

L'ANSE AREA SCHOOLS TECHNOLOGY PLAN

L'ANSE AREA SCHOOLS

201 North Fourth Street

L'Anse, MI 49946

July 1, 2009
to
June 30, 2012

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District Code: 07040
District URL: <http://www.lanseschools.org>
Tech Plan URL: <http://www.lanseschools.org/district.php>

Copper Country Intermediate School District
<http://www.copperisd.org>

The L'Anse Area School District is comprised of L'Anse and Covington Townships in Baraga County, Laird and Duncan Townships in Houghton County, and a portion of Bohemia Township in Ontonagon County. This district covers an area of approximately 731 square miles. In addition to resident students, the high school serves the township of Arvon.

Facilities include: C. J. Sullivan Elementary School, a K-5 building that serves 302 students; L'Anse Middle School, a 6-8 building that serves 188 students; L'Anse High School, a 9-12 building that serves 254 students, and a Vocational Education facility which serves the middle and high school students.

The school district operates a fleet of school buses. Transportation service covers the Sidnaw, Watton, Covington, Alberta, Alston, Nisula, Herman, Bovine, Pequaming, Zeba and Aura areas along with routes in the Village of L'Anse and other outlying areas near L'Anse.

DISTRICT SCHOOL IMPROVEMENT MISSION STATEMENT

L'Anse Area Schools believe that all students are capable of learning and shall be afforded equal learning opportunities. Consistent with this concept is the commitment that L'Anse Schools will have high expectations for all students and staff. To support this position, the L'Anse Area Schools Board of Education pledges realistic opportunities to provide the necessary skills, training, and resources to carry out this mission, philosophy, and goals of the district in a positive and safe school climate.

DISTRICT TECHNOLOGY VISION/MISSION STATEMENT

In order to keep abreast of changing times and provide our community with the best educational opportunities available, the L'Anse Area School District will continually develop a system of incorporating state-of-the-art technology into the district's curriculum.

The L'Anse Area School District will continue to provide professional development for all staff to broaden and enhance educational opportunities to all students using these technologies.

L'ANSE AREA SCHOOLS TECHNOLOGY ADVISORY COMMITTEE

The Technology Advisory Committee members are volunteers from the school district staff, students, and community members. They are:

Chairperson: Martin Meleen, Business Instructor

Administrators: Ray Pasquali, Superintendent
Tom Sprague, Elementary School Principal
Cathy Shamion, High School Principal
Rob Willman, Middle School Principal
Lynn Ketola, Special Programs Coordinator
LAS Network Administrator

**High School/
Middle School Staff:** Christine Collins, Media Specialist
Jim Bertagnoli, Industrial Education Instructor
Jennifer Rubin, Keyboarding/Word Processing Instructor
John VanDusen, Middle School Instructor

Elementary School Staff: Christa Marta, Title I Instructor
Michelle Seppanen, First Grade Instructor
Kristina Penfold, Second Grade Instructor

Community Members: Patti Loosemore, School Board, Parent
Ann Koski, School Board, Parent
Matt Elmlad, Insurance Agent, Parent

L'ANSE AREA SCHOOLS PROCESS FOR TECHNOLOGY PLAN APPROVAL

The Technology Plan is presented to the Technology Advisory Committee at a bi-annual meeting. Discussion is held and a motion is made to present the plan to the Superintendent of Schools.

The Superintendent of Schools presents the plan to the L'Anse Area School Board for approval and adoption.

Technology Advisory Committee will keep the L'Anse Area Schools Technology Plan up to date and current on the L'Anse Area School's web site at <http://www.lanseschools.org> and have a bi-annual review.

The plan will be distributed to all staff on an annual basis by their building administrators. Staff are encouraged to provide feedback in regards to change or additions to the Technology Plan.

The Superintendent of Schools will post an announcement in the newspaper on a quarterly basis that copies of the L'Anse Area Schools Technology Plan are available at the Central Office.

GUIDING DOCUMENTS

- 1.) Michigan Department of Education K-12 Technology Planning Website
<http://techplan.org>
- 2.) State of Michigan Technology Plan
<http://techplan.org/STP2006.pdf>
- 3.) Michigan Educational Technology Standards (METS) K-8
<http://www.techplan.org/METS2005Checklist.doc>
- 4.) Michigan Educational Technology Standards (METS) 9-12
<http://www.techplan.org/METS9-12Checklist.doc>
- 5.) National Education Technology Standards
<http://cnet.iste.org>
- 6.) Michigan Technology Content Standards and Benchmarks
http://michigan.gov/documents/Technology_11594_7.htm
- 7.) Entry-Level Standards for Michigan Teachers and Related Proficiencies
<http://www.michigan.gov/>

L'ANSE AREA SCHOOLS

School Improvement Goals

(2/11/2009)

(Goals must be reasonable, achievable, cost effective and flexible.)

<u>GOAL</u>	<u>MEASURE</u>	<u>ACTIONS</u>
1. Maintain State accreditation K-12. Grade Level Content Expectations Incorporated into school curriculum	MEAP Scores 3-9, Michigan Merit Exam/ACT 11th Grade, Adequate Yearly Progress, State Report Card. Plan & Explore Testing	Track classes and student data in core areas. Teachers and Administration work together; teach a consistent, orderly progression of courses K-12. Modify teaching to strengthen weak areas K-12.
	Up-to-date textbooks Update instructional material equipment	Upgrade a percentage of textbooks instructional materials/equipment each year Rubric/Documentation
2. Comply with provisions No Child Left Behind Act (NCLB)	(1) Assessments (2) School Improvement Plan (3) Certification Standards for Teachers/Paraprofessionals (4) Meets Federal Definition of Highly Qualified.	Board Policy changes. Testing – State & Local
3. Create partnership between parent/ Guardian & school	Contacts between parents/guardians and school. Teacher websites Great Exploration Hi Fi Mentoring Open Houses Science Night	Support & development for class- room websites through the school . website. Wrap around community. Elementary & Middle School Teams. Access web-family access. Scheduling conferences. Promote parent volunteerism & participation. Student assistance teams K-12 Scheduling conferences. Promote parent volunteerism & participation. Student assistance teams K-12
4. Provide a safe learning environment	Discipline Drug-free & Tobacco school zone.	Update handbook. Ensure that students know & Understand rules Promote positive environment- Teachers, administration. Maintain and update our School Safety Response Guide. Security / Surveillance.
5. Restore/Maintain /add curricular programs.	Elementary art, choral, music, distance learning, debate, welding, Tech-Prep education, Technology Education, Living Skills (parenting), Consumer Ed.	Feasibility study for each. Co-op and shared programs with other educational entities.

6. Promote the racial and ethnic diversity	Number of students participating in school events. Decrease in number of racial and /or ethnic incidences.	Participation of all students in cultural & diversity events. Educational units on racial, ethnic and cultural diversity.
7. Clean facility	Quality of work check list.	Set high standards. Regular building inspections.
8. Improve school spirit younger students in high	Participation Attitude Achievements	Include school activities. Assemblies, student government-regular meetings.
9. Public relations/community	Articles/presentations School Brochure	Website info. Publication of Information Develop unity within school district and community. Student presentation.
10. Maintain Financial stability	Live within budget Strengthen fund equity Annual fund balance Improve efficiency of Administration and Support Services	Track expenses Control Spending Maintain bus fleet 10% fund balance. Co-op/Consolidation of program services.
11. Achieve equal participation of both sexes in our educational & extra curricular activities.	Student count by gender in school program & activities.	Recruit female coaches. Recruit female participation in extra-curricular activities. Counseling of students on class participation. Counsel students on career education. Train staff to encourage participation.
12. Promote high educational standards	Grades and test scores. Percentage of students going onto higher education. Number of students participating in Honors Convocation	Additional course offerings. Use of internet for learning. Use of Distance learning. Use of Technology. Staff training.
13. Maintain Technology plan	Meet State requirements	Maintain and upgrade network as needed.

TECHNOLOGY GOALS & OBJECTIVES

GOAL:

To maintain a permanent technology financial plan as part of the budget consisting of:

Capital Budget - purchases of new hardware and software
**Operating Budget - hardware maintenance, contracted labor,
software upgrades, staff development**

OBJECTIVES:

To continue to provide Distance Learning options

To upgrade and maintain the computer lab in the Keyboarding/Word Processing Room of the high school to provide continuity of curriculum and experience from the elementary school to the middle school to the high school

To upgrade and maintain the high school Business and Technology Computer Lab to meet the State of Michigan Business and Technology Curriculum standards

To upgrade and maintain the computer system in the L'Anse Area School/Public Library to enhance the curriculum of the school district and to provide computer opportunities for the public

To upgrade and maintain computers in the I.E. Building for the CAD/CAM programs and Lab Volt Tech Design

To upgrade and maintain the elementary school computer lab to meet and exceed the Educational Technology Standards and Expectations for grades K-5

To upgrade and maintain the Open Computer Lab for the middle school and high school (Room 215) to meet and exceed the Educational Technology Standards and Expectations for grades 6-12

To upgrade and maintain the L'Anse Area School District-Wide Network File Servers

To upgrade and maintain the high school Advanced Computer Lab (Room 214) to enhance and encourage the use of technology across all disciplines

To upgrade and maintain administrative, teacher, and support staff computer workstations

TECHNOLOGY GOALS & OBJECTIVES

GOAL:

To execute a K-12 district-wide technology management plan

OBJECTIVES:

To maintain a systematic set of procedures to manage the district's technology program

To maintain district-wide technology program functionality within the district's budget constraints by continuing the technology maintenance contract, and providing either a part-time technology supervisor, or a full-time technology coordinator to carry out the management plan procedures

GOAL:

To develop skills among staff in utilizing technology to communicate, to obtain information, and to serve as an effective productivity tool

OBJECTIVES:

To provide the necessary hardware and software

To provide on-going professional development

GOAL:

To establish a L'Anse Area Schools Student User Group to involve students in assisting the maintenance of and providing user support for the K-12 network

OBJECTIVES:

To propose revisions in User Policies

To propose changes to school network

To create an Inter-School Gaming Team

To create a Web Design Group

To create a Student Technical Advisory Group

TECHNOLOGY GOALS & OBJECTIVES

GOAL:

To establish a teacher/community user group

OBJECTIVES:

To share real-life applications using computer technology

To promote professional development

GOAL:

To follow national and state guidelines for retention of electronic mail

OBJECTIVES:

To organize e-mail messages so they can be located and used

To use the Retention and Disposal Schedule to identify how long e-mail messages must be kept

To keep e-mail messages for their entire retention period, and for deleting e-mail messages in accordance with an approved Retention and Disposal Schedule

To store e-mail messages in an e-mail archive that is accessed by the e-mail software

GOAL:

To integrate the technology curriculum into the core curriculum areas

OBJECTIVE:

To provide on-going professional development for the implementation of technology in core curriculum areas

TECHNOLOGY GOALS & OBJECTIVES

GOAL:

To review and update the K-12 computer curriculum

OBJECTIVES:

To have students demonstrate the use of grade level appropriate technologies as identified in the district's K-12 curriculum

To identify ways in which technology can be integrated into the K-12 core subject areas

To identify strategies to integrate technology into K-12 lesson plans

To have students demonstrate the use of grade level appropriate technologies as identified in Michigan Department of Education Educational Technology Standards and Expectations for grades K-2, 3-5, 6-8, and 9-12

(See page # 10-20)

To measure student achievement by grade level using the Michigan Education Technology Standards (METS) Checklist for grades K-8 and 9-12

K-8 Checklist <http://www.techplan.org/METS2005Checklist.doc>

9-12 Checklist <http://www.techplan.org/METS9-12Checklist.doc>

CURRICULUM INTEGRATION GOALS & OBJECTIVES

GOAL:

Provide quality education and **integrate technology across the curriculum**. Students are using existing technology and internet for research. Teachers in the middle and high school are reserving computer labs (elementary computer lab, elementary library computers, high school/middle school library, high school/middle school computer lab) to take whole classes to work on specific curriculum requirements in their given departments.

OBJECTIVES:

Teach a consistent, orderly progression of courses (K-12)
Track classes over time; emphasize reading, writing, and improved comprehension identifying four core area trends
Modify teaching to strengthen weak areas (K-12)

GOAL:

Provide a quality learning environment.

OBJECTIVES:

Monitor attendance
Promote a positive environment for students, teachers, support staff and administrators
Educate the community about drug and alcohol policy
Review handbook to reflect current goals

Educational Technology Standards & Expectations

Grades K-2

BASIC OPERATIONS AND CONCEPTS

By the end of Grade 2 each student will:

1. understand that people use many types of technologies in their daily lives (e.g., computers, cameras, audio/video players, phones, televisions).
2. identify common uses of technology found in daily life.
3. recognize, name, and will be able to label the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, and printer).
4. identify the functions of the major hardware components in a computer system.
5. discuss the basic care of computer hardware and various media types (e.g., diskettes, CDs, DVDs, videotapes).
6. use various age-appropriate technologies for gathering information (e.g., dictionaries, encyclopedias, audio/video players, phones, web resources).
7. use a variety of age-appropriate technologies for sharing information (e.g., drawing a picture, writing a story).
8. recognize the functions of basic file menu commands (e.g., new, open, close, save, print).
9. proofread and edit their writing using appropriate resources including dictionaries and a class developed checklist both individually and as a group.

SOCIAL, ETHICAL, AND HUMAN ISSUES

By the end of Grade 2 each student will:

1. identify common uses of information and communication technologies.
2. discuss advantages and disadvantages of using technology.
3. recognize that using a password helps protect the privacy of information.
4. discuss scenarios describing acceptable and unacceptable uses of age-appropriate technology (e.g., computers, phones, 911, internet, email) at home or at school.
5. discuss the consequences of irresponsible uses of technology resources at home or at school.
6. understand that technology is a tool to help complete a task..
7. understand that technology is a source of information, learning, and entertainment.
8. identify places in the community where one can access technology.

TECHNOLOGY PRODUCTIVITY TOOLS

By the end of Grade 2 each student will:

1. know how to use a variety of productivity software (e.g., word processors, drawing tools, presentation software) to convey ideas and illustrate concepts.
2. be able to recognize the best type of productivity software to use for certain age-appropriate tasks (e.g., word processing, drawing, web browsing).

3. be 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.

TECHNOLOGY COMMUNICATIONS TOOLS

By the end of Grade 2 each student will:

1. identify procedures for safely using basic telecommunication tools (e.g., e-mail, phones) with assistance from teachers, parents, or student partners.
2. know how to use age-appropriate media (e.g., presentation software, newsletters, word processors) to communicate ideas to classmates, families, and others.
3. 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.

TECHNOLOGY RESEARCH TOOLS

By the end of Grade 2 each student will:

1. know how to recognize the Web browser and associate it with accessing resources on the internet.
2. use a variety of technology resources (e.g., CD-ROMs, DVDs, search engines, websites) to locate or collect information relating to a specific curricular topic with assistance from teachers, parents, or student partners.
3. interpret simple information from existing age-appropriate electronic databases (e.g., dictionaries, encyclopedias, spreadsheets) with assistance from teachers, parents, or student partners.
4. provide a rationale for choosing one type of technology over another for completing a specific task.

TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS

By the end of Grade 2 each student will:

1. discuss how to use technology resources (e.g., dictionaries, encyclopedias, search engines, websites) to solve age-appropriate problems.
2. identify ways that technology has been used to address real-world problems (personal or community).

Educational Technology Standards & Expectations

Grades 3-5

BASIC OPERATIONS AND CONCEPTS

By the end of Grade 5 each student will:

1. discuss ways technology has changed life at school and at home.
2. discuss ways technology has changed business and government over the years.
3. 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.
4. know how to use basic input/output devices and other peripherals (e.g., scanners, digital cameras, video projectors).
5. know proper keyboarding positions and touch-typing techniques.
6. manage and maintain files on a hard drive or the network.
7. demonstrate proper care in the use of hardware, software, peripherals, and storage media.
8. know how to exchange files with other students using technology (e.g., e-mail attachments, network file sharing, diskettes, flash drives).
9. 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.
10. identify search strategies for locating needed information on the internet.
11. 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.

SOCIAL, ETHICAL, AND HUMAN ISSUES

By the end of Grade 5 each student will:

1. identify cultural and societal issues relating to technology.
2. discuss how information and communication technology supports collaboration, productivity, and lifelong learning.
3. discuss how various assistive technologies can benefit individuals with disabilities.
4. discuss the accuracy, relevance, appropriateness, and bias of electronic information sources.
5. 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.
6. discuss basic issues regarding appropriate and inappropriate uses of technology (e.g., copyright, privacy, file sharing, spam, viruses, plagiarism) and related laws.
7. use age-appropriate citing of sources for electronic reports.
8. identify appropriate kinds of information that should be shared in public chat rooms.
9. identify safety precautions that should be taken while on-line.
10. explore various technology resources that could assist in pursuing personal goals.
11. identify technology resources and describe how those resources improve the ability to communicate, increase productivity, or help achieve personal goals.

TECHNOLOGY PRODUCTIVITY TOOLS

By the end of Grade 5 each student will:

1. 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).
2. know how to insert various objects (e.g., photos, graphics, sound, video) into word processing documents, presentations, or web documents.
3. use a variety of technology tools and applications to promote creativity.
4. understand that existing (and future) technologies are the result of human creativity.
5. collaborate with classmates using a variety of technology tools to plan, organize, and create a group project.

TECHNOLOGY COMMUNICATIONS TOOLS

By the end of Grade 5 each student will:

1. use basic telecommunication tools (e.g., e-mail, WebQuests, IM, blogs, chat rooms, web conferencing) for collaborative projects with other students.
2. use a variety of media and formats to create and edit products (e.g., presentations, newsletters, brochures, web pages) to communicate information and ideas to various audiences.
3. 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).

TECHNOLOGY RESEARCH TOOLS

By the end of Grade 5 each student will:

1. use Web search engines and built-in search functions of other various resources to locate information.
2. describe basic guidelines for determining the validity of information accessed from various sources (e.g., web site, dictionary, on-line newspaper, CD-ROM).
3. know how to independently use existing databases (e.g., library catalogs, electronic dictionaries, encyclopedias) to locate, sort, and interpret information on an assigned topic.
4. perform simple queries on existing databases and report results on an assigned topic.
5. identify appropriate technology tools and resources by evaluating the accuracy, appropriateness, and bias of the resource.
6. compare and contrast the functions and capabilities of the word processor, database, and spreadsheet for gathering data, processing data, performing calculations, and reporting results.

TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS

By the end of Grade 5 each student will:

1. use technology resources to access information that can assist in making informed decisions about everyday matters (e.g., which movie to see, which product to purchase).
2. use information and communication technology tools (e.g., calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist with solving real-life problems (personal or community).

Educational Technology Standards & Expectations Grades 6-8

BASIC OPERATIONS AND CONCEPTS

By the end of Grade 8 each student will:

1. use proper keyboarding posture, finger positions, and touch-typing techniques to improve accuracy, speed, and general efficiency in operating a computer.
2. use appropriate technology terminology.
3. use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced products.
4. understand that new technology tools can be developed to do what could not be done without the use of technology.
5. describe strategies for identifying and preventing routine hardware and software problems that may occur during everyday technology use.
6. 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).
7. discuss common hardware and software difficulties and identify strategies for troubleshooting and problem solving.
8. identify characteristics that suggest that the computer system hardware or software might need to be upgraded.
9. identify a variety of information storage devices (e.g., floppies, CDs, DVDs, fl ash drives, tapes) and provide a rationale for using a certain device for a specific purpose.
10. identify technology resources that assist with various consumer-related activities (e.g., budgets, purchases, banking transactions, product descriptions).
11. identify appropriate file formats for a variety of applications.
12. use basic utility programs or built-in application functions to convert file formats.
13. 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.

Welcome to Michigan's Educational Technology Standards & Expectations

It is a goal of No Child Left Behind that schools will “Assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student’s race, ethnicity, gender, family income, geographic location, or disability.” The Grade Level Educational Technology Standards & Expectations for 6-8 are aligned with the International Society for Technology in Education’s (ISTE) National Educational Technology Standards for Students (NETS-S). They are meant to provide teachers with an outline of learning expectations and will be used to drive educational technology literacy assessments for the next several years. The goal is that these Standards and Expectations will ultimately be integrated into the various other content areas and that a supplementary document will be produced offering examples and suggestions on how they could be incorporated within those areas.

Technology Literacy

Technology literacy is the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century. The Standards and Expectations for each grade range are established to designate clearly what students are expected to know by the end of grades two, five, and eight.

SOCIAL, ETHICAL, AND HUMAN ISSUES

By the end of Grade 8 each student will:

1. understand the potential risks and dangers associated with on-line communications.
2. identify security issues related to e-commerce.
3. discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, spam, viruses, file-sharing).
4. describe possible consequences and costs related to unethical use of information and communication technologies.
5. discuss the societal impact of technology in the future.
6. provide accurate citations when referencing information from outside sources in electronic reports.
7. use technology to identify and explore various occupations or careers.
8. discuss possible uses of technology (present and future) to support personal pursuits and lifelong learning.
9. identify uses of technology to support communication with peers, family, or school personnel.

TECHNOLOGY PRODUCTIVITY TOOLS

By the end of Grade 8 each student will:

1. apply common software features (e.g., thesaurus, formulas, charts, graphics, sounds) to enhance communication and to support creativity.
2. use a variety of technology resources, including the internet, to increase learning and productivity.
3. explore basic applications that promote creativity (e.g., graphics, presentation, photo-editing, programming, video-editing).
4. use available utilities for editing pictures, images, or charts.

5. use collaborative tools to design, develop, and enhance materials, publications, or presentations.

TECHNOLOGY COMMUNICATIONS TOOLS

By the end of Grade 8 each student will:

1. 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.
2. 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.

TECHNOLOGY RESEARCH TOOLS

By the end of Grade 8 each student will:

1. use a variety of Web search engines to locate information.
2. evaluate information from various online resources for accuracy, bias, appropriateness, and comprehensiveness.
3. identify types of internet sites based on their domain names (e.g., edu, com, org, gov, au).
4. know how to create and populate a database.
5. perform queries on existing databases.
6. know how to create and modify a simple database report.
7. evaluate new technology tools and resources and determine the most appropriate tool to use for accomplishing a specific task.

TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS

By the end of Grade 8 each student will:

1. use database or spreadsheet information to make predictions, develop strategies, and evaluate decisions to assist with solving a basic problem.
2. describe the information and communication technology tools to use for collecting information from different sources, analyze findings, and draw conclusions for addressing real-world problems.

Educational Technology Standards & Expectations

Grades 9-12

BASIC OPERATIONS AND CONCEPTS

By the end of Grade 12 each student will:

1. discuss emerging technology resources (e.g., podcasting, webcasting, compressed video delivery, online file sharing, graphing calculators, global positioning software).
2. identify the capabilities and limitations of emerging communication resources.
3. understand the importance of both the predictable and unpredictable impacts of technology.
4. identify changes in hardware and software systems over time and discuss how these changes might affect the individual personally in his/her role as a lifelong learner.
5. understand the purpose, scope, and use of assistive technology.
6. understand that access to online learning increases educational and workplace opportunities.
7. be provided with the opportunity to learn in a virtual environment as a strategy to build 21st century learning skills.
8. understand the relationship between electronic resources, infrastructure, and connectivity.
9. routinely apply touch-typing techniques with advanced accuracy, speed, and efficiency.
10. assess and solve hardware and software problems by using online help or other user documentation and support.
11. identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav).
12. demonstrate how to import/export text, graphics, or audio files.
13. proofread and edit a document using an application's spelling and grammar checking functions.

SOCIAL, ETHICAL, AND HUMAN ISSUES

By the end of Grade 12 each student will:

1. identify legal and ethical issues related to use of information and communication technology.
2. analyze current trends in information and communication technology and assess the potential of emerging technologies for ethical and unethical uses.
3. discuss possible long-range effects of unethical uses of technology (e.g., virus spreading, file pirating, hacking) on cultures and society.
4. discuss the possible consequences and costs of unethical uses of information and computer technology.
5. identify ways that individuals can protect their technology systems from unethical or unscrupulous users.
6. demonstrate the ethical use of technology as a digital citizen and lifelong learner.
7. explain the differences between freeware, shareware, and commercial software.
8. adhere to fair use and copyright guidelines.
9. create appropriate citations for resources when presenting research findings.
10. adhere to the district acceptable use policy as well as state and federal laws.

11. explore career opportunities and identify their related technology skill requirements.
12. design and implement a personal learning plan that includes technology to support his/her lifelong learning goals.

TECHNOLOGY PRODUCTIVITY TOOLS

By the end of Grade 12 each student will:

1. complete at least one online credit, or non-credit, course or online learning experience.
2. use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence).
3. have access to and utilize assistive technology tools.
4. 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.
5. identify technology tools (e.g., authoring tools or other hardware and software resources) that could be used to create a group project.
6. use an online tutorial and discuss the benefits and disadvantages of this method of learning.
7. develop a document or file for inclusion into a web site or web page.
8. use a variety of applications to plan, create, and edit a multimedia product (e.g., model, webcast, presentation, publication, or other creative work).
9. have the opportunity to participate in real-life experiences associated with technology-related careers.

TECHNOLOGY COMMUNICATIONS TOOLS

By the end of Grade 12 each student will:

1. identify and describe various telecommunications or online technologies (e.g., desktop conferencing, listservs, blogs, virtual reality).
2. use available technologies (e.g., desktop conferencing, e-mail, groupware, instant messaging) to communicate with others on a class assignment or project.
3. 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.
4. 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.
5. plan and implement a collaborative project using telecommunications tools (e.g., groupware, interactive web sites, videoconferencing).

TECHNOLOGY RESEARCH TOOLS

By the end of Grade 12 each student will:

1. compare, evaluate, and select appropriate internet search engines to locate information.
2. formulate and use evaluation criteria (authority, accuracy, relevancy, timeliness) for information located on the internet to present research findings.
3. determine if online sources are authoritative, valid, reliable, relevant, and comprehensive.
4. distinguish between fact, opinion, point of view, and inference.
5. evaluate resources for stereotyping, prejudice, and misrepresentation.

6. develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys)

**TECHNOLOGY PROBLEM-SOLVING
AND DECISION-MAKING TOOLS**

By the end of Grade 12 each student will:

1. use a variety of technology resources (e.g., educational software, simulations, models) for problem solving and independent learning.
2. describe the possible integration of two or more information and communication technology tools or resources to collaborate with peers, community members, and field experts.
3. 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.

DESCRIPTIONS OF TECHNOLOGIES TO BE ACQUIRED

- * Expand the digital technology within the distance learning room and classrooms
- * Increase Bandwidth as needed
- * Acquire equipment necessary to deliver curriculum as needed
- * Acquire workstations and additional software compatible with the latest Windows OS and productivity software
- * Acquire a scanner for each district building (1 for elementary, 1 for middle school, 1 for high school)
- * Acquire 6 Digital Cameras - (2 for elementary, 2 for middle school, 2 for high school)
- * Acquire permanent mountable projectors for every classroom
- * Acquire 1 SmartBoard for each district building (1 for elementary, 1 for middle school, 1 for high school)
- * Acquire an updated video surveillance system
- * Acquire an updated weather station and software

EXPLANATION OF HOW ACQUIRED TECHNOLOGIES WILL BE

INTEGRATED

The annual LAS Technology Budget, bond issue for school remodeling, and Universal Service Funds have provided this school district with the following:

Fiber cable for Internet access
All wiring and re-wiring for the computer network in the school district
Wiring for the telephone system throughout the district
Local and long distance phone service
Pagers and mobile phones for administrators
Cable television in every classroom in the district
Distance learning and videoconference equipment

Internet capability will enable:

- **All** students to obtain, manipulate and utilize information from a world-wide basis across the curriculum. Internet access allows for various learning styles and enables students to present their findings to the class in oral or written form, or multi-media presentation.
- Science and Math classes to utilize the new computer labs to run statistical programs, math and science tutorials, math and science testing simulations and science workshop programs.
- **All** students to access to Michigan Virtual High School allowing specialized courses such as AP Calculus and foreign languages to broaden curriculum offerings.

- Mobile Distance Learning equipment and facilities will enable LAS students more specialized and advanced course offerings that would normally be unavailable to rural schools.
- Mobile Distance Learning equipment and facilities will enable LAS instructors to facilitate and promote existing and new course offerings that would normally be unavailable to rural schools.

In the Industrial Education building, technology will enable students to learn CAD/CAM software using the newer releases. This will allow middle school and high school students to explore technology and career opportunities through the Lab Volt Tech Design Modules.

New technologies in the high school keyboarding/word processing room (Room 218) will allow the students to continue to use computers to learn basic skills such as word processing, database, spreadsheets, desktop publishing, and e-mail applications.

New technologies in the high school business and technology computer lab will allow the students to continue to use computers/technology to learn skills such as word processing, database, spreadsheets, desktop publishing, and PowerPoint Presentations. Computer labs will utilize accounting software tools.

With the acquisition of newer workstations teachers and administrators will be able to collaborate and improve communication within the district and with colleagues in other districts/areas.

The updated administrative system will be used to provide comprehensive and timely access to student information. This will improve the ability to evaluate curriculum and student achievement.

Individualized Education Programs (IEP) have been computerized – forms are filled in during the IEP with input from all persons present.

Staff and students save to network servers, thus eliminating the use of floppy disks and stranded data.

Staff is able to access their school files from home through (VPN) virtual private networking. **(See page # 63-70)**

Student immunization records are now kept by the school nurse on the administrative student information software system. (Skyward)

Teachers in the middle, high, and elementary schools record report card grades on the administrative student information software system. (Skyward)

Counselors have college and career information available for students on the computer. (CareerCruising)

The high school counselor does all student scheduling on the administrative student information software system. (Skyward)

Teachers in the middle, high, and elementary schools will utilize Skyward software to align curriculum/lesson plans with Michigan Department of Education Standards and Benchmarks.

Student records have been computerized enabling them to be sent from school to school (Skyward).

Teachers in the elementary, middle, and high schools record attendance via the computer (Skyward).

Daily announcements are sent through school e-mail to all employees and are posted on the LAS website at <http://www.lanseschools.org>

Parents will be informed about new and existing technologies through local newspaper articles, school bulletins, school calendars, and up-to-date school website postings.

To promote parental involvement, all teachers will utilize a Family Access software program that will integrate student grades with student portfolios. Parents and students can access secure student information using login names and passwords on the LAS website at <http://www.lanseschools.org>

EXPLANATION OF PROGRAM DEVELOPMENT/COLLABORATION WITH ADULT LITERACY

Gogebic Community College classes

Adult Community Education classes

L'Anse Multi-Media Center available to the public:

Monday – Friday 7:30 a.m. – 6:00 p.m.

Internet access to on-line public access catalog

Computer class for Senior Citizens

DESCRIPTION OF SUSTAINED PROFESSIONAL DEVELOPMENT IN TECHNOLOGY

The district Technology Advisory Committee will meet semi-annually to identify needs for professional development for administrators, teachers, and support staff. Professional development is seen as a key component of the district's technology plan. Staff will receive periodic training in expanding their understanding of technology integration and the use of technology.

Participation in the Michigan Association for Computer-Related Technology Users in Learning (MACUL)

Five Professional Development Days are held during each school year.

Teachers who attend Reading and Science Workshops will bring back information to share with others at staff meeting.

Title I Staff who attend the Compensatory Education workshop for Title I will bring back information and new techniques to use and share at staff meetings.

The Media specialist will provide technology information from conferences to share with teachers, principals, and administrators through e-mail communication and staff meetings.

Five (5) in-services are scheduled during the course of the school year to address specific K-12 technological integration.

Tutorial memos will be distributed to staff on a timely basis to communicate new and existing policies regarding the L'Anse Area Schools Network. **(See page # 74-84)**

The principals and administrators will provide pertinent information on new and upgraded technology from conferences at monthly staff meetings.

Principals, administrators, and School Library Media Specialists will participate with staff at all technology workshops to broaden their understanding of **how technology will be integrated** into the school curriculum using METS / NETS.

SOURCES OF ONGOING TRAINING AND TECHNICAL ASSISTANCE

Technical support and training is available through a contract with a computer consultant/vendor (Computer Mechanics) and the Copper Country Intermediate School District / REMC1.

Assistance from Superiorland Library Cooperative, Upper Peninsula Region of Library Cooperation, CCISD / REMC1 is provided.

Staff is able to access the HELP DESK to report repair and maintenance requests; HELP DESK allows documentation of communication and maintenance requests.

The high school business curriculum (Networking class) provides flexibility in specific student schedules that allows them to work with the system administrator on general maintenance responsibilities of the computer network.

DESCRIPTION OF SUPPORTING RESOURCES

The district will contract with a Technology consultant/vendor (Computer Mechanix and CCISD) on an annual basis.

Careercruising.com / annual contract (central database career assessment program)
SIRS (social programs database) Dynex card catalog program, word processing, electronic encyclopedia, phonics-reading program, AutoCAD, LabVolt, multiple classroom based programs, and a typing program.

Teachers receive: Skyward, classroom attendance, and grading records, word processing, internet access, Omniform IEP records, educational software, and classroom e-mail with parents and outside resources.

School administration receives: Skyward student records, attendance, grading, financial, word processing, distribution lists, form distribution, announcements.

Network administration and school administration receive: Internet tracking, virus protection reports, license tracking, and windows server status reports.

E-mail address named Help Desk, provides the means for timely maintenance of network problems.

New teachers and student manuals include technology information needed (for example, How to save documents "H: drive on the LAS file server").

The L'Anse Area School district will follow a tape backup schedule for vital data servers. (See page # 29-30)

L'Anse Area Schools Network Back-up System

3-TIER BACKUP SOLUTION

L'Anse Area Schools has implemented a 3-tier back-up solution. The 3 tiers include: Disk-to-Tape, Disk-to-Disk, and Disk-to-Offsite. The Disk-to-Tape backup solution is performed by a software application called Yosemite Backup. Symantec LiveState performs the Disk-to-Disk backup solution and Backup PC performs the Disk-to-Offsite solution. A table listing of the backup solutions implemented on the L'Anse Area Schools computer network has been included below. Servers not listed are not backed up with any of these solutions.

	<u>BACKUP SOLUTION</u>		
SERVER	Yosemite Backup	LiveState	Backup PC
LAS-BASS		X	
LAS-TROUT	X		
LAS-GUPPY		X	
LAS-SKYWARD	X	X	X

TYPES OF BACKUPS

The Yosemite Backup and Backup PC backup solutions are “data-backups”, meaning only non-system data files are backed-up. The LiveState backup solution includes both system and data files, and serves as a disaster recovery backup. These backup solutions include both Full and Differential back-ups. In this scenario, a Full backup includes all of the data files selected. A Differential backup includes a backup of only those files that have “changed” since the last full backup.

	<u>Servers</u>					
Type Of Backup	LAS-Skyward (LS)	LAS-Skyward (YB)	LAS-Skyward (BPC)	LAS-Bass (LS)	LAS-Guppy (LS)	LAS-Trout (YB)
Full Backup	M 6:30pm	F 10pm	Random	W 7pm	F 10pm	Sa Noon
Differential Backup	T-Su 6:30pm	M-R 10pm	Random	M, F 7pm	Su-R 10pm	M-F 6pm
Files Backed-up	All	C:\Inetpub* D:\Skyward*	D:\skyward\ backup*	All	All	Stu & Fac Homes

YB = Yosemite Backup BPC = Backup PC LS = LiveState

PROCEDURES AND LOCATION OF BACKUPS

Yosemite Backup

The Yosemite Backup tapes are rotated out of the servers every Monday morning where the jobs are verified and the date of the backup is recorded on the tape case.

LiveState

The LiveState backup is completed over the Local Area Network. The servers being backed-up are located in the 2nd floor of the High School.

BackupPC

The BackupPC backup is completed over the REMC1 Wide Area Network. The files being backed-up are copied via “ssh for end-to-end encryption of all data being transferred” to a secured server located offsite as apart of the REMC1 campus.

**L'ANSE AREA SCHOOLS
PROJECTED TECHNOLOGY TIMETABLE**

2009-2010

Retire and replace Skyward server
Decommission LAS-TechEd server
Purchase and develop virtual server technologies

Retire and replace Middle School and Elementary School teacher PCs
Retire and replace Open Computer Lab
Retire and replace Advanced Computer Lab

Acquire or renew Software Licensing for all new workstations

Conduct Professional Development / Technology In-services

Integrate new Technology into curriculum and Instruction

Renew Skyward Maintenance Fees
Renew Anti-virus License Fees
Renew Anti-Spyware License Fees

New software applications will be added to the L'Anse Area Schools network

Contract a system administrator during the nine-month school year

Contract a system administrator for summer projects

**L'ANSE AREA SCHOOLS
PROJECTED TECHNOLOGY TIMETABLE**

2010-2011

Retire and replace LAS-Sailfish server
Purchase second virtual server

Retire and replace BAT Lab
Retire and replace Media Lab

Acquire or renew Software Licensing for all new workstations

Conduct Professional Development / Technology In-services

Integrate new Technology into curriculum and Instruction

Renew Skyward Maintenance Fees
Renew Anti-virus License Fees
Renew Anti-Spyware License Fees

New software applications will be added to the L'Anse Area Schools network

Contract a system administrator during the nine-month school year

Contract a system administrator for summer projects

**L'ANSE AREA SCHOOLS
PROJECTED TECHNOLOGY TIMETABLE**

2011-2012

Retire and replace LAS-Bass
Retire and replace LAS-Trout

Retire and replace Library staff PCs
Retire and replace Support staff PCs
Retire and replace Key Lab PCs

Acquire or renew Software Licensing for all new workstations

Conduct Professional Development / Technology In-services

Integrate new Technology into curriculum and Instruction

Renew Skyward Maintenance Fees
Renew Anti-virus License Fees
Renew Anti-Spyware License Fees

New software applications will be added to the L'Anse Area Schools network

Contract a system administrator during the nine-month school year

Contract a system administrator for summer projects

**PROJECTED TOTAL COSTS OF TECHNOLOGIES AND RELATED
EXPENSES**

	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>
Telecommunication Services	\$31,377.96	\$32,319.30	\$33,288.86
REMC fees / Internet Access	\$25,662.00	\$26,431.86	\$27,224.81
E-mail Accounts / Staff & Students	\$ 1,500.00	\$ 1,545.00	\$ 1,591.35
Technical support and labor	\$59,580.00	\$61,200.00	\$58,600.00
Hardware and networking	\$94,330.00	\$50,900.00	\$56,000.00
Maintenance and service	\$ 7,111.00	\$ 9,200.00	\$8,720.00
License agreements	\$11,997.00	\$12,356.00	\$17,727.00
Software and curriculum support	\$ 3,385.00	\$ 3,487.00	\$ 3,592.00
Professional development/ Curriculum integration	<u>\$ 8,000.00</u>	<u>\$ 8,000.00</u>	<u>\$ 8,000.00</u>
Total	\$242,942.96	\$205,439.16	\$214,744.02

**PROJECTED TOTAL COSTS OF TECHNOLOGIES AND RELATED
EXPENSES**

2009-10

	Total Cost	USF Funding	District Matching @ 70% Discount
Telecommunication Services			
Local telephone service	\$12,737.88	\$8,916.52	\$3,821.36
Fiber Telecommunication Service	\$13,600.08	\$9,520.06	\$4,080.02
Long distance telephone service	\$900.00	\$630.00	\$270.00
Pager service	\$240.00	\$168.00	\$72.00
Cellular phone service	<u>\$3,900.00</u>	<u>\$2,730.00</u>	<u>\$1,170.00</u>
Total:	\$31,377.96	\$21,964.58	\$9,413.38
REMC fees / Internet Access	:	\$25,662.00	\$17,963.40
Email Accounts for staff and students	:	\$1,500.00	\$1,050.00
Technical support and labor	\$59,580.00		
Hardware and networking	\$94,330.00		
Maintenance and service	\$7,111.00		
License agreements	\$11,997.00		
Software and curriculum support	\$ 3,385.00		
Professional development/Curriculum integration	<u>\$ 8,000.00</u>		
Total:	\$242,942.96		

**PROJECTED TOTAL COSTS OF TECHNOLOGIES AND RELATED
EXPENSES**

2010-11

	Total Cost	USF Funding	District Matching @ 70% Discount
Telecommunication Services			
Local telephone service	\$13,120.02	\$9,184.02	\$3,936.00
Fiber Telecommunication Service	\$14,008.08	\$9,805.66	\$4,202.42
Long distance telephone service	\$927.00	\$648.90	\$278.10
Pager service	\$247.20	\$173.04	\$74.16
Cellular phone service	<u>\$4,017.00</u>	<u>\$2,811.90</u>	<u>\$1,205.10</u>
Total:	\$32,319.30	\$22,622.81	\$9,695.78
Internet Access	\$26,431.86	\$18,502.30	\$7,929.56
Email Accounts for staff and students	\$1,545.00	\$1,081.50	\$463.50
Technical support and labor	\$61,200.00		
Hardware and networking	\$50,900.00		
Maintenance and service	\$9,200.00		
License agreements	\$12,356.00		
Software and curriculum support	\$ 3,487.00		
Professional development/Curriculum integration	<u>\$ 8,000.00</u>		
Total:	\$205,439.16		

PROJECTED TOTAL COSTS OF TECHNOLOGIES AND RELATED

EXPENSES

2011-12

	Total Cost	USF Funding	District Matching @ 70% Discount
Telecommunication Services			
Local telephone service	\$13,513.61	\$9,459.53	\$4,054.08
Fiber Telecommunication Service	\$14,428.32	\$10,099.80	\$4,328.50
Long distance telephone service	\$954.81	\$668.37	\$286.44
Pager service	\$254.61	\$178.23	\$76.38
Cellular phone service	<u>\$4,137.51</u>	<u>\$2,896.26</u>	<u>\$1,241.25</u>
Total:	\$33,288.86	\$23,302.20	\$9,986.66
Internet Access	\$27,224.81	\$19,057.40	\$8,167.44
Email Accounts for staff and students	\$1,591.35	\$1,113.95	\$477.41
Technical support and labor	\$58,600.00		
Hardware and networking	\$56,000.00		
Maintenance and service	\$8,720.00		
License agreements	\$17,727.00		
Software and curriculum support	\$ 3,592.00		
Professional development/Curriculum integration	<u>\$ 8,000.00</u>		
Total:	\$214,744.02		

COORDINATION OF STATE AND LOCAL GRANT RESOURCES

Potential financial resources to support the technology plan are as follows:

Technology Line Item – the district’s budget will include a line item for technology, which will be dedicated to implementing and supporting technology throughout the district

Universal Service Fund Discounts – these discounts will be used to reduce costs of expanding the district’s voice, video and data networking and for Telecommunication services

Other sources: Baraga County Community Foundation Classroom Enrichment Fund and L’Anse Area Schools Educational Fund

EVALUATION

The Superintendent of Schools will be in charge of calling the bi-annual meeting of the L'Anse Area Schools Technology Advisory Committee to review the Technology Plan.

Staff surveys will continue to be used to determine training and support needs, obtain qualitative assessments of teacher technology fluency, as well as types of student uses of computers/technology.

Elementary, middle and high school counselors review students' on-line portfolios randomly to determine their technological skills.

The building principals will hold an annual review of the integration of technology usage in the curriculum. Curriculum meetings for all departments will be held annually for all staff to provide input needed to reach State academic standards.

The Superintendent, Building Principals, Media Specialist, and Technology Staff members will annually review/update the district's Acceptable Use Policy for staff and student use of Technologies. **(See page # 58-62)**

The Superintendent, Building Principals, Media Specialist, and Technology Staff members will be responsible for bi-annual evaluations of the L'Anse Area Schools Technology Plan.

Unmet goals will be evaluated and adjusted / eliminated as deemed appropriate.

L'Anse Area Schools Bylaws and Policies

COMPUTER USAGE (Board Policy #4500)

A student will not make use of or take the files or programs of another individual for his/her own use in any class or for any assignment/project unless specific permission is granted by the teacher(s) in the subject area(s) affected. Using or copying files/programs of another may be a violation of school policy and a software producer's copyright. Observed violations of this policy can and will result in disciplinary action which could lead to suspension or expulsion.

The Board authorizes the Superintendent to develop services linking computers within and between buildings in the District, and to provide access to the international computer network (Internet) for students, staff and, if requested, members of the Board of Education. All computer network implementation shall be in line with the Board policy on technology and the District's educational goals.

Use of the computer network(s) as a part of any class or school assignment shall be consistent with the curriculum adopted by the District. The District's general rules for behavior and communications shall apply when using any computer equipment.

Personal Accounts

The Board authorizes the Superintendent to provide personal accounts for students, staff, and, if requested, members of the Board, to access to the District computer network and the Internet, including electronic mail and file server space for developing and publishing material on the world wide web or other networked computer media. Such access shall be provided in furtherance of the District's educational mission, to enhance student knowledge of and familiarity with technology, and to facilitate communication, innovation, and sharing of resources. To ensure the integrity of the educational process and to guard the reputation of the District, student and staff expression in public electronic media provided by the school may be subject to review, comment, editing, and/or removal by school officials.

Personal accounts and all use of District computer resources are considered a privilege, not a right, and are subject to the District's rules and policies. Electronic communications and stored material may be monitored or read by school officials. School officials without the consent of the sender or a recipient will not generally inspect electronic mail in personal accounts, except as required to investigate complaints which allege a violation of the District's rules and policies.

Student Electronic

mail and electronic storage space, which does not contain material made public by the student, shall be subject to the District's policy and rules on student records.

A fee may be charged by the District to defray the cost of personal accounts. [Note: if use of personal accounts is required for a core curricular class, no fees may be charged of a student for the duration of that class.]

System Integrity

The Superintendent shall designate person(s) trained in computer technology ("system administrators") at the building and/or District level to implement the District's rules and regulations and to provide computer support for students, staff and Board members. The Superintendent in concert with the system administrators shall employ hardware and software security to ensure the integrity of the system and to prevent unauthorized access to District and school records.

Network Use

The Superintendent shall develop rules and procedures for computer and network use, and shall see to it that rules are published annually for students, parents/guardians, staff, and Board members.

The District's computer and network use rules shall be consistent with the following requirements:

- Users may not use District equipment to perform or solicit the performance of any activity that is prohibited by law.
- Users may not use the system to transmit or publish information that violates or infringes upon the rights of any other person, or information that is abusive, obscene, or sexually offensive.
- The District computer equipment shall not be used for commercial purposes by any user, or for advertisement or solicitation without prior written approval from the Superintendent.

- Except with prior authorization from a system administrator or the owner of the record in question, users may not access or attempt to access the records or files of other users or of the District, nor delete, alter, or otherwise interfere with the integrity of computer-based information or resources.
- Users may not use the electronic mail facility to send unsolicited, bulk, chain, harassing, anonymous, or other messages which are an annoyance to the recipient or which may cause a degradation of system performance.
- Users may not use the network facility to access or bring into the school environment material that is inconsistent with the educational goals of the District, including but not limited to material which is defamatory, abusive, obscene, profane, sexually explicit, threatening, racially offensive, illegal, or which aids or advocates illegal activity other than non-violent civil disobedience.

Limiting Access

The administration may make use of technology, which attempts to block access by individual users to networked computers, data, or services that provide content, which, in the opinion of the administration, is not in keeping with the educational aims of the District pursuant to state statute. The administration is encouraged to pursue such technology for the personal accounts of elementary school children where practical.

Complaints about content of networked information or access to blocked sites shall be handled in accord with the District's policy and procedures for complaints about library and instructional materials.

Use of Computers in a School District Library

The Board, pursuant to state statute, requires when a school District library offers use of the Internet or a computer, computer program, computer network, or computer system to the public, that access to minors be restricted in the following manner:

The Board will do the following:

1. Make available to individuals, of any age, 1 or more terminals that are restricted from receiving obscene matter or sexually explicit matter that is harmful to minors and by reserving, to individuals 18 years of age or older, or minors who are accompanied by their parent or guardian, 1 or more terminals that are not restricted from receiving material.
2. Utilize a system or method that is designed to prevent a minor from viewing obscene matter or sexually explicit matter that is harmful to minors. To accomplish this, a library may use passwords and/or filters that restrict Internet access for those less than 18 years of age.

The Superintendent will develop rules concerning library Internet access in compliance with state law.

Approved:

LEGAL REF: MCL 397.606, amend. June 7, 2000

Planning and funding for computer networking in the District shall be handled in accord with the District's policy and rules on technology.

Supervised Use

Teachers are encouraged to use the District network in researching material for classes, collaborating with colleagues, developing innovative approaches, or otherwise enhancing their background, skills and teaching. Teachers are encouraged to make use of the District network in their classes when the use of this resource enhances the education of students, is appropriately supervised, and is consistent with District goals and objectives. School administrators shall monitor technology use in the curriculum to ensure its effectiveness and develop ideas for further in-service instruction of staff.

School libraries and media centers will provide networked computers for students and staff to use for research purposes. Library/media center staff shall make every attempt to assist users in the operation of the network and to monitor the content of material being accessed. Academic assignments have priority over personal research.

Any staff member who becomes aware of student network use in violation of the District's acceptable use rules shall refer the incident to the system administrator for action, and may remove the student from the computer.

Personal Accounts

No student, staff, or Board member network account shall be activated until the individual has submitted a District request for network access contract and been notified of the District rules for acceptable use of the network. Upon receipt of the contract, the system administrator will provide account, password, and other log-on information and instruction, including an initial disk space allocation where appropriate. Users may request additional disk space, which may be provided by the system administrator according to availability and priority of the use.

Violations of Conditions

Upon receiving notification of a violation of District rules or policies, the system administrator may suspend or terminate a staff member's or student's personal account. The system administrator may access any and all relevant files of the user in attempting to determine the veracity and/or the extent of the violation.

System Integrity and Security

Computer file servers containing student records, employee records, or other sensitive administrative documents shall be maintained on an independent network separated by an electronic "firewall" from unauthorized access by outside entities, including student users. If dial-in access is permitted to this equipment, that number will not be published.

All users, particularly staff, shall be instructed in password security. Passwords in general should not be (solely) English words available in common electronic dictionaries, nor should they be based on information, which is readily associated with the user (addresses, phone number, favorite flower, etc.). The system administrator may require a user to change a password if it fails to meet these criteria, or may issue randomly generated passwords to all users. Staff passwords should be changed every three months.

No user in a District building should leave a computer which is logged on to the network unattended, and all users should promptly report any suspected breach of security or data integrity to the system administrator.

Limiting Access

School servers may incorporate blocking and filtering software. Sites that are rated above 1 may be blocked from access by high school students. Sites that are rated above 0 may be blocked from access by middle school students and sites rated above 0 may be blocked from access by elementary school students. Additional sites may be blocked by the system administrator in response to a complaint by a student, staff

member, Board member or parent/guardian in accord with the District's procedures on controversial material.

E-mail sites, which deposit unsolicited, bulk, chain, or offensive messages on the District server, will be blocked. System administrators may also block e-mail following a complaint from any user. Time permitting; an effort will be made by the system administrator to notify the offending system operator of the violation and the District's desire not to be contacted in the future. The system administrator shall refer repeated violators, along with any case of solicitation for child abuse or other illegal act, to the Superintendent for action in concert with law enforcement authorities.

Use of Computers in a School District Library

The Board, pursuant to state statute, requires when a school District library offers use of the internet or a computer, computer program, computer network, or computer system to the public, that access to minors be restricted in the following manner:

1. By making available to individuals of any age 1 or more terminals that are restricted from receiving obscene matter or sexually explicit matter that is harmful to minors and by reserving, to individuals 18 years of age or older, or minors who are accompanied by their parent or guardian, 1 or more terminals that are not restricted from receiving material.
2. By utilizing a system or method that is designed to prevent a minor from viewing obscene matter or sexually explicit matter that is harmful to minors. To accomplish this, a library may use passwords and/or filters that restrict Internet access for those under 18 years of age.

**SCHOOL DISTRICT RULES ON ACCEPTABLE USE OF COMPUTER
NETWORK RESOURCES**

Use of the computer network is a privilege, not a right. The fundamental rule for use of District computer network resources is that all use must be consistent with the District's educational goals and behavior expectations. Because electronic communications are so varied and diverse, these rules do not attempt to enumerate all required or proscribed behavior by system users. Users are expected to use common sense and adhere to the norms of behavior in the school community. In particular, users should:

- Be polite and courteous in all communications and language.
- Assist others in the use of the system, and help others who are looking for ideas or information.
- Post and share information, which is interesting and helpful to other users.
- Always use the network as a resource to further their own education and that of others.
- Be mindful of network security, and immediately report any bugs, errors, or security problems to the system administrator.

Users may not:

- Use the District equipment for anything contrary to law, or to solicit others to break any law.
- Legally copy, send, or distribute any copyrighted software, work, or other material.
- Send, publish, download, access, or retrieve any communication or material, which may be defamatory, abusive, obscene, profane, sexually explicit, threatening, racially or ethnically offensive, harassing, or illegal, or anything, which violates or infringes on the rights of any person.
- Use the network for any commercial purpose of financial gain.

- Use the network for any advertisement or solicitation without approval from the Superintendent.
- Access, attempt to access, modify, or delete any record of file without permission or authorization.
- Make any attempt to harm or destroy the data of any other user or any system on the network, including creating or sending computer viruses, Trojan horses, or similar computer code.
- Use electronic mail to send unsolicited, bulk, chain, harassing, anonymous, or other messages, which are commonly considered an annoyance to recipients or degrade system performance.
- Use vulgarity, obscenity, or swearing in messages or electronic postings, or send e-mail/message “flames” or other attacks.
- Attempt to access material or sites, which are blocked by the District, or attempt to use the network while access privileges are suspended.

Authorization for Electronic Network Access

Each staff member must sign this Authorization as a condition for using the District's Electronic Network connection. Each student and his or her parent(s)/guardian(s) must sign the Authorization before being granted unsupervised access. School Board members and administrators are treated like teachers for purposes of this Authorization. Please read this document carefully before signing.

All use of the internet shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. This *Authorization* does not attempt to state all required or proscribed behavior by users. However, some specific examples are provided. **The failure of any user to follow the terms of the *Authorization for Electronic Network Access* will result in the loss of privileges, disciplinary action, and/or appropriate legal action.** The signature(s) at the end of this document is legally binding and indicates the party who signed has read the terms and conditions carefully and understands their significance.

Terms and Conditions

1. Acceptable Use – Access to the District's electronic networks must be (a) for the purpose of the education or research, and be consistent with the educational objectives of the District, or (b) for a legitimate business use.
2. Privileges – The use of the District's electronic networks is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrator will make all decisions regarding whether or not a user has violated this *Authorization* and may deny, revoke, or suspend access at any time; his or her decision is final.
3. Unacceptable Use – You are responsible for your actions and activities involving the network. Some examples of unacceptable uses are:
 - a. Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any U.S. or State law;
 - b. Unauthorized downloading of software, regardless of whether it is copyrighted or de-licensed;
 - c. Downloading copyrighted material for other than personal use;
 - d. Using the network for private financial or commercial gain;
 - e. Wastefully using resources, such as file space;
 - f. Gaining unauthorized access to resources or entities;
 - g. Invading the privacy of individuals;
 - h. Using another user's account or password;
 - i. Posting material authored or created by another without his/her consent;

- j. Posting anonymous messages;
 - k. Using the network for commercial or private advertising;
 - l. Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material; and
 - m. Using the network while access privileges are suspended or revoked.
4. Network Etiquette – You are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:
- a. Be polite. Do not become abusive in your messages to others.
 - b. Use appropriate language. Do not swear, or vulgarities or any other inappropriate language.
 - c. Do not reveal the personal addresses or telephone numbers of students or colleagues.
 - d. Recognize that electronic mail (E-mail) is not private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
 - e. Do not use the network in any way that would disrupt its use by other users.
 - f. Consider all communications and information accessible via the network to be private property.
5. No Warranties – The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages you suffer. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or your errors or omissions. Use of any information obtained via the Internet is at your own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.
6. Indemnification – The user agrees to indemnify the School District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any breach of this *Authorization*.
7. Security – Network security is a high priority. If you can identify a security problem on the Internet, you must notify the system administrator or Building Principal. Do not demonstrate the problem to other users. Keep your account and password confidential. Do not use another individual's account without written permission from that individual. Attempts to log-on to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the network.
8. Vandalism – Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defines as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.

9. Telephone Charges – The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.
10. Copyright Web Publishing Rules – Copyright law and District policy prohibit the republishing of text and graphics found on the Web or on District Web Sites or file servers, without explicit written permission.
 - a. For each re-publication (on a Web site or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the Web address of the original source.
 - b. Students and staff engaged in producing Web pages must provide library media specialists with e-mail or hard copy permissions before the Web pages are published. Printed evidence of the status of “public domain” documents must be provided.
 - c. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the Web site displaying the material may not be considered a source of permission.
 - d. The “fair use” rules governing student reports in classrooms are less stringent and permit limited use of graphic and text.
 - e. Student work may only be published if there is written permission from both the parent/guardian and student.
11. Use of Electronic Mail
 - a. The District’s electronic mail system, and its constituent software, hardware, and data files, are owned and controlled by the School District. The School District provides email to aid students and staff members in fulfilling their duties and responsibilities, and as an education tool.
 - b. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account’s user. Unauthorized access by any student or staff member to an electronic mail account is strictly prohibited.
 - c. Each person should use the same degree of care in drafting an electronic mail message as would be put into a written memorandum or document. Nothing should be transmitted in an e-mail message that would be inappropriate in a letter or memorandum.
 - d. Electronic messages transmitted via the District’s Internet gateway carry with them an identification of the user’s Internet “domain”. This domain name is a registered domain name and identified the author as being with the School District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of this School District. Users will be held personally responsible for the content of any and all electronic mail messages transmitted to external recipients.
 - e. Any messages received from an unknown sender via the Internet should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any

Internet-based message is prohibited unless the user is certain of that message’s authenticity and the nature of the file so transmitted.

- f. Use of the School District’s electronic mail system constitutes consent to these regulations.

Students, parent(s)/guardian(s), and teacher need only sign this *Authorization for Electronic Network Access* once while enrolled or employed by the School District.

I understand and will abide by the above *Authorization for Electronic Network Access*. I understand that the District and/or its agents may access and monitor my used or the Internet, including my Email and downloaded material, without prior notice to me. I further understand that should I commit any violation, my access privileges may be revoked, and school disciplinary action and/or appropriate legal action may be taken. In consideration for using the District’s electronic network connection and having access to public networks, I hereby release the School District and its Board members, employees, and agents from any claims and damages arising from my use of, or inability to use the Internet.

DATE: _____

USER SIGNATURE

(Required if the user is a student.)

I have read this *Authorization for Electronic Network Access*. I understand that access is designed for educational purposed and that the District has taken precautions to eliminate controversial material. However, I also recognize it is impossible for the District to restrict access to all controversial and inappropriate materials. I will hold harmless the District, its employees, agents, or Board members, for any harm caused by materials or software obtained via the network. I have discussed the terms of this *Authorization* with my child. I hereby request that my child be allowed access to the District’s Internet.

DATE: _____

PARENT/GUARDIAN NAME *(Please Print):*

SIGNATURE: _____

4510-R Computer Network

District Web Page(s)

Guidelines for Construction of L'Anse Schools WWW pages

Purpose: District web pages should promote a positive image of the District and its programs. Web pages should facilitate and enhance the communication and educational goals of the District in a timely and professional manner.

Responsibility: The administrator in charge of technology is responsible for overseeing the content and design of all District web pages. The building Principals and/or their designees are responsible for developing web pages and content for their buildings and programs. The building Principals and/or their designees are responsible for entering data and uploading web pages. A Web Page Committee with a membership selected by the Superintendent is responsible for developing guidelines and acting in an advisory capacity regarding all aspects of web page design and content.

Guidelines: These guidelines have been developed to ensure consistent quality and appropriate content of L'Anse Schools' web pages.

1. District web pages will be posted only on the District's server providing Internet access to the District as negotiated by the Director of Technology (or other title to be inserted by the District.) No "personal" or private web pages representing the District shall be allowed. (Example: A school "club" or individual classroom which might wish to post a web page via twisted pair telephone lines or through a "private/personal" home page would be disallowed.) Any staff member or students violating this rule shall be subject to disciplinary action under the student code of conduct or applicable collective bargaining agreements.
2. The home page of each school and/or school program will present a consistent appearance. Contents, menus, background colors, heading styles, fonts, point sizes, buttons, icons, page sizes, and other graphic and design elements should create unity within the array of the District's building and program pages. (District to provide suggested template.)
3. Web pages will strive for high standards of professionalism with current and accurate information; correct grammar and spelling; and with no inappropriate reference to race, gender, religion, politics, alcohol, drugs, firearms, or sex.
4. District web pages shall be free of all advertising and/or promotion of causes inappropriate to a public school educational setting.
5. No copyrighted text, graphics or sound files will be used on District web pages without the express consent of the originator. Everything must be assumed to be copyrighted unless otherwise stated.
6. Someone other than the author/typist must proofread all updated and new pages before uploading. Making sure the information is proofread is the responsibility of the person doing the uploading.
7. Someone other than the author/typist must verify all links before uploading. This verification is the responsibility of the person doing the uploading.
8. Web pages linked from District web pages must have educational or school related value and be free of inappropriate references as stated in 3 and 4 above.

9. Permission of a parent or guardian must be on file prior to using a student's photo, name, and/or original work on the Internet (see attached form). Directory information of students (address, telephone number, and other personal information) will not be indicated on District web pages or used, in any form, on any District web page.

10. District pages that provide links to off-site web sites will include a disclaimer that reads:

"The L'Anse Area Schools make every effort to provide a high quality web site with information and links that facilitate the accomplishment of our educational mission. Because of the unpredictable nature of the Internet however, we cannot be responsible for the content of pages not directly linked to this web site."

STUDENT USER AGREEMENT AND PARENT PERMISSION FORM

At L'Anse Area Schools we believe that the use of technology and Internet on-line services is a privilege extended to students to enhance learning and information exchange.

As a user of the L'Anse Area Schools computer network and Internet, I agree to follow the policy as outlined in the Student Code of Conduct.

Student's Name _____

Student's Signature _____

Date _____

As the parent/legal guardian of the minor child, I grant permission for my son/daughter to access the Internet on the school's computer network. I understand that some material on the Internet may be objectionable. I accept responsibility for my son's/daughter's use of the Internet.

_____ My son/daughter may use the Internet

_____ My son/daughter may not use the Internet

Parent/guardian name (Print) _____

Parent/guardian signature _____

Address _____

Telephone Number _____

Date _____

L'ANSE AREA SCHOOLS ACCEPTABLE USE POLICY

Internet Access is available to students and staff in the L'Anse Area School District. The Internet is a global electronic information source. It is a network of networks used by educator, business, government, the military, organizations, and private individuals. In schools, the Internet can be used to educate, inform, communicate, and entertain. As a learning resource, the Internet is similar to books, magazines, video, CD-ROM, and other information sources. The school district's goal in providing this service to students and staff is to promote educational excellence. The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual subscribers.

Students and staff using the Internet may have access to the following materials:

1. Information and news.
2. Public domain and shareware of all types.
3. Discussion groups on a wide range of topics ranging from diverse cultures, to the environment, to music, and to politics.
4. Access to current research.
5. Electronic mail communication with people from all over the world.

With access to computers and people from 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. **In compliance with CIPA (Children's Internet Protection ACT), the L'Anse Area Schools has installed a filtering or blocking "technology protection measure" to restrict access to controversial materials such as visual depictions of material that are obscene, pornography, or harmful to minors.** However, on a global network it is impossible to control all materials, and an industrious user may discover controversial information. The educational information and the interaction available on the world wide network far outweigh the possibility that users may procure material that is not consistent with our educational goals.

The use of the Internet is a privilege, not a right. Inappropriate use will result in cancellation of this privilege. Students who receive access to the Internet will receive instruction pertaining to the proper use of the network. Improper use will result in the suspension or denial of the user access.

STUDENT USE

Students may use the Internet to participate in distance learning activities, to all questions of and consult with experts, to communicate with other students and individuals and to locate material to meet their educational information needs. Instructional staff have a professional responsibility to work together to help students develop the intellectual skills needed to discriminate among information sources, to identify information appropriate to their age and developmental levels and to evaluate and use information to meet their educational goals.

STUDENT PRIVILEGES

Only those students with Internet instruction shall be given the privilege of using the Internet.

In compliance with CIPA (Children’s Internet Protection ACT), the L’Anse Area Schools has installed a filtering or blocking “technology protection measure” to restrict access to controversial materials such as visual depictions of material that are obscene, pornography, or harmful to minors.

Students are advised the E-Mail and/or Internet correspondence is not privileged or confidential. School personnel, to assure that Internet use is in support of school district goals, will **monitor** such communication.

Student users will have:

1. The privilege to access the Internet to facilitate educational growth in technology, information gathering skills and communication skills.
2. A conditional (requires approval) privilege to request newsgroups from the Internet in order to facilitate real-time learning with members on the network. This may include the conditional privilege to sign up for the lists on the Internet.
3. The privilege to send e-mail according to the L’Anse Area Schools telephone policy. Students will also have the responsibility to control their language so it is not offensive or embarrassing to the school district and to abide by all student responsibilities and rules of network etiquette.
4. The responsibility of keeping all pornographic material, inappropriate text files or files dangerous to the integrity of the network from entering the school via the Internet and to report all violations.

STUDENT RESPONSIBILITIES

The use of a student account must be consistent with the educational objectives of the L’Anse Area School District. While exercising his/her privilege to use the Internet as an educational resource, the student shall also monitor and accept responsibility for all material received.

Student users are:

1. Responsible for keeping all pornographic material, inappropriate text files or files dangerous to the integrity of the network from entering school via the Internet and to report all violations.
2. Responsible for getting approval from the teacher or library media specialist for all subscriptions to newsgroups, list servers, and similar files.
3. Responsible for maintaining the integrity of the electronic mail system.

4. Responsible for mail received.
5. Not to use the network for wasteful or frivolous purposes such as playing network games.
6. Required to log use of network.

Student users may not:

1. Copy, change or transfer any software provided by the school, faculty, or another student without permission from the originator.
2. Copy copyrighted software owned by L'Anse Area Schools. It is generally illegal to copy any software, which has a copyright. The use of illegally copied software is considered a criminal offense and is subject to criminal prosecution.
3. Intentionally introduce a computer virus.
4. Erase, modify, rename, or make unusable anyone else's files or programs.
5. Deliberately use the computer to annoy or harass others.
6. Intentionally damage the system or damage information not belonging to them.
7. Misuse system sources, or allow others to misuse system sources.
8. Tamper with equipment.
9. Use the network for financial or commercial gains.

Students are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to the following:

1. Be polite. Messages may not be abusive to others.
2. Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
3. Do not reveal your personal address or phone number or those of students or colleagues.
4. Illegal activities are strictly forbidden.
5. Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities may be reported to the proper authorities.
6. Do not use the network in such a way that you would disrupt the use of the network by other users. All communications and information accessible via the network should be assumed to be private property. Vandalism will result in cancellation of privileges and reported to the proper authorities, and will be dealt with according to the Student Code of Conduct Book. Vandalism is defined as any malicious attempt to harm or destroy hardware, data of another user, Internet or any agencies or other networks that are connected.

MISUSE OF PRIVILEGES AND CONSEQUENCES

Student users are held responsible for their actions and activity, as outlined in the Responsibility section above. Unacceptable use of the network will result in the suspension of all privileges. Reinstatement of privileges will be made at the discretion of the supervisory staff.

INTERNET- Terms and Conditions

Acceptable Use:

1. Use of the Internet must be in support of education and research in accordance with the education objectives of the school district.

Unacceptable Use:

1. Students may not knowingly access defamatory, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal materials. "This includes, but is not limited to, pictures, movies, sounds, or text."
2. Home pages created by student may not:
 - a. Be used for commercial purposes or political lobbying.
 - b. Contain abusive or otherwise objectionable language.
 - c. Contain any material that violates any U.S. or state law regulation. This includes, but is not limited to, copyrighted material: threatening, racist, exist pornographic, or obscene material: or information protected by trade secret.
 - d. Access to the Internet is a privilege, not a right, and inappropriate use of the Internet will result in a cancellation of those privileges. The administration, faculty, and staff of L'Anse Area Schools may deny, suspend, or revoke the access privileges of any student.

VANDALISM:

Vandalism will result in cancellation of privileges, may be reported to proper authorities, and will follow the Student Code of Conduct Book, and require replacement of damaged material. Vandalism is defined as any malicious attempt to harm or destroy hardware, the data of another user, the Internet, or any agencies or other networks that are connected to the system. This includes, but is not limited to the uploading or creation of computer viruses.

NETIQUETTE (Internet Etiquette):

1. Please sign up for Internet time if required.
2. No "surfing"! Remember, other students need access too.
3. Be polite. Think before you post anything. Remember, what you write can be read by anyone.
4. When writing humor always use a "smiley". Sarcasm is easily misunderstood.
5. Remember, typing in all capital letters is the same as SHOUTING!!!
6. Never reveal anyone's personal address or phone number.
7. Remember, anything posted on the Internet is considered the private property of the person who posted it.

Internet access is available to the students and teachers of L'Anse Area Schools. This exciting technology allows for communication and access to information on a global scale, including but not limited to:

1. Global information and news.
2. Public domain software and shareware.
3. Discussion groups on a variety of educational topics.
4. Access to university library catalogs and documents.
5. World wide web sites that offer thousands of educational resources.

With access to computers and people all over the world also comes the availability of material that may not be considered suitable in the context of a school setting. The L'Anse Area School District cannot prevent the possibility that users may discover controversial or illegal information while searching the Internet.

The L'Anse Area School District believes that the value of the information and interaction available on the Internet outweighs the possibility of inappropriate usage. Students should be encouraged to use this resource.

Parents of children under the age of 18 are responsible for the activities of their children. The child will assume the responsibility to adhere to their standards. Users and parents must be aware that there are things on the Internet that may be considered offensive.

This policy applies only to the use of the Internet during school hours. If a child is also a student of L'Anse Area Schools, a permission form must be on file with the library for use during school hours and a second permission form must be on file for Internet use during public library hours. School hours means the time that school is in session. Public library hours means before school, noon hour, after school, and during all school vacation time.

**ACCESS TO THE INTERNET THROUGH L'ANSE SCHOOLS EQUIPMENT
REQUIRES COMPLIANCE OF THE ABOVE, ENDORSED BY SIGNATURES
TO BE APPLIED TO THE APPROPRIATE FORMS IN THE LIBRARY.**

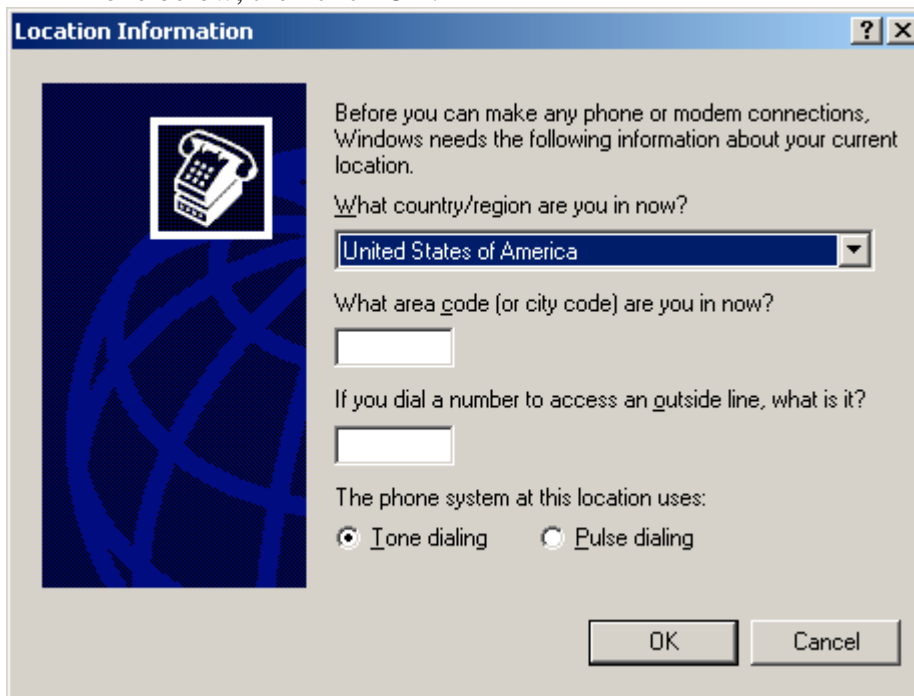


TOPIC: How to create a VPN (Virtual Private Networking) connection to L'Anse Area Schools and complete your work as if you were at the school.

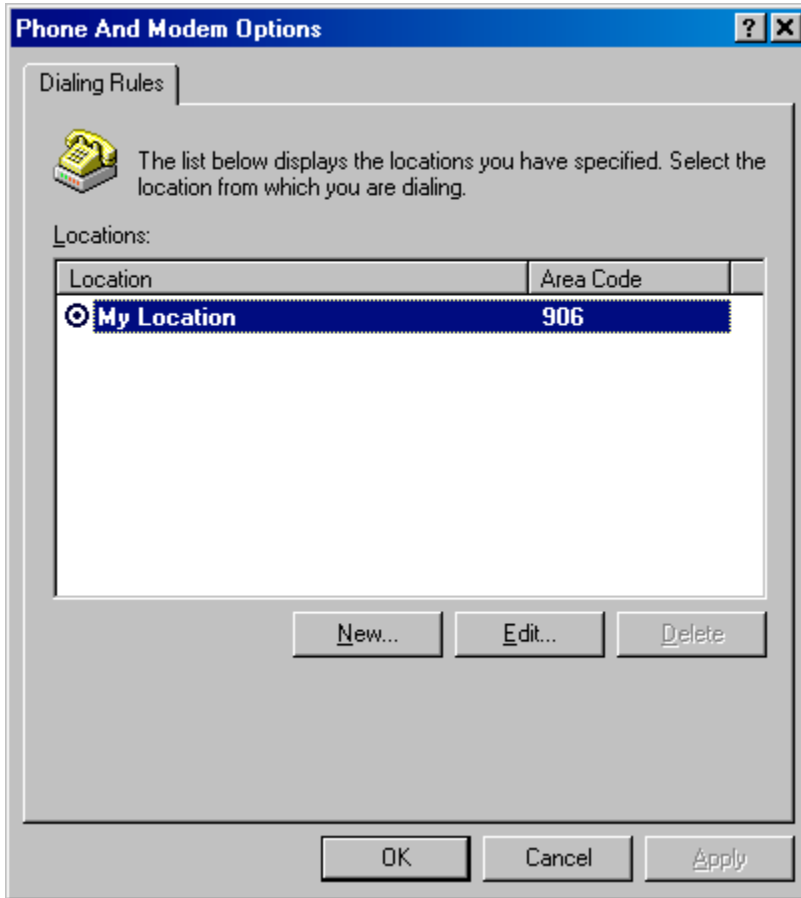
PURPOSE: Save yourself time by being able to access your documents (i.e. Microsoft Word, Excel, etc.) at the school without having to physically drive in to work.

REQUIREMENTS:

- Request permission for VPN/RAS from your administrator (Your administrator will inform the IT helpdesk granting you permission).
 - A Personal Computer or Laptop.
 - Operating System: Windows 2000 or higher.
 - A high speed Internet Connection, such as Charter cable modem or UP.Net DSL.
 - Dial-up Access, such as to UP.Net or Pasty.Net is an option, but you will need to connect to your ISP before you establish your VPN connection. Also, the connection may be too slow to even be productive.
 - These instructions and/or images may differ slightly depending on your Operating System
1. To create the VPN connection, click on Start → Settings → Network and Dial-up Connections. Select: Make New Connection.
 2. You may need to enter the Area Code if the Location Information appears like the one below, then click OK:



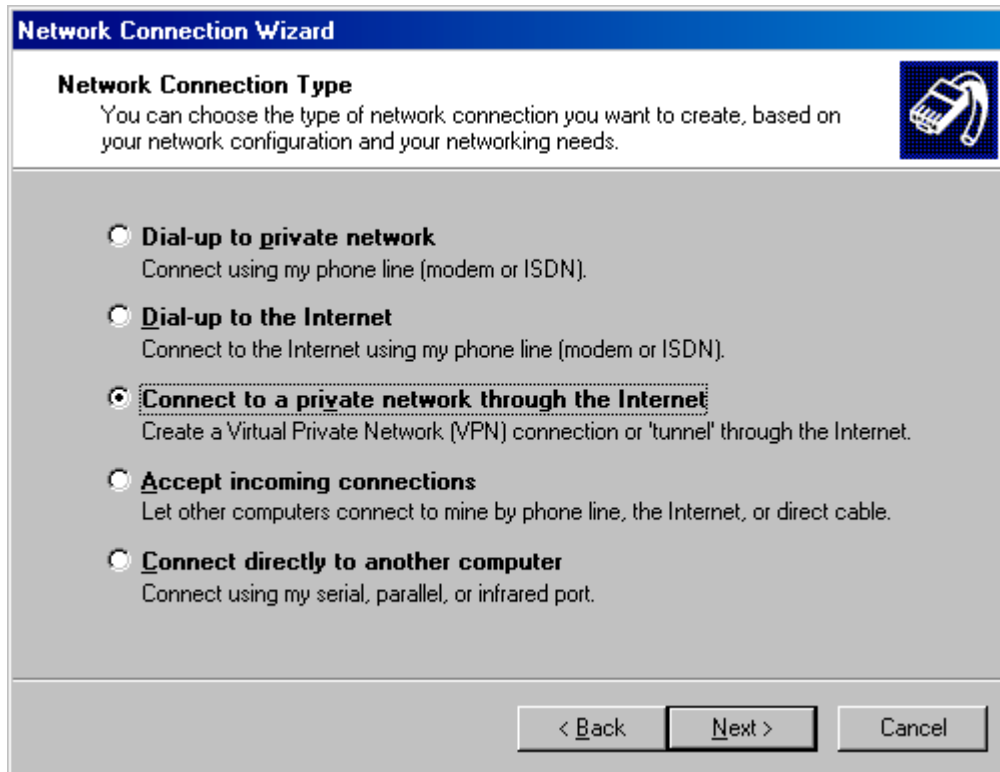
3. Click OK at the Phone And Modem Options window:



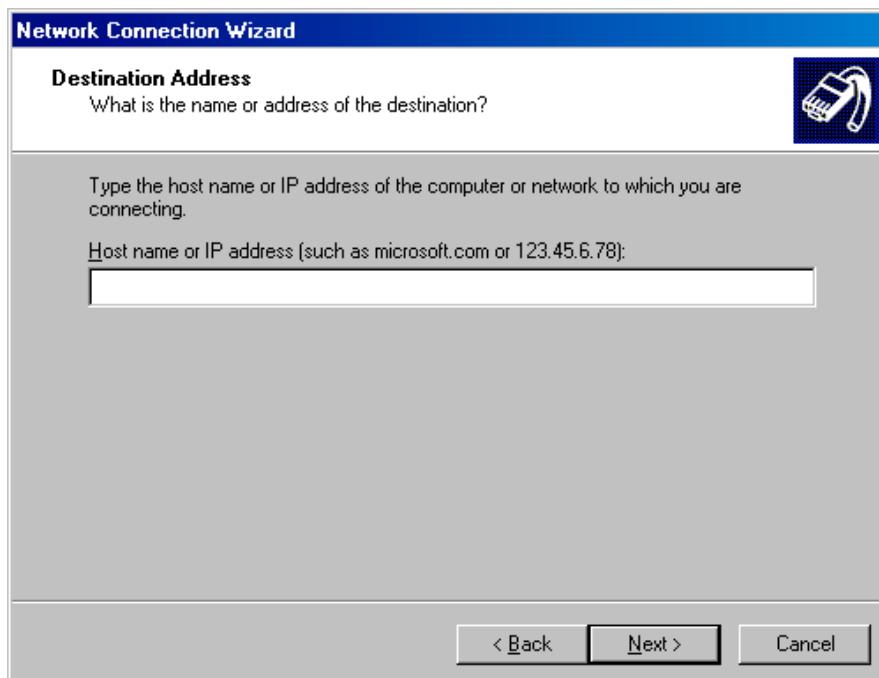
4. At the window below, click Next at the Network Connection Wizard:



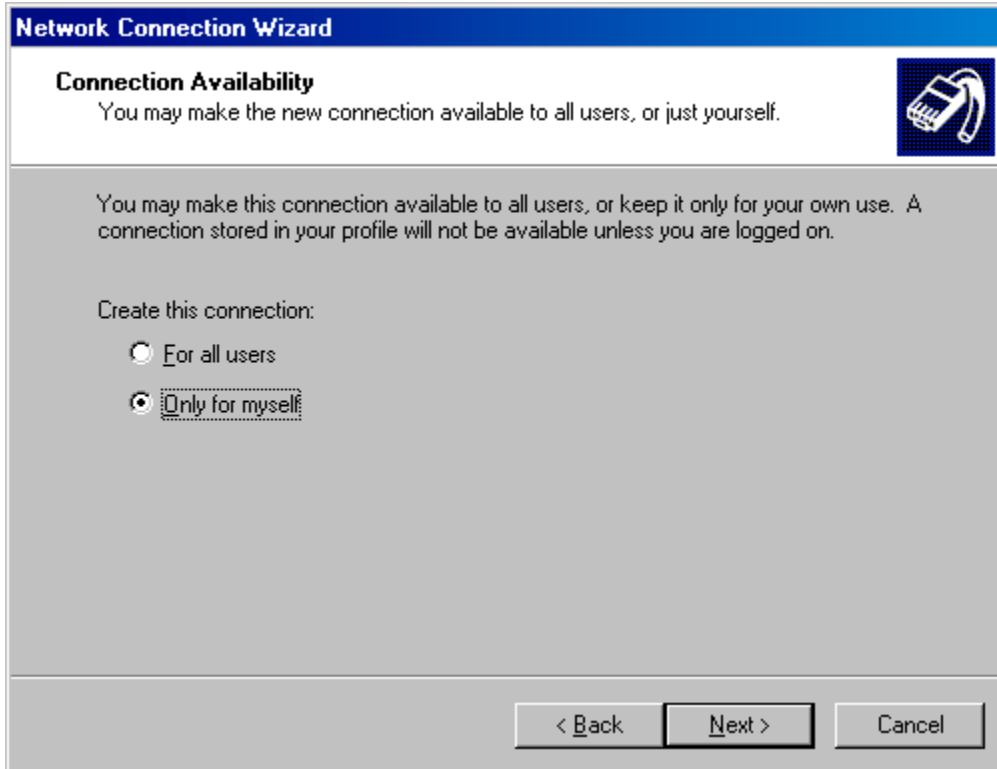
5. At the windows below, Select the “Connect to a private network” through the Internet radio button, then click Next:



6. At the window below, enter the IP Address: 208.68.25.192
(Then click Next)



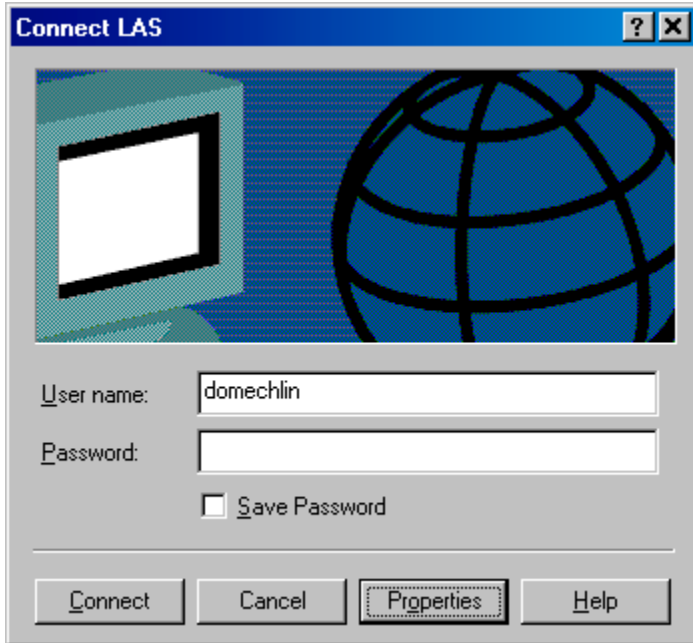
7. At the windows below, Select Only for myself, then click Next:



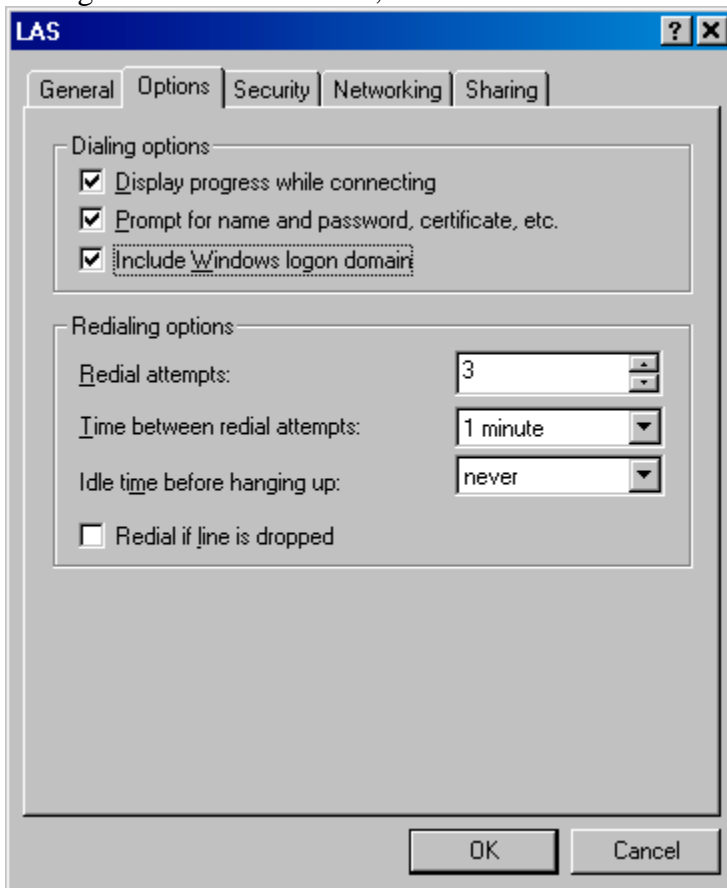
8. At the windows below, enter "LAS" for the connection name. You may check the "Add a shortcut to my desktop", then click Finish:



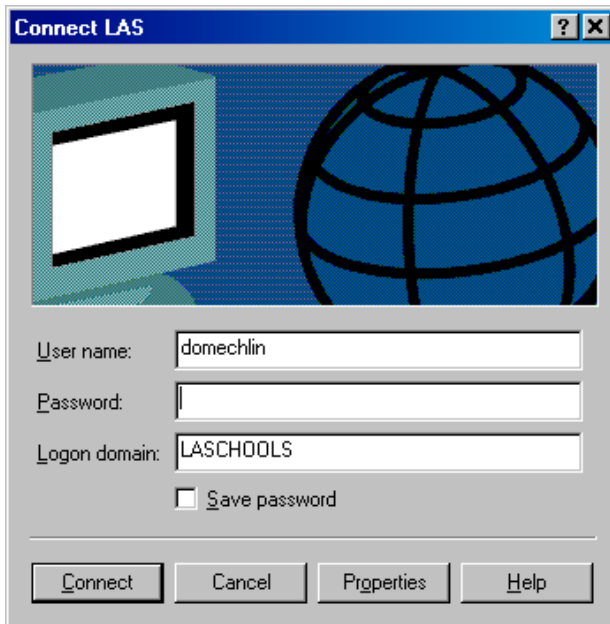
9. At the Connect LAS window below, click on the Properties button:



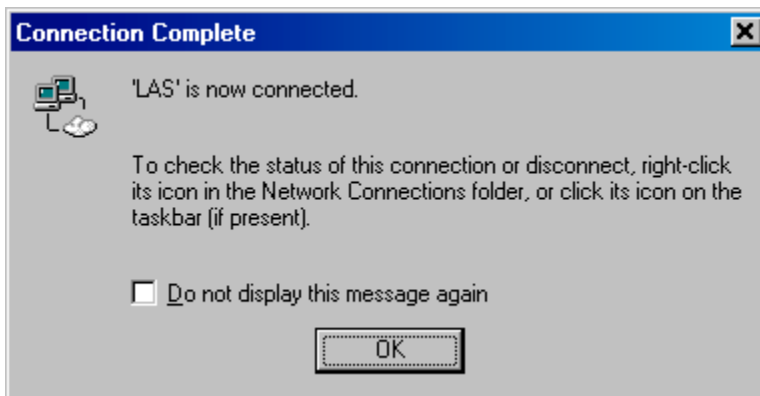
10. At the window below, click on the Options tab, Select the “Include Windows logon domain” checkbox, then click OK:



11. Back at the Connect LAS window, enter your username, password and “LASCHOOLS” for the Logon domain, then click connect to establish the VPN connection



12. When you are connected, you will see a window appear, similar to the one below, you may click OK:

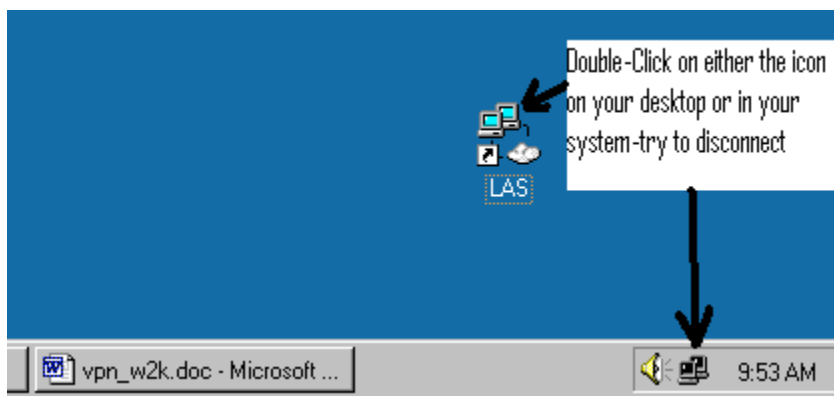


13. You are not done yet. Before you can finally access your documents, you must do what is called “Mapping a Drive” to do so, right click on My Computer, then Select “Map Network Drive...”
14. At the Map Network Drive window, select from the first drop down list H:\ for your H drive. At the second drop down list, enter \\las-trout\username\$ (replace username with your own username, such as “domechlin”. **MAKE SURE THE DOLLAR SIGN IS AFTER YOUR USERNAME!**). Verify that the “Reconnect at logon” checkbox is checked, and then click finish.

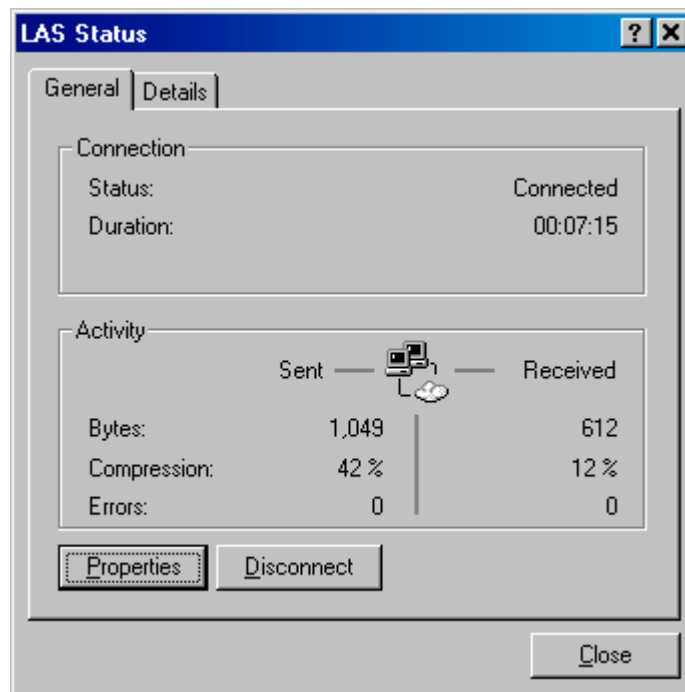
A window representing your H:\ drive should appear after a moment or so. If one does not appear after 10-20 seconds, open your My Computer and you should see your H:\ drive.

NOTE: It is recommended to open your Programs (i.e. Word, Excel, etc.) first, and then select File → Open, instead of double-clicking on the document itself. You will run in to fewer issues.

15. TO END YOUR VPN SESSION: When you are done with your work, you must close out all programs and windows before disconnecting your VPN connection. After closing all programs and windows you must double-click on the LAS icon on your desktop or in your system-tray...



...Then, click Disconnect:



16. Congratulations! You have successfully created a VPN connection. To re-connect, double-click on the LAS icon you created on your desktop. Enter your username, password and LASCHOOLS for the domain.

Digital Video on Demand... At Your Command!

Did you know?

You have over 1,400 full-length videos and 12,000 digital video clips for your classroom curriculum available to you on the Internet NOW!

Use these short video clips to enhance your lessons. There are topics for everyone—from science to math, health to history. Check it out...


How do you access these clips?

1. Go to www.unitedstreaming.com

2. Enter the user name:

3. Enter the password:

4. Search by keyword, subject and grade, or curriculum standard.


5. To stream or view a video, click the  button (left click for PC).

6. To download a video clip...


NOTE: You Must Have

*Windows Media Player to operate, available through the Online Help Section at www.unitedstreaming.com.

PC Users:

1. Hover your mouse over the  and right click.
2. Select "Save Target As..." or "Save Link As..." from the pop-up menu (depending on which browser you are using).
3. The next window that appears will ask you to save your video clip. You may give your video a different name. It is recommended you save the file extension (".asx" or ".asf"). Select or create a folder to save your video.
4. To play the downloaded video clip, navigate to find it in your folder and double click.
5. To view full screen while the video is playing...
Option 1: Go to "View">"Full Screen"
Option 2: Click your Alt tab and "Enter" at the same time
Option 3: Right click in the video window and scroll to "Full Screen"
Hit "Esc" when finished.

Macintosh Users:

1. Hover your mouse over the , click and hold.
2. Select "Download Link to Disk" or "Save Link As..." on Netscape (and in Netscape, save as a "source").
3. The next window that appears will ask you to save your video clip. You may give your video a different name. It is recommended you save the file extension (".asx" or ".asf"). Select or create a folder to save your video.
4. To play the downloaded video clip, navigate to find it in your folder and double click.
5. To view the video at full screen while the video is playing...
Option 1: Go to "View" and scroll to "Full Screen"
Option 2: Hit the "open apple" next to the space bar and the number "4" at the same time
Hit "Esc" when finished.



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AGC Altech Group Corporation

September, 2005

Integrate Video Clips Into Existing Lesson Plans



- **At the beginning of a lesson to pique students' interest in a new topic (an anticipatory set)**

Videos can be a "hook" to a lesson to draw students into what they will learn.

- **When the teacher gives input to students and integrates clips into lecture notes**

The teacher provides the information needed for students to gain the knowledge or skill through standard lecture/video.

- **Modeling a multimedia project incorporating video clips that is an end-product for students to create on their own**

The teacher can show an example/model of a multimedia project he/she may want the students to create for their independent practice to apply their new knowledge.

Example: A virtual Civil War Recipe Card using PowerPoint. © to embed video clips, graphics, timelines, and maps pertaining to one "ingredient" that led to the Civil War.

- **Checking for understanding: watching a video clip to review/ask questions of what was learned**

Do students "get" it? How do you know?

Example: A teacher might have students answering questions/journaling about a video clip on *Lever, Wheel, and Axe Pulley* to explain how these simple machines work; the teacher might collect the answers or ask additional questions.

- **Closure: A clip can summarize what was taught during the class period.**

Example: A teacher just taught a lesson on *Electricity and Magnetism*. A teacher might say, "Great job for today, class. Now, in closing, I would like to show you a short video on *Electricity and Magnetism* to wrap up what we learned. While watching the clip, have a paper and pencil ready to write down one thing you learned today and turn it in to me on your way out."

- **Independent Practice**

Once mastery has been reached, students can practice what was taught. This is where students will get "homework". Students can create a multimedia project as an end-product, either as an assigned project from the teacher or a free-choice project.



800-323-9084 (PHONE) | 847-328-6706 (FAX)



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Some Video and Video Clip Integration Ideas From Teachers Like Yourself:

- Address the various learning styles more easily
- Stations/Learning Centers
- Resource list for a unit in a word processing document – all links go to videos
- Staff meetings
- Parent/Community Outreach topics
- Lends itself to differentiation in the curriculum: show your gifted students how to download; they can create a presentation for their peers. Special needs create a tutorial they can review or make them "media specialists"
- Reinforce current events
- Lends itself to spontaneity in the classroom
- Inquiry-based learning, such as www.thinkquest.org for an on-line contest students can enter (grades 4-12); webquests, or virtual museums (clippings can be resource material only (unless within a firewall, no linking to videos to put on the web, please))
- Newspaper or student research project links – make the paper come alive (true multimedia presentation!)
- Anticipatory Set
- Closure to a lesson
- Sick student? Save to a zip or cd, or have the student log in from home to watch
- Open House
- Something for everyone, from physical education to science, social studies to math

Why unitedstreaming.com Over Regular Videos in the Classroom?

- Correlated to the state core curriculum standards
- Again, spontaneity in the classroom, ease of use, convenience
- Allows for multimedia in the classroom
- Video clips are more engaging; they retain students' interest
- Embed into a lesson once, never have to again
- Never worry a video is "checked out"
- Who wants to rewind and find? Video clips pin-point an exact spot you are interested in using
- Easier to share lessons among colleagues
- Enhances previous lessons: brings it to life
- Engages students

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1560 SHERMAN AVENUE | SUITE 300 | EVANSTON, IL 60201

ALGT ALTSCHUL GROUP CORPORATION

Memo

To: Teachers K-5 / Staff
From: Tom Sprague
Date: 10/02/09
Re: Software Purchases



New Software Purchases 2009-2010 School Year

- 1. Contact your building administrator for tentative software approval.**
- 2. Contact network administrator, "Tom Griffin", using Help Desk. Tom will evaluate software to determine whether it is compatible with the L'Anse Area Schools Network.**
- 3. List all users, ALL room locations (I.E. Room numbers, Open computer lab, Library, Advanced Lab, Elementary Lab, etc.), and what you want to do with this specific software in your 2009-2010 budget for final approval.**
- 4. The system administrator is the only authorized person that can install software on the L'Anse Area Schools network.**
- 5. The purchase and installation of new software and new equipment greatly affects the K-12 Technology budget and classroom budget. Please submit your requests by January 30, 2009.**
- 6. The purchase and installation of new software must take place during the summer months. If you have any questions, please call me at ext. 201.**
- 7. Late Software requests if approved through your respective administrator, will be installed by Tom Griffin after September 2009 due to excessive start up procedures.**

Thank you,

Tom Sprague

L'Anse Area
Schools

Memo

To: Teachers 6-8 / Staff
From: Rob Willman
Date: 10/02/09
Re: Software Purchases



New Software Purchases 2009-2010 School Year

Contact your building administrator for tentative software approval.

- 1. Contact network administrator, "Tom Griffin", using Help Desk. Tom will evaluate software to determine whether it is compatible with the L'Anse Area Schools Network.**
- 2. List all users, ALL room locations (I.E. Room numbers, Open computer lab, Library, Advanced Lab Elementary Lab, etc.), and what you want to do with this specific software in your 2009-2010 budget for final approval.**
- 3. The system administrator is the only authorized person that can install software on the L'Anse Area Schools network.**
- 4. The purchase and installation of new software and new equipment greatly affects the K-12 Technology budget and classroom budget. Please submit your requests by January 30, 2009.**
- 5. The purchase and installation of new software must take place during the summer months. If you have any questions, please call me at ext. 351.**
- 6. Late Software requests if approved through your respective administrator, will be installed by Tom Griffin after September 2009 due to excessive start up procedures.**

Thank you,

Rob Willman

Memo

To: Teachers 9-12 / Staff
From: Cathy Shamion
Date: 10/02/09
Re: Software Purchases



New Software Purchases 2009-2010 School Year

- 1. Contact your building administrator for tentative software approval.**
- 2. Contact network administrator, "Tom Griffin", using Help Desk. Tom will evaluate software to determine whether it is compatible with the L'Anse Area Schools Network.**
- 3. List all users, ALL room locations (I.E. Room numbers, Open computer lab, Library, Advanced Lab, etc.), and what you want to do with this specific software in your 2009-2010 budget for final approval.**
- 4. The system administrator is the only authorized person that can install software on the L'Anse Area Schools network.**
- 5. The purchase and installation of new software and new equipment greatly affects the K-12 Technology budget and classroom budget. Please submit your requests by January 30, 2009.**
- 6. The purchase and installation of new software must take place during the summer months. If you have any questions, please call me at ext. 301.**
- 7. Late Software requests if approved through your respective administrator, will be installed my Tom Griffin after September 2009 due to excessive start up procedures.**

Thank you,
Cathy Shamion

Memo

To: Teachers K-5 / Staff
From: Tom Sprague
Date: 10/02/09
Re: Teacher Workstations



Teacher Work Stations / Summer 2009 Maintenance

1. **Please complete the attached form by (Friday) May 15, 2009.**
2. **The work hours required to maintain teacher workstations greatly affect the K-12 Technology Budget. Complete the attached form as accurate as possible to better prepare your workstation for the 2009-2010 school year.**
3. **Please return completed forms to the Elementary School Office.**
4. **Please call ext. 200 (Karen Kristo) if additional forms are needed (i.e. multiple workstations).**

Thank you,

Tom Sprague

Memo

To: Teachers 6-8 / Staff
From: Rob Willman
Date: 10/02/09
Re: Teacher Workstations



Teacher Work Stations / Summer 2009 Maintenance

5. **Please complete the attached form by (Friday) May 15, 2009.**
6. **The work hours required to maintain teacher workstations greatly affect the K-12 Technology Budget. Complete the attached form as accurate as possible to better prepare your workstation for the 2009-2010 school year.**
7. **Please return completed forms to the Middle School 1 Office.**
8. **Please call ext. 350 (Toni Rae Vizina) if additional forms are needed (i.e. multiple workstations).**

Thank you,

Rob Willman

Memo

To: Teachers 9-12 / Staff
From: Cathy Shamion
Date: 10/02/09
Re: Teacher Workstations



Teacher Work Stations / Summer 2009 Maintenance

Please complete the attached form by (Friday) May 15, 2009.

- 1. The work hours required to maintain teacher workstations greatly affect the K-12 Technology Budget. Complete the attached form as accurate as possible to better prepare your workstation for the 2009-2010 school year.**
- 2. Please return completed forms to the High School Office.**
- 3. Please call ext. 300 (Joe Glasson) if additional forms are needed (i.e. multiple workstations).**

Thank you,

Cathy Shamion

- 5) Are you currently happy with the layout of your workstation(s) in reference to your room layout? If not, please describe where you would like the machine(s) relocated so that we can perform that during the maintenance cycle.
- 6) Computer systems in classroom(s) and lab(s) may be upgraded and/or relocated in your room and/or computer lab environments, if you have data stored locally on your machine rather than the network (H Drive), please let us know, so that it could be moved for you.

Note: Work requested will be attempted to be accomplished during the given summer timeframe but will be dependant on budgeted time and finances.

Please Sign and Date Below

Signature

Date

Memo

To: All Teachers / Staff
From: Ray Pasqualli
Date: 10/02/09
Re: Student User Accounts



New Student User Request / Password Reset

Office personnel, when adding a new student into the skyward system as they matriculate into our LAS school network, should send an email to helpdesk including the following information:

First Name, Middle Name, Last Name, Lunch Number, Grade

Teachers, when encountering a student that either does not know their username or has forgotten their password, should request that information from the appropriate school office. The school office, if capable, will provide the information immediately or verify with the networking staff that the user does indeed have an account and what the proper username is. If the password is in question, either the office personnel will change the password (if they are able to) or request the networking staff to change the password.

Please **do not** email any of the networking students or notify them verbally of work needing to be done. Emails need to be sent to the helpdesk to provide a proper documentation trail or work requested and accomplished. Tasks will be assigned to the student networking team by the network administrator after an email has been sent to the helpdesk.

Thanks

Ray Pasquali

Memo

To: All Teachers / Staff
From: Ray Pasqualli
Date: 10/02/09
Re: Faculty/Staff User Changes



Please use the attached form when an employee changes position, new employees are hired, or when an employee retires.

Thanks

Ray Pasquali

Request Form for Faculty/Staff Account Changes

Use this form and deliver to the networking staff for any changes, additions, or removals from the L'Anse Area Schools' network.

First Name: _____

Middle Name: _____

Last Name: _____

Circle One: New Employee Position Change Removal from System

Position: _____

Email Account: Yes _____ No _____

Local Skyward Access: Yes _____ No _____

Special Group Perms: _____

Date Needed By: _____

Requestor Name: _____

Administrative Signature: _____

Date: _____

L'Anse Area Schools Current Infrastructure

The following technologies are currently in use at the L'Anse Area Schools to assist in meeting the curricular goals of our district.

- Wide-area network (155 Mb/s) connects K-12 district
- Internet Access 12 Mb/s—multi-homed with firewall and caching system
- Interactive video conferencing room and one mobile video conferencing unit
- ISDN lines for H.320 video conferences
- 2 Internet providers assure continuance of service
- Five buildings networked with fiber connecting entire district
- At least two networked/Internet-connected computers in each administrative office
- At least one networked/Internet-connected teacher / staff computer in each classroom
- Business Computer Application **computer lab**, with 20 networked/Internet-connected computers, printers, and presentation equipment
- Business and Technology **computer lab**, with 21 networked/Internet-connected computers, printers, and presentation equipment
- L'Anse Area Schools Middle School – High School / Public Library **computer lab**, with 21 networked/Internet-connected computers, printers, and presentation equipment
- L'Anse Area Schools Elementary / Public Library **computer lab**, with 2 networked/Internet-connected computers, printers, and presentation equipment
- High School / Middle School open **computer lab**, with 16 networked/Internet-connected computers, printers, and presentation equipment
- High School Advanced **computer lab**, with 10 networked/Internet-connected computers, printers, and presentation equipment

- Elementary **computer lab**, with 30 networked/Internet-connected computers, printers, and presentation equipment
- Lab Volt Tech Design – CAD/CAM **computer lab**, with 18 networked/Internet-connected computers, printers, and presentation equipment
- Rooms with multiple network drops for additional computer use
- Telephones and voice mail in the classrooms and offices
- Pagers and cell phones used by consulting, administrative, maintenance and technical staff
- Laptops and peripherals necessary to accomplish educational and management tasks provided for technical, consulting, diagnostic and administrative staff
- Assistive/adaptive technologies that enable students with various impairments to read, communicate, and perform other tasks necessary to achieve independent living
- E-mail address for each L'Anse Area Schools employees
- Word-processing, spreadsheet, database, presentation, publishing, photo, web design, student accounting, classroom management, general accounting, web browsing, spy ware, and virus software loaded on computers as needed
- Hand-held computers and peripherals, digital cameras, projectors, calculators, and other such devices.
- Web site space available for all district educational staff
- Continuing professional development and expertise available on an as-needed basis from REMC, CCISD, and other contracted staff
- K-12 Internet2 participant
- Streamed video content available to all teachers and students in L'Anse Area Schools