



Big Rapids Public Schools

Big Rapids, Michigan



The Big Rapids Technology Plan



WWW.BRPS.ORG

*“A Plan for Today
And Tomorrow”*



Version 1.0 Adopted by
The Board of Education – August 1988
Version 2.0 - July 8, 1996
Version 3.1 – January 1999
Version 2002 – July 2002
Version 2004 – November 2004
Version 2005 – January 2005
Version 2008 – July 2007
Version 2011 – February 2011
Version 2014 – January 2014
© Big Rapids Public Schools

The Big Rapids Technology Plan

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

BIG RAPIDS PUBLIC SCHOOLS
SCHOOL DISTRICT CODE NUMBER: 54010

TECHNOLOGY PLAN SUMMARY SHEET

District: Big Rapids Public Schools ISD: Mecosta/Osceola ISD	Address: 21034 15 Mile Road Big Rapids MI 49307	Contact: Mr. Tim Haist Superintendent
Phone: 231 796-2627	Fax: 231 592-0639	Email: thaist@brps.org
Years covered by this plan: <u>July, 2014</u> _____ to <u>June, 2017</u> _____		

WWW.BRPS.ORG

Big Rapids Public Schools is committed to the improvement of education through technology. To obtain more information about this technology plan, including obtaining permission to use this plan or assistance with your own plan, contact Joe Bouman, Director of Technology at 231-592-8503, fax 231-592-3494, or email at jbouman@brps.org.
This plan is also available on the Web at www.brps.org/cardtech/techplan2014.pdf

TABLE OF CONTENTS

2 - Introductory Material	4
• Mission Statement	
• Introduction	
3 - Vision and Goals	6
• Vision and School Improvement Plan Integration	
• Goals	
4 - Curriculum Integration	7
• Specific Goals	
• Strategies	
• Teaching strategies and integration	
5 - Student Achievement	9
• Description of Technology Integration	
• Technology Integration Timeline	
6 – Technology Delivery	9
• Current and Future use of Appropriate Technologies	
7 – Parental Communications and Community Relations	10
• Dissemination of this Technology Plan to Community	
• Using Technology to Improve Parental Involvement	
• Community Representation	
8 - Collaboration	10
• Strategies for Developing Program with Adult Literacy Providers.	
9 - Professional Development	11
• Professional Development Strategies	
• Professional Development Offerings	
• Timeline for Implementation	
• Awareness with State and National Standards	
10 – Supporting Resources	12
• Description of resources supporting technology program	
11 – Infrastructure Needs/Specifications, and Design	13
• Current Status of Hardware, Software, and Infrastructure	
• Needed Hardware, Software, and Infrastructure	
• Strategies for Interoperability	
• Description of Available Technical Support	
12 – Increase Access	20
• Steps to be taken to increase access to technology	
13 – Budget and Timetable	21
• Annual Detailed Budgets	
14 – Coordination of Resources	23
• Plan for Long-Term Investment and Sustainability	
15 – Evaluation	23
16 – Acceptable Use Policies	23
Appendix	24

MISSION STATEMENT

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

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

2 - INTRODUCTION

Big Rapids Public Schools is a Class B district of about 2,000 students and just over 110 teachers in mid-Western Michigan. Big Rapids Public Schools is comprised of two elementary schools, one middle school, one high school and one virtual high school. Every school in the Big Rapids district has met rigorous standards for quality established by the State of Michigan. Big Rapids continues to be one of a select group of school districts statewide accredited in all schools K-12.

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

SCHOOL BUILDINGS

Big Rapids Public Schools Central Office 21034 15 Mile Road Big Rapids, Michigan 49307 Mr. Tim Haist, Superintendent (231) 796-2627	Brookside Elementary (K – 4) 210 Escott Big Rapids, Michigan 49307 Kara Schafer, Principal (231) 796-8323
Riverview Elementary (K – 4) 509 Willow Big Rapids, Michigan 49307 Renee Kent, Principal (231) 796-2550	Big Rapids Middle School (5 – 8) 500 N. Warren Street Big Rapids, Michigan 49307 Lenore Weaver, Principal (231) 796-9965
Big Rapids High School (9 – 12) 21175 15 Mile Rd. Big Rapids, Michigan 49307 Ronald Pincumbe, Principal (231) 796-7651	Big Rapids Virtual School (9 – 12) 14980 215th Ave. Big Rapids, Michigan 49307 Tim Buckingham, Coordinator (231) 796-3489

2 - INTRODUCTION - CONTINUED

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

This plan is provided as a current guideline for the appropriate and effective use of technology in Big Rapids schools. This plan will change as technologies and our ability to use them continue to develop. Revisions to the non-policy portions of this plan are made as often as needed to keep the plan current. The Board adopted our first plan, Version 1.0, in August of 1988. Version 2.0 was a major rewrite as a result of the work of two separate committees. The first involved community and Board members and focused on the mission and decision making process. The second was done by a Cardinal Technology work group and focused on the implementation of technology. The revisions for Version 3.0 were made in June 1997 and for Version 3.1 in January 1999. Version 2002 is a rewrite to bring the plan up to current standards and requirements. Version 2008 brings our plan to current standards with emphasis on technology integration, cooperatively working with our ISD, and making the best use of available technology resources. This revision (2014) emphasizes virtual learning opportunities, technology readiness for online assessments, improved mobile access, and enhancing infrastructure.

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

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

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

3 – Vision and Goals

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

District Mission and School Improvement Plan Integration

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

Goals

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

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

Beliefs

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

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

3 – Vision and Goals - Continued

General beliefs include:

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

CURRICULUM

4 – Curriculum Integration

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

- A. The integration and use of technology shall be a continuing agenda item of every active curriculum and/or working committee of the district, including the Curriculum Council, Curriculum Action Teams, Grade Level Teams, and the Technology Steering Committee.
- B. One member of each curriculum and/or working committee shall be assigned as the “Technology Advocate” and "Technology Mentor" for that committee. At least one representative to the Curriculum Council shall also be a member of the Cardinal Technology Steering Committee.
- C. Each grade level/department shall develop detailed plans for the ongoing integration of technology in their teaching/learning environment as defined in the Michigan Educational Technology Standards (METS).
 - a. Technology should become transparent and effective in every classroom.
 - b. Computers and/or other appropriate technologies should be available in every classroom and learning space, balanced between individual, small group, and large group use and instruction.
 - c. Appropriate application software should be available and in use at all levels.
 - d. The level of technology should be appropriate for each developmental level and learning situation.
 - e. As educators develop management schemes for the use of technology, these should be modeled and shared.

CURRICULUM

4 – Curriculum Integration - Continued

- f. Current uses of technology shall be reviewed and evaluated yearly.
 - g. An annual budget should be made available in each teaching/learning situation for updating software and materials being used in the curriculum.
- D. The District K-12 Curriculum in each area shall review and maintain the Curriculum - Technology Matrix which implements the full integration of technology into the accomplishment of all curriculum goals and objectives based on METS and National Educational Technology Standards (NETS) (see appendix). In addition a scope and sequence for the content of learning about technology shall also be developed. All technology curriculum materials shall have an evaluation of student learning included. A working group from the Curriculum Council shall update this integration annually in concert with the development of technology itself.
- E. Software acquisition for teaching and learning shall be governed by district curriculum adoption policies and practices. Accompanying software is as important as the actual selection of a textbook in the curriculum adoption process. Of specific concern shall be the alignment of software with curriculum goals and outcomes. In general, costs for software accompanying a curriculum adoption, or an additional purchase for curriculum purposes shall be funded through the annual budget of the instructional program where it is located. District wide adoption shall be funded through district level curriculum resources.
- F. The Curriculum Council and the Cardinal Technology Steering Committee shall maintain Acceptable Use, World Wide Web, Web Authoring, and outside electronic information source access and use policy with the consultation of appropriate consultants and legal council. All staff continue to be trained in these use policies.
- G. Community involvement shall be by the same organizations that are involved in the overall curriculum improvement process which include: The Citizen's Advisory Committee, the District Curriculum Council (has parent, board, and Ferris State University representation), family nights, Parent Teacher Organizations, through the district website, and the Family Access service that provides parent access to student grades, food service, attendance, and discipline.

5 - Student Achievement

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

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

All students and staff are active participants in control of performance information available to them by the use of web portals. Standardized tests (NWEA, SBAC, MIAP, SAT, MME, and MEAP) are good indicators of student achievement. Student achievement and assessment are also based on the METS and NETS Standards.

6 - Technology Delivery

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

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

Technology	Description / Methods
Core Courses	All core classrooms and curriculum utilize digital presentation equipment, Interactive whiteboards, and software.
Special needs	Sound fields, equipment, specialized software benefiting students with special needs.
Language Arts	Hosted Online Language Arts Curriculum
Mathematics	Hosted Online Mathematics Curriculum
Apex	Student and staff online coursework; staff CEU's; continuing education for parents and community members
Virtual Delivery	BRPS deploys an entire Virtual School for Students Grades 9 – 12.
Computer Aided Design Lab	Industry-standard instruction for students and/or community
Web-based seminars	Distance-learning and staff collaborations, online conferences
Advanced Multimedia Lab	Web design classes for students and/or community; digital publications
Career Resource Center	Student access to information about careers and career planning
Wireless Access	District-wide wireless access provides mobility, ease of use, BYOD opportunities, and increased accessibility.

7 - Parental Communications and Community Relations

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

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

8 - Collaboration

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

9 - Professional Development

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

- A. The district shall establish and maintain a Technology Resource Center, which shall serve as the district hub for curriculum technology integration, staff development, and telecommunications (including the Wide Area Network, Internet, World Wide Web, and technical support. The center shall consist of several components including a staff development lab, the Office of Technology, the technical support center, and an installation, repair, and parts center.
 - a. The Staff Development Curriculum Integration Lab shall:
 - i. Be openly available to staff.
 - ii. House tutorials and offer classes for all current district adopted software.
 - iii. Be the central site for the district and offer ongoing training in the use of all the knowledge webs available (WAN, BRPS Intranet, World Wide Web, video, etc.).
 - iv. Provide support training for the worksite Tech Teams.
 - v. Be the single site in which new software and hardware is reviewed and tested prior to installation at other sites.
 - b. The Office of the Technology Director and the Cardinal Technology support staff shall be in this area so they can be available for the operation of the Center and the support of the persons using the Center.
 - c. A Technical Support Center or Help Facility shall be a part of this area. The Help Facility should be available to the whole learning community in some format 24 hours a day seven days a week. Clerical support should be available during working hours to coordinate support requests and schedule on-site support. Staff should have easy, timely access to Cardinal Technology support personnel who can answer questions, provide on-site assistance, deliver one to one instruction, and help solve software/hardware problems.
 - d. The district should maintain an adequate facility for the diagnosis and appropriate repair of hardware. This should include provision for adequate storage and work space and inventory of commonly used parts and materials.
- B. Staff should have access to out of district visitations, workshops, and conferences.
 - a. Staff should be encouraged to use their Professional Staff Development funds to further their training in technology.
 - b. Staff should be informed as to in-service events and workshops where technology is used in their area of teaching and learning.
 - c. The Tech Teams should promote communication through professional collaboration.
 - d. Staff should be informed as to in-service events and workshops where technology is used in their area of teaching and learning.
 - e. The Tech Teams should promote communication through professional collaboration.

9 - Professional Development - continued

- C. The Cardinal Technology Staff Development Work Group shall plan regular Professional Staff Development activities. Please refer to the Appendix on page 24 for a general timetable of Professional Development Activities.
- a. An overview of the current state of technology should be provided at the beginning of each year to all staff.
 - b. All released time in-service opportunities should consider offering technology training activities as part of the offerings.
 - c. Planners for MOISD in-service opportunities should be asked to make technology a priority for group workshops each year.
 - d. It shall be the responsibility of the Cardinal Technology Steering Committee, in consultation with the Curriculum Council, to assess the training needs of the staff in order to provide direction for training and development.

10 - Supporting Resources

Appropriate facilities must be provided for technology and technology support.

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

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

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

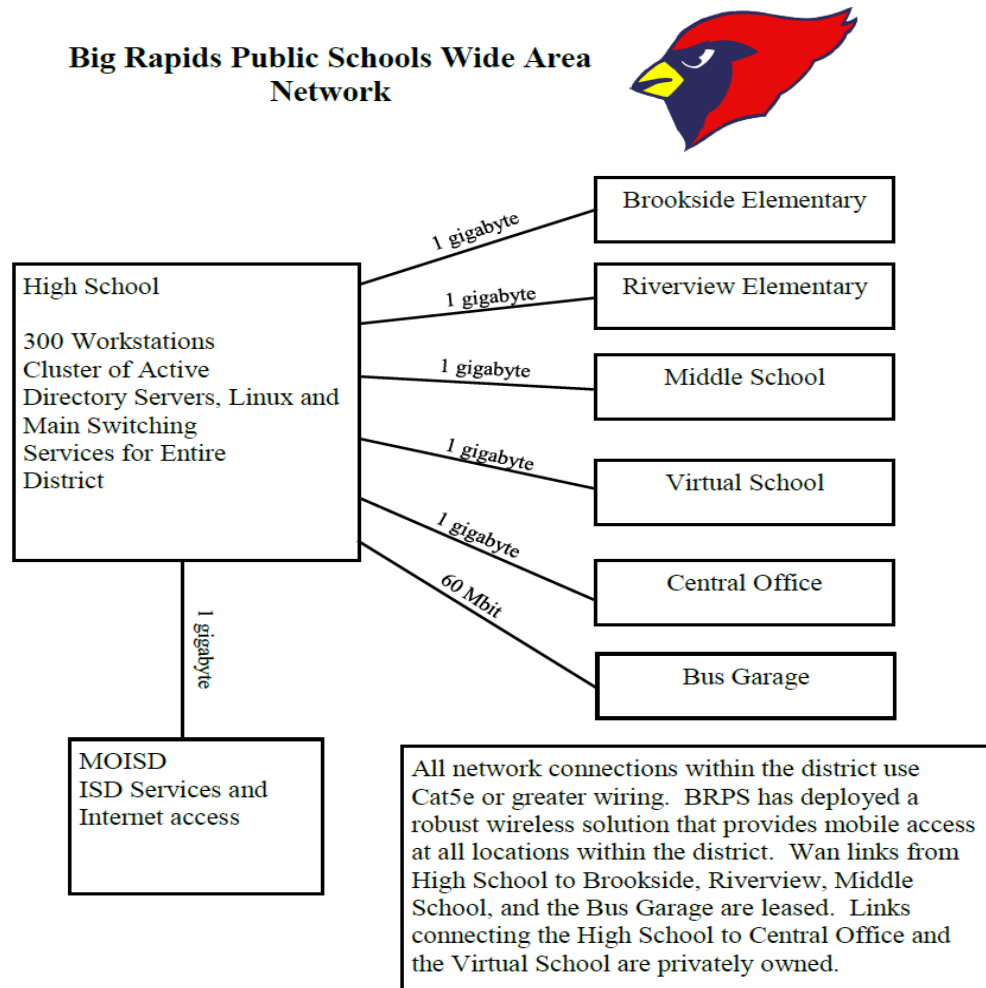
The district technology web site offers links to additional ongoing training resources for curricular needs. Included is a schedule of training sessions, important notes regarding updates to software, and information regarding technology in general at BRPS. Cardinal technology also provides group and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

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

Infrastructure, Hardware, Technical Support, and Software

11 - Infrastructure Needs/Technical Specifications and Design

The District WAN is a leased fiber network connecting all our schools, utilizing E-rate resources. The WAN connects 9 LANs – one in each district school and work site. Each LAN is a mix of fiber and wire as appropriate for the speed of data transfer necessary for the instructional applications being used. The current WAN has the capacity to provide all users access to the internet, VoIP, and access to local storage and applications on our district servers. The diagram below describes this current network.



All staff and students access local Windows based servers utilizing Active Directory for applications, storage, and printing. Network based policies provide security for workstations and users. The district web server provides students, staff, and the local community with up to date information including curriculum, various school calendars, and web based family access.

Infrastructure, Hardware, Technical Support, and Software

11 - Infrastructure Needs/Technical Specifications and Design - continued

Equipment available to the end users includes over 600 desktop and 150 laptop computers. These computers are windows based systems and software is managed using services available from our Microsoft Student Licensing Agreement. Workstation policies, User Policies, printing services, and workstation imaging are managed via the network, resulting in efficient use of our personnel within the Cardinal Technology Department.

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

Hardware

BRPS maintains an equipment replacement schedule found on page 21 by continually evaluating existing equipment, software, trends, and its performance as it relates to curricular needs. Also, due to decreased funding at the state level during the past 5 years, revenue sources for equipment needs have decreased, negatively impacting scheduled equipment purchases. BRPS has been successful providing the infrastructure and end user equipment and software, by being creative. Examples include upgrading existing equipment instead of purchasing new, and purchasing used equipment when applicable. When the equipment replacement schedule dictates the purchase of new equipment, the following guidelines are used:

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

- A. Hardware shall operate the software necessary for the teaching/learning process.
- B. Hardware should be related to curriculum goals and objectives, software choices, district and community integration issues, and the hardware realities of the culture.
- C. The Cardinal Technology Steering Committee shall develop, maintain, and update a 3-5 year prioritized master plan for the purchase and replacement of technology hardware
- D. The Cardinal Technology Director shall develop, maintain and update an annual budget/budget request for the purchase and replacement of technology hardware.
- E. The Cardinal Technology Director shall develop and maintain a Request for Proposals Bid process that will provide for the flexibility to make ongoing, readiness level purchasing of hardware for appropriate, immediate use.

Infrastructure, Hardware, Technical Support, and Software

11 - Infrastructure Needs/Technical Specifications and Design – continued

- F. When choosing hardware these questions shall be addressed:
1. What functions and capacities must the technology possess?
 2. What is available in the District?
 - a.) Who else is using technology for this purpose, what do they use, and why?
 - b.) Where will it be housed?
 - c.) What furniture will be needed?
 - d.) Will facilities need to be modified to accommodate the technology? At what cost?
 - e.) What vendor/maintenance support is available?
 - f.) What in-service or training will be necessary for staff, students, and support personnel?
 - g.) What security needs to be provided?
 3. Cardinal Technology staff shall be involved in the discussions related to hardware acquisition from all sources, including all non-district fund sources, from the beginning of the process.
- G. Plans and requests shall be reviewed by the appropriate supervising administrator and must be approved by the Cardinal Technology Director.
- H. Equipment purchases shall be made following standards set by The Cardinal Technology Program. These standards shall be adopted so that the Cardinal Technology Director within the budget guidelines established for that school year can authorize purchases.
- I. The Tech Teams in each worksite shall be trained to provide entry-level diagnosis and problem solving, assist their peers, and request support from the Cardinal Technology staff.
- J. A budgetary process shall be developed in cooperation with building principals, Finance Director and the Technology Director to provide for on-going support and repairs.
- K. A schedule of regular maintenance shall be developed and followed for all technologies.

Software

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

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

Infrastructure, Hardware, Technical Support, and Software

11 - Infrastructure Needs/Technical Specifications and Design – continued

- f. Appropriate resources should be available to assist staff in the selection of software.
 - g. The following questions shall be included as a part of software evaluation:
 - i. How does the software align with and/or enhance standards as defined by the Michigan Department of Education?
 - ii. How "user friendly" is the software?
 - iii. What software is already available in the district?
 - iv. What is the copyright/copy protection guidelines related to this software?
 - v. Is there comparable software available from another source?
 - vi. Is it compatible with current hardware and usage configurations?
 - vii. What training, if any, will be necessary to use it?
 - h. Software should be available to all students on an equitable basis, making the curriculum fully accessible for all segments of our culture.
 - i. Software should be available for the horizontal expansion of the curriculum for our gifted and talented population, as well as, the vertical extension of their knowledge.
- B. Each instructional site and/or curriculum should provide a budget for the purchase of appropriate software.
- a. All software directly related to instruction/information shall be purchased from individual school and program budgets.
 - b. All software that is used as part of the operating/management systems of the overall technology program shall be purchased from the Technology Budget.
 - c. All software purchases must be reviewed by the Cardinal Technology Director prior to purchase for their appropriateness for the operating systems maintained by the Cardinal Technology Program. Cardinal Technology staff should be invited into the early stages of discussions related to selection of new software to insure compatibility.
 - d. All software for most applications will reside on the network of the instructional site or program that purchases it with appropriate security to limit its use to the intentions of the purchase.
 - e. In order to maintain the integrity and manage the limitations of the licenses for each software package, the original media and documentation shall reside with the Cardinal Technology Program.
- C. All software installed on district technology shall have the installation supervised by Cardinal Technology staff by verbal authorization, remote control, and/or direct installation.

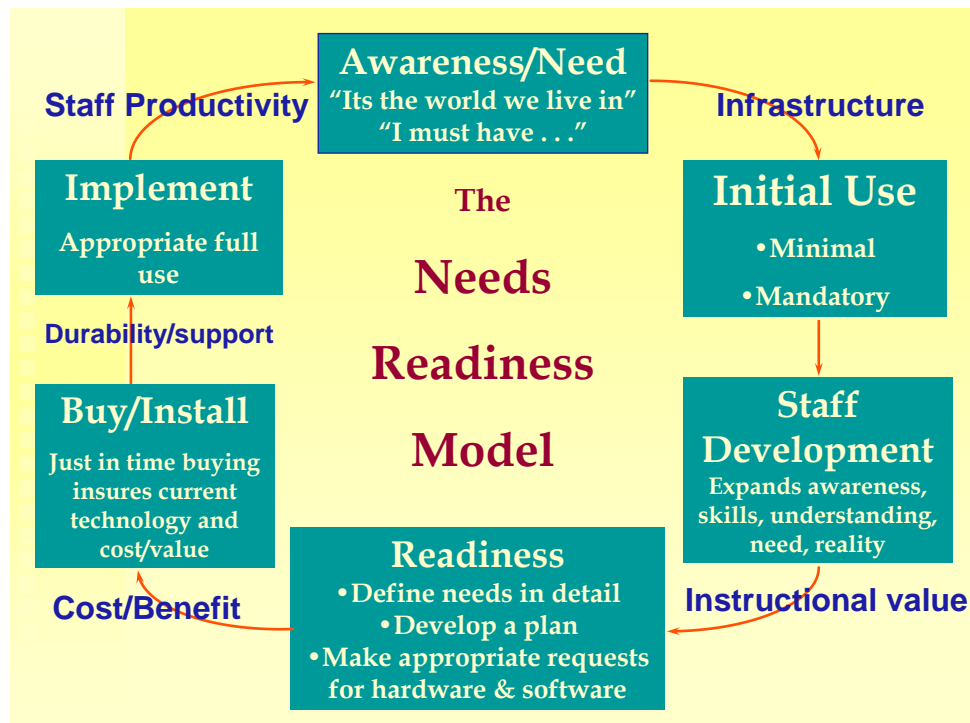
Infrastructure, Hardware, Technical Support, and Software

11 - Infrastructure Needs/Technical Specifications and Design – continued

Implementation of new technology

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

- A. All staff shall be required to use a computer available in their workspace for administrative functions such as student attendance, grade reporting, software accompanying curriculum adoption cycles, and electronic messaging. Each of these computers shall be attached to the building network and have available all the standard applications chosen by the district.
- B. As staff takes advantage of development opportunities they will become ready to request additional technology for their use with students. As they become able to define their needs in detail they will be encouraged to develop a specific plan for usage and submit it to the Director of Technology for implementation. This plan shall include specific learning outcomes and the relationship of the technology to achievement of these outcomes.
- C. When a staff plan is approved (may require curriculum process review) the technology requested will be purchased and installed following the priorities of the plan's values, uses, available funds, and the time available from support staff.
- D. All staff are required to have a minimal technology skill set. This includes basic knowledge of the operating system, email, record keeping, required reporting, and curriculum.um.
- E. This cycle can be explained visually as follows:



Infrastructure, Hardware, Technical Support, and Software

11 - Infrastructure Needs/Technical Specifications and Design – continued

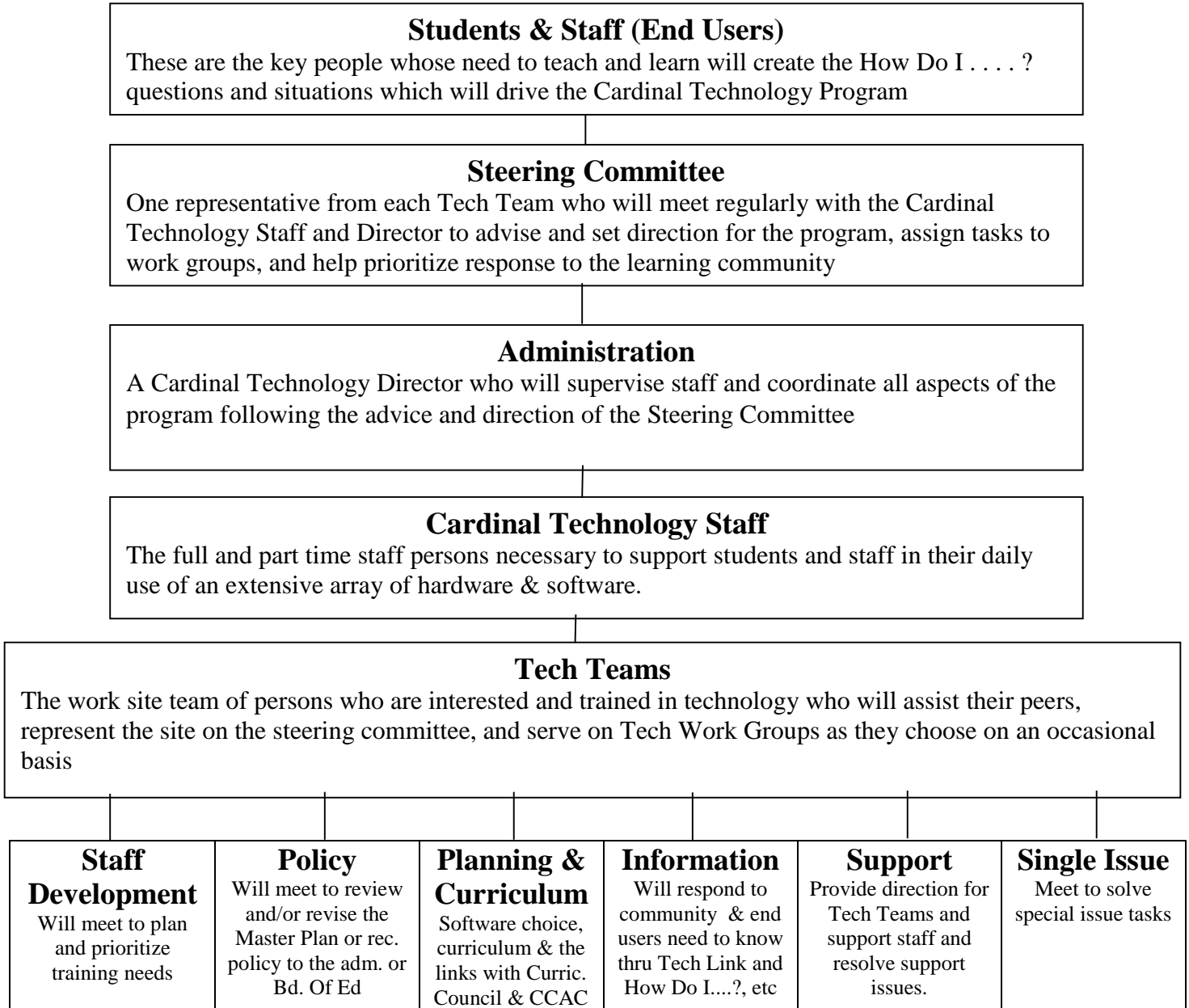
Cardinal Technology Program Structure

- A. **Tech Teams** - Each work site in the district shall establish a Tech Team to act as the primary link to help end users meet their technology needs and/or influence the program. This will be a team of persons (recommend 5 - 8 persons including media person, principal/administrator/supervisor, secretary, teacher, and parent, community member, paraprofessional, custodian, driver, etc.) who are interested in technology, are willing to assist their peers, want to be available for serving on Tech Work Groups on an occasional basis, and/or be the work site representative on the Cardinal Technology Steering Committee.
- B. **Cardinal Technology Steering Committee** - This group will consist of one representative from each work site including parents and community members or specialists as needed, will have a regular schedule of meetings, and will set direction for the Cardinal Technology program and staff, assign tasks to the work groups, and prioritize program response, including hardware and software acquisition, to the expressed needs of the learning community.
- C. **Cardinal Technology Work Groups** - These groups will meet on an as needed basis to resolve specific issues and/or work on specific tasks. Notices of meetings, including the specific task to be accomplished, will be sent to all tech team members and those interested in the specific task may attend. Tech Work Groups may include but not be limited to (see appendix B.) Staff Development, Policy, Planning, Curriculum, Information, support, or single-issue groups.
- D. **Cardinal Technology Staff and Administration** - The staff will be made up of a full time Director of Technology and those staff persons necessary to provide the research and strategic direction for the program, as well as for the daily operation and support necessary for the learning community and carry out this plan. In addition there may be Cardinal Technology Paraprofessionals, Specialists, Technicians, Assistants, Work-study, job shadowing, etc. They will work closely with the Tech Teams, Work Groups, and the Steering Committee to resolve issues and meet staff needs (see the staff chart in appendix B).
- E. Providing for technology awareness shall be an on-going activity of the Cardinal Technology Steering Committee.
 - a. Within the school district awareness activities shall include all staff, active committees, and the school board.
 - b. In the community awareness activities will include the activities and informational opportunities for Citizen's Advisory Council, Parent Teacher Organizations, Parent/Teacher Conferences, media, and direct mailings.
- F. It shall be the responsibility of the Cardinal Technology Steering Committee to assess the current levels of available, appropriate technology and make recommendations to the Curriculum Council and/or the Board of Education to correct perceived deficiencies.

Infrastructure, Hardware, Technical Support, and Software

11- Infrastructure Needs/Technical Specifications and Design - continued

Cardinal Technology Organizational Flowchart



Infrastructure, Hardware, Technical Support, and Software

12 - Increase Access

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

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

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

Infrastructure, Hardware, Technical Support, and Software 13 – Budget and Timetable

Infrastructure and Equipment Projected Timetable Updated: 5/23/2014

Planned Activity	Most Recent Completion	Next Planned Update	Current Status
◆ Infrastructure Installed/Upgraded			
Wide Area Network	Summer 2013	Summer 2018	Up to Date
Brookside Elementary LAN upgrade	Summer 2010	Summer 2014	In Planning
Riverview Elementary LAN upgrade	Summer 2007	Summer 2014	In Planning
Middle school LAN upgrade	Summer 2011	Summer 2015	In Planning
High School LAN upgrade	Summer 2011	Summer 2015	In Planning
Central Office LAN upgrade	Summer 2011	Summer 2015	In Planning
Virtual School LAN upgrade	Summer 2013	Summer 2018	Up to Date
◆ Student Labs Installed/Upgraded			
Brookside elementary school lab	Summer 2006	Summer 2014	In Planning
Brookside Mobile Cart	Summer 2013	Summer 2018	Up to Date
Riverview elementary school lab	Summer 2006	Summer 2014	In Planning
Riverview Mobile Cart	Summer 2013	Summer 2018	Up to Date
Middle School – Keyboarding Lab (25)	Summer 2013	Summer 2018	Up to Date
Middle School – Media Center Lab	Summer 2013	Summer 2018	Up to Date
Middle School – Room 6	Summer 2009	Summer 2014	In Planning
Middle School - Mobile Cart	-	Summer 2014	In Planning
Staff Training & tech support (TRC)	Summer 2012	Summer 2016	Up to Date
High School – Media Center Lab (101)	Summer 2012	Summer 2017	Up to Date
High School – Advanced Computer Apps Lab	Summer 2013	Summer 2018	Up to Date
High School – Apex Lab	Summer 2010	Summer 2016	Up to date
High School – CAD Lab	Summer 2010	Summer 2015	Up to Date
High School – Media Center Writing Lab (105)	Summer 2009	Summer 2014	In Planning
High School - Mobile Cart	-	Summer 2014	In Planning
Virtual School - Apex Lab	Summer 2013	Summer 2018	Up to Date
Virtual School - Student Laptops	Summer 2013	Summer 2016	Up to Date
◆ Clerical/administration computers			
Elementary, MS, HS	Summer 2011	Summer 2015	Up to Date
New Directions	Summer 2011	Summer 2016	Up to Date
Central Office, Bus Garage	Summer 2011	Summer 2016	Up to Date
◆ Classroom student use computers (In addition to the one student/teacher unit)			
Brookside Classroom Netbooks	Summer 2013	Summer 2014	In Planning
Riverview Classroom Netbooks	Summer 2013	Summer 2014	In Planning
Middle School	Summer 2013	Summer 2014	In Planning
◆ Digital Projection Equipment in Classrooms			
Brookside	Summer 2013	Summer 2017	Ongoing–Curriculum Funded
Riverview	Summer 2013	Summer 2017	Ongoing–Curriculum Funded
Middle School	Summer 2007	Summer 2014	Ongoing–Curriculum Funded
High School	Summer 2009	Summer 2014	Ongoing–Curriculum Funded
◆ Servers			
SAN (Storage Area Network)	Summer 2010	Summer 2015	In Planning
Virtual Host Server 1	Summer 2010	Summer 2015	In Planning
Virtual Host Server 2	Summer 2010	Summer 2015	In Planning
Virtual Host Server 3	Summer 2010	Summer 2015	In Planning
Secondary Domain Controller	Summer 2008	Summer 2018	Up to Date
Backup Appliance Unitrends	Summer 2009	Summer 2015	In Planning
District Finance / Student DB Server w/ISD	Summer 2013	Summer 2016	Up To date
District Firewall / Content Filter / Email Filter w/ISD	Summer 2013	Summer 2016	Up To Date

Infrastructure, Hardware, Technical Support, and Software

13 – Budget and Timetable – continued
Projected Equipment Costs

Year	Brookside	Riverview	BRMS	BRHS	BRVS	Bus Garage	Central Office	District	Total Per Year
2014-15	\$23,000	\$23,000	\$24,400	\$36,000	\$6,000	\$0	\$0	\$0	\$112,400
2015-16	\$10,000	\$10,000	\$19,000	\$34,500	\$8,000	\$1,800	\$0	\$60,000	\$143,300
2016-17	\$6,000	\$6,000	\$15,400	\$52,000	\$6,000	\$0	\$0	\$38,000	\$123,400
2017-18	\$6,000	\$6,000	\$25,600	\$34,600	\$6,000	\$0	\$1,800	\$9,000	\$89,000
Per Building	\$45,000	\$45,000	\$84,400	\$157,100	\$26,000	\$1,800	\$1,800	\$107,000	\$468,100

Annual Licensing / Subscription / Service Expenses				
Item	Cost 2014-15	Cost 2015-2016	Cost 2016-2017	Cost 2017-2018
Software				
Microsoft Licensing	\$6,500.00	\$6,500.00	\$6,500.00	\$6,500.00
Skyward Student Database	\$29,000.00	\$30,000.00	\$31,000.00	\$32,000.00
District Antivirus Software	\$950.00	\$950.00	\$950.00	\$950.00
Renaissance Place Maintenance	\$11,000.00	\$11,000.00	\$11,000.00	\$11,000.00
SDS Finance	\$4,400.00	\$4,500.00	\$4,600.00	\$4,700.00
Service Contracts				
Local phone Service after e-rate	\$11,250.00	\$11,250.00	\$11,250.00	\$11,250.00
Long Dist. Service after e-rate	\$450.00	\$450.00	\$450.00	\$450.00
Mobile Phone Service after e-rate	\$4,500.00	\$4,500.00	\$4,500.00	\$4,500.00
ISD WAN / Internet Access VIA ISD	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00
District WAN after Erate	\$21,000.00	\$21,000.00	\$21,000.00	\$21,000.00
Firewall Email Filter	\$400.00	\$400.00	\$400.00	\$400.00
Firewall Content Filter	\$1,524.00	\$1,524.00	\$1,524.00	\$1,524.00
Ruckus Wireless Maintenance	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00
Total	\$102,974.00	\$104,074.00	\$105,174.00	\$106,274.00

Annual Professional Development Expense				
Item	Cost 2014-15	Cost 2015-16	Cost 2016-17	Cost 2017-18
Internet Content	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00
Application Training	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00
Tech Team Training	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
Total	\$ 9,000.00	\$ 9,000.00	\$ 9,000.00	\$ 9,000.00

BIG RAPIDS PUBLIC SCHOOLS
Coordination of Resources

14 - Coordination of Resources

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

Monitoring and Evaluation

15 - Evaluation

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

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

16 - Acceptable Use Policies

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

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

Appendix

Includes:

1. Technology Curriculum Matrix Page 25
2. Acceptable Use Policies Page 33
3. General PD Timetable Page 50
4. Plan for Implementation of Pupil Academic Growth Assessment Page 51

BRPS EDUCATIONAL TECHNOLOGY CURRICULUM MATRIX

Michigan Educational Technology Standards (METS) 2009 - PK-8 Checklist by Grade Levels

O = Teacher Observation

P = Portfolio Evidence

A = Formal Assessment

C = Technology Literacy Class

Grades PK through 2 –Technology Standards and Expectations – (prior to completing Grade 2)

PK_2.CI Creativity and Innovation - By the end of Grade 2 each student will:	PK	K	1	2
1. use a variety of digital tools (e.g., word processors, drawing tools, simulations, presentation software, graphical organizers) to learn, create, and convey original ideas or illustrate concepts			C	C
PK_2.CC. Communication and Collaboration - By the end of Grade 2 each student will:	PK	K	1	2
1. work together when using digital tools (e.g., word processor, drawing, presentation software) to convey ideas or illustrate simple concepts relating to a specified project			C	C
2. use a variety of developmentally appropriate digital tools (e.g., word processors, paint programs) to communicate ideas to classmates, families, and others			C	C
PK_2.RI. Research and Information Fluency - By the end of Grade 2 each student will:	PK	K	1	2
1. interact with internet based resources			C	C
2. use digital resources (e.g., dictionaries, encyclopedias, graphs, graphical organizers) to locate and interpret information relating to a specific curricular topic, with assistance from teachers, school library media specialists, parents, or student partners				C
PK_2.CT. Critical Thinking, Problem Solving, and Decision Making - By the end of Grade 2 each student will:	PK	K	1	2
1. explain ways that technology can be used to solve problems (e.g., cell phones, traffic lights, GPS units)				C
2. use digital resources (e.g., dictionaries, encyclopedias, search engines, web sites) to solve developmentally appropriate problems, with assistance from teachers, parents, school media specialists, or student partners		C	C	C
PK_2.DC. Digital Citizenship - By the end of Grade 2 each student will:	PK	K	1	2
1. describe appropriate and inappropriate uses of technology (e.g., computers, internet, e-mail, cell phones) and describe consequences of inappropriate uses		C	C	C
2. know the Michigan Cyber Safety Initiative's three rules (Keep Safe, Keep Away, Keep Telling)		C	C	C
3. identify personal information that should not be shared on the Internet (e.g. name, address, phone number)		C	C	C
4. know to inform a trusted adult if they receive or view an online communication which makes them feel uncomfortable, or if someone whom they don't know is trying to communicate with them or asking for personal information		C	C	C
PK_2.TC. Technology Operations and Concepts - By the end of Grade 2 each student will:	PK	K	1	2
1. discuss advantages and disadvantages of using technology			C	C
2. be able to use basic menu commands to perform common operations (e.g., open, close, save, print)			C	C
3. recognize, name, and label the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, printer)			C	C
4. discuss the basic care for computer hardware and various media types (e.g., CDs, DVDs, videotapes)			C	C
5. use developmentally appropriate and accurate terminology when talking about technology			C	C
6. understand that technology is a tool to help him/her complete a task, and is a source of information, learning, and entertainment			C	C
7. demonstrate the ability to navigate in virtual environments (e.g., electronic books, games, simulation software, web sites)		C	C	C

Michigan Educational Technology Standards (METS) 2009 - 3rd to 5th Checklist

O = Teacher Observation

P = Portfolio Evidence

A = Formal Assessment

C = Technology Literacy Class

Grades Three through Five – Technology Standards and Expectations – (prior to completing Grade 5)

3_5.CI. Creativity and Innovation - By the end of Grade 5 each student will:	3	4	5
1. produce a media-rich digital project aligned to state curriculum standards (e.g., fable, folk tale, mystery, tall tale, historical fiction)	O	C	C
2. use a variety of technology tools and applications to demonstrate their creativity by creating or modifying works of art, music, movies, or presentations	O	C	C
3. participate in discussions about technologies (past, present, and future) to understand these developments are the result of human creativity	O	C	C
3_5.CC. Communication and Collaboration - By the end of Grade 5 each student will:	3	4	5
1. use digital communication tools (e.g., e-mail, wikis, blogs, IM, chat rooms, videoconferencing, Moodle, Blackboard) and online resources for group learning projects		C	C
2. identify how different software applications may be used to share similar information, based on the intended audience (e.g., presentations for classmates, newsletters for parents)		C	C
3. use a variety of media and formats to create and edit products (e.g., presentations, newsletters, brochures, web pages) to communicate information and ideas to various audiences		C	C
3_5.RI. Research and Information Fluency - By the end of Grade 5 each student will:	3	4	5
1. identify search strategies for locating information with support, from teachers and school library media specialists	O	C	C
2. use digital tools to find, organize, analyze, synthesize, and evaluate information	O	C	C
3. understand and discuss that web sites and digital resources may contain inaccurate or biased information	O	C	C
4. understand that using information from a single internet source might result in the reporting of erroneous facts and that multiple sources should always be researched	C	C	C
3_5.CT. Critical Thinking, Problem Solving, and Decision Making - By the end of Grade 5 each student will:	3	4	5
1. use digital resources to access information that can assist them in making informed decisions about everyday matters (e.g., which movie to see, which product to purchase)	C	C	C
2. use information and communication technology tools (e.g., calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist with solving problems	C	C	C
3. use digital resources to identify and investigate a state, national, or global issue (e.g., global warming, economy, environment)	C	C	C

Michigan Educational Technology Standards (METS) 2009 – 3rd to 5th Checklist

O = Teacher Observation

P = Portfolio Evidence

A = Formal Assessment

C = Technology Literacy Class

Grades Three through Five – Technology Standards and Expectations – (prior to completing Grade 5)

3_5.DC. Digital Citizenship - By the end of Grade 5 each student will:	3	4	5
1. discuss scenarios involving acceptable and unacceptable uses of technology (e.g., file-sharing, social networking, text messaging, cyber bullying, plagiarism)	C	C	C
2. recognize issues involving ethical use of information (e.g., copyright adherence, source citation)	C	C	C
3. describe precautions surrounding personal safety that should be taken when online	C	C	C
4. identify the types of personal information that should not be given out on the Internet (name, address, phone number, picture, school name)	C	C	C
3_5.TC. Technology Operations and Concepts - By the end of Grade 5 each student will:	3	4	5
1. use basic input and output devices (e.g., printers, scanners, digital cameras, video recorders, projectors)	C	C	C
2. describe ways technology has changed life at school and at home	C	C	C
3. understand and discuss how assistive technologies can benefit all individuals	C	C	C
4. demonstrate proper care in the use of computer hardware, software, peripherals, and storage media	C	C	C
5. know how to exchange files with other students using technology (e.g., network file sharing, flash drives)	C	C	C

Michigan Educational Technology Standards (METS) 2009 - 6th to 8th Checklist

O = Teacher Observation	P = Portfolio Evidence	A = Formal Assessment	C = Technology Literacy Class	
Grades Six through Eight – Technology Standards and Expectations – (prior to completing Grade 8)				
6_8.CI. Creativity and Innovation – By the end of Grade 8 each student will:		6	7	8
1. apply common software features (e.g., spellchecker, thesaurus, formulas, charts, graphics, sounds) to enhance communication with an audience and to support creativity		C	C	C
2. create an original project (e.g., presentation, web page, newsletter, information brochure) using a variety of media (e.g., animations, graphs, charts, audio, graphics, video) to present content information to an audience		C	C	C
3. illustrate a content-related concept using a model, simulation, or concept-mapping software			C	C
6_8.CC. Communication and Collaboration – By the end of Grade 8 each student will:		6	7	8
1. use digital resources (e.g., discussion groups, blogs, podcasts, videoconferences, Moodle, Blackboard) to collaborate with peers, experts, and other audiences		C	C	C
2. use collaborative digital tools to explore common curriculum content with learners from other cultures				
3. identify effective uses of technology to support communication with peers, family, or school personnel		C	C	C
6_8.RI. Research and Information Fluency – By the end of Grade 8 each student will:		6	7	8
1. use a variety of digital resources to locate information		C	C	C
2. evaluate information from online resources for accuracy and bias		C	C	C
3. understand that using information from a single internet source might result in the reporting of erroneous facts and that multiple sources should always be researched				C
4. identify types of web sites based on their domain names (e.g., edu, com, org, gov, net)				C
5. employ data-collection technologies (e.g., probes, handheld devices, GPS units, geographic mapping systems) to gather, view, and analyze the results for a content-related problem				C
6_8.CT. Critical Thinking, Problem Solving, and Decision Making - By the end of Grade 8 each student will:		6	7	8
1. use databases or spreadsheets to make predictions, develop strategies, and evaluate decisions to assist with solving a problem				C
2. evaluate available digital resources and select the most appropriate application to accomplish a specific task (e.g., word processor, table, outline, spreadsheet, presentation program)		C	C	C
3. gather data, examine patterns, and apply information for decision making using available digital resources			C	C
4. describe strategies for solving routine hardware and software problems		C	C	

Michigan Educational Technology Standards (METS) 2009 - 6th to 8th Checklist

O = Teacher Observation

P = Portfolio Evidence

A = Formal Assessment

C = Technology Literacy Class

Grades Six through Eight – Technology Standards and Expectations – (prior to completing Grade 8)

6_8.DC. Digital Citizenship – By the end of Grade 8 each student will:	6	7	8
1. provide accurate citations when referencing information sources	C	C	C
2. discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, viruses, file-sharing)	C	C	C
3. discuss the consequences related to unethical use of information and communication technologies			C
4. discuss possible societal impact of technology in the future and reflect on the importance of technology in the past			C
5. create media-rich presentations for other students on the appropriate and ethical use of digital tools and resources			C
6. discuss the long term ramifications (digital footprint) of participating in questionable online activities (e.g., posting photos of risqué poses or underage drinking, making threats to others)	C	C	C
7. describe the potential risks and dangers associated with online communications	C	C	C
6_8.TC. Technology Operations and Concepts - By the end of Grade 8 each student will:	6	7	8
1. identify file formats for a variety of applications (e.g., doc, xls, pdf, txt, jpg, mp3)	C	C	C
2. use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced materials	C	C	C
3. perform queries on existing databases			C
4. know how to create and use various functions available in a database (e.g., filtering, sorting, charts)			C
5. identify a variety of information storage devices (e.g., CDs, DVDs, flash drives, SD cards) and provide rationales for using a certain device for a specific purpose	C	C	C
6. use accurate technology terminology	C	C	C
7. use technology to identify and explore various occupations or careers, especially those related to science, technology, engineering, and mathematics		C	
8. discuss possible uses of technology to support personal pursuits and lifelong learning	C	C	C
9. understand and discuss how assistive technologies can benefit all individuals	C	C	C
10. discuss security issues related to e-commerce	C	C	C

Michigan Educational Technology Standards (METS) 2009 - 9th to 12th Checklist

O = Teacher Observation

P = Portfolio Evidence

A = Formal Assessment

C = Technology Literacy Class

Grades Nine through Twelve – Technology Standards and Expectations – (prior to the completion of grade 12)

9_12.CI. Creativity and Innovation – By the end of Grade 12 each student will:	9	10	11	12
1. apply advanced software features (e.g. built-in thesaurus, templates, styles) to redesign the appearance of word processing documents, spreadsheets, and presentations	C	C	C	C
2. create a web page (e.g., Dreamweaver, iGoogle, Kompozer)	C	C	C	C
3. use a variety of media and formats to design, develop, publish, and present projects (e.g., newsletters, web sites, presentations, photo galleries)	C	C	C	C
9_12.CC. Communication and Collaboration - By the end of Grade 12 each student will:	9	10	11	12
1. identify various collaboration technologies and describe their use (e.g., desktop conferencing, listserv, blog, wiki)	C	C	C	C
2. use available technologies (e.g., desktop conferencing, e-mail, videoconferencing, instant messaging) to communicate with others on a class assignment or project	C	C	C	C
3. collaborate in content-related projects that integrate a variety of media (e.g., print, audio, video, graphic, simulations, and models)	C	C	C	C
4. plan and implement a collaborative project using telecommunications tools (e.g., ePals, discussion boards, online groups, groupware, interactive web sites, videoconferencing)	C	C	C	C
5. describe the potential risks and dangers associated with online communications	C	C	C	C
6. use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence)	C	C	C	C
9_12.RI. Research and Information Fluency – By the end of Grade 12 each student will:	9	10	11	12
1. develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys)	C	C	C	C
2. identify, evaluate, and select appropriate online sources to answer content related questions	C	C	C	C
3. demonstrate the ability to use library and online databases for accessing information (e. g. MEL, Proquest, Infosource, United Streaming)	C	C	C	C
4. distinguish between fact, opinion, point of view, and inference	C	C	C	C
5. evaluate information found in selected online sources on the basis of accuracy and validity	C	C	C	C
6. evaluate resources for stereotyping, prejudice, and misrepresentation	C	C	C	C
7. understand that using information from a single internet source might result in the reporting of erroneous facts and that multiple sources must always be researched	C	C	C	C
8. research examples of inappropriate use of technologies and participate in related classroom activities (e.g., debates, reports, mock trials, presentations)	C	C	C	C

Michigan Educational Technology Standards (METS) 2009 - 9th to 12th Checklist

O = Teacher Observation

P = Portfolio Evidence

A = Formal Assessment

C = Technology Literacy Class

Grades Nine through Twelve – Technology Standards and Expectations – (prior to the completion of grade 12)

9_12.CT. Critical Thinking, Problem Solving, and Decision Making - By the end of Grade 12 each student will:				
	9	10	11	12
1. use digital resources (e.g., educational software, simulations, models) for problem solving and independent learning	O	O	O	O
2. analyze the capabilities and limitations of digital resources and evaluate their potential to address personal, social, lifelong learning, and career needs	C	C	C	C
3. devise a research question or hypothesis using information and communication technology resources, analyze the findings to make a decision based on the findings, and report the results	C	C	C	C
9_12.DC. Digital Citizenship – By the end of Grade 12 each student will:				
	9	10	11	12
1. identify legal and ethical issues related to the use of information and communication technologies (e.g., properly selecting, acquiring, and citing resources)	C	C	C	C
2. discuss possible long-range effects of unethical uses of technology (e.g., virus spreading, file pirating, hacking) on cultures and society	C	C	C	C
3. discuss and demonstrate proper netiquette in online communications	C	C	C	C
4. identify ways that individuals can protect their technology systems from unethical or unscrupulous users	C	C	C	C
5. create appropriate citations for resources when presenting research findings	C	C	C	C
6. discuss and adhere to fair use policies and copyright guidelines	C	C	C	C
9_12.TC. Technology Operations and Concepts - By the end of Grade 12 each student will:				
	9	10	11	12
1. complete at least one online credit, or non-credit, course or online learning experience	P	P	P	P
2. use an online tutorial and discuss the benefits and disadvantages of this method of learning	O	O	O	O
3. explore career opportunities, especially those related to science, technology, engineering, and mathematics and identify their related technology skill requirements	C	C	C	C
4. describe uses of various existing or emerging technology resources (e.g., podcasting, webcasting, videoconferencing, online file sharing, global positioning software)	C	C	C	C
5. identify an example of an assistive technology and describe its purpose and use	C	C	C	C
6. participate in a virtual environment as a strategy to build 21st century learning skills	O	O	O	O
7. assess and solve hardware and software problems by using online help or other user documentation				
8. explain the differences between freeware, shareware, open source, and commercial software				
9. participate in experiences associated with technology-related careers	C	C	C	C
10. identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav, wmv, mp3, flv, avi, pdf)	C	C	C	C
11. understand and discuss how assistive technologies can benefit all individuals	C	C	C	C
12. demonstrate how to import/export text, graphics, or audio files	C	C	C	C
13. proofread and edit a document using an application's spelling and grammar checking functions	C	C	C	C



Kindergarten – 4th grade Computer Use Agreement

Dear Parent:

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

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

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

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

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

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

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

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

Thank you.



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

Elementary Computer Lab Computer Contract Grades K - 4

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

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

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

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

Parents:

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

Student Name (Printed)

Parent Name (Printed)

Big Rapids Public Schools

“CARDINet” Student Use Agreement

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

Students are encouraged to use the Board's computers/network and Internet connection for educational purposes. Use of such resources is a privilege, not a right. Students must conduct themselves in a responsible, efficient, ethical, and legal manner. Unauthorized or inappropriate use, including any violation of these guidelines, may result in cancellation of the privilege, disciplinary action consistent with the Student Handbook, and/or civil or criminal liability. Prior to accessing the Internet at school, students must sign the Student Network and Internet Acceptable Use and Safety Agreement. Parent permission is required for minors.

Smooth operation of the Board's Network relies upon users adhering to the following guidelines. The guidelines outlined below are provided so that users are aware of their responsibilities.

- A. Students are responsible for their behavior and communication on the Internet. All use of the Network must be consistent with the educational mission and goals of the District.
- B. Students may only access the Internet by using their assigned Internet/E-mail account. Use of another person's account/address/password is prohibited. Students may not allow other users to utilize their passwords. Students are responsible for taking steps to prevent unauthorized access to their accounts by logging off or "locking" their computers when leaving them unattended.
- C. Students may not intentionally seek information on, obtain copies of, or modify files, data or passwords belonging to other users, or misrepresent other users on the network. Students may not intentionally disable any security features of the Network.
- D. Students may not use the Internet to engage in "hacking" or other unlawful activities.
 1. Students shall not use the Network to transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon their race, national origin, sex, sexual orientation, age, disability, religion, or political beliefs. Sending, sharing, viewing, or possessing pictures, text messages, e-mails, or other materials of a sexual nature (i.e. sexting) in electronic or any other form, including the contents of a wireless communication device or other electronic equipment is grounds for discipline. Such actions will be reported to local law enforcement and child services as required by law.
 2. Use of the Network to engage in cyberbullying is prohibited. "'Cyberbullying" is defined as the use of information and communication technologies (such as e-mail, cell phone and pager text messages, instant messaging (IM), defamatory personal websites, and defamatory online personal polling websites), to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others." [Bill Belsey (<http://www.cyberbullying.ca>)]

Cyberbullying includes, but is not limited to the following:

- a. posting slurs or rumors or other disparaging remarks about a student on a website or on weblog;
 - b. sending e-mail or instant messages that are mean or threatening, or so numerous as to drive up the victim's cell phone bill;
 - c. using a camera phone to take and send embarrassing and/or sexually explicit photographs/recordings of students;
- E. Transmission of any material in violation of any State or Federal law or regulation, or Board policy is prohibited.
 - F. Any use of the Internet for commercial purposes, advertising, or political lobbying is prohibited.
 - G. Students are expected to abide by the following generally-accepted rules of network etiquette:
 1. Be polite, courteous, and respectful in your messages to others. Use language appropriate to school situations in any communications made through the Board's computers/network. Do not use obscene, profane, vulgar, sexually explicit, defamatory, or abusive language in your messages.
 2. Never reveal names, addresses, phone numbers, or passwords of yourself or other students, family members, teachers, administrators, or other staff members while communicating on the Internet.

3. Do not transmit pictures or other information that could be used to establish your identity without prior approval of a teacher.
 4. Never agree to get together with someone you "meet" on-line without prior parent approval.
 5. Check e-mail frequently and delete e-mail promptly from the personal mail directory to avoid excessive use of the electronic mail disk space.
 6. Students should promptly disclose to their teacher or other school employee any message they receive that is inappropriate or makes them feel uncomfortable, especially any e-mail that contains sexually explicit content (e.g. pornography). Students should not delete such messages until instructed to do so by a staff member.
- H. Use of Internet to access, process, distribute, display or print child pornography and other material that are obscene, objectionable, inappropriate and/or harmful to minors is prohibited. Offensive messages and pictures, inappropriate text files, or files dangerous to the integrity of the Board's computers/network (e.g., viruses) are also prohibited.
 - I. Malicious use of the Network to develop programs that harass other users or infiltrate a computer or computer system and/or damage the software components of a computer or computing system is prohibited. Students may not engage in vandalism or use the Network in such a way that would disrupt its use by others. Vandalism is defined as any malicious or intentional attempt to harm, steal or destroy data of another user, school networks, or technology hardware. This includes but is not limited to uploading or creation of computer viruses, installing unapproved software, changing equipment configurations, deliberately destroying or stealing hardware and its components, or seeking to circumvent or bypass Network security and/or the Board's technology protection measures. Students also must avoid intentionally wasting limited resources. Students must immediately notify the teacher or building principal if they identify a possible security problem. Students should not go looking for security problems, because this may be construed as an unlawful attempt to gain access (hacking).
 - J. All communications and information accessible via the Internet should be assumed to be private property (i.e. copyrighted and/or trademarked). All copyright issues regarding software, information, and attributions of authorship must be respected.
 - K. Downloading of information onto the Board's hard drives is prohibited; all downloads must be to district approved storage . If a student transfers files from information services and electronic bulletin board services, the student must check the file with a virus-detection program before opening the file for use. Only public domain software may be downloaded. If a student transfers a file or software program that infects the Network with a virus and causes damage, the student will be liable for any and all repair costs to make the Network once again fully operational.
 - L. Students must secure prior approval from a teacher or the principal before joining a Listserv (electronic mailing lists) and should not post personal messages on bulletin boards or "Listservs."
 - M. Students are prohibited from accessing or participating in online "chat rooms" or other forms of direct electronic communication (other than e-mail) without prior approval from a teacher or the principal. All such authorized communications must comply with these guidelines.
 - N. Privacy in communication over the Internet and the Network is not guaranteed. To ensure compliance with these guidelines, the Board reserves the right to monitor, review, and inspect any directories, files and/or messages residing on or sent using the Board's computers/network. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.
 - O. Use of the Internet and any information procured from the Internet is at the student's own risk. The Board is not responsible for any damage a user suffers, including loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions. The Board is not responsible for the accuracy or quality of information obtained through its services. Information (including text, graphics, audio, video, etc.) from Internet sources used in student papers, reports, and projects should be cited the same as references to printed materials.
 - P. Disclosure, use and/or dissemination of personal identification information of minors via the Internet is prohibited, except as expressly authorized by the minor student's parent/guardian on the "Student Network and Internet Acceptable Use and Safety Agreement Form."
 - Q. Proprietary rights in the design of web sites hosted on the Board's servers remains at all times with the Board.

Any individual who is aware of a violation of the Board policy or this guideline, including inappropriate on-line contact, content, or conduct, such as sexting, harassment or cyberbullying, should bring it to the attention of the school principal or Superintendent immediately.

CONTRACT PORTION OF DOCUMENT

(Must complete both sides)

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

STUDENT APPLICANT (Required)

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

Date: ____/____/____

Student's Full Name (please print): _____

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

Expected Graduation Year: _____

Current School: _____

User Signature: _____

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

SPONSORING TEACHER (Required)

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

Teacher's Name (please print): _____

Teacher's Signature: _____

Date: ____/____/____

**See reverse for parent/guardian authorization.

PARENT OR GUARDIAN

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

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

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

Parent or Guardian (please print): _____

Signature: _____

Date: ___/___/___ Daytime Phone: _____ Evening Phone: _____

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

For use by the Cardinal Technology Staff

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

Issued by _____ Date: ___/___/___

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

Big Rapids Public Schools

STAFF CARDINet Use Agreement

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

STAFF NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY

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

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

The Internet is a global information and communication network that provides an incredible opportunity to bring previously unimaginable education and information resources to our students. The Internet connects computers and users in the District with computers and users worldwide. Through the Internet, students and staff can access up-to-date, highly relevant information that will enhance their learning and the education process. Further, the Internet provides students and staff with the opportunity to communicate with other people from throughout the world. Access to such an incredible quantity of information and resources brings with it, however, certain unique challenges and responsibilities.

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

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

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

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

Staff members will participate in professional development programs in accordance with the provisions of law and this policy. Training shall include:

- A. the safety and security of students while using e-mail, chat rooms, social media and other forms of direct electronic communications;
- B. the inherent danger of students disclosing personally identifiable information online;
- C. the consequences of unauthorized access (e.g., "hacking"), cyberbullying and other unlawful or inappropriate activities by students or staff online; and
- D. unauthorized disclosure, use, and dissemination of personal information regarding minors.

Furthermore, staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above, and staff members will monitor students' online activities while at school.

Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.

The disclosure of personally identifiable information about students online is prohibited.

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

Staff members are responsible for good behavior on Board's computers/network and the Internet just as they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are often public in nature.

Staff members shall not access social media for personal use on the District's network, and shall access social media for educational use only after submitting a plan for that educational use and securing the Principal's approval of that plan in advance.

General school rules for behavior and communication apply. The Board does not sanction any use of the Internet that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines. Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users granted access to the Internet through the Board's computers assume personal responsibility and liability, both civil and criminal, for uses of the Internet not authorized by this policy and its accompanying guidelines.

Social Media Use

An employee's personal or private use of social media, such as Facebook, Twitter, MySpace, blogs, etc., may have unintended consequences. While the Board respects its employees' First Amendment rights, those rights do not include permission to post inflammatory comments that could compromise the District's mission, undermine staff relationships, or cause a substantial disruption to the school environment. This warning includes staff members' online conduct that occurs off school property including from the employee's private computer. Postings to social media should be done in a manner sensitive to the staff member's professional responsibilities.

In addition, Federal and State confidentiality laws forbid schools and their employees from using or disclosing student education records without parental consent. See Policy 8330. Education records include a wide variety of information; posting personally identifiable information about students is not permitted. Staff members who violate State and Federal confidentiality laws or privacy laws related to the disclosure of confidential employee information may be disciplined.

Staff members retain rights of communication for collective bargaining purposes and union organizational activities.

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

Big Rapids Public Schools

Staff CARDINet Use Agreement and Account Application

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

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

School/work site: _____

Program/Position: _____

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

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

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

User Signature: _____ Date ____/____/____

For use by the Cardinal Technology Staff

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

Issued by: _____ Date: ____/____/____

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

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

Big Rapids Public Schools
CARDINet Family-Night Use Agreement

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

We are very pleased to bring this access to Big Rapids Public Schools (BRPS) and believe CARDINet offers vast, diverse, and unique resources to both students and teachers. Our goal in providing this service on family night is to promote educational excellence in our district by facilitating resource sharing, innovation, and communication. It is critical that our children have your guidance as they learn to use the Internet. Although children can use the Internet to tap in to the Library of Congress or download pictures from the surface of Mars, not all of the material on the Internet is appropriate for children. As a parent, you can guide and teach your child in a way that no one else can. You can make sure that your child's experience on the Internet is safe, educational, and enjoyable. Access to computers and people all over the world can result in the availability to access material that may not be considered to be of educational value. BRPS continues to take appropriate precautions to restrict access to controversial materials. We firmly believe that the value of the information and interaction available on this worldwide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of this service. The following guidelines are provided so that you are aware of the responsibilities you are about to assume.

- 1) **Acceptable Use – This is a common sense approach.** The use of the family account must be in support of education and consistent with the educational objectives of the Big Rapids Public School District. No personal or business use is permitted on any school computers. Use for product advertisement or political lobbying is also prohibited.
- 2) **Netiquette -** You are expected to abide by the generally accepted rules of network etiquette.
 - Be polite. Do not write or send abusive messages to others.
 - Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
 - Do not reveal your personal address or phone numbers or those of other students or colleagues.
 - Messages relating to or in support of illegal activities may be reported to the authorities.
 - Do not use the network in such a way that you would disrupt the use of the network by other users (e.g. downloading huge files during prime time; sending mass e-mail messages; annoying other users using the talk or write functions).
 - All communications and information accessible via the network should be assumed to be public property.
- 3) **Security -** Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem, please notify a system administrator or e-mail postmaster@brps.k12.mi.us. Do not demonstrate the problem to other users. Do not use another individual's account give your password to any other individual, or attempt to login in to CARDINet as a system administrator.
- 4) **Vandalism -** Vandalism is defined as any malicious attempt to harm or destroy school hardware, software, or data of another user, CARDINet, or any other networks that are connected to CARDINet or the Internet. This includes, but is not limited to, the uploading or creation of computer viruses.
- 5) **Exception of Terms and Conditions -** All terms and conditions as stated in this document are applicable to the Big Rapids Public School District. These terms and conditions reflect the entire agreement of the parties and supercede all prior oral or written agreements and understandings of the parties.

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

Joe Bouman
Director of Technology

Family Night Computer Use Sign-in Sheet

DATE: _____



Big Rapids Public Schools
Big Rapids, Michigan



WEB Authoring Guidelines

*Including Board of Education
Policy*



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

Current Revised Version - 5/23/2014

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

Big Rapids Public Schools - Board of Education Web Authoring Guidelines

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

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

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

Cardinal Technology Web Authoring Regulations

1. General

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

2. Ownership and Retention

- 2.1. All Web pages on District servers and/or computers are the property of the School district for as long as they reside on the district infrastructure. As such they are subject to all district policies and regulations.
- 2.2. Web pages will be deleted when students graduate or leave the district, a staff member is no longer employed, or when a person's formal relationship with the district is terminated, unless prior arrangements have been made.

3. Access to Development

- 3.1. Access to the district web server(s) shall be by password only. The School/worksite Tech Team shall recommend who will be given passwords and/or access to editing existing pages to the district webmaster.
- 3.2. Page editing shall be limited to one or two computers at each site as designated by the Tech Team. The exception will be classes where the teacher is trained and is teaching a class in page development.
- 3.3. The Tech Team will decide on one person (a site web administrator), who will be trained, to supervise all page development for that site. This person will be supervised by and meet regularly with the district Webmaster.

4. Content

- 4.1. The Tech Team and Webmaster will be responsible for all page content for each site. The Webmaster and a District Web Page Committee shall be responsible for the BRPS Home page and the overall content of the site.
- 4.2. The Tech Team may assign one person (the site web administrator) or a sub committee to review content in their behalf.
- 4.3. The administrator in charge at each site must review and recommend completed pages to the Webmaster before they are linked to the BRPS Website.
- 4.4. Content and design shall be aligned with the district marketing plan.

5. Design

- 5.1. The size of each site web shall be limited to 100 MB with a maximum of 5mb per contributor. The Tech Team may provide a justified request for more server memory through the Cardinal Technology department.
- 5.2. All general pages shall follow a standard template which will include the design and content set by the District Web Committee in conformance with the district marketing plan (student and staff pages may vary).
- 5.3. Minimum standard components for all pages shall include:
 - 5.3.1. Link to BRPS Home
 - 5.3.2. The date of the most recent update and visitor count shall appear on each school and major program page.
 - 5.3.3. If a Cardinal is included it must be a Board approved version (student pages may vary).

- 5.4. Each Tech Team shall supervise its pages to insure that links are appropriate and follow all standards in these guidelines. All content and/or links shall be limited to non-profit and educational uses only. All email references shall be limited to the BRPS domain only.
- 5.5. Each Tech Team shall be trained in the district marketing plan and shall consider it seriously in all review of pages.

6. Student Identification

- 6.1. All student identification will be by first name only, full name by parent permission only in each circumstance.
- 6.2. No student can be identified in any situation that will compromise his or her status in counseling, special education, legal, or other right to privacy circumstance.
- 6.3. A beginning of the year notice shall be provided to notify parents of the districts intent to use student pictures, data, and/or work in web page content with parent opportunity to request limitations.
- 6.4. All applicable State and Federal laws shall be followed (see 1.1 above).

7. Staff Identification

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

8. Faculty/Staff Pages

- 8.1. All staff pages shall be supervised by the site Tech Teams and the Webmaster following these policies.
- 8.2. Content of these pages and links from these pages shall be limited to school related activities and educational interests only.
- 8.3. All email references shall be limited to the BRPS domain only.
- 8.4. All content and/or links shall be limited non-profit and educational uses only and shall follow all applicable State and Federal Laws.

9. Procedure

- 9.1. The Tech Team at that site will supervise Page development by persons at each site.
- 9.2. Completed pages must go through a review by the Tech Team or their designee.
- 9.3. The site administrator prior to being linked to the BRPS Website must then approve the completed pages.
- 9.4. Cardinal Technology staff will designate who will link completed pages to the BRPS website.
- 9.5. The Webmaster shall receive email notification of all new links and/or major revisions to any website content or design (doesn't include daily editing).

10. Due Process

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

11. Search and Seizure

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

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

BIG RAPIDS PUBLIC SCHOOLS

Staff WEB Authoring Agreement and Account Application

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

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

School/Work Site _____

Home Address: _____

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

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

User Signature: _____ Date: ___/___/___

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

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

Supervisor Signature: _____ Date: ___/___/___

For use by the Cardinal Technology Staff

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

Password: _____

Issued by: _____ Date: ___/___/___

Professional Development General Timetable

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

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

Annual Systemic Professional Development

- Classroom management software.
Generally offered at the beginning of the school year for new teachers. Also offered as needed to provide staff with training to take advantage of new updates.
- Utilizing Subscription based applications.
BRPS maintains various subscriptions to online services, including Pearson Inform, Pearson Benchmark, United Streaming, various online catalogs and other services. Ongoing training is provided to allow staff to make the best use of these services.
- Utilizing applications available on your computer.
Opportunities for Professional Development are offered multiple times per year to staff to improve their ability to use applications installed on each computer. This includes training of aspects of the operating system, network operating system, office products, and printing.

Curriculum Driven Technology Integration

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

Plan for the Development of Technology Infrastructure Required to Successfully Implement Pupil Academic Growth Assessments

Big Rapids Public Schools is actively engaged in the process of developing the infrastructure necessary to provide online assessments for all required subject areas.

Infrastructure Preparation:

Big Rapids Public Schools has in place the necessary network capacity, both wired, and wireless to support an online testing environment at all of our schools. Students in grade levels kindergarten through 6th grade have access and regularly use laptop computers in their classrooms for curriculum, research, and online testing and assessment. BRPS is also participating in the School Technology Readiness Tool and will use these results to continue preparation for online testing.

Our plan is to continue the implementation of student used classroom notebook computers and expand this use by a minimum of one grade level per year. By the Summer of 2014, all core classrooms will have available student laptop computers and integrated into the curriculum for information, research, and testing.

Current Activities:

- Big Rapids Public Schools is participating in the NWEA MAP online assessments for children in grades 2 – 6th. This online assessment measures student academic growth and will be administered 3 times this school year.
- Big Rapids Public Schools is participating in the NWEA MPG online assessments for children in grades K – 2. This online assessment measures student academic growth and will be administered 3 times this school year.
- All students in grades 1 through 9 participate in computer based online literacy assessments a minimum of two times per year. This information is used by the teacher to develop a baseline and to measure growth, and is also reported to parents.
- Big Rapids Public Schools is participating in the MIAP, SBAC, online assessments for children in grades K – 11 as requested by MDE. These online assessments are part of the Technology Readiness Integration Grant (TRIG), process.
-

Future Activities:

- Maintain data, and Implement results of the TRIG Readiness Tool as information becomes available.
- Provide staff training as necessary to expand use of online testing opportunities
- Evaluate online assessment schedules and testing windows to assure best practices.
- Develop reporting methods to keep key stakeholders informed.

Big Rapids Public Schools is committed to providing the necessary resources to successfully implement all the requirements necessary to meet the requirements of pupil academic growth assessments by 2014-15.