operational or instructional/informational.
   i. Management/operational will be that which is used system wide for financial, student data, library circulation, etc. and shall be funded through the Cardinal Technology Budget.
   ii. Instructional/informational shall be that which is directly linked to the curriculum.
b. In general, this shall be funded by the worksite that selects it for adoption.
c. This software shall be subject to the regular curriculum adoption process.
d. Preference will be given to network versions that provide for broad availability and appropriate access security.
e. Preference should be given to software that will expand the scope of learning beyond its original purpose.

11 - Infrastructure Needs/Technical Specifications and Design – continued

f. Appropriate resources should be available to assist staff in the selection of software.
g. The following questions shall be included as a part of software evaluation:
    i. How does the software meet Michigan Curriculum Frameworks aligned curriculum outcomes?
    ii. How "user friendly" is the software?
    iii. What software is already available in the district?
    iv. What is the copyright/copy protection guidelines related to this software?
    v. Is there comparable software available from another source?
    vi. Is it compatible with current hardware and usage configurations?
    vii. What training, if any, will be necessary to use it?

h. Software should be available to all students on an equitable basis, making the curriculum fully accessible for all segments of our culture.

i. Software should be available for the horizontal expansion of the curriculum for our gifted and talented population, as well as, the vertical extension of their knowledge.

B. Each instructional site and/or curriculum should provide a budget for the purchase of appropriate software.

a. All software directly related to instruction/information shall be purchased from individual school and program budgets.
b. All software that is used as part of the operating/management systems of the overall technology program shall be purchased from the Technology Budget.
c. All software purchases must be reviewed by the Cardinal Technology Director prior to purchase for their appropriateness for the operating systems maintained by the Cardinal Technology Program. Cardinal Technology staff should be invited into the early stages of discussions related to selection of new software to insure compatibility.
d. All software for most applications will reside on the network of the instructional site or program that purchases it with appropriate security to limit its use to the intentions of the purchase.
e. In order to maintain the integrity and manage the limitations of the licenses for each software package, the original media and documentation shall reside with the Cardinal Technology Program.

C. All software installed on district technology shall have the installation supervised by Cardinal Technology staff by verbal authorization, remote control, and/or direct installation.

11 - Infrastructure Needs/Technical Specifications and Design – continued

Implementation of new technology

*Implementation of new technology shall follow a **Needs/Readiness Model**, which builds on a cycle of growing needs and staff readiness to make full use of technology.*

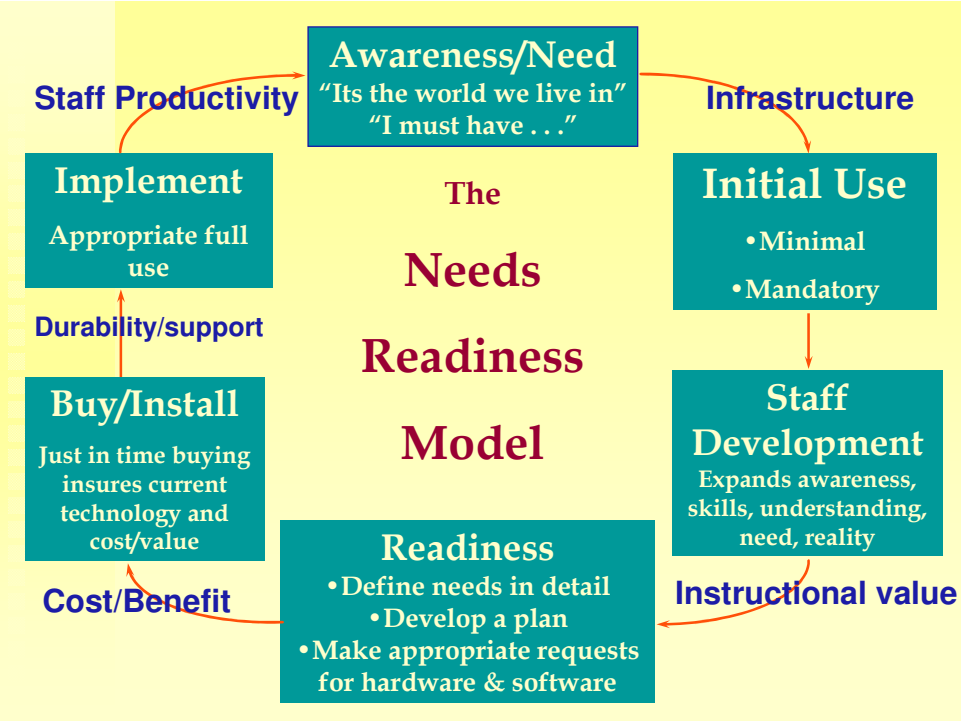
A. All staff shall be required to use a computer available in their workspace for administrative functions such as student attendance, grade reporting, software accompanying curriculum adoption cycles, and electronic messaging. Each of these computers shall be attached to the building network and have available all the standard applications chosen by the district.

B. As staff takes advantage of development opportunities they will become ready to request additional technology for their use with students. As they become able to define their needs in detail they will be encouraged to develop a specific plan for usage and submit it to the Director of Technology for implementation. This plan shall include specific learning outcomes and the relationship of the technology to achievement of these outcomes.

C. When a staff plan is approved (may require curriculum process review) the technology requested will be purchased and installed following the priorities of the plan's values, uses, available funds, and the time available from support staff.

D. Not all staff will be required to have or use the same levels of technology beyond the minimum established for mandated record keeping, email, reporting and curriculum.

E. This cycle can be explained visually as follows:



11 - Infrastructure Needs/Technical Specifications and Design – continued

Cardinal Technology Program Structure

A. **Tech Teams** - Each work site in the district shall establish a Tech Team to act as the primary link to help end users meet their technology needs and/or influence the program. This will be a team of persons (recommend 5 - 8 persons including media person, principal/administrator/supervisor, secretary, teacher, and parent, community member, paraprofessional, custodian, driver, etc.) who are interested in technology, are willing to assist their peers, want to be available for serving on Tech Work Groups on an occasional basis, and/or be the work site representative on the Cardinal Technology Steering Committee.

B. **Cardinal Technology Steering Committee** - This group will consist of one representative from each work site including parents and community members or specialists as needed, will have a regular schedule of meetings, and will set direction for the Cardinal Technology program and staff, assign tasks to the work groups, and prioritize program response, including hardware and software acquisition, to the expressed needs of the learning community.

C. **Cardinal Technology Work Groups -** These groups will meet on an as needed basis to resolve specific issues and/or work on specific tasks. Notices of meetings, including the specific task to be accomplished, will be sent to all tech team members and those interested in the specific task may attend. Tech Work Groups may include but not be limited to (see appendix B.) Staff Development, Policy, Planning, Curriculum, Information, support, or single-issue groups.

D. **Cardinal Technology Staff and Administration** - The staff will be made up of a full time Director of Technology and those staff persons necessary to provide the research and strategic direction for the program, as well as for the daily operation and support necessary for the learning community and carry out this plan. In addition there may be Cardinal Technology Paraprofessionals, Specialists, Technicians, Assistants, Work-study, job shadowing, etc. They will work closely with the Tech Teams, Work Groups, and the Steering Committee to resolve issues and meet staff needs (see the staff chart in appendix B).

E. Providing for technology awareness shall be an on-going activity of the Cardinal Technology Steering Committee.

   a. Within the school district awareness activities shall include all staff, active committees, and the school board.
   b. In the community awareness activities will include the activities and informational opportunities for Citizen's Advisory Council, Parent Teacher Organizations, Parent/Teacher Conferences, media, and direct mailings.

F. It shall be the responsibility of the Cardinal Technology Steering Committee to assess the current levels of available, appropriate technology and make recommendations to the Curriculum Council and/or the Board of Education to correct perceived deficiencies.

11- Infrastructure Needs/Technical Specifications and Design - continued

Cardinal Technology Organizational Flowchart

Students & Staff (End Users)
These are the key people whose need to teach and learn will create the How Do I . . . . ? questions and situations which will drive the Cardinal Technology Program

Steering Committee
One representative from each Tech Team who will meet regularly with the Cardinal Technology Staff and Director to advise and set direction for the program, assign tasks to work groups, and help prioritize response to the learning community

Administration			**Cardinal Technology Staff**
A Cardinal Technology Director who will supervise staff and coordinate all aspects of the program following the advice and direction of the Steering Committee			The full and part time staff persons necessary to support students and staff in their daily use of an extensive array of hardware & software.

Tech Teams
The work site team of persons who are interested and trained in technology who will assist their peers, represent the site on the steering committee, and serve on Tech Work Groups as they choose on an occasional basis

Staff Development	**Policy**	**Planning & Curriculum**	**Information**	**Support**	**Single Issue**
Will meet to plan and prioritize training needs	Will meet to review and/or revise the Master Plan or rec. policy to the adm. or Bd. Of Ed	Software choice, curriculum & the links with Curric. Council & CCAC	Will respond to community & end users need to know thru Tech Link and How Do I....?, etc	Provide direction for Tech Teams and support staff and resolve support issues.	Meet to solve special issue tasks

12 - Increase Access

BRPS will continue to work to achieve technological goals. These goals result in providing increased access, improved integration, and ease of use of technology both inside and outside the classroom. BRPS is at the forefront within the community providing technology not only to its students, but staff and parents as well. The tools BRPS chooses to use to increase access to its resources will be vital to the educational community.

BRPS will continue to enhance its infrastructure to provide the foundation necessary to support increased use of technology. BRPS is in the early stages of implementing a fiber optic network encompassing all entities within the district. BRPS also is collaborating with Ferris State University, city, township, and county municipalities, and local businesses to investigate a condominium approach to the installation of this community fiber backbone.

Technology will continue to play an important role for students benefiting from assistive technologies. BRPS will continue to support software and hardware necessary to meet the needs of these students as defined in their Individual Educational Plans (IEPs). BRPS has successfully obtained software and hardware from various assistive technology providers, and will strive to keep these opportunities available.

Infrastructure, Hardware, Technical Support, and Software

13 – Budget and Timetable

Infrastructure and Equipment Projected Timetable Updated: 1/18/2008

Planned Activity	Most Recent Completion	Planned Completion	Current Status
♦ **Infrastructure Installed/Upgraded**			
Wide Area Network	December 2003	Summer 2008	In Planning
Brookside Elementary LAN upgrade	January 2007	Summer 2010	Up to Date
Eastwood Kindergarten Center LAN upgrade	April 2007	Summer 2012	USF approved - Up to Date
Hillcrest Elementary LAN upgrade	Summer 2007	Summer 2013	USF approved - Up to Date
Riverview Elementary LAN upgrade	March 2007	Summer 2012	Up to Date
Middle school LAN upgrade	MDF Summer 2007	IDF"s – Sum 2008	In Planning
Upgrade High School LAN	MDF Summer 2008	IDF's Summer 2009	In Planning
Central Office LAN upgrade	Summer 2002	Summer 2008	In Planning
New Directions LAN upgrade	Summer 2000	Summer 2009	In Planning
♦ **Student Labs Installed/Upgraded**			
Staff Training & tech support (TRC)	January 2007	Summer 2010	Upgraded components
Brookside elementary school lab	July 2006	Simmer 2011	Up to Date
Eastwood kindergarten Center lab	Spring 1998	Summer 2008	In Planning
Hillcrest elementary school lab	Summer 2006	Summer 2011	Up to Date
Riverview elementary school lab	Summer 2006	Summer 2011	Up to Date
Middle School – Multimedia Lab (35)	Summer 2004	Summer 2009	In Planning
Middle School – Keyboarding Lab (25)	Summer 2006	Summer 2010	Up to Date
Middle School – Media Center Lab	Summer 2007	Summer 2012	Up to Date
High School – Media Center Lab	Summer 2000	Summer 2008	In Planning
High School – Advanced Computer Apps Lab	Summer 2006	Summer 2011	Up to Date
High School – CAD Lab	Summer 2002	Summer 2010	In Planning
High School – Media Center Writing Lab (105)	Summer 2002	Summer 2009	In Planning
High School – Mass media Lab	Summer 2006	Summer 2010	Up to Date
New Directions High School Lab	Summer 2007	Summer 2012	Up to Date
♦ **Clerical/administration computers**			
Elementary, MS, HS	May 2002	Summer 2009	In Planning
New Directions	Fall 2000	Summer 2009	In Planning
Central Office, Bus Garage	May 2001	Summer 2008	In Planning
♦ **Classroom student use computers** (In addition to the one student/teacher unit)			
Eastwood Classroom Computers	Summer 2006	Summer 2008	In Planning
Brookside Classroom Computers	Summer 2007	Summer 2012	Up to Date
Hillcrest Classroom Computers	Summer 2007	Summer 2012	Up to Date
Riverview Classroom Computers	Summer 2007	Summer 2012	Up to Date
Middle School	Summer 2005	Summer 2009	Up to Date
High School	Summer 2005	Summer 2009	Up to Date
New Directions H.S.	Summer 2007	Summer 2012	Up to Date
♦ **Digital Projection Equipment in Classrooms**			
Brookside	-	Summer 2008	Ongoing–Curriculum Funded
Eastwood	-	Summer 2008	Ongoing–Curriculum Funded
Hillcrest	-	Summer 2008	Ongoing–Curriculum Funded
Riverview	-	Summer 2008	Ongoing–Curriculum Funded
Middle School	Summer 2007	Summer 2007	Ongoing–Curriculum Funded
High School	Summer 2007	Summer 2008	Ongoing–Curriculum Funded
New Directions	Summer 2007	Summer 2009	Ongoing–Curriculum Funded
♦ **Servers**			
Elementary Novell	July 2006 upgrades	July 2008	In Planning
Middle School Novell	Summer 2006	Summer 2010	In Planning
High School Novell	July 2005	Summer 2008	In Planning
District Web Server	Summer 2007	Summer 2010	In Planning
District Finance / Student DB Server	Summer 2006	Summer 2009	In Planning
District Firewall / Content Filter / Email Filter	Summer 2006	Summer 2010	In Planning

13 – Budget and Timetable – continued
Projected Equipment Costs

Computer Equipment Replacement Costs - 4 year plan.

Year	Brookside	Eastwood	Hillcrest	Riverview	BRMS	BRHS	NDHS	Bus Garage	Central Office	District	Total Per Year
2007-8	$8,373	$0	$8,373	$8,373	$13,843	$0.00	$8,882	$0	$0.00	$11,000	$58,843
2008-9	$5,000	$27,400	$5,000	$5,000	$6,000	$34,200.00	$3200	$3,000	$8,500	$88,000	$185,300
2009-10	$12,800	$4,000	$4,000	$4,000	$50,200	$55,000.00	$5,000	$0	$0.00	$7,000	$142,000
2010-11	$6,000	$0	$0	$0	$26,000	$28,200.00	$0	$0	$0.00	$10,000	$70,200
Per Building	$32,173	$31,400	$17,373	$17,373	$96,043	$117,400	$17,082	$3,000	$8,500	$116,000	
										Grand Total	$456,343

Annual Licensing / Subscription / Service Expenses

Item	Cost 2007-8	Cost 2008-9	Cost 2009-10	Cost 2010-11
Novell Licensing	$5,322.50	$5,322.50	$5,322.50	$5,322.50
Skyward Student Database	$23,449.00	$25,000.00	$25,000.00	$26,000.00
Local phone Service after e-rate	$11,250.00	$11,250.00	$11,250.00	$11,250.00
Long Dist. Service after e-rate	$450.00	$450.00	$450.00	$450.00
Mobile Phone Service after e-rate	$4,500	$4,500	$4,500	$4,500
ISD WAN / Internet Access VIA ISD	$10,000	$10,000	$10,000	$10,000
SDS Finance	$3,738.00	$3,900.00	$4,100.00	$4,100.00
District Antivirus Software	$950.00	$950.00	$950.00	$950.00
Follett Maintenance (Libraries)	$2,736.00	$2,736.00	$2,736.00	$2,736.00
Firewall Email Filter	$0.00	$400.00	$400.00	$400.00
Firewall Content Filter	$1,524.00	$1,524.00	$1,524.00.00	$1,524.00
Accelerated Reader/Star Reader	$0.00	$0.00	$0.00	
Total	$62,395.50	$64,108.50	$64,308.50	$64,308.50

Annual Professional Development Expense

Item	Cost 2007-8	Cost 2008-9	Cost 2009-10	Cost 2010-11
Internet Content	$ 3,500.00	$ 3,500.00	$ 3,500.00	$ 3,500.00
Application Training	$ 3,500.00	$ 3,500.00	$ 3,500.00	$ 3,500.00
Tech Team Training	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00
Total	$ 9,000.00	$ 9,000.00	$ 9,000.00	$ 9,000.00

14 - Coordination of Resources

It shall be the policy of the Board of Education that technology be supported from a variety of resources including but not limited to: Bond Funds, General Fund, Technology Grants, USF funds, other grants, Title II, Title I, Title V, 31a, Special Education funds, PTO's, etc. All technology purchasing shall be coordinated/authorized through the Cardinal Technology program by the Director and the Assistant Superintendent - Finance.

Monitoring and Evaluation

15 - Evaluation

The curriculum and infrastructure elements of this plan are monitored each year through the Balanced Scorecard process. In addition the District Technology Steering Committee has plan progress on every meeting agenda. Elements of the plan are measured against current practice to see where priorities need to be set, and how the Cardinal Technology staff can best use of their resources. More specifically:

- Evaluation will be an item of every Cardinal Technology Steering Committee meeting agenda as part of the continuous improvement philosophy of the district.
- Annually the Steering Committee will review the results of the Balanced Scorecard goals set by the community and the Board of Education related to technology and the performance data collected related to use in the teaching and learning process.
- These performance measures will be reviewed with the intent to set new action plans for the coming year to meet the ongoing needs of the students, staff, and community for the use of technology in the teaching and learning process.

16 - Acceptable Use Policies

The district shall maintain acceptable use policies for student's k-4 & 5-12, staff, parents, and for special circumstances, as well as a set of web development and web use policies. (See the appendix for copies of the current policies).

BRPS will remain in compliance with all regulations of the Children's Internet Protection Act (CIPA). The primary tool used is an appliance manufactured by Sonicwall. BRPS will maintain its subscription to the CIPA compliant filter list provided by Sonicwall. In addition, BRPS will maintain a list of disallowed websites as recommended by teachers and staff, and this list will be reviewed by the Cardinal Technology Steering committee on a regular basis.

Appendix

Includes:

Revised 1/18/2008

K-12 CURRICULUM ADOPTION CYCLE

Subject \ Year		1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Language Arts – Reading World Languages	**El**	√ (1)	√ (2)				E	P-A	√-PD				E	P-A
	Sec				E	P -A	√-PD					E	P-A	√-PD
Science	**El**	P - A	√ (1)	√ (2)				E	P – A	√ – PD				E
	Sec				P - A	√-PD				E	P – A	√ – PD		
Math	**El**			√ up-date		E	P – A	√ – PD				E	P -A	√-PD
	Sec					E	P – A	√ – PD						
Social Studies	**El**				E	P - A	√ – PD					E	P-A	√-PD
	Sec						E	P - A	√ – PD				E	P -A
PE/Health			E	P – A	√ – PD				E	P – A	√ – PD			
Fine Arts, *Performing Arts, Business, Tech, Life Skills							E	P - A	√ – PD					E

***Includes: Instrumental & vocal Music, Art, Drama, Ind. Tech, Business, Life Skills**

KEY

√ . = Purchase – included in the district budget for that year.
E = Evaluation – review of student achievement and instructional materials in relation to existing standards. Review and choose materials for the pilot next year.
P = Pilot – teach with demonstration materials and assess student achievement related to existing standards (MCF)
A = Adoption – includes recommendation of curriculum content (series, texts, software, etc.) to board for purchase in next year budget
PD = Professional Development targeted toward implementation of the current adoption

BRPS EDUCATIONAL TECHNOLOGY
CURRICULUM MATRIX

Michigan Educational Technology Standards (METS) - K-2 Checklist

Grades K through 2 – Technology Standards and Expectations – (by the end of Grade 2)	Identify in which grade concept is taught.			
1. Basic Operations and Concepts. **a. Students demonstrate a sound understanding of the nature and operation of technology systems.**	**K**	**1**	**2**	**Notes**
1. Students understand that people use many types of technologies in their daily lives (e.g., computers, cameras, audio/video players, phones, televisions).	X	X	X	
2. Students identify common uses of technology found in daily life.			X	
3. Students recognize, name, and label the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, and printer).	X	X	X	
4. Students identify the functions of the major hardware components in a computer system.	X		X	
5. Students discuss the basic care of computer hardware and various media types (e.g., diskettes, CDs, DVDs, videotapes).		X	X	
6. Students proofread and edit their writing using appropriate resources including dictionaries and a class developed checklist both individually and as a group.			X	
b. Students are proficient in the use of technology.	**K**	**1**	**2**	
1. Students use various age-appropriate technologies for gathering information (e.g., dictionaries, encyclopedias, audio/video players, phones, web resources).			X	
2. Students use a variety of age-appropriate technologies for sharing information (e.g., drawing a picture, writing a story).	X	X	X	
3. Students recognize the functions of basic file menu commands (e.g., new, open, close, save, print).		X	X	
2. Social, ethical, and human issues. **a. Students understand the ethical, cultural, and societal issues related to technology.**	**K**	**1**	**2**	
1. Students identify common uses of information and communication technologies.			X	
2. Students discuss advantages and disadvantages of using technology.		X	X	
b. Students practice responsible use of technology systems, information, and software.	**K**	**1**	**2**	
1. Students recognize that using a password helps protect the privacy of information.		X	X	
2. Students discuss scenarios describing acceptable and unacceptable uses of age-appropriate technology (e.g., computers, phones, 911, internet, email) at home or at school.		X	X	
3. Students discuss the consequences of irresponsible uses of technology resources at home or at school.		X	X	
c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.	**K**	**1**	**2**	
1. Students understand that technology is a tool to help them complete a task.		X	X	
2. Students understand that technology is a source of information, learning and entertainment.			X	
3. Students can identify places in the community where one can access technology.			X	

Michigan Educational Technology Standards (METS) – K – 2nd Checklist

3. Technology productivity tools. **a. Students use technology tools to enhance learning, increase productivity, and promote creativity.**	**K**	**1**	**2**	
1. Students know how to use a variety of productivity software (e.g., word processors, drawing tools, presentation software) to convey ideas and illustrate concepts.		X	X	
2. Students will be able to recognize the best type of productivity software to use for a certain age-appropriate tasks (e.g., word-processing, drawing, web browsing).		X	X	
b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.	**K**	**1**	**2**	
1. Students are aware of how to work with others when using technology tools (e.g., word processors, drawing tools, presentation software) to convey ideas or illustrate simple concepts relating to a specified project.			X	
4. Technology communications tools **a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.**	**K**	**1**	**2**	
1. Students will identify procedures for safely using basic telecommunication tools (e.g., e-mail, phones) with assistance from teachers, parents, or student partners.		X	X	Role playing, 911
b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.	**K**	**1**	**2**	
1. Students know how to use age-appropriate media (e.g., presentation software, newsletters, word processors) to communicate ideas to classmates, families, and others.			X	
2. Students will know how to select media formats (e.g., text, graphics, photos, video), with assistance from teachers, parents, or student partners, to communicate and share ideas with classmates, families, and others.			X	
5. Technology research tools **a. Students use technology to locate, evaluate, and collect information from a variety of sources.**	**K**	**1**	**2**	
1. Students know how to recognize the Web browser and associate it with accessing resources on the internet.		X	X	
2. Students will use a variety of technology resources (e.g., CD-ROMs, DVDs, search engines, websites) to locate or collect.			X	
b. Students use technology tools to process data and report results.	**K**	**1**	**2**	
1. Students will interpret simple information from existing age-appropriate electronic databases (e.g., dictionaries, encyclopedias, spreadsheets) with assistance from teachers, parents, or student partners.			X	
c. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.	**K**	**1**	**2**	
1. Students can provide a rationale for choosing one type of technology over another for completing a specific task.		X	X	
6. Technology problem-solving and decision-making tools **a. Students use technology resources for solving problems and making informed decisions.**	**K**	**1**	**2**	
1. Students discuss how to use technology resources (e.g., dictionaries, encyclopedias, search engines, websites) to solve age-appropriate problems.			X	
b. Students employ technology in the development of strategies for solving problems in the real world.	**K**	**1**	**2**	
1. Students identify ways that technology has been used to address real-world problems (personal or community).			X	

Michigan Educational Technology Standards (METS) - 3rd to 5th Checklist

O = Teacher Observation	P = Portfolio Evidence	A = Formal Assessment	C = Technology Literacy Class

Grades Three through Five – Technology Standards and Expectations – (by the end of Grade 5)	Put # of term in Grade Column where concept is taught.			
1. Basic Operations and Concepts. **a. Students demonstrate a sound understanding of the nature and operation of technology systems.**	**3**	**4**	**5**	**Notes**
1. Students discuss ways technology has changed life at school and at home.	X	X	X	
2. Students discuss ways technology has changed business and government over the years.		X	X	
3. Students recognize and discuss the need for security applications (e.g., virus detection, spam defense, popup blockers, firewalls) to help protect information and to keep the system functioning properly.		X	X	
b. Students are proficient in the use of technology.	**3**	**4**	**5**	
1. Students know how to use basic input/output devices and other peripherals (e.g., scanners, digital cameras, video projectors).				
2. Students know proper keyboarding positions and touch-typing techniques.	X	X	X	
3. Students manage and maintain files on a hard drive or the network.	X	X	X	
4. Students demonstrate proper care in the use of hardware, software, peripherals, and storage media.	X	X	X	
5. Students know how to exchange files with other students using technology (e.g., e-mail attachments, network file sharing, diskettes, flash drives).				
6. Students identify which types of software can be used most effectively for different types of data, for different information needs, or for conveying results to different audiences.			X	
7. Students identify search strategies for locating needed information on the internet.	X	X	X	
8. Students proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade level appropriate checklists both individually and in groups.	X	X	X	
2. Social, ethical, and human issues. **a. Students understand the ethical, cultural, and societal issues related to technology.**	**3**	**4**	**5**	
1. Students identify cultural and societal issues relating to technology.				
2. Students discuss how information and communication technology supports collaboration, productivity, and lifelong learning.	X	X	X	
3. Students discuss how various assistive technologies can benefit individuals with disabilities.				
4. Students discuss the accuracy, relevance, appropriateness, and bias of electronic information sources.	X	X	X	
b. Students practice responsible use of technology systems, information, and software.	**3**	**4**	**5**	
1. Students discuss scenarios describing acceptable and unacceptable uses of technology (e.g., computers, digital cameras, cell-phones, PDAs, wireless connectivity) and describe consequences of inappropriate use.	X	X	X	
2. Students discuss basic issues regarding appropriate and inappropriate uses of technology (e.g., copyright, privacy, file sharing, spam, viruses, plagiarism) and related laws.	X	X	X	
3. Students use age-appropriate citing of sources for electronic reports.	X	X	X	
4. Students identify appropriate kinds of information that should be shared in public chat rooms.				
5. Students identify safety precautions that should be taken while on-line.				

Michigan Educational Technology Standards (METS) – 3rd to 5th Checklist

O = Teacher Observation	P = Portfolio Evidence	A = Formal Assessment	C = Technology Literacy Class

Grades Three through Five – Technology Standards and Expectations – (by the end of Grade 5)

	3	4	5	
2c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.				
1. Students explore various technology resources that could assist them in pursuing personal goals.				
2. Students identify technology resources and describe how those resources improve the ability to communicate, increase productivity, or help them achieve personal goals.				
3. Technology productivity tools. **a. Students use technology tools to enhance learning, increase productivity, and promote creativity.**	3	4	5	
1. Students know how to use menu options in applications to print, format, add multimedia features; open, save, manage files; and use various grammar tools (e.g., dictionary, thesaurus, spell-checker).	X	X	X	
2. Students know how to insert various objects (e.g., photos, graphics, sound, video) into word processing XX documents, presentations, or web documents.		X	X	
3. Students use a variety of technology tools and applications to promote [their] creativity.	X	X	X	
4. Students understand that existing (and future) technologies are the result of human creativity.				
b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.	3	4	5	
1. Students collaborate with classmates using a variety of technology tools to plan, organize, and create a group project.			X	
4. Technology communications tools **a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.**	3	4	5	
1. Students use basic telecommunication tools (e.g., e-mail, WebQuests, IM, blogs, chat rooms, web conferencing) for collaborative projects with other students.				
b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.	3	4	5	
1. Students 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.			X	
2. Students identify how different forms of media and formats may be used to share similar information, depending on the intended audience (e.g., presentations for classmates, newsletters for parents).				
5. Technology research tools **a. Students use technology to locate, evaluate, and collect information from a variety of sources.**	3	4	5	
1. Students use Web search engines and built-in search functions of other various resources to locate information.	X	X	X	
2. Students describe basic guidelines for determining the validity of information accessed from various sources (e.g., web site, dictionary, on-line newspaper, CD-ROM).				
b. Students use technology tools to process data and report results.	3	4	5	
1. Students know how to independently use existing databases (e.g., library catalogs, electronic dictionaries, encyclopedias) to locate, sort, and interpret information on an assigned topic.	X	X	X	
2. Students perform simple queries on existing databases and report results on an assigned topic.				

Michigan Educational Technology Standards (METS) – 3rd to 5th Checklist					
O = Teacher Observation	**P** = Portfolio Evidence	**A** = Formal Assessment		**C** = Technology Literacy Class	
Grades Three through Five – Technology Standards and Expectations – (by the end of Grade 5)					
5c. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.	**3**	**4**	**5**		
1. Students identify appropriate technology tools and resources by evaluating the accuracy, appropriateness, and bias of the resource.			X		
2. Students compare and contrast the functions and capabilities of the word processor, database, and spreadsheet for gathering data, processing data, performing calculations, and reporting results.			X		
6. Technology problem-solving and decision-making tools **a. Students use technology resources for solving problems and making informed decisions.**	**3**	**4**	**5**		
1. Students use technology resources to access information that can assist [them] in making informed decisions about everyday matters (e.g., which movie to see, which product to purchase).			X		
b. Students employ technology in the development of strategies for solving problems in the real world.	**3**	**4**	**5**		
1. Students use information and communication technology tools (e.g., calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist with solving real-life problems (personal or community).	X	X	X		

Michigan Educational Technology Standards (METS) - 6th to 8th Checklist

O = Teacher Observation	P = Portfolio Evidence	A = Formal Assessment	C = Technology Literacy Class

Grades Six through Eight – Technology Standards and Expectations – (by the end of Grade 8)	Put X in Grade Column where concept is taught.			
1. Basic Operations and Concepts. **a. Students demonstrate a sound understanding of the nature and operation of technology systems.**	**6**	**7**	**8**	**Notes**
1. Students understand that new technology tools can be developed to do what could not be done without the use of technology.	X		X	
2. Students describe strategies for identifying, and preventing routine hardware and software problems that may occur during everyday technology use.			X	
3. Students identify changes in hardware and software systems over time and discuss how these changes affected various groups (e.g., individual users, education, government, and businesses).	X		X	
4. Students discuss common hardware and software difficulties and identify strategies for trouble-shooting and problem solving.			X	
5. Students identify characteristics that suggest that the computer system hardware or software might need to be upgraded.			X	
b. Students are proficient in the use of technology.	**6**	**7**	**8**	
1. Students use proper keyboarding posture, finger positions, and touch-typing techniques to improve accuracy, speed, and general efficiency in operating a computer.	X	X	X	
2. Students use accurate technology terminology.	X	X	X	
3. Students use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced products.	X	X	X	
4. Students identify a variety of information storage devices (e.g., floppies, CDs, DVDs, flash drives, tapes) and provide a rationale for using a certain device for a specific purpose.	X	X	X	
5. Students identify technology resources that assist with various consumer related activities (e.g., budgets, purchases, banking transactions, product descriptions).		X	X	
6. Students can identify appropriate file formats for a variety of applications.			X	
7. Students can use basic utility programs or built-in application functions to convert file formats.		X	X	
8. Students proofread and edit writing using resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade level appropriate checklists both individually and in groups.	X	X	X	
2. Social, ethical, and human issues. **a. Students understand the ethical, cultural, and societal issues related to technology.**	**6**	**7**	**8**	
1. Students understand the potential risks and dangers associated with on-line communications.	X	X	X	
2. Students identify security issues related to e-commerce.			X	
3. Students describe possible consequences and costs related to unethical use of information and communication technologies.		X	X	
4. Students discuss the societal impact of technology in the future.	X	X	X	
b. Students practice responsible use of technology systems, information, and software.	**6**	**7**	**8**	
1. Students provide accurate citations when referencing information from outside sources in reports.	X	X	X	
2. Students discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, spam, viruses, file-sharing).	X	X	X	

Michigan Educational Technology Standards (METS) - 6th to 8th Checklist

O = Teacher Observation	P = Portfolio Evidence	A = Formal Assessment	C = Technology Literacy Class

	6	7	8	Notes
2c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.				
1. Students use technology to identify and explore various occupations or careers.		X	X	
2. Students discuss uses of technology (present and future) to support personal pursuits and lifelong learning.		X	X	
3. Students identify uses of technology to support communication with peers, family, or school personnel.	X	X	X	
3. Technology productivity tools. **a. Students use technology tools to enhance learning, increase productivity, and promote creativity.**	6	7	8	
1. Students apply common software features (e.g., thesaurus, formulas, charts, graphics, sounds) to enhance communication and to support creativity.	X	X	X	
2. Students use a variety of resources, including the internet, to increase learning and productivity.	X	X	X	
3. Students explore basic applications that promote creativity (e.g., graphics, presentation, photo-editing, programming, video-editing).	X	X	X	
4. Students use available utilities for editing pictures, images, or charts.		X	X	
b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.	6	7	8	
1. Students use collaborative tools to design, develop, and enhance materials, publications, or presentations.	X	X	X	
4. Technology communications tools **a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.**	6	7	8	
1. Students use a variety of telecommunication tools (e.g., e-mail, discussion groups, IM, chat rooms, blogs, video-conferences, web conferences) or other online resources to collaborate interactively with peers, experts, and other audiences.				
b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.	6	7	8	
1. Students create a project (e.g., presentation, web page, newsletter, information brochure) using a variety of media and formats (e.g., graphs, charts, audio, graphics, video) to present content information to an audience.		X	X	
5. Technology research tools **a. Students use technology to locate, evaluate, and collect information from a variety of sources.**	6	7	8	
1. Students use a variety of Web search engines to locate information.	X	X	X	
2. Students evaluate information from various online resources for accuracy, bias, appropriateness, and comprehensiveness.	X	X	X	
3. Students can identify types of internet sites based on their domain names (e.g., edu, com, org, gov, au).		X		
b. Students use technology tools to process data and report results.	6	7	8	
1. Students know how to create and populate a database.		X	X	
2. Students can perform queries on existing databases.		X	X	
3. Students know how to create and modify a simple database report.		X	X	
c. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.	6	7	8	
1. Students evaluate new technology tools and resources and determine the most appropriate tool to use for accomplishing a specific task.	X			

Michigan Educational Technology Standards (METS) – 6th to 8th Checklist						
O = Teacher Observation	**P** = Portfolio Evidence	**A** = Formal Assessment	**C** = Technology Literacy Class			
6. Technology problem-solving and decision-making tools **a. Students use technology resources for solving problems and making informed decisions.**			**6**	**7**	**8**	**Notes**
1. Students use database or spreadsheet information to make predictions, develop strategies, and evaluate decisions to assist them with solving a basic problem.						
b. Students employ technology in the development of strategies for solving problems in the real world.			**6**	**7**	**8**	
1. Students describe the information and communication technology tools to use for collecting information from different sources, analyze their findings, and draw conclusions for addressing real-world problems.				X	X	

Michigan Educational Technology Standards (METS) - 9th to 12th Checklist

O = Teacher Observation	P = Portfolio Evidence	A = Formal Assessment	C = Technology Literacy Class

Grades Nine through Twelve – Technology Standards and Expectations – (by the end of Grade 12)	Put X in Grade Column where concept is taught.				
1. Basic Operations and Concepts **a. Students demonstrate a sound understanding of the nature and operation of technology systems.**	**9**	**10**	**11**	**12**	**Notes**
6. Students discuss emerging technology resources (e.g., podcasting, webcasting, compressed video delivery, online file sharing, graphing calculators, global positioning software).					
7. Students identify the capabilities and limitations of emerging communication resources.	X	X	X	X	C
8. Students understand the importance of both the predictable and unpredictable impacts of technology.	X	X	X	X	C
9. Students identify changes in hardware and software systems over time and discuss how these changes might affect them personally in their role as a lifelong learner.	X	X	X	X	C
10. Students understand the purpose, scope, and use of assistive technology.	X	X	X	X	C
11. Students understand that access to online learning increases educational and workplace opportunities.	X	X	X	X	C
b. Students are proficient in the use of technology.	**9**	**10**	**11**	**12**	
9. Students will be provided with the opportunity to learn in a virtual environment as a strategy to build 21st century learning skills.	X	X	X	X	
10. Students understand the relationship between electronic resources, infrastructure, and connectivity.	X	X	X	X	C
11. Students will routinely apply touch-typing techniques with advanced accuracy, speed, and efficiency.	X	X	X	X	C
12. Students assess and solve hardware and software problems by using online help or other user documentation and support.	X	X	X	X	C
13. Students identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav).	X	X	X	X	C
14. Students demonstrate how to import/export text, graphics, or audio files.	X	X	X	X	C
15. Students proofread and edit a document using an application's spelling and grammar checking functions.	X	X	X	X	C
2. Social, ethical, and human issues **a. Students understand the ethical, cultural, and societal issues related to technology.**	**9**	**10**	**11**	**12**	
5. Students identify legal and ethical issues related to use of information and communication technology.	X	X	X	X	C
6. Students analyze current trends in information and communication technology and assess the potential of emerging technologies for ethical and unethical uses.	X	X	X	X	C
7. Students discuss possible long-range effects of unethical uses of technology (e.g., virus spreading, file pirating, hacking) on cultures and society.	X	X	X	X	C
8. Students discuss the possible consequences and costs of unethical uses of information and computer technology.	X	X	X	X	C

Michigan Educational Technology Standards (METS) - 9th to 12th Checklist						
O = Teacher Observation	**P** = Portfolio Evidence	**A** = Formal Assessment		**C** = Technology Literacy Class		
2. Social, ethical, and human issues **b. Students practice responsible use of technology systems, information, and software.**			**9**	**10**	**11**	**12**	**Notes**
3. Students identify ways that individuals can protect their technology systems from unethical or unscrupulous users.			X	X	X	X	C
4. Students demonstrate the ethical use of technology as a digital citizen and lifelong learner.			X	X	X	X	C
5. Students explain the differences between freeware, shareware, and commercial software.			X	X	X	X	C
6. Students adhere to fair use and copyright guidelines.			X	X	X	X	C
7. Students create appropriate citations for resources when presenting research findings.			X	X	X	X	C
8. Students adhere to the district acceptable use policy as well as state and federal laws.			X	X	X	X	C
c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.			**9**	**10**	**11**	**12**	
4. Students explore career opportunities and identify their related technology skill requirements.			X	X			
5. Students design and implement a personal learning plan that includes technology to support his/her lifelong learning goals.			X	X			
3. Technology productivity tools **a. Students use technology tools to enhance learning, increase productivity, and promote creativity.**			**9**	**10**	**11**	**12**	
5. Students complete at least one online credit, or non-credit, course or online learning experience.					X	X	
6. Students use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence).			X	X	X	X	C
7. Students have access to and utilize assistive technology tools.			X	X	X	X	
8. Students apply advanced software features such as an application's built-in thesaurus, templates, and styles to improve the appearance of word processing documents, spreadsheets, and presentations.			X	X	X	X	C
9. Students use an online tutorial and discuss the benefits and disadvantages of this method of learning.			X	X	X	X	C
10. Students develop a document or file for inclusion into a web site or web page.			X	X	X	X	C
11. Students use a variety of applications to plan, create, and edit a multimedia product (e.g., model, webcast, presentation, publication, or other creative work).			X	X	X	X	C
12. Students have the opportunity to participate in real-life experiences associated with technology-related careers.			X	X	X	X	
b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.			**9**	**10**	**11**	**12**	
2. Students identify technology tools (e.g., authoring tools or other hardware and software resources) that could be used to create a group project.			X	X	X	X	C

Michigan Educational Technology Standards (METS) - 9th to 12th Checklist

O = Teacher Observation	P = Portfolio Evidence	A = Formal Assessment	C = Technology Literacy Class

	9	10	11	12	Notes
4. Technology communications tools **a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.**					
2. Students identify and describe various telecommunications or online technologies (e.g., desktop conferencing, listservs, blogs, virtual reality).	X	X	X	X	C
3. Students use available technologies (e.g., desktop conferencing, e-mail, groupware, instant-messaging) to communicate with others on a class assignment or project.	X	X	X	X	C
4. Students collaborate in content-related projects that integrate a variety of media (e.g., print, audio, video, graphic, simulations, and models) with presentation, word processing, publishing, database, graphics design, or spreadsheet applications.	X	X	X	X	C
5. Students plan and implement a collaborative project using telecommunications tools (e.g., groupware, interactive web sites, videoconferencing).					
b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.	9	10	11	12	
2. Students use a variety of media and formats to design, develop, publish, and present products (e.g., presentations, newsletters, web sites) to communicate original ideas to multiple audiences.	X	X	X	X	C
5. Technology research tools **a. Students use technology to locate, evaluate, and collect information from a variety of sources.**	9	10	11	12	
4. Students compare, evaluate, and select appropriate internet search engines for information.	X	X	X	X	C
5. Students determine if online sources are authoritative, valid, reliable, relevant, and comprehensive.	X	X	X	X	C
6. Students distinguish between fact, opinion, point of view, and inference.	X	X	X	X	C
7. Students evaluate resources for stereotyping, prejudice, and misrepresentation.	X	X	X	X	C
b. Students use technology tools to process data and report results.	9	10	11	12	
4. Students formulate and use evaluation criteria (authority, accuracy, relevancy, timeliness) for information located on the internet to present research findings.	X	X	X	X	C
c. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.	9	10	11	12	
2. Students develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys).	X	X	X	X	C
6. Technology problem-solving and decision-making tools **a. Students use technology resources for solving problems and making informed decisions.**	9	10	11	12	
2. Students use a variety of technology resources (e.g., educational software, simulations, models) for problem solving and independent learning.	X	X	X	X	C
3. Students describe the possible integration of two or more information and communication technology tools or resources to collaborate with peers, community members, and field experts.	X	X	X	X	C
b. Students employ technology in the development of strategies for solving problems in the real world.	9	10	11	12	
2. Students formulate a research question or hypothesis, then use appropriate information and communication technology resources to collect relevant information, analyze the findings, and report the results to multiple audiences.	X	X	X	X	C

Kindergarten – 4th grade Computer Use Agreement

Dear Parent:

This document has been developed to provide you with important information regarding the proper use of technology at Big Rapids Public Schools. Students in Kindergarten through the 4th grade will use computers for a variety of reasons to enhance their educational experience. Our goal by providing this document is to allow you to discuss with your child, the proper use of a computer while at school

Your child's education is very important to us at Big Rapids Public Schools. During the past year, we have integrated the use of computer technology into many aspects of our curriculum. The use of technology enhances learning, and provides your child with hands on use of technology. The use of technology will continue to grow at Big Rapids Public Schools.

Another important aspect of your child's education includes accessing the Internet. All Internet access at this level will be in a controlled environment where the teacher oversees computer use. Our goal in providing this service to younger students is to promote educational excellence in our district by learning effective ways to use the technology that is available to all of us in this day and age.

CARDINet is our name for the data network at Big Rapids Public Schools. It provides users access to local information, programs, and the Internet. The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual subscribers. Kindergartens through 4th grade students have access to:

- Curriculum related software at each school.
- A Web browser to research curriculum related information available across the Internet.
- Various University Library Catalogs and the Library of Congress.

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. BRPS continues to take appropriate precautions by locating the computers properly, having an adult oversee the use of the computer lab, and the use of filtering software. However, on a global network it is impossible to control access to all materials and an industrious user may discover controversial information. We firmly believe that the value of the information and interaction available on this worldwide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of this service.

The following page is the contract portion that will be turned in to your child's teacher. We would like you to read it with your child, and discuss items in the bulleted and numbered list. We hope this helps you to know what we expect while your child uses the computer lab, and what discipline we will use in case of abuse.

If you have any questions about this document, please feel free to contact your child's teacher.

Thank you.

Please discuss with your child the Elementary Computer Lab Computer Contract attached. It is written at a reading level that is easier for your child to understand. After you have discussed this with your child, please have you and your child sign the contract.

Elementary Computer Lab Computer Contract
Grades K - 4

We use computers in many ways at school. The computer helps us improve our keyboarding, spelling, math, and reading skills. Sometimes we will also use the Internet with our teachers' supervision. Because the computer is very important to our learning, we all must treat the computer correctly.

I, _____, promise to treat computers with respect. I will follow all of the computer rules. I promise to:

- Have clean hands before using the computer.
- Touch the computer in a gentle way.
- Eat and drink before I use the computer.
- Use my inside voice when I use the computer.
- Raise my hand and ask my teacher for help when the computer does not work correctly.

1. If I break the rules once, I will receive one session off from using the computer.
2. If I break the rules twice, I will receive two sessions off from using the computer.
3. If I break the rules again, I will receive four sessions off from using the computer.

Parents:

I, _____, have discussed this document with my child and believe they understand the responsibilities associated with the use of a computer.

_____ Student Name (Printed)

_____ Parent Name (Printed)

Big Rapids Public Schools
CARDINet Student Use Agreement

Please read the following carefully before signing the attached contract. This is a legally binding document.

Internet access is now available to students and teachers in the Big Rapids School District via CARDINet. We are very pleased to bring this access to Big Rapids Public Schools (BRPS) and believe the CARDINet offers vast, diverse, and unique resources to both students and teachers. Our goal in providing this service to teachers and students is to promote educational excellence in our district by facilitating resource sharing, innovation, and communication.

CARDINet is an electronic network, which accesses the Internet. The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual subscribers. Students and teachers have access to:

- A Web browser to research information available across the Internet.
- Electronic mail communication with people all over the world.
- Discussion groups on many subjects ranging from Chinese culture to the environment to music to politics.
- Access to many University Library Catalogs, the Library of Congress.

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. BRPS continues to take appropriate precautions, which are limited, to restrict access to controversial materials. However, on a global network it is impossible to control access to all materials and an industrious user may discover controversial information. We firmly believe that the value of the information and interaction available on this worldwide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of this service.

Internet access is coordinated through a complex association of government agencies, and regional and state networks. In addition, the smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. These guidelines are provided here so that you are aware of the responsibilities you are about to assume. In general this requires efficient, ethical and legal utilization of the network resources. If a student user violates any of these provisions, his or her account with CARDINet will be terminated and/or disciplinary action and future access could possibly be denied. Your signature(s) on the attached contract is (are) legally binding and indicates the party (parties) who signed has (have) read the terms and conditions carefully and understand(s) their significance.

CARDINet - Terms and Conditions

1) Acceptable Use - The purpose of CARDINet, which is the BRPS network to the Internet, is to support research and education in and among academic institutions in the U.S. by providing access to unique resources and the opportunity for individual research and collaborative work. The use of your account must be in support of education and consistent with the educational objectives of the Big Rapids Public School District. No personal or business use is permitted on any school computers. Use of other organization's networks or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening material, obscene material, or material protected by trade secret. Use for commercial activities by for-profit institutions is not acceptable. Use for product advertisement or political lobbying is also prohibited. Illegal activities are strictly prohibited.

2) Privileges - The use of CARDINet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges and/or disciplinary action as defined in current student handbook. (Each student who receives an account will be part of a discussion with his or her sponsoring BRPS faculty member pertaining to the proper use of the network.) Based upon the acceptable use guidelines outlined in this document, the system administrators will deem what is inappropriate use and their decision is final. Also, the system administrators may close an account at any time as required. The administration, faculty, and staff of BRPS may request the system administrator to deny, revoke, or suspend specific user accounts.

3) Netiquette - You are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:

- Be polite. Do not write or send abusive messages to others.
- Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
- Do not reveal your personal address or phone numbers or those of other students or colleagues.
- Note that electronic mail (e-mail) and Internet services are not guaranteed to be private. System administrators have access to all Email and incoming Internet information.
- Messages relating to or in support of illegal activities may be reported to the authorities.
- Do not use the network in such a way that you would disrupt the use of the network by other users (e.g. downloading huge files during prime time; sending mass e-mail messages; annoying other users using the talk or write functions).
- All communications and information accessible via the network should be assumed to be public property.

4) Reliability - CARDINet makes no warranties of any kind, whether expressed or implied, for the service it is providing. CARDINet will not be responsible for any damages you suffer. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by CARDINet's negligence or your errors or omissions. Use of any information obtained via CARDINet is at your own risk. CARDINet specifically denies any responsibility for the accuracy or quality of information obtained through its services.

5) Security - Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem on CARDINet, you must notify a system administrator or e-mail postmaster@cardinal.brps.k12.mi.us. Do not demonstrate the problem to other users. Do not use another individual's account. Do not give your password to any other individual. Attempts to log in to the system as any other user will result in cancellation of user privileges and/or disciplinary action. Attempts to login to CARDINet as a system administrator will result in cancellation of user privileges and/or disciplinary action. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to CARDINet.

6) Vandalism - Vandalism will result in cancellation of privileges and/or disciplinary action, and possible criminal prosecution. Vandalism is defined as any malicious attempt to harm or destroy school hardware, software, or data of another user, CARDINet, or any other networks that are connected to CARDINet or the Internet. This includes, but is not limited to, the uploading or creation of computer viruses.

7) Updating Your User Information - CARDINet may occasionally require new registration and account information from you to continue the service. You must notify CARDINet of any changes in your account information (address, etc.).

8) Exception of Terms and Conditions - All terms and conditions as stated in this document are applicable to the Big Rapids Public School District. These terms and conditions reflect the entire agreement of the parties and supercede all prior oral or written agreements and understandings of the parties. These terms and conditions shall be governed and interpreted in accordance with the laws of the State of Michigan, United States of America. Any Big Rapids Public School District student may apply for an Internet Account. To do so you must complete the attached contract and application. Students should return the contract to their sponsoring instructor.

9) BRPS remains in compliance with all regulations of the Children's Internet Protection Act (CIPA). BRPS will maintain its subscription to the CIPA compliant filter list. In addition, BRPS will maintain a list of disallowed websites as recommended by teachers and staff, and this list will be reviewed by the Cardinal Technology Steering committee on a regular basis.

CONTRACT PORTION OF DOCUMENT

(Must complete both sides)

Directions: After reading the CARDINet Application for Account and Terms and Conditions please read and fill out the appropriate portions of the following contract completely and legibly. The signature of a parent or guardian is also required. Please return the contract to your teacher. Any questions should be addressed to your teacher as well.

STUDENT APPLICANT (Required)

I have read the CARDINet Terms and Conditions. I understand and will abide by the stated Terms and Conditions for CARDINet. I further understand that violation of the regulations is unethical and may constitute a criminal offense. Should I commit any violation my access privileges may be revoked, school disciplinary action may be taken and/or I may be subject to appropriate legal action.

Date: ____/____/____

Student's Full Name (please print):_____

Student I.D. Number (accounts cannot be issued without this): _____

Expected Graduation Year: _____

Current School: _____

User Signature: _____

When your account is established, your sponsoring teacher will notify you of your logon name and user password. Thank you for your interest and support of this resource in the Big Rapids Public Schools.

SPONSORING TEACHER (Required)

I have read the Terms and Conditions of CARDINet and agree to discuss this agreement with the student. As the sponsoring teacher I do agree to instruct the student on acceptable use of the network and proper network etiquette. I also understand that this student may use the network/internet in the context of another class or outside the school environment and that I am not responsible for this student's use outside my direct supervision.

Teacher's Name (please print): _____

Teacher's Signature: _____ Date: ____/____/____

**See reverse for parent/guardian authorization.

PARENT OR GUARDIAN

(If the applicant is under the age of 18 a parent or guardian must also read and sign this agreement.)

As the parent or Guardian of this student I have read the Terms and Conditions for CARDINet. I understand that this access is designed for educational purposes. I also recognize it is impossible for BRPS and CARDINet to restrict access to all controversial materials, and I will not hold them responsible for inappropriate materials, which may be acquired on the network. Further, I accept full responsibility for supervision of this student if and when use is not in a school setting.

I hereby give my permission to issue the following account(s) for my student and certify that the information contained on this form is correct:

Parent or Guardian (please print): _____

Signature: _____

Date: ____/____/____ Daytime Phone: _____Evening Phone: _____

❑ Check here if parent/guardian consent is <u>not</u> required (applicant is over the age of 18).

For use by the Cardinal Technology Staff

User ID _____ Email address: _ (user ID)_@_____ .brps.k12.mi.us

Issued by _____ Date: _____/_____/_____

Notice: Cardinal Technology staff will assign your user ID, which then becomes the prefix for your Email address. You will establish your own password for your account when you log on to the network during your new user orientation.

Big Rapids Public Schools
STAFF CARDINet Use Agreement

Please read the following *guidelines carefully before using the CARDINet Internet/World Wide Web access network.*

Internet access is available to students and staff in the Big Rapids School District via CARDINet. We are pleased to bring CARDINet to Big Rapids Public Schools (BRPS) and believe it offers vast, diverse, and unique resources to students, *staff, and other authorized users***. Our goal in providing this service to** *staff and others* **is to promote educational excellence in our district by facilitating resource sharing, innovation, and communication.**

CARDINet is an electronic network which accesses the Internet. The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual subscribers. Students, *staff, and other authorized users* **have access to:**

- **A Web browser to research information available across the Internet.**
- **Electronic mail communication with people all over the world.**
- **Discussion groups** on many subjects.
- **Access to many University Library Catalogs, the Library of Congress.**

With access to computers and people all over the world, too comes the availability of material that may not be considered to be of educational value in the context of the school setting. BRPS continues to take appropriate precautions, which are limited, to restrict access to controversial materials. However, on a global network it is impossible to control access to all materials and an industrious user may discover controversial information. We firmly believe that the value of the information and interaction available on this worldwide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of this service.

Internet access is coordinated through a complex association of government agencies, and regional and state networks. In addition, the smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. These guidelines are provided here so that you are aware of the responsibilities you are about to assume. In general this requires efficient, ethical and legal utilization of the network resources. If a user violates any of these provisions, his or her account with CARDINet will be terminated *and/or possible action consistent with district policies and/or employee agreements may be taken.* **Future access could also be denied.**

CARDINet - Terms and Conditions

1) **Acceptable Use** - The purpose of CARDINet, which is **the** BRPS network to the Internet, is to support research and education in and among academic institutions in the U.S. by providing access to unique resources and the opportunity for individual research and collaborative work. The use of your account must be in support of education and consistent with the educational objectives ***and policies*** of the Big Rapids Public School District. **No personal or business use is permitted on any school computers.** Use of other organization's networks or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret. Use for commercial activities by for-profit institutions is not acceptable. Use for product advertisement or political lobbying is also prohibited. Illegal activities are strictly prohibited.
2) **Privileges -** The use of CARDINet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges ***and/or possible action consistent with district policies and/or employee agreements may be taken.*** Based upon the acceptable use guidelines outlined in this document, the system administrators will deem what is inappropriate use and their decision is final. Also, the system administrators may close an account at any time as required. The administration of BRPS may request the system administrator to deny, revoke, or suspend specific user accounts.

3) **Netiquette -** You are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:
   - Be polite. Do not write or send abusive messages to others.
   - **Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.**
   - **Do not reveal your personal address or phone numbers or those of other colleagues.**
   - Note that electronic mail (e-mail) and internet services are not guaranteed to be private. System administrators have access to all mail, incoming internet information, *and monitor traffic on the network for various purposes.* **Messages relating to or in support of illegal activities may be reported to the authorities.**
   - **Do not use the network in such a way that you would disrupt the use of the network by other users (e.g. downloading huge files during prime time; sending mass e-mail messages; annoying other users using the talk or write functions).**
   - **All communications and information accessible via the network should be assumed to be** public **property and/or the joint intellectual property of BRPS and the individual user.**

4) Reliability - **CARDINet makes no warranties of any kind, whether expressed or implied, for the service it is providing. CARDINet will not be responsible for any damages you suffer. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by CARDINet's negligence or your errors or omissions. Use of any information obtained via CARDINet is at your own risk. CARDINet specifically denies any responsibility for the accuracy or quality of information obtained through its services.**

5) **Security -** Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem on CARDINet, you must notify a system administrator or e-mail postmaster@cardinal.brps.k12.mi.us. Do not demonstrate the issue to other users. Do not use another individual's account. Do not give your password to any other individual. Attempts to log in to the system as a system administrator or any other user will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to CARDINet.

6) **Vandalism -** Vandalism will result in cancellation of privileges, ***possible action consistent with district policies and/or employee agreements,*** and possible criminal prosecution. Vandalism is defined as any malicious attempt to harm or destroy school hardware, software, or data of another user, CARDINet, or any other networks that are connected to CARDINet or the Internet. This includes, but is not limited to, the uploading or creation of computer viruses.

7) **Updating Your User Information -** CARDINet may occasionally require new registration and account information from you to continue the service. You must notify CARDINet of any changes in your account information (address, etc.).

8) **Exception of Terms and Conditions -** All terms and conditions as stated in this document are applicable to the Big Rapids Public School District. These terms and conditions reflect the entire guideline for CARDINet use and supercedes all prior oral or written policies related to use of the internet and the World Wide Web. These terms and conditions shall be governed and interpreted in accordance with the laws of the State of Michigan, United States of America. Any Big Rapids Public School District staff member may apply for an Internet Account. To do so you must complete a contract/application. Return the contract to your immediate supervisor.

9) BRPS remains in compliance with all regulations of the Children's Internet Protection Act (CIPA). BRPS will maintain its subscription to the CIPA compliant filter list. In addition, BRPS will maintain a list of disallowed websites as recommended by teachers and staff, and this list will be reviewed by the Cardinal Technology Steering committee on a regular basis.

10) **Orientation –** Receive orientation by calling or visiting the TRC.

Big Rapids Public Schools

Staff CARDINet Use Agreement and Account Application

Directions: **After reading the CARDINet Use Agreement, Fill out the following completely and legibly and include your signature. When completed, return only this page to it to Central Office, and keep the first two pages for reference.**

Full Name (please print): _____Date: _____/_____/_____

School/work site: _____

Program/Position: _____

Duration: ❑ Fulltime ❑ Parttime ❑ Temporary Ending Date (if applicable): _____

School Phone (Centrex or number): _____Home Phone: _____

I have read the CARDINet Use Agreement. I understand and will abide by the stated Terms and Conditions for CARDINet. I further understand that violation of the guideline is unethical and may constitute a criminal offense. Should I commit any violation I understand that my access privileges may be revoked, and other action consistent with district policies and/or employee agreements may be taken, and/or I may be subject to appropriate legal action.

User Signature: _____ Date ____/____/_____

For use by the Cardinal Technology Staff

User ID: _____ Email address: _(user ID)_@_____.brps.k12.mi.us

Issued by: _____ Date: _____/_____/_____

Notice: Cardinal Technology staff will assign your user ID, which then becomes the prefix for your Email address. You will establish your own password for your account when you log on for the first time.

For technical assistance, or new user orientation, please call the TRC at Ext. 503.

Big Rapids Public Schools

CARDINet Family-Night Use Agreement

Please read the following carefully before signing the following Sign-in sheet

We are very pleased to bring this access to Big Rapids Public Schools (BRPS) and believe CARDINet offers vast, diverse, and unique resources to both students and teachers. Our goal in providing this service on family night is to promote educational excellence in our district by facilitating resource sharing, innovation, and communication.

It is critical that our children have your guidance as they learn to use the Internet. Although children can use the Internet to tap in to the Library of Congress or download pictures from the surface of Mars, not all of the material on the Internet is appropriate for children. As a parent, you can guide and teach your child in a way that no one else can. You can make sure that your child's experience on the Internet is safe, educational, and enjoyable.

Access to computers and people all over the world can result in the availability to access material that may not be considered to be of educational value. BRPS continues to take appropriate precautions to restrict access to controversial materials. We firmly believe that the value of the information and interaction available on this worldwide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of this service. The following guidelines are provided so that you are aware of the responsibilities you are about to assume.

1) Acceptable Use – **This is a common sense approach**. The use of the family account must be in support of education and consistent with the educational objectives of the Big Rapids Public School District. No personal or business use is permitted on any school computers. Use for product advertisement or political lobbying is also prohibited.

2) Netiquette - You are expected to abide by the generally accepted rules of network etiquette.
   - Be polite. Do not write or send abusive messages to others.
   - Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
   - Do not reveal your personal address or phone numbers or those of other students or colleagues.
   - Messages relating to or in support of illegal activities may be reported to the authorities.
   - Do not use the network in such a way that you would disrupt the use of the network by other users (e.g. downloading huge files during prime time; sending mass e-mail messages; annoying other users using the talk or write functions).
   - All communications and information accessible via the network should be assumed to be public property.

3) Security - Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem, please notify a system administrator or e-mail postmaster@brps.k12.mi.us. Do not demonstrate the problem to other users. Do not use another individual's account give your password to any other individual, or attempt to login in to CARDINet as a system administrator.

4) Vandalism - Vandalism is defined as any malicious attempt to harm or destroy school hardware, software, or data of another user, CARDINet, or any other networks that are connected to CARDINet or the Internet. This includes, but is not limited to, the uploading or creation of computer viruses.

5) Exception of Terms and Conditions - All terms and conditions as stated in this document are applicable to the Big Rapids Public School District. These terms and conditions reflect the entire agreement of the parties and supercede all prior oral or written agreements and understandings of the parties.

Thank you and enjoy your family-night experience at Big Rapids Public Schools

Joe Bouman
Director of Technology

Family Night Computer Use Sign-in Sheet DATE: _____

By signing in, I acknowledge that I have read, understand and will abide by the guidelines defined in the CARDINet Family-Night Use Agreement.

Family Name	**Signature**

Big Rapids Public Schools
Big Rapids, Michigan

WEB Authoring Guidelines

Including Board of Education
Policy

Initial Adoption by
The Cardinal Technology Steering Committee
November 12, 1998

Current Revised Version - 1/18/2008

The following guidelines cover all web pages (or Home Pages) developed and available in the Big Rapids Public Schools technology infrastructure.

Big Rapids Public Schools - Board of Education
Web Authoring Guidelines

It is the intent of the Board of Education that web pages authored by students and staff, *who have signed an internet use agreement*, include only appropriate *educational* content, and meet specific appropriate standards for design, student identification, staff identification, development software, and *overall use. No web page may be used for or have references to personal and/or business interests.*

All such web pages will meet applicable laws, *shall adhere to Board policies,* shall be found in links available from the BRPS Home Page, and shall be the property of the school district. Web pages will be deleted with the students leave the district, when the staff member is no longer employed, when a formal relationship with district is terminated, or when the superintendent determines that such web page will be deleted.

The superintendent shall develop guidelines for the administration of these guidelines.

Cardinal Technology
Web Authoring Regulations

1. General

1.1. All pages developed and available shall follow Board Policy, applicable laws (Including the Children's Online Privacy Act and The Children's Online Protection Act), and the guidelines in this document.
1.2. All pages developed and available shall originate from the BRPS Website. The Director of Technology shall approve special circumstances.
1.3. Board Members, Administrators, Staff Members, and Students may post pages. Pages may also be developed by organizations sanctioned by the Board of Education, for example: classrooms, boosters groups, parent/teacher organizations, teams, etc.
1.4. Pages will be developed using District licensed Web Authoring Software. Those developed using other software must be copied into the system at the TRC by an authorized Cardinal Technology Representative with the approval of the Director of Technology.
1.5. Pages may only be developed by persons who have a signed Internet Use Agreement on file in the TRC.
1.6. Electronic transmission of materials is a form of copying. All applicable laws and district policies related to copyrights shall be followed.
1.7. The Director of Technology or a designee under direct supervision of the Director shall act as the District Webmaster.

2. Ownership and Retention

2.1. All Web pages on District servers and/or computers are the property of the School district for as long as they reside on the district infrastructure. As such they are subject to all district policies and regulations.

2.2. Web pages will be deleted when students graduate or leave the district, a staff member is no longer employed, or when a person's formal relationship with the district is terminated, unless prior arrangements have been made.

3. Access to Development

3.1. Access to the district web server(s) shall be by password only. The School/worksite Tech Team shall recommend who will be given passwords and/or access to editing existing pages to the district webmaster.

3.2. Page editing shall be limited to one or two computers at each site as designated by the Tech Team. The exception will be classes where the teacher is trained and is teaching a class in page development.

3.3. The Tech Team will decide on one person (a site web administrator), who will be trained, to supervise all page development for that site. This person will be supervised by and meet regularly with the district Webmaster.

4. Content

4.1. The Tech Team and Webmaster will be responsible for all page content for each site. The Webmaster and a District Web Page Committee shall be responsible for the BRPS Home page and the overall content of the site.

4.2. The Tech Team may assign one person (the site web administrator) or a sub committee to review content in their behalf.

4.3. The administrator in charge at each site must review and recommend completed pages to the Webmaster before they are linked to the BRPS Website.

4.4. Content and design shall be aligned with the district marketing plan.

5. Design

5.1. The size of each site web shall be limited to 100 MB with a maximum of 5mb per contributor. The Tech Team may provide a justified request for more server memory through the Cardinal Technology department.

5.2. All general pages shall follow a standard template which will include the design and content set by the District Web Committee in conformance with the district marketing plan (student and staff pages may vary).

5.3. Minimum standard components for all pages shall include:

5.3.1. Link to BRPS Home

5.3.2. The date of the most recent update and visitor count shall appear on each school and major program page.

5.3.3. If a Cardinal is included it must be a Board approved version (student pages may vary).

5.4. Each Tech Team shall supervise its pages to insure that links are appropriate and follow all standards in these guidelines. All content and/or links shall be limited to non-profit and educational uses only. All email references shall be limited to the BRPS domain only.

5.5. Each Tech Team shall be trained in the district marketing plan and shall consider it seriously in all review of pages.

6. Student Identification

6.1. All student identification will be by first name only, full name by parent permission only in each circumstance.

6.2. No student can be identified in any situation that will compromise his or her status in counseling, special education, legal, or other right to privacy circumstance.

6.3. A beginning of the year notice shall be provided to notify parents of the districts intent to use student pictures, data, and/or work in web page content with parent opportunity to request limitations.

6.4. All applicable State and Federal laws shall be followed (see 1.1 above).

7. Staff Identification

7.1. Staff names, district directory information, pictures, and/or district email addresses will be used unless limited by specific written request after an annual notice is published to all staff.

8. Faculty/Staff Pages

8.1. All staff pages shall be supervised by the site Tech Teams and the Webmaster following these policies.

8.2. Content of these pages and links from these pages shall be limited to school related activities and educational interests only.

8.3. All email references shall be limited to the BRPS domain only.

8.4. All content and/or links shall be limited non-profit and educational uses only and shall follow all applicable State and Federal Laws.

9. Procedure

9.1. The Tech Team at that site will supervise Page development by persons at each site.

9.2. Completed pages must go through a review by the Tech Team or their designee.

9.3. The site administrator prior to being linked to the BRPS Website must then approve the completed pages.

9.4. Cardinal Technology staff will designate who will link completed pages to the BRPS website.
9.5. The Webmaster shall receive email notification of all new links and/or major revisions to any website content or design (doesn't include daily editing).

10. Due Process

10.1. The District will cooperate fully with local, state, or federal officials in any investigation concerning to or relating to any illegal activities conducted through this web site system.
10.2. Any District administrator may terminate the account privileges of authorized users by providing notice to the user.

11. Search and Seizure

11.1. System users have a limited privacy expectation in the contents of their personal files and records of their on-line activity while on the BRPS system.
11.2. Routine maintenance and monitoring of the system may lead to discovery that a user has or is violating District Policy, administrative regulations, a student disciplinary code, or the law. If the district Director of Technology or Webmaster discovers a potential violation by a District user, the appropriate administrator and/or the Superintendent shall be notified.
11.3. An individual computer file search may be conducted if there is reasonable suspicion that a user has violated the law, District Policy, administrative regulations, or the student disciplinary code. The nature of the investigation will be reasonable and within the context of the nature of the alleged violation. The District will cooperate with local, state, and/or federal authorities in any investigation they might be conducting of an individual user.
11.4. Employees should be aware that their personal computer files might be discoverable under state and/or federal law.

These guidelines are an attempt to focus the communication provided in the BRPS web pages on high quality, creative content related to education and the mission and goals of the district.

Big Rapids Public Schools

Staff WEB Authoring Agreement and Account Application

Directions: **After reading the WEB Authoring Agreement, please fill out the following agreement completely and legibly. You and your supervisor must sign it. Afterwards, please return it to the Cardinal Technology Office. After the Cardinal Technology Office has created your web account, you will receive a copy of this agreement, your web address, user ID and password.**

Full Name (please print):_____ **Date:** ___/____/____

School/Work Site _____

Home Address: _____

_____

School Phone (Centrex or number) _____ **Home Phone:** _____

I have read and understand the Web Authoring Agreement and will abide by the stated Terms and Conditions. I further understand that violation of these guidelines is unethical and may constitute a criminal offense. Should I commit any violation, I understand that my access privileges for my web, and also email/internet may be revoked, possible other action consistent with district policies and/or employee agreements may be taken, and/or I may be subject to appropriate legal action.

User Signature: _____ Date: _____/_____/____

After signing, please obtain a signature from your supervisor, then forward to Cardinal Technology.

Administrative Authorization: I have discussed the WEB Authoring Agreement with this person and authorize issuing a user ID.

Supervisor Signature: _____ Date: ____/_____/____

For use by the Cardinal Technology Staff

User ID: _____ WEB address: _____.k12.mi.us

Password: _____

Issued by: _____Date: ___/_____/___

Professional Development General Timetable

Big Rapids Public Schools utilizes the National Educational Technology Standards for Teachers (NETS*T) as a our standards for professional development and performance indicators for all teachers.

Big Rapids Public Schools provides continuous professional development to its staff in the form of "Just-in-Time Training". Through the use of remote control tools, and our phone communications, most technical support calls result in opportunities for 1-to-1 training with staff members. Below is a general timetable of opportunities for district staff to obtain professional development as it relates to their individual technology needs.

Annual Systemic Professional Development

- Classroom management software.
  Generally offered at the beginning of the school year for new teachers. Also offered as needed to provide staff with training to take advantage of new updates.

- Utilizing Subscription based applications.
  BRPS maintains various subscriptions to online services, including Pearson Inform, Pearson Benchmark, United Streaming, various online catalogs and other services. Ongoing training is provided to allow staff to make the best use of these services.

- Utilizing applications available on your computer.
  Opportunities for Professional Development are offered multiple times per year to staff to improve their ability to use applications installed on each computer. This includes training of aspects of the operating system, network operating system, office products, and printing.

Curriculum Driven Technology Integration

- As defined in our Curriculum Adoption Cycle on page 26. All curriculum adoptions will include accompanying software and professional development necessary to properly utilize all aspects of the newly adopted curriculum.