

YALE PUBLIC SCHOOLS TECHNOLOGY PLAN

July 1, 2009 – June 30, 2012

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Technology Plan URL

<http://www.yale.k12.mi.us/documents/techplan.pdf>

**YALE PUBLIC SCHOOLS
TECHNOLOGY PLAN
July 1, 2009 - June 30, 2012**

District Mission Statement

The mission of the Yale Public Schools is to provide excellence in educational programs and services for all students in a safe environment through a dynamic and proactive curriculum that prepares students for lifelong learning.

Introduction and Background

Yale Public Schools is located in the northwest corner of St. Clair County, serving the rural communities of Avoca, Brockway, Emmett, Fargo, Goodells, Ruby, and Yale. YPS operates one high school, one junior high school, and three elementary schools. Enrollment for the 2008-2009 school year is 2250 students and there are 121 faculty members. The ratio of students to teachers is 18.59 to one. The percentage of district students who passed the MEAP was 63.4 percent (2008 data).

Based on 2008 data from a study by Standard and Poor's, 24.1 percent of the students in Yale are economically disadvantaged. Nearly one in 10 students (9.9%) resides in a lone-parent household. Ten percent (10%) of the students are in special education programs. The median household income ranges from \$50,000 TO \$75,000. Eighty-nine percent (89.3%) of the adults have at least a high school diploma, while nearly 10 percent(10.3%) have at least a bachelor's degree.

According to 2000 Census data, 98 percent of Yale's population classified themselves as white. None of the students in Yale Public Schools have limited English proficiency.

Yale Public Schools is one of the few Michigan districts that have attained accreditation for all its schools through the North Central Accreditation Association of Schools and Colleges (NCA). All of Yale Schools' buildings have either been newly constructed or renovated during the past fourteen years. As part of this process, technology infrastructure and software needs for curriculum integration have had a high priority.

Yale Public Schools Building Directory

YPS Central Office
198 School Drive
Yale, MI 48097
Phone: 810-387-3231 x 264
Fax: 810-387-4418

Yale High School
247 School Drive
Yale, MI 48097
Phone: 810-387-3231 x 243
Fax: 810-387-9108
Grades 9 – 12 enrollment 702

Yale Jr. High School
198 School Drive
Yale, MI 48097
Phone: 810-387-3231 x 232
Fax: 810-387-9207
Grades 9 – 12 enrollment 537

Avoca Elementary School
8751 Willow St., P.O. #365
Avoca, MI 48006
Phone: 810-324-2660
Fax: 810-324-2843
Grades K – 5 enrollment 306

Farrell-Emmett Elementary School
3300 Kinney Road
Emmett, MI 48022
Phone: 810-384-1300
Fax: 810-384-8010
Grades K – 5 enrollment 255

Yale Elementary School
200 School Drive
Yale, MI 48097
Phone: 810-387-3231 x 212
Fax: 810-387-9413
Grades K – 5 enrollment 422

Technology Plan Introduction

The Yale Public Schools district has had a technology planning process in place for many years. During the 1988-89 school year, a district Focus Review Cycle was implemented. A five-year cycle was designed to conduct a thorough review of every curriculum area, including technology instruction. During the first Technology Focus year, the district equipped each school with computer hardware and provided appropriate staff development. As the district moved through the initial Focus Review Cycle, it became apparent that technology issues needed to be addressed each year as the various K-12 subject areas came under study. Thus, the current Curriculum Focus process incorporates technology applications as part of an integrated approach to each subject area. In 2004 technology was added to the curriculum focus cycle and was addressed during the 2005 – 2006 school year.

As noted above, all buildings in Yale Schools have either been newly constructed or thoroughly renovated over the past fifteen years. As the district approached these comprehensive building projects, it had a unique opportunity to imbed technology infrastructure within each building. The Technology Committee met regularly to determine priority technology projects/applications for each level of the district. This “road map” guided the development of our current technology capabilities.

The district has a full-time position of Director of Technology (while still teaching a math and science class during the school day). This has allowed him the flexibility to meet the technology needs at each school. He is responsible for the overall implementation of our district Technology Plan, and he coordinates the work of the various technology staff members.

This group of staff members consists of a District Media Specialist and five Media-Tech aides (one in each building). The District Media Specialist provides coordinated development of student opportunities. Since she is responsible for the Library Media program in five buildings, the Media-Tech Aides are available in each school throughout the school day.

Yale Schools' Technology Plan continues to evolve as various components are implemented. Mr. Hunt, the Director of Technology, meets every other week with the Administrative Council to update the principals and superintendent on technology issues or concerns. The administrators also contact Mr. Hunt as needed, or at meetings, to problem-solve any situations.

District Technology Vision Statement

We believe technology is an integral part of the total educational process for every student. **Integrated communication technology** (voice, audio, video, data) has had, and will continue to have, a profound effect on our world. To ensure that Yale students become fully functioning participants in this continuously evolving society, it is necessary for them to acquire the skills, knowledge and value inherent in the use of technology.

We believe a **flexible curriculum** will best meet the needs of all students, regardless of their abilities. Technology will become both a learning and a management tool providing staff, students and parents the educational means and outcomes to address the development, well-being and achievement of all students. Implementation of technology will be ongoing and designed to ensure a logical progression from kindergarten through twelfth grade.

Technology will assist Yale **students in becoming literate, independent, life-long learners** better capable of both problem-solving and critical thinking. Interacting with technology will assist our students in mastering basic skills and developing creative expression. Technology will permit staff, parents and students to better plan and monitor learning outcomes.

All instructional and administrative staff will model the use of technology for both students and fellow staff members. Staff development and in-service activities will be planned and implemented to support staff in the integration of technology into the curriculum. Technology will permit teachers to expand their roles of facilitator and researcher, thereby providing new learning experiences and environments for Yale students.

Technology will provide **better communications between family, community, and school.** Parents will be more routinely and actively involved in communication with teachers and schools through integrated communication technology.

Equity of access to various technologies, materials, and experiences will be fostered through mutual collaboration and communication between all shareholders in the educational process. Networked technology will enhance communication, minimize cost, and maximize access to common devices, software and resources. Technology will be available in schools and classrooms in sufficient quantities to achieve this vision.

District Technology Goals

The Yale Board of Education has a set of District Priority Goals. Goal #2 includes the vision “to maintain and enhance a measurable curriculum that addresses the academic, physical, and creative need of all students.”

Technology strategies toward this vision/goal include:

- Enhance the existing curriculum by providing new modes of instruction.
- Teach technological methodologies as a curricular area for student mastery.
- Enable the delivery and exchange of information to and from students, teachers, administration, parents, and community.
 1. Web page (each building, district)
 2. Phone system (Homework Voice Mail)
 3. Community Access TV
 4. Distance learning technology
- Provide continuing professional development on the use of technology as well how to integrate technology into the classroom.
- Work with the RESA and county schools to develop our technology network.
- Identify within curricular areas the skills and knowledge necessary to function in a changing and technological society for employment and continuing education.
- Utilize technology for instructional support, and as a goal for student skills.
- Maintain a plan to use technology to enhance the overall communication process.
- Professional staff training shall follow the curriculum review cycle and methodologies for which effectiveness have been validated.

The Yale Public Schools Technology Plan for 2009 - 2012 is built directly upon our District Mission Statement and the technology goals stated above. The plan takes each of these components and outlines the specific sub goals and strategies necessary to accomplish them. The Michigan Technology Content Standards also provided guidance to the development of our plan.

Major Goals of Technology Plan

Yale Public Schools has five primary technological goals for the next three years:
(Status of each goal is highlighted below)

1. Refining K-12 technology-related curriculum goals and objectives-
 - Strategy #1: Define and refine the goals and objectives for the Computer Tech, BST, and Computer Math courses in the high school.
Status: in progress
 - Strategy #2: Institute high school technology goals that stress student Certification attainment. **Status: dependent on funding for equipment, training, and supplies**
 - Strategy #3: Revise elementary curriculum for Media and Technology skills (coordinated and taught by Elementary Technology Teacher).
Status: ongoing
 - Strategy #4: Beginning with the upper elementary grades, use technology based projects, stressing research, to reinforce curriculum concepts in all subject areas. **Status: ongoing**
 - Strategy #5: Provide technology related software instruction to develop basic presentation and word processing skills for all K-12 students. **Status: ongoing**
 - Strategy #6: Use technology at the elementary level to provide remediation and foster mastery of basic skills.
Status: ongoing
 - Strategy #7 Provide in-class modeling of strategies for teachers to integrate technology into the curriculum (by RESA Technology Specialists and Curriculum Consultants)
Status: ongoing
 - Strategy #8 Provide an assessment program in grades 3-8 that will assist teachers in the diagnoses of student abilities.
Status: ongoing
 - Strategy #9 Report the percentage of eighth grade students meeting the State Board of Education-approved Michigan Educational Technology Standards & Expectations for grades 6-8
Status: ongoing
 - Strategy #10 Provide filtered, wireless high speed internet access to students at home.

- Evaluation: Are the curriculum pieces needed for Strategies #1, #2, and #3 completed and in use? Conduct a teacher survey in the in the spring of 2009 to assess the increase in use of Strategies #4, #5, and #6, and #8. The success of strategy #8 may also be determined through observation of teachers' integration skills in the classroom.

Strategy #7 should happen annually. Strategy #9 is required as part of the United States Department of Education's Enhancing Education Through Technology goal.

2. Improving staff technological competency and participation-

Strategy #1: Develop and adopt district standards for staff technology proficiency, using competency levels to gauge progress.

Status: In process using ISTE standards and NETS

Strategy #2: Continue developing a specific set of technology workshops, offered by both our own Technology Team and specialists from the RESA. Identify which workshops are required and which are optional. These workshops will contain training for both software applications and the use of educational hardware and will tie in with standards. Once teachers have acquired necessary skills, move beyond skill develop and provide in-class modeling of integration. (See goal #1, strategy #8.) **Status: ongoing**

Strategy #3: Provide in-class support for use of technology as a teaching and presentation tool for teachers at all levels.

Status: Provided on an on-going basis by RESA staff and YPS Technology Staff

Strategy #4: Provide sufficient teacher training in the use of any software implemented at a specific grade level (i.e. *Earobics Literacy Launch* in the primary grades, Performance Series and CCC *SuccessMaker* software in grades K-8, *DataDirector* K – 12 and *E2020* 6 - 12). All newly hired teachers will be trained, as needed, in specific software applications.

Status: Provided on an on-going basis by RESA staff and YPS Technology Staff

Evaluation: A teacher survey will be conducted in the spring of 2009 to determine if Strategies #1 and #2 are in place and to assess teachers' opinion of the amount of in-class support and training provided (do they feel that they have enough support and training available to effectively use technology in daily instruction?). New teachers will meet with and be in-serviced by the Technology Director as to the use of email, Novell messaging, Zangle attendance and grade book usage, and district acceptable use policies. Teachers that need additional training will be referred to the technology support team, either at the local or Intermediate School District level, for additional training.

3. Upgrading the network backbone-

Strategy #1: Increase connectivity capability by installing wireless access points. These will provide users with mobile access to internet resources.

Status: ongoing

Strategy #2: Explore implementing gigabit network cards at selected computers where extremely fast data transfer is needed.

Status: Ongoing

Strategy #3: Provide secure, remote internet-based access capability to teachers and parents for grade book and general information sharing.

Status: Ongoing

Strategy #4: Provide remote access for network administration and support.

Status: Ongoing

Evaluation: Have each of these strategies been accomplished or not?

4. Instituting a budgetary system for technology replacement-

Strategy #1: An annual \$50,000 budget to establish a hardware replacement cycle will be allocated, beginning with the 2009-10 school year. When a computer can no longer efficiently perform the tasks assigned to its station, it will either be reassigned to a less demanding setting or be salvaged for parts.

Status: Spending is frozen at this time

Strategy #2: Replacement computers will be purchased in quantity every three years. This plan will allow our district to potentially replace the entire computer population every seven years.

Status: Contingent upon funding for strategy #1

Strategy #3: Printers, network components, servers, and audio-visual hardware will continue to be repaired and replaced out of existing building budgets. **Status: Ongoing**

Strategy #4: Incorporate technology courses as a focus item to be addressed every six years in the district curriculum focus cycle. . **Status: ongoing**

Evaluation: Has this funding plan been put into practice as planned? Is this set of strategies meeting the need for hardware replacement?

5. Improving intra- and inter- building communications-

Strategy #1: Train all staff in the use of e-mail and expect usage on a

- regular basis. **Status: Ongoing**
- Strategy #2: Train all teachers and administrators in the use of Novell messaging and expect usage on a regular basis.
Status: Ongoing
- Strategy #3: Provide wireless communication devices and training to appropriate staff members. (This includes pagers, cell phones, laptops, and radios).
Status: Ongoing
- Evaluation: Checklists to ensure initial training of all staff members for e-mail and Novell messaging. Principals and supervisors will expect increasingly consistent use and report on such during the assessments of the Technology Plan.

As a new addition to Yale's curriculum focus and funding cycle, technology focus goals will be reviewed annually and completely reevaluated every six years by the district technology team, and the district curriculum council. Recommendations for changes and funding will be made to the administrative council and school board.

Curriculum Integration

Technology is infused into the general curriculum throughout the K-12 grades; the primary function of technology in these settings is to reinforce and enhance existing core course content. We have implemented strategies to achieve the goals outlined in the ISTE Standards and Benchmarks, the METS Standards, and GLCE's for students as adopted by MDE.

Yale Public Schools realizes the importance of identifying curricula and teaching strategies that integrate technology effectively into curricula and instruction. The district's Curriculum Director attends monthly meetings with the RESA Director of Education Services and curriculum directors from across the county to stay abreast of changing standards, teaching strategies, and legislation that will impact teachers and students. In addition, the RESA Director of Education and Services and RESA Technology Specialists attend local and statewide conferences in order to bring new ideas and strategies back to the local districts. YPS teachers take advantage of training and in-class modeling of new curricula

and teaching strategies offered by the RESA to ensure they are implemented in the classrooms.

All elementary classrooms have three or more computers with multi-media capability and CD-ROM based reference software. Our K-5 students use *The Accelerated Reader* software to motivate, monitor and evaluate their progress in reading. *Earobics* software is used in kindergarten and first grade to diagnose, and remediate the student's ability to recognize and process phonemes. The *CCC SuccessMaker* courses are used to reinforce and review the Michigan core curriculum objectives, both during the school day and during after-school, Saturday School, and Summer School intervention programs. The goal of the SuccessMaker program, produced by the Computer Curriculum Corporation (CCC), is to diagnose the strengths and weaknesses of K-5 students in Language Arts and Math, and to provide work tailored to their needs. Reports generated by the C.C.C. gain sort module are used regularly to measure student progress. These reports have become an integral part of our Literacy Plan.

Elementary and junior high technology experienced focus educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and appropriate responses.

Data Director has been piloted and implemented in grades K – 12 throughout the district. Examples as to how Data Director will be used are as follows:

- Data warehousing
- Data reporting
- Creating assessments
- Using data to drive instruction

Formal key-boarding and word-processing skills are introduced in the mid-second grade with the *Typin's Cool* program and then reinforced at all successive grade levels. The Elementary Technology Teacher and Media Specialist coordinate with the classroom teachers to integrate projects into the ongoing classroom curriculum. Students are encouraged to create both graphic and text-based reports and projects. Recent examples include:

- Fourth grade *HyperStudio* reports on student-chosen Science topics
- *Kid-Pix* slide shows developed by third graders to show their understanding of the advances in technology from pioneer days to current times (local Social Studies standard)
- Use of *The Ultimate Writing and Creativity Center* to word-process reports, including graphics, at various grade levels to tie into classroom curriculum objectives
- Student creation of simple *PowerPoint* presentations to demonstrate learning, beginning in first grade.

A portable video conferencing cart is available to be used in any elementary classroom. This cart enables the class to interact with any other class equipped with video conferencing equipment. The classes have used this equipment to

meet and interact with authors, take field trips, and interact with other classes working on similar projects.

At the Junior High School, three computer labs are used for Internet research in a variety of subject areas, for word-processing reports and projects, and for the Data director program that was mentioned previously. The two labs are available to help meet these needs. The staff is developing an NCA accreditation goal for integrating technology throughout the instructional day. Twelve *CCC SuccessMaker* stations are now available in the lab to support students with academic difficulties, both during the school day and during after-school and Saturday School intervention programs. Computers were installed in the eighth grade Career Explorations class, to provide easy access to the *Bridges* and *CareerScope* programs. A portable video conference cart is available to be used in any classroom. This cart enables the class to interact with any other class equipped with video conferencing equipment. The classes have used this equipment to meet and interact with authors, subject matter experts, and other classes working on similar projects.

High School students have a three-tier system of technology-related courses available. All the sequences include a basic set of word-processing and computer operation skills. The Computer Tech I-III sequence focuses on computer hardware and repair; the BST I-III sequence concentrates on the Microsoft Office software package, and the Computer Mathematics I-II sequence provides instruction in JAVA programming. Internet research is now a major component of Yale's Social Studies and English curricula, and the students must complete a variety of related projects. Each core course department has a multi-media cart to develop students' presentation skills. The Science department uses computer-monitored sensors to collect and process experimental laboratory data. Even our vocal and instrumental music department at the High School uses computer-based accompaniment for solo competition and increasingly uses video presentation tools for classroom instruction. The video conference lab is used for distance learning field trips. Additionally, graduate level courses are made available, via video conference, to the faculty and staff.

All buildings use a video networking system for messaging and to provide two-way video links between classes. Video is distributed on demand to the classrooms, and programs are pre-recorded and rebroadcast as needed. The media centers use CD-ROM and DVD based references for entire classes or individual student research. All St. Clair County schools are also linked together by *Destiny* software that allows students to search the shelf list of all the public schools for information; the materials are then distributed by van throughout the county. The High School Video Conference Lab is connected by fiber to every high school in the county, St. Clair County Community College, and the St. Clair County RESA. The lab is also connected by ISDN lines to similar facilities throughout the United States. Grade 6-12 students benefit from the Video Conference Lab.

To assist children with special needs who are able to attend YPS, as well as general education students, a variety of low-tech tools were introduced to teachers during Curriculum Integration Project training. These tools included:

- *Kidspiration* and *Inspiration* software (for organizing thoughts in preparation for writing)
- *Alpha Smarts* (a low-cost computer-like tool that allows students who have physical or cognitive limitations to type their work)
- *Write Out Loud* software (speaks as students type)
- Enhanced video and sound systems designed to provide appropriate stimuli
- Text reading software

These tools and others are used with students in YPS resource rooms.

District area students that require significant Assistive Technologies are serviced by the Woodlands Developmental Center at the St. Clair RESA site. The district complies with state and federal guidelines to provide other technology services needed.

Our goal is to teach technology and media skills directly to students, as age appropriate, and then to expect application of these skills in ever-increasing complexity. Once students have the basics of a particular program/concept, they are encouraged to use their new skills to produce reports, slide shows, or visual presentations (PowerPoint, HyperStudio) to share and exhibit their learning. Both our subject area curricula and our technology curriculum are based upon the Michigan Curriculum Framework, GLCE's and the National Standards. Our Technology Team continually works to improve the speed and accessibility of these activities for all students and members of our community. By interconnecting our schools, we can make computer, Internet, and cable resources available for all instructional classes.

Time Line

The following time line will be followed for implementation of Yale Public Schools' Technology Plan:

Curriculum

Year #1 *Define and refine the goals and objectives for the Computer Tech, BMA, and Computer Math courses in the High School, based upon the Michigan Technology Standards for Students*

Explore what is involved in instituting High School technology goals that stress student certification attainment; decide, if we wish to implement such a program

Revise elementary curriculum for Media and Tech skills, based upon Michigan Technology Standards for students

Continue expanding technology related software instruction to develop basic presentation and word processing skills for all K-12 students (ongoing)

Communicate expectation that, beginning with upper elementary grades, technology-based projects, stressing research, will be used to reinforce curriculum concepts in all subject areas (ongoing)

Continue use of CCC *SuccessMaker* and *Earobics Literacy Launch* software at the elementary level to provide remediation and mastery of basic skills. Search for additional technology programs that would also serve this purpose (ongoing)

Use data Director for formative and summative assessments.

Year #2 *Implement the updated goals and objectives for the Computer Tech, BST, and Computer Math courses in the High School, based upon Michigan Technology Standards for students (ongoing)*

If approved, implement High School technology goals that stress student certification attainment (ongoing)

Implement final version of elementary curriculum for Media and Tech skills, based upon Michigan Technology Standards for students (ongoing)

Continue the ongoing strategies shown in Year #1

Year #3 Continue all the ongoing strategies shown in Years #1 and #2

Infrastructure

Year #1

Construct the infrastructure needed to supply students with wireless internet access at home.

Replace phone district system.

Expand the use of Parent and Student Connect information databases.

Continue in-building wireless access point installation.

Provide portable distance learning equipment for the high school.

Set aside funds for computer replacement (\$30,000)

Year #2

Set aside funds for computer replacement (\$30,000)

Year #3

Purchase replacement computers with set-aside and current (\$30,000 from Year #3 budget)

Provide student technology needs as determined annually by the district curriculum focus cycle (\$20,000)

Professional Development

Year #1 Conduct a teacher survey in the fall of 2009 to assess teachers' opinion of the amount of in-class support and training provided (do they feel that they have enough support and training available to effectively use technology in daily instruction, what specific technology training needs do they have?)

Ensure that all staff members have received thorough training in the use of Groupwise. Training will be coordinated by Jim Cowden, RESA Technology Curriculum Specialist, and Steve Hunt, Yale Public Schools Director of Technology.

Develop and adopt specific standards for staff technology proficiency, defining competency levels that will gauge progress; introduce these requirements to all affected staff

Continue developing our set of technology workshops offered through Yale's Technology Team and also from the RESA specialists. Determine which, if any, of these workshops will be required of all staff

All new teachers and Title I paraprofessionals will be trained in any software being implemented in their assigned grade level (ongoing)

Provide increasing levels of in-class support as teachers use technology in the classroom, relying upon our Technology Team members, RESA subject area consultants, and RESA Technology Consultants (ongoing)

Year #2

Expect that all staff members will be using Data Director, as needed, to archive and assess student achievement.

Implement specific standards for staff technology proficiency, with competency levels that will gauge progress (ongoing)

Continue developing our set of technology workshops offered through Yale's Technology Team and also from the RESA specialists.

Track staff participation in any required workshops (ongoing)

Continue any ongoing strategies from Year #1.

Year #3

Continue implementation of ongoing strategies from Years #1 and #2.

Repeat the teacher survey administered in the fall of 2009 to gauge the progress in meeting teachers' training and support needs

Technology Delivery

As noted in the Technology Plan Introduction above, Yale Public Schools has had the opportunity to design and build/renovate all of its school buildings over the past fourteen years. Careful planning for infrastructure capabilities, both now and in the future, was an important component of the architectural plans for each building.

All school buildings are linked into a countywide fiber network that currently delivers **CIPA-compliant, filtered Internet access**. Each classroom in the Yale Public School district has Internet access via a 100-Base-TX network within the building. Each classroom also has networked video resources that allow television broadcast and reception capabilities within the building. Each school has one or more networked computer lab(s) that enables class projects and instruction. Each building has access to distance learning equipment that enables long-range video conferencing. The junior high, senior high, and Yale elementary schools have cable television and access to satellite downloads. The elementary schools in Avoca and Emmett elementary schools have access to television via satellite.

Every teacher has a classroom work station, connected to the building and county networks. Uses include e-mail communication, recording attendance, tracking student grades, streaming video presentations, and development of teaching materials (using word processing, spreadsheets, desktop publishing, etc.)

The elementary school computer labs are networked and there are three computers in each K-5 classroom. This provides for flexibility in using programs such as integrated learning software (CCC *SuccessMaker*, Earobics Literacy Launch, DataDirector and E2020). In addition, the Elementary Media Specialist and Elementary Technology Teacher are able to use the Lab to teach software applications (such as KidPix, HyperStudio, etc.) and research skills using the Internet access in both the Library and Computer Lab.

Library resources are managed through an automated Dynix access system in all buildings.

In the 2000-01 school year, a Distance Learning Classroom was completed at Yale High School. This allowed our district to participate in a shared instructional experience with Marysville High School as the first Distance Learning pilot in St. Clair County. Distance Learning opportunities continue to be expanded, dependent upon interest among county schools and scheduling accommodations. College level classes in Japanese, philosophy, and psychology are currently being offered via internet connection to MIVU

Near the end of the 2002-03, portable distance learning carts were added to all of the elementary schools. Group training on the use and integration of this technology into daily classroom activities will continue until teachers in all buildings are familiar with the technology and have established a comfort level in using it. We are going to expand high speed internet access to our students at home via wireless transmission.

Parental Communication & Public Relations

Technology-related news will be shared:

At each building open house, scheduled at the beginning of the school year.

At the high school's eighth grade orientation program

At the regularly scheduled school board district informational meeting

At the district's school improvement meetings (these committees have parent, student, and community member participation).

- In monthly building newsletters to parents from each school
- District newsletter is mailed to all residents two times per year
- Local newspapers
- The approved technology plan will be posted on the district's webpage.

Collaboration

Yale Public Schools recognizes that collaboration with other districts and agencies across the county and the state is an important part of expanding opportunities for our students, teachers, and community members.

Examples of current collaborative efforts include:

- Software application classes have been taught on Yale's central campus by faculty from St. Clair Community College.
- St. Clair County RESA has served as a relay site for a series of Annenberg Science and Math professional development courses. Distance learning made it possible for several of our teachers to attend these classes here rather than driving to the RESA.
- Yale Schools hosted several pre-service teachers and student teachers from Saginaw Valley and Central Michigan Universities during the past school year. During their time here, these students were able to video conference with their university supervisors through our Distance Learning lab.
- The St. Clair County RESA offers curriculum consultant services in K-12 Language Arts and K-5 Science and Math. These consultants work directly with teachers in their buildings about 80% of the time. Use of technology within these subject areas is interwoven with the material/strategies they present. An example would be the K-5 Math Consultant's introduction of a very helpful web site for teachers to access while teaching geometry. After showing small groups of teachers how to make best use of the site, the teachers were asked to plan sample geometry lessons to share, making sure to use parts of the web site in their lesson plans.

Future plans for collaboration include:

- Expanding upon the number of college level MIVU courses offered to high school students.
- Working with St. Clair Community College, and possibly other local colleges, to increase the number and type of courses offered on site here or through the Distance Learning lab. Representatives from SC4 met with Yale representatives during the most recent school year to gain a better understanding of the needs of our students and community members.
- Continue expanding the number of professional development activities available for teachers through Distance Learning. Since Yale is about a 30

minute drive from the RESA, the convenience of receiving classes here will increase the number of teachers participating.

- Explore additional ways that the RESA Consultants can integrate the use of technology into the work they do within our classrooms.
- Improve communication between buildings and districts by implementing Groupwise based email and calendar sharing software.
- Analyze MEAP test results using the Department of Data Director.
- Encourage the increased use of the RESA Technology Staff to help with classroom projects using technology. Although this service has been available, our teachers are only beginning to welcome these consultants into their classrooms.
- GED Preparation and Education 2020 software are available to adults as part the district's night school program.

Professional Development

Yale Public Schools has addressed the goal of improving the staff's technology skill level to meet the National Educational Technology Standards , the International Society for Technology in Education guidelines and the Michigan Department of Education's Educational Technology Standards & Expectations by instituting a program of staff development that uses the Technology Team to present a series of in-service opportunities to the administration, teachers, and support staff. The Technology Team consists of a technology director, a media specialist, an elementary technology teacher, and five technology-media aides (one per building). The Technology Team receives both in-house and out-of-district training and then shares that training in a series of workshops scheduled by the building principals. These workshops typically take place at building staff meetings or during half-days of in-service time.

The St. Clair County RESA staff provides additional training and support. This year's topics included basic computer use, Internet database use, file and print sharing, PowerPoint presentations, Publisher generated documents, Data Director, systems integration, curriculum alignment, Zangle Grade Book, Page Maker, and Destiny. One-on-one and small group training is also provided, as needed

For our local training, a program of available topics for each school year will be developed and published, with offerings available throughout the year to the

buildings. Teachers are also encouraged to participate in the ongoing training sessions offered at the RESA, with district funding support when possible. Principals are informed of any workshops that their staff members have attended at the RESA so that they may follow-up and support the teacher during implementation.

In order to further teachers' understanding of how to integrate the technological skills they learn into daily classroom activities, RESA Technology Specialists work in classrooms with students and the teacher, modeling lessons using new skills to enhance student learning.

In addition to the local training topics mentioned above, company representatives are invited to our district to provide specialized training in any software that is adopted for a particular grade level. For example, each summer any new elementary teachers or Title I paraprofessionals are trained in *CCC Success Maker*, *Education 2020*, and/or *Earobics Literacy Launch* so they may use them confidently in the classroom.

Yale Public Schools has a K-12 In-Service Planning Committee that meets monthly, or as needed. Teacher representatives from each building are included, as are all of the principals. The Director of Instruction chairs this committee. Professional development needs are determined by the input of these building representatives and also as a product of each year's Curriculum Focus Process. For instance, the K-12 Language Arts Focus Committee may identify a variety of professional development needs through the process of revising its curriculum. These needs are then brought to the In-Service Planning Committee and given priority for our half-days of In-Service time. Teacher input is used to determine the technology-related professional development needs.

Timeline

2009-2010

Pilot the use of white boards in elementary classroom instruction. Teachers in Farrell-Emmett Elementary School will have the opportunity to use white boards as an instructional tool.

All teachers will begin to use Data Director and the related scanner hardware as analytical tools for student performance evaluation.

Expand wireless access in the Jr. and Sr. high schools.

2010-2011

Expand white board training and usage to all Yale and Avoca Elementary Schools

2011-2012

Expand the white board pilot program to the Jr. and Sr. High schools.

Supporting Resources

Yale Public Schools uses a variety of methods to support both the faculty and students with educationally related technology topics. The district policies for technology usage are provided to each employee and student at the start of the school year and are reinforced in both staff meetings and the classroom. A collection of original user and secondary support manuals are maintained by the Director of Technology and loaned to users upon request. The district makes available to each teacher the audio-visual resources of the Macomb County RESA; these video materials provide each instructor with a supply of instructional and informational resources for classroom use.

The Internet is also used as a supporting resource. The Technology Team maintains district-wide Internet accessible servers that provides current versions of the essential (freeware) software tools needed by the most highly productive users. The Michigan Virtual University website continues to provide each student and teacher with the opportunity to take on-line technology-related courses. The scope of these on-line educational opportunities will be presented during staff meetings at the start of each school year, and building principals will be encouraged to use this resource as a tool for staff development. Our school district also participates in a variety of training sessions, provided via distance learning equipment and coordinated by the St. Clair County RESA. These sessions enable our teachers to share information and experiences with instructors from outside our area. Our district website currently contains links to many teacher recommended research sites, and reference subscriptions have been purchased to provide our students with on-line encyclopedias. The United Streaming service provides each classroom with downloaded video content on a wide variety of topics at all grade levels. The district website has increased the quantity of displayed and linked procedural and organizational materials so that each participant in the educational process will have increased access to this information.

INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE

Infrastructure Needs / Technical Specification, and Design

All buildings are connected by fiber to the internet. All offices and classrooms have one or more nodes on that network. Local and RESA servers provide the

shared software for student management, monetary control, and group instruction. Central Office, the high school, and the junior high have some limited wireless internet access. The internet access is **CIPA** compliant with filtering controls based at both the RESA and the local district. Our phone system is composed of two Nortel systems in Emmett and Avoca, and a Fujitsu system for the central campus buildings in Yale. The district's 700 computers range from Pentium II machines (Windows 98) to multiple core computers (Windows XP Pro). The district also has a very limited number of laptop and notebook computers that are used for either administration or mobile data projection. Each building has distance learning equipment that functions on the network. Additionally, each classroom has a television set that is connected to a centralized location in each media center. 800 MHz radios are provided to administrators to meet their emergency and non-office communication needs. Distance learning equipment is available in each building to host field trips, conferences, and classes. Each grade level and class is provided with goal appropriate software that is designed to enhance learning.

The school district plans to continue replacing and relocating computers to meet educational and administrative needs. An annual computer purchase program will be continued at the level that can be supported by available funds. We plan to replace the district's three phone systems with a single system that will be compatible with VOIP standards set by the St Clair County RESA. Additional wireless access will be added in all buildings and filtered, high speed wireless internet access capability will be offered to our students at home. As the district's older computers are replaced, the current software offerings will be examined by individual departments and the district curriculum committee to choose suitable objective driven replacements. The St. Clair County RESA will recommend distance learning equipment upgrades and replacements to increase capabilities and keep warranties in force. IP cameras and monitors will be evaluated as potential replacements for the existing instructional and security units in the district.

Increasing Technology Access

The district continues to increase the number of computers available to students. Another goal is to provide high speed, wireless internet access at home. This will enable students to use the internet as an informational resource. The junior high is planning to offer an additional technology course in the 2009-10 school year. Universal Reader equipped machines are made available, as needed, to help students that are challenged by text. Teacher stations are upgraded during the summer with new software and better hardware. As major software changes are implemented, the RESA coordinates and provides county-wide training and support.

In addition, all of our K-5 classrooms were equipped with sound-field amplification systems during the renovation project in 1999. Research has

shown positive benefits from the use of this technology to increase student achievement and attention, improve student behavior, decrease Special Education and Speech referrals for extra help, and improve teacher absenteeism rates. Yale is one of the first Michigan districts to fully amplify its elementary classrooms.

Yale Public Schools uses a multi-tier model for technical support. Initial teacher and workstation support requests are referred to the Media-Tech Aides in each building. The District Media Specialist provides the next level of technical support. The Media Specialists address the problems and then refer unresolved concerns to the Director of Technology. If an issue cannot be resolved using in-district resources, the original equipment vendor or installer is contacted and the issue is resolved. Original vendors perform warranted repairs, and non-warranty work is either performed in-house or contracted out to Detroit-metropolitan area service providers. The RESA also provides considerable support. Members of the RESA team include:

Dennis Buckmaster, Chief Operating Officer of Information Technology
Virginia Ramsey, Zangle Implementation Coordinator
Kathy Thibodeau, Application Support Consultant
Levin Cuthbertson Network Consultant
Jim Cowden, Technology Curriculum Specialist
Gary Binge, Network Specialist
Chad Miller, Network Specialist
Chris Talaski, Network Specialist
Kathy Levandowski Library System Manager
Heather Campbell, Bi Tech Project Manager

A variety of value added retailers are used as resources to help plan and recommend infrastructure hardware and design. The RESA has launched a variety of superintendent approved, county-wide technology projects (the fiber network, distance learning, and portable distance learning). These projects are often tied to grants awarded to the participating schools and are uniform in design throughout St. Clair County.

The Director of Technology attends monthly countywide meetings that provide informational project updates and a discussion of ongoing technological development. A budget of \$3,000 is provided per year for training opportunities and has been used for UNIX and Novell related training. The Media Specialists and Media-Tech Aides participate in training sessions on In-Service days to raise the group's level of technology-related expertise. These sessions have been presented by vendors, in-district personnel, or by the RESA consultants. The Media Specialists also attend county and statewide training sessions that deal specifically with media related technology skills.

Technology Planning Team

Our district Technology Planning Team includes representation from all levels of the Yale Public Schools. Parents and community members from the School Improvement team are invited to participate as well. YPS staff members and their positions are as follows:

Name	Position
Steven Hunt	Director of Technology
Jim Heimbuch	Director of Instruction/Personnel
Beky Silkworth	Director of Business Services
Joni Rogers	District Media Specialist
Michele Macias	Elementary Technology Teacher
Brenda Cowhy	High School Media-Tech Aide
Jenise Brennan	Jr. High School Media-Tech Aide
Deborah Rozek	Avoca Elementary Media-Tech Aide
Jane Kavanagh	Farrell-Emmett Elementary Media-Tech Aide
J Mary Collins	Yale Elementary Media-Tech Aide

Funding and Budget

Projected Budget

<i>Item</i>	<i>09-10</i>	<i>10-11</i>	<i>11-12</i>
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Salaries	292,000	297,000	163,000
Benefits	141,000	151,000	163,000
Travel	200	200	200
Conferences	11,100	2000	2200
Supplies	16,000	18,000	20,000
Contracted Services (includes technical support)	78,200	75,000	79,200
Maintenance	8,000	9,000	10,000
Instructional Software (includes license agreements)	57,000	35,000	40,000
Equipment (hardware and networking)	20,000	20,000	20,000
Grand Total	623,500	611,200	638,200

Coordination of Resources

Yale Public Schools makes every effort to access additional sources of funding through local, state, and federal grant programs. Grant applications and implementation are coordinated through the Director of Instruction to ensure maximum benefit to the district's students and staff.

Sources of funding we have obtained in the past three years include:

Universal Services Fund

Title II Part D grant

Michigan Vocational Education Grant

Title V Grant

All of these sources have been used to purchase technology services, hardware/software, or to provide professional development for teachers, Title I paraprofessionals, and administrators. In addition, the RESA employs a full-time grant coordinator (mainly for countywide initiatives). We plan to continue using these sources and also search for any additional grant funds. To locate possible sources of funding, we review the following sources regularly:

- St. Clair RESA Web Site
- World Wide Web
- Advertisements in Technical Journals

Monitoring and Evaluation

The Director of Technology and the Director of Instruction meet biweekly with the Administrative Council to plan district initiatives and discuss any concerns. At these meetings, both the directors and administrators (superintendent and building principals) have the opportunity to bring issues forward for group discussion. Thus, an informal, ongoing evaluation process takes place throughout the school year. Building principals discuss technology issues at their building staff meetings and school improvement meetings in preparation for these district level meetings.

The Yale Public Schools Curriculum Committee, at its December 2002 meeting, added Instructional Technology to its 5-year curriculum review cycle. As a result of this, a 2-year study will take place that will evaluate the major goals of the technology plan as they relate to instruction, and determine if we have met these goals. Furthermore, if the goals have not been met the technology committee will update strategies and suggest areas of professional development that will assist in attaining the 5 primary technological goals.

Additionally, the Technology Team meets at least three times per year on our half-day in-service times to discuss progress and suggest new ideas for our plan. These days also provide a training opportunity for these crucially important staff members.

Toward the end of each school year, the Administrative Council has a more formal discussion of our technology needs and plans for the coming school year.

All the information gathered from the buildings, the Technology Team, and the Director of Technology is considered in this evaluation and planning phase. Questions asked include:

- What has been accomplished this year toward our Technology Plan goals? If any planned goals were not accomplished, why not?
- Were the goals realistic for Yale Public Schools, considering available time, staff, and funding? If not, what adjustments need to be made?
- Are we providing enough support to instructional staff to use hardware and software effectively in daily instruction? What else could be done to provide better support?
- Is there sufficient funding to accomplish our stated technology goals? What other sources could be explored?

Please see the Major Goals section above to locate specific evaluation strategies to be conducted for each goal.

Evaluation of Technology Plan for 2006-09

The following gives the status of each item on the Timeline from our recently expired Technology Plan:

2006-2009

- A. Define and refine goals and objectives for the Computer Tech, BMA, and Computer Mathematics courses in the high school.
Status: Initially completed in 2007.
- B. Explore offering certification opportunities in technology courses.
Status: Software is in place, awaiting additional staff professional development.
- C. Complete final draft of elementary media and technology goals.
Status: Completed 2007.
- D. Expand technology related software instruction.
Status: Ongoing
- E. Use technology bases research to enhance all subject area curriculum concepts.
Status: Ongoing, with initiatives in sixth grade, art, and high school mathematics
- F. Continue the use of SuccessMaker and Earobics
Status: Ongoing, added Performance Series testing in grades 3-8.
- G. Implement updated goals for Computer Tech, BMA, and Computer Math courses based upon Michigan Technology Standards
Status: Ongoing with major revisions during 2005-2006 focus cycle.
- H. Merge distance learning lab with existing video network in the high school.
Status: Completed 2006.
- I. Set aside money for computer replacement.
Status: 100 computers replaced in summer 2006
- J. Conduct email training
Status: Ongoing with Groupwise training being planned
- K. Develop competency standards for staff technology use
Status: Ongoing via use of online documents for lesson plans, focus documents, daily bulletins, and curriculum diagrams
- L. Paraprofessional technology training
Status: Ongoing
- M. Provide staff with technology related workshops
Status: Ongoing

Acceptable Use Policy

Please see attached items for copies of the Acceptable Use Policies for both students and staff members. Yale Public School students and staff receive CIPA compliant filtering and firewall protection as delivered by the Saint Clair County RESA. Students, parents, and employees are informed via newsletter, and handbooks.

Board Policy Yale Public Schools

Subject: On-Line Computer Services

Purpose

This policy authorizes the Yale Public Schools (the District) to offer access to the Internet and other on-line informational computer services to students, and other faculty consistent with District regulations and procedures lawful use thereof.

Philosophy

The District has the capability of offering access to the Internet and other on-line computer informational services. Access to these services enables users to exchange electronic mail messages with other users and to explore thousands of libraries, databases and bulletin boards throughout the world. Use of the Internet and other on-line computer services is a privilege which can be extended to students, teachers and other faculty as a means to enhance learning opportunities.

On-line computer services can be a valuable resource and asset to the community. They can also be a tool for illegal, inappropriate or objectionable use of the District's computer resources. With these facts in mind, the District recognizes it has a need to regulate the use of the District's computer services. Adequate regulation necessitates rules and regulations for the use of the on-line services and the agreement of all users to comply with them prior to permitting access.

Policy

The District supports offering access to the Internet and other on-line computer services to students, teachers and other faculty. In order to provide this access in a responsible manner, the District will implement regulations and user agreements which prohibit inappropriate, illegal or objectionable use. To ensure compliance, the regulations will allow the District to monitor on-line computer use and to review, edit and remove any stored materials. Violations of District procedures or regulations will result in termination of access rights and/or appropriate disciplinary or legal action. Prior parental permission will be required for use by any student or unemancipated person under 18 years of age who desires to use the District's on-line computer services.

Introduction

On March 22, 2001, the Yale Public Schools (the "District") Board of Education took action authorizing the administration to adopt guidelines and procedures for the lawful and appropriate use of the Internet and other on-line computer informational services. It is the Policy of the Board of Education of the Yale Public School District to allow District employees and students to access the District's technology resources for educational purposes. The District's technology resources include District owned, leased and/or controlled computers, servers, routers, cables, programs and other technology equipment and resources, including access to the Internet, e-mail and other on-line services. As such, their use will be restricted to activities which support District educational goals and objectives.

District employees and students may, in the discretion of the Superintendent or designee, be assigned an access code which will permit access to the Internet and other on-line services. The assignment of an access code and the use of the District's technology resources is considered to be a privilege in which District employees and students have no entitlement or property, liberty, privacy or other interest. This privilege may be revoked, in whole or in part, at any time in the discretion of the Superintendent or designee.

The District's technology resources will enable users to access on-line information from around the world. Much of this information is non-educational and may be illegal or inappropriate. The District has implemented a technology protection measure that protects against access on the District's computers to visual depictions that are obscene, child pornography or otherwise harmful to minors, as defined and required by the federal Children's Internet Protection Act. This device also protects against access to other material that may be inappropriate. However, this measure does not protect against access to all information that is inappropriate or illegal. District employees and students are expected to exercise good judgment and discretion in the use of the District's technology resources. Any unlawful or inappropriate use of these resources is strictly prohibited.

The District, in no way, assumes any responsibility for actions of users that could result in criminal or civil legal sanctions.

The term "User(s)" employed throughout this memorandum means (all persons) including students' staff, community members who have District authorization to use the Internet and other available on-line information computer services and have signed the appropriate use agreement.

The term "on-line services" as employed throughout this memorandum means the Internet and any other on-line informational or other computer services that are available and/or can be accessed through the computer equipment and resources owned and/or within the control of the District.

Rules & Regulations

In order to implement the District' Policy on the use of the Internet and other on-line informational services, the District has established the following list of basic rules and regulations that District employees and students are required to know and which apply to any use of the District's technology resources:

1. Users are responsible for knowing and following all federal, state and local laws and regulations which regulate the information available on the Internet and other on-line services.

2. Users are responsible for knowing and following all District policies, rules and regulations which regulate the use of the District's technology resources, including the Internet, e-mail and other on-line services.

3. District employees and students are expected to always exercise good judgment and discretion and to limit the use of the District's technology resources for educational and job-related purposes.

4. The District Superintendent or designee, in his/her discretion, may deny, revoke or suspend access codes to the District's technology resources. Any such decision is final and shall not be subject to review or appeal.

5. District employees and students have no property, liberty or other interest or expectation of privacy in the use of the District's technology resources. The District administration reserves the right to monitor and review any material accessed, reviewed or stored in connection with the use of District technology resources. The District may edit or remove any

material placed or stored on the District's technology resources which the Superintendent or designee, in his/her discretion, determines may be inappropriate.

6. Use of the District's technology resources in violation of federal, state or local laws or regulations, including but not limited to copying material protected by copyright laws, violating criminal laws or transmitting any material that is threatening or obscene, is prohibited.

7. Use of the District's technology resources for private, personal, commercial or business activities, including but not limited to personal e-mails, advertising, promotion, purchasing and/or political lobbying is prohibited.

8. Use of the District's technology resources in a manner that is inappropriate or could be considered offensive by others is prohibited. The Superintendent or designee has the authority to make the final decision on what is deemed to be inappropriate use of the District's technology resources. Examples of inappropriate and/or offensive use include the following:

9. To the extent not prohibited above, the following specific use of on-line services are strictly prohibited:

- * Sending, receiving or displaying terms, messages or pictures which could violate the District's non-discrimination or other policies, could be considered obscene or pornographic or could be deemed to be offensive by a reasonable person or which is otherwise determined to be inappropriate by the District Superintendent or designee.
- * Users are responsible to download and upload ONLY public domain software onto the Internet.
- * Using language which is obscene or otherwise offensive to the reasonable user.
- * Harassing, insulting, stalking, attacking or invading the privacy of others.
- * Any use which could reasonably result in damage to the District's technology resources.

- * Using another person's or user's access code.
- * Giving your access code to another person.
- * Unauthorized invading or trespassing into directories, servers, folders, work or files that are not yours or to which you have not been given District approval to access.
- * Intentionally wasting resources.
- * Divulging personal information about yourself or others to strangers (including addresses, telephone number, credit card numbers, access code or other personal or confidential information).

PENALTIES FOR VIOLATION

If it is determined by the administration that a User has violated one or more of the rules and regulations governing use of on-line services established by the District administration, the User will be penalized and/or disciplined commensurate with the severity or persistence of the violation. The nature and extent of the penalty and/or discipline imposed by the District administration is final and shall not be subject to review or appeal. Violations on the Internet will be considered major violations for students.

Possible penalties and/or discipline may include suspension or revocation of the rights to use the District's on-line services or computer equipment and/or resources.

The administration will follow any other District policy and/or procedure applicable to the particulars of any violation. Violations of a criminal nature may also be reported to the local law enforcement agency for appropriate prosecution. The District prohibits and assumes no responsibility for the unlawful actions of any User.

Appropriate Use Agreement

Prior to any person obtaining a User access number or in any way using the District's on-line services, the person is required to have on file with the District a signed written Appropriate Use Agreement which is approved by the District.

Parental Consent

Due to the potential for abuse by Users using the District's on-line services and the possibility of criminal and/or civil legal sanctions for inappropriate use, the District requires all students to have on file, with the District, signed written parental permission for use of on-line services which is approved by the District before the person may obtain a User access number or in any way use the District on-line services.

**YALE PUBLIC SCHOOLS
ON-LINE COMPUTER SERVICE
APPROPRIATE USE AGREEMENT AND PARENT PERMISSION FORM**

I have read and I understand the terms of the Yale School District's Administrative Regulation on the use of District's technology resources. I understand that as a condition of my using these resources and/or obtaining an access code, I must abide by the law and the District's rules and regulations for access. Failure to do so may result in me losing my privilege to use on-line services and the District's technology resources, plus other disciplinary action and/or criminal or civil legal sanctions.

I hereby agree to fully comply with the law and the District's rules and regulations which apply to my use of the District's technology resources. I further understand and agree that the District is not responsible for my violations or misuse.

Student (or User) Signature: _____ Date: _____

Name (please print): _____

Student's School _____ Grade _____ Date of Birth _____

** If this form is being signed by a student and/or minor, the portions below must be completed.*

As parent/legal guardian of the person signing above, I grant permission for my child to access the District's technology resources, which includes accessing the Internet and other on-line services. I have read and agree to the Yale Public School's On-line Procedures and Technology Resources Administrative Regulation, and understand that I may be held responsible for violations by my child. I understand that my child's access code can be used to access information from computers outside the school community, some of which may be illegal and/or inappropriate; therefore, I agree to accept responsibility for guiding my child, and conveying to her/him appropriate standards for selecting, sharing and/or exploring information and media.

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Name (please print): _____

Street Address _____

Home Telephone _____ Daytime Telephone _____

**ST. CLAIR COUNTY INTERMEDIATE SCHOOL DISTRICT
EMPLOYEE APPROPRIATE USE AGREEMENT**

I have read and I understand the terms of the St. Clair County Intermediate School District's Administrative Regulation on the use of District's technology resources. I understand that as a condition of my using these resource and/or obtaining an access code, I must abide by the law and the District's rules and regulations for access and that the failure to do so may result in me losing my privilege to use the District's technology resources, other disciplinary action and/or criminal or civil legal sanctions.

I hereby agree to fully comply with the law and the District's rules and regulations which apply to my use of the District's technology resources. I further understand and agree that the District is not responsible for my violations or misuse.

Signature: _____ Date: _____

Name (please print): _____