

Vanderbilt Area Schools
Vanderbilt Technology Program
Developed by the
Vanderbilt Technology Committee

VTP Mission Statement:

Technology will be seamlessly integrated into our curriculum and culture as well as having its own curriculum for training and its use. Vanderbilt will strive to provide programs, equipment and an atmosphere that promotes learning and creates a technologically savvy citizen in a technologically driven society.

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Vanderbilt Area School

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School Mission Statement

The mission of the Vanderbilt Area School is to graduate respectful, responsible, lifelong learners empowered to meet future challenges.

Master Plan
Starting July 2013 and Ending June 2016

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Committee Members

Michelle Kihn	Superintendent / Principal
Paul Cafuk.....	Technology Coordinator
Adam Respecki.....	Teacher

I. Introduction

We, in Vanderbilt Area School, believe that technology exists as a very powerful, essential tool (among numerous tools) in the educational process for both students and staff. Technology is not a separate curriculum, but an appropriate part of every curriculum at every level of instruction.

With these beliefs in mind, this plan is to provide guidelines and direction for our technology program. This plan will change as our needs or technologies change. Technologies covered in this plan include but are not limited to those discussed here.

II. District Profile

Vanderbilt Area School District is a rural school district in northern Lower Michigan located ten miles north of Gaylord just off the I-75 expressway. The district is made up of portions of five townships and covers about 117 square miles. The estimated population for the school district is approximately 1800 individuals. The schools population averages between 190 and 210 students in grades K-12. The majority of our students come from lower socioeconomic with 50% of our students qualifying for free or reduced lunch. The total taxable valuation for the district is approximately \$48,385,558. Most parents are employed in surrounding towns in small businesses and factories.

III. Description of Current Technology

Vanderbilt Area School has a robust technology program. We have both an Ethernet wired network with 4 drops per classroom and an 802.11b/g school wide wireless network. We have 3 computer labs of 30, 20 and 15 computers and all teachers have a laptop. All classrooms have a color printers and access to our network laser printer. Students in grades 9 through 12 can check out a laptop for the year. Middle school students can check out laptops for up to two weeks. All rooms have a TV, VCR and cable access. There are three Windows Server 2003 servers and one proxy server for internet access. Web filtering is provided by the COPESD. Our school is connected to the internet via Merit Fiber. Basic software that is available to our students include, MS Office, FrontPage, Publisher, Math Blasters, Comer Stone Reading software, Typing Tutor, HyperStudio and Career Assessment Battery software.

IV. Basic Technology Goals

1. Increase the integration of technology into the curriculum in appropriate areas.
2. Identify sources of fiscal support for technology.
3. Develop a process for the disposal of outdated equipment.
4. Develop and maintain a level of qualified technical personnel necessary to manage the network and its component parts at an optimal level and to meet the requirements of the technology plan.

5. Procure more equipment for data projection to be utilized in classroom instruction. This equipment will be compatible with laptop and document camera units that are utilized by the teaching staff.
6. Provide levels of professional development based upon the desired outcomes for teacher professional development.
7. Continue to support the increased implementation of networked classroom computers, student laptops and classroom sets of PDA's with compatibility with the existing Windows and Palm operating system and software licenses.
8. The internet will be utilized to promote distance learning to expand curricular offerings were possible.
9. All technology goals will work in coordination with our School Improvement Plan.

V. Goals for District Teachers and Students:

1. Learn to integrate technology where appropriate in the classroom setting.
2. Learn to utilize technology to improve efficiency.
3. All Students will achieve the technology benchmarks identified in the plan.
4. Currently 20% of teachers utilize data projection technology and the goal is to increase that percentage to 66% during the life of this technology plan.
5. All teachers will meet the teacher professional development outcomes.

VI. Curriculum Goals & Objectives

Technology will be an integrated part of every curriculum area, as well as having its own goals and objectives for training and its use. Technology is an essential tool for the attainment of all Vanderbilt Area School curriculum goals and objectives. The technology plan will be a part of our school improvement plan and the technology committee will be a subcommittee of the school improvement plan committee.

- A. Technology concerns and issues will be a continuing agenda item for every active curriculum committee.
- B. Each grade level / department will develop plans for integrating technology into their curriculum:
 1. Technology will become a transparent and effective tool in every classroom.
 2. Computers and other appropriate technologies will be available in computer labs and every classroom.
 3. Appropriate application software will be available and in use in each grade level.
 4. The level of technology will be appropriate for each class and grade.
 5. As teachers develop management schemes, these will be modeled and shared.
 6. Current uses of technology will be reviewed and evaluated each year by the Technology Coordinator.

7. An annual budget will be made available to the school and appropriated through the technology coordinator and technology committee.

Vanderbilt Area School will implement all state objectives and bench marks listed below. Students will be required to meet all technology exit outcomes in section VII.

VII. Technology Exit Outcomes

A. Students will:

1. use calculators, computers, and appropriate software as tools to complete tasks as needed
2. choose appropriate tools to solve problems and complete tasks
3. enter and edit formatted text; save and retrieve files; print; type 20 words per minute with 90% accuracy
4. plan, create, enter, filter, and use data; create and print reports; merge database information with word processing documents
5. plan; enter formulas, functions, labels and data; create and format reports; design, key, and print out spreadsheets for a real-life situation
6. design, capture, edit, save, load, and print graphics and graphs
7. log on/off, communicate, send, receive, search, up/down load, store, print using modem or other communication devices
8. integrate other strands/application and/or media for presentation purposes
9. input, format and print various documents using proper keyboarding techniques

VIII. Coordination

It is recognized that in order to implement this Technology Curriculum careful coordination and planning for Professional Development, School Improvement, Curriculum Development/Mapping, and Budgeting must occur across the district to include all grades and curricular areas. It is recognized that a list of student competencies and instructor competencies needs to be developed that are reflected in planning and goal setting in each of these areas. It is hoped that technology will be incorporated into all classes and all disciplines. While assessing the needs of all students within the school district, it is important that current, affordable assistive technologies are reviewed and made available when the local team determines that such devices will aide in one's education. Students will also be reminded of on-line classes from MVHS and other distance-learning opportunities that may be available at the time of class registration each spring.

Vanderbilt Area School will implement all state objectives and bench marks listed below. Students will be required to meet all technology exit outcomes in section VI.

IX. School Technology Outcomes by Level

Strand/Exit Level	Strand Defined	Student will by the end of 4 th Grade	Student will by the end of 8 th Grade	Exit Level
Word Processing	enter and edit formatted text; save and retrieve files; print	introductory level; perform simple editing skills	mastery level; demonstrate use; set up page for business letters; set up page for reports; use spell check; set up page for bibliography and other special forms	complete utilization level; enter and edit formatted text; save and retrieve files; print; type 20 words per minute with 90% accuracy
Database	plan, create, enter, filter and use data; create and print reports	N/A	search commercial data bases; find and use data base information	plan, create, enter, filter, and use data; create and print reports; merge database information with word processing documents
Spreadsheet	plan; enter formulas, functions, and data; create and format reports	N/A	set up a simple spreadsheet and line, bar and pie graph; use simple formulas	plan; enter formulas, functions, labels and data; create and format reports; design, key, and print out spreadsheets for a real-life situation
Graphics	design, capture, edit, save, load, and print graphics and graphs	capture and layout page using graphics and headlines	create and edit; use drawing programs to make scaled maps	design, capture, edit, save, load, and print graphics and graphs
Communication	log on/off, communicate, send, receive, search, up/down load, store, print using modem or direct connections	send and receive e-mail; receive/capture text and save into a word processing document	call and log on to an information service; receive and save text and files	log on/off, communicate, send, receive, search, up/down load, store, print using modem or other communication devices
Presentation	integrate other strands/application and/or media for presentation purposes	present a simple integrated use of computer applications; integrate simple graphics with word processing	present an integrated use of computer applications; integrate graphics with word processing	integrate other strands/application and/or media for presentation purposes
Keyboarding	input, format and print various documents using proper keyboarding techniques	use program to learn "touch typing" skills; use skills learned while doing projects	input data into computer using standard typing methods; use skills learned while doing projects	input, format and print various documents using proper keyboarding techniques

X. Correlation to State Technology Standards

USING AND TRANSFERRING

Content Standard 1: All students will use and transfer technological knowledge and skills for life roles (family member, citizen, worker, consumer, lifelong learner).

Early Elementary

Later Elementary

Middle School

High School

(Family Member)

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|--|--|--|---|
| <p>1. Identify technology in the home.</p> | <p>1. Compare/contrast the impact of technology in the home today and in the past.</p> | <p>1. Identify a need and create or develop a new technology for the home.</p> | <p>1. Identify a need and create or develop a new technology for the home.</p> <p>2. Identify an emerging technology and forecast impacts of that technology on the family.</p> |
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(Consumer)

- | | | | |
|--|---|---|---|
| <p>2. Identify technological sources of information.</p> | <p>2. Compare/contrast the impact of messages from different technological sources.</p> | <p>2. Use technology to create a message that promotes a product/service.</p> | <p>3. Participate in cooperative research and development projects which study consumer satisfaction of comparable products and services.</p> |
|--|---|---|---|

(Consumer)

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| <p>3. Identify technological means used to buy and sell products and services.</p> | <p>3. Compare/contrast the technological means for financial transfer.</p> | <p>3. Design and build a model of a technological system to buy or sell a product or service.</p> | <p>4. Participate in a real world context which uses a technological system for financial transfers.</p> |
|--|--|---|--|

(Citizen)

- | | | | |
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| <p>4. Recognize/explore technological systems in your community.</p> | <p>4. Compare/contrast technological resources of two different communities.</p> | <p>4. Demonstrate technological resources and systems that might be used to address social, civic, and economic issues.</p> | <p>5. Identify a social, civic or economic issue and propose a technological solution.</p> |
|--|--|---|--|

(Worker)

- | | | | |
|---|---|--|---|
| <p>5. Identify various technologically related careers.</p> | <p>5. Identify job opportunities and ways technology is related to these opportunities.</p> | <p>5. Use a variety of technological resources to explore career paths and identify areas of interest.</p> | <p>6. Evaluate present and future job markets in technology related fields.</p> |
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(Life Long Learner)

6. Demonstrate the proper care of technological systems and components.

6. Demonstrate the proper care of technological systems and components.

6. Demonstrate the proper care of technological systems and components.

7. Demonstrate the proper care of technological systems and components.

USING INFORMATION TECHNOLOGIES

Content Standard 2: All students will use technologies to input, retrieve, organize, manipulate, evaluate, and communicate information.

Early Elementary	Later Elementary	Middle School	High School
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(Communication)

<p>1. Input and retrieve information from a technological system (including the practice of word processing skills).</p>	<p>1. Interpret, analyze and evaluate information with the assistance of technology (voice, data, video, graphics, etc).</p>	<p>1. Demonstrate skill using technologies to prepare, evaluate and synthesize information collected and stored (voice, data, video, graphics, etc).</p>	<p>1. Use technologies to demonstrate skills and a systematic solution to a problem(s) (voice, data, video, graphics, etc).</p>
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(Retrieve / Manipulate / Communicate)

<p>2. Process information retrieved electronically.</p>	<p>2. Use search strategies to locate and retrieve information electronically.</p> <p>3. Retrieve and communicate information using a technological system (voice, data, video, graphics, etc).</p>	<p>2. Gather information about a given technological problem, develop possible solutions, and generate a best solution using multiple technologies.</p> <p>3. Retrieve, communicate and input information using a technological system (voice, data, video, graphics, etc).</p>	<p>2. Given a scenario, develop multiple options and present the solutions using a variety of technologies.</p> <p>3. Retrieve, communicate, organize, evaluate, and manipulate information using a technological system (voice, data, video, graphics, etc).</p>
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(Evaluate)

<p>4. Evaluate information received through technologies.</p>	<p>4. Evaluate information received through technologies.</p>	<p>4. Evaluate information received through technologies.</p>	<p>4. Evaluate information received through technologies.</p>
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APPLYING APPROPRIATE TECHNOLOGIES

Content Standard 3: All students will apply appropriate technologies to critical thinking, creative expression, and decision making skills.

Early Elementary	Later Elementary	Middle School	High School
<i>(Decision - Making)</i>			
<p>1. Explore technological solutions to a problem.</p>	<p>1. Compare and contrast technological solutions to problems of today and the past.</p>	<p>1. Investigate how different cultures use technology to solve similar problems.</p>	<p>1. Apply technological procedures to overcome obstacles when implementing a solution to a problem.</p>
<i>(Creative Expression)</i>			
<p>2. Use a variety of technologies to express ideas (voice, data, video, graphics, etc).</p>	<p>2. Use technology to communicate a solution for a variety of purposes (voice, data, video, graphics, etc).</p>	<p>2. Use technologies as tools for creative expression and communication of ideas (voice, data, video, graphics, etc).</p>	<p>2. Represent ideas using a combination of technologies aimed at reaching a diverse audience (voice, data, video, graphics, etc).</p>
<i>(Decision - Making / Critical Thinking)</i>			
<p>3. Identify several technological options to perform a task.</p> <p>4. Use technologies to organize thoughts in a logical process (voice, data, video, graphics, etc).</p>	<p>3. Analyze problems and identify technologies and systems that could solve them.</p> <p>4. Use technologies to organize thoughts in a logical process (voice, data, video, graphics, etc).</p>	<p>3. Use several technological methods to perform a given task and analyze advantages and disadvantages of each.</p> <p>4. Use technologies to organize thoughts in a logical process (voice, data, video, graphics, etc).</p>	<p>3. Evaluate decisions using technology.</p> <p>4. Use technologies to organize thoughts in a logical process (voice, data, video, graphics, etc).</p>

EMPLOYING SYSTEMATIC APPROACH

Content Standard 4: All students will employ a systematic approach to technological solutions by using resources and processes to create, maintain and improve products, systems, and environments.

Early Elementary	Later Elementary	Middle School	High School
<i>(Systems)</i>			
<p>1. Use the basic terminology for a variety of technological systems (i.e. input, process, output, and feedback).</p>	<p>1. Construct technological systems which use input, process, output, and feedback.</p>	<p>1. Construct technological systems that exhibit continuous improvement.</p>	<p>1. Design and construct technological systems that exhibit continuous improvement.</p>
<i>(Graphic Technological Solutions)</i>			
<p>2. Presents technological solutions using sketches and drawings.</p>	<p>2. Presents technological solutions using scale and proportion in sketches and drawings.</p>	<p>2. Presents technological solutions using scale and proportion in multi-view sketches and drawings.</p>	<p>2. Creates working drawings from sketches to meet appropriate industrial standards.</p>
<i>(Measurement)</i>			
<p>3. Use measurement to determine lengths, widths, and heights to construct and record technological solutions to problems.</p> <p>4. Transfer and record measurements from technological solutions to problems.</p>	<p>3. Use measurements of dimension (length, area, volume) to construct technological solutions to problems.</p> <p>4. Transfer measurements for the purposes of marking and layout in producing technological solutions to problems.</p>	<p>3. Use measurements of dimension and capacity as criteria to produce and analyze technological solutions to problems.</p> <p>4. Transfer measurements within appropriate tolerances for the purposes of producing technological solutions to problems.</p>	<p>3. Use measurements of dimension and capacity as criteria to produce and evaluate technological solutions to problems.</p> <p>4. Transfer measurements within appropriate tolerances for the purposes of producing and evaluating technological solutions to problems.</p>
<i>(Processes)</i>			
<p>5. Explore and compare tools used in cutting, forming, fastening, and finishing materials to produce technological solutions to problems.</p>	<p>5. Analyze, select, and use the appropriate tools for cutting, forming, fastening, and finishing materials to produce technological solutions to problems.</p>	<p>5. Use industrial tools, materials, equipment, and processes to produce prototypes and technological solutions to problems.</p>	<p>5. Use industrial tools, materials, equipment, and processes to design and produce products addressing given technological problems.</p>
<i>(Safety)</i>			
<p>6. Use appropriate tools, materials, equipment, and processes in a safe manner</p>	<p>6. Show/demonstrate the appropriate use of tools, materials, equipment, and</p>	<p>6. Forecast potential hazards, establish guidelines for safe</p>	<p>6. Investigate, analyze, and assess potential safety hazards, establish</p>

to design a technological solution to a given problem.

processes in a safe manner to design a technological solution to a given problem.

behavior, and demonstrate the understanding for common safety practices in a technological environment.

guidelines for safe behavior, and adhere to common safety practices while around or participating in the technological solution to a problem.

(Systematic Approach)

7. Identify the components (input, process, output, feedback) and follow a basic systematic approach (process folio) to design technological solutions to a given problem.

7. Demonstrate a basic systematic approach to design a technological solution to a given problem using a process folio.

7. Apply a systematic approach to identify a current societal need that requires technologies, determine and assess solutions, select the best solution, develop the product, process, or service that meets the need, and evaluate.

7. Apply a systematic approach to design solutions to technological problems using investigation, analysis and idea development, proposals, planning, making a prototype of the solution, testing and evaluation of the prototype, and self assessment.

(Technological Products & Systems)

8. Create a simple quality prototype using appropriate tools, materials, equipment, and processes to solve a given technological problem.

8. Design/redesign a quality technological prototype to meet a societal or environmental need.

8. Design/redesign a quality technological prototype to meet a societal or environmental need using investigation, analysis and idea development, proposals, planning, making a prototype of the solution, testing and evaluation of the prototype, and self assessment.

8. Adapt solutions to the needs and values of individuals, groups, society, and environment when designing/redesigning problem solutions and creating a quality end product to meet the need.

(Resources)

9. Identify how resources and processes are used to help people in society accomplish tasks to achieve a technological solution to a problem.

9. Demonstrate how the appropriate use of resources and processes affect the environment and societal needs to achieve a technological solution to a problem.

9. Compare and contrast different resources and processes to evaluate technological solutions to a problem.

9. Analyze resources and processes to choose the best combination to create a technological solution to a problem.

APPLYING STANDARDS

Content Standard 5: All students will apply ethical and legal standards in planning, using, and evaluating technology.

Early Elementary	Later Elementary	Middle School	High School
<i>(Planning & Evaluating)</i>			
<p>1. Practice ethical and legal standards related to technology in the home and at school (e.g. follow classroom rules, respect personal property, etc).</p>	<p>1. Explain the need for laws and regulations related to technologies (e.g. safety, proper care and use tools, etc).</p>	<p>1. Hypothesize legal and ethical factors in the design and development of a new product (patents, copyright).</p>	<p>1. Analyze and interpret the impacts of differing ethical and legal standards in the age of global competitiveness.</p> <p>2. Explain the associated rights and responsibilities of applying for legal documents (e.g., patents, copyrights).</p>
<i>(Planning & Using)</i>			
<p>2. Recognize legal authority in situations involving technology and the well being of others.</p>	<p>2. Identify legal and ethical problems resulting from technological achievements.</p>	<p>2. Provide examples of situations where the use of technology might be affected by legal or ethical considerations.</p>	<p>3. Establish an action plan to solve a technology related problem and assess the plan applying ethical and legal principles.</p>
<i>(Using & Evaluating)</i>			
<p>3. Participate in the creation of a rule related to technology and explain its impact on others.</p>	<p>3. Adhere to copyright, patent, freedom of information, state and federal laws as related to the uses of technology.</p>	<p>3. Follow established guidelines and laws of privacy and ownership related to technology.</p>	<p>4. Analyze current and emerging issues (e.g., ethical, social, environmental, legal, political, privacy) related to technology.</p> <p>5. Identify and evaluate solutions for solving the ethical problems associated with using tools, equipment, materials, and processes in a technological problem.</p>
<i>(Using)</i>			
<p>4. Explain how individuals are responsible for their technology related actions and decisions.</p>	<p>4. Practice ethical and legal selection and use of technological resources.</p>	<p>4. Understand and practice ethical and legal standards for technologies.</p>	<p>6. Understand and practice the concept of lifelong learning about technology within an ethical/legal context.</p> <p>7. Analyze the extent to which organizational purposes and actions are compatible with personal standards in the effective and appropriate use of technology.</p>

EVALUATING AND FORECASTING

Content Standard 6: All students will evaluate the societal and environmental impacts of technology and forecast alternative uses and possible consequences to make informed civic, social, and economic decisions.

Early Elementary	Later Elementary	Middle School	High School
<i>(Economic)</i>			
1. Describe how a technology could be used in a career or occupation.	1. Demonstrate how people in different occupations and careers use technology to do their work.	1. Investigate the effects of the growth and development of technology on careers and occupations. 2. Analyze present and future job markets in specific technology related careers and occupations.	1. Evaluate current uses of technology on one's personal career and occupational goals. 2. Analyze and forecast the effects of technology on one's personal career and occupational goals.
<i>(Civic / Social)</i>			
2. Give examples of the effects of technology on life in the past and present.	2. Forecast the possible effects technology could have on our society.	3. Compare and contrast how technological development affects and impacts different groups, communities, and cultures in our society.	3. Evaluate the direct and indirect effects and impacts of technological developments on national and international issues.
<i>(Social)</i>			
3. Compare and contrast individuals' experiences and decisions about technology.	3. Show examples of how technology affects and impacts one's current life.	4. Identify, compare, and contrast technological impacts and the effects they could have on one's current and future life.	4. Forecast the impact of technology on individuals in our future society, based on present trends.
<i>(Civic / Social / Economic)</i>			
4. Identify the advantages and disadvantages from the application of a technology to a civic, economic, or societal problem.	4. Identify the advantages and disadvantages from the application of a technology to a civic, economic, or societal problem.	5. Illustrate the social, environmental, civic, and economic consequences of a particular technology. 6. Provide examples of technological solutions that have led to social, civic, economic, or environmental problems and propose methods for addressing these problems.	5. Propose guidelines for appropriate and effective use of technology in our society as a whole or in a specific sector of society. 6. Formulate a position and support it about the roles of the government and private sector in creating and influencing policy concerning the use of technology.

(Civic / Social)

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| <p>5. List and describe safe and unsafe aspects of technology in relation to oneself and others.</p> | <p>5. Classify and discuss the safe and unsafe factors of technological applications as they apply in the home, school, community, and/or the workplace.</p> | <p>7. Investigate current technological applications and present possible safe and unsafe consequences in the continued use of these applications.</p> | <p>7. Frame and support a position confirming that a technological application is safe and appropriate for individuals and society in general.</p> |
|--|--|--|--|

(Civic / Social)

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|---|--|--|--|
| <p>6. Identify how technology has impacted the environment.</p> | <p>6. Describe how technological advances have impacted society and the environment.</p> | <p>8. Identify and explain how environmental factors contribute to the development of technology and their impacts on society.</p> | <p>8. Identify and explain how environmental factors contribute to the development of technology and their impacts on society.</p> |
|---|--|--|--|

(Social)

- | | | |
|--|---|---|
| <p>7. Recognize and explain the historical impact of technological solutions to problems and societal needs.</p> | <p>9. Recognize the historical impact on the development of technology in relationship to the production of tools, equipment, and products.</p> | <p>9. Assess the historical development of technology regarding the production of tools, equipment, and products in relationship to current societal and environmental needs.</p> |
|--|---|---|

(Civic / Social / Economic)

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|--|---|---|---|
| <p>7. Study and predict the consequences of the development of a new technology.</p> | <p>8. Research and predict the consequences of the development of a new technology.</p> | <p>10. Research, present, and defend forecasts of consequences of new technological developments.</p> | <p>10. Propose, research, and justify the introduction of new technologies.</p> |
|--|---|---|---|

XI. Assessment of Curriculum Goals & Objectives

Vanderbilt Area School will use multiple assessment tools including but not limited to MEAP and electronic and paper portfolios. Students must show proof of mastering each outcome through their portfolio exhibits. Students must then present finished portfolios to a panel as a requirement for graduation.

XII. Staff Development

- A. Staff will have access to regular support personnel, who can answer questions, provide at your computer assistance, and help solve software problems.

- B. Staff will have access to visitations, workshops and conferences as approved by the Technology Committee.
- C. Regular Professional Staff Development activities will be planned.
 - 1. An overview of the status of the current technology shall be provided at the beginning of each year. Periodic updates through memos in staff mailboxes shall occur throughout the year.
 - 2. It will be the responsibility of the VTC to assess and plan staff-wide in service.
- D. Providing for technology awareness shall be an on-going activity of the VTC committee.
 - 1. In District contacts and presentation will include but are not limited to Grade levels, other committees, and school board meetings.
 - 2. Community awareness will include activities, community events, Radio, T.V. and Newspaper Articles.
- E. All staff will become proficient in the areas covered in the chart below within a 5 year period or over the life of this plan.
- F. Professional development will be directed towards integration rather than focus just on skill development.

Staff Development Chart

Strand/Level	Beginning	Developing	Proficient
Keyboarding input, format and print various documents using proper keyboarding techniques	use program to learn "touch typing" skills; use skills while doing projects	input data into computer using standard typing methods, use skills learned while doing projects	input, format and print various documents using proper keyboarding techniques
Word-processing enter and edit formatted text; save and retrieve files; and print documents	enter text and perform simple editing tasks	demonstrate use; set up page for business letters; reports; lesson plans; use spell check; set up page for bibliography and other special forms	enter and edit formatted text; save and retrieve files and print; type 20 words per minute with 90% accuracy
Database plan, create, enter, filter and use data; create and print reports	search commercial data bases, find and use data base information	input data from a data base program and apply basic search and sort applications	plan, create, enter, filter, and use data, create and print reports, merge database information with word processing documents
Spreadsheet plan; enter formulas, functions, and data; create and format reports	explore tutorial spreadsheet functions (i.e. budget, grading program, etc.)	set up a simple spreadsheet and line, bar and pie graph; use simple formulas	plan; enter formulas, functions labels, and data; create and format reports; design, key and print out spreadsheet for real-life situation
Graphics design, capture, edit, save, load and print graphics and graphs	capture and layout page using graphics and headlines	create and edit; use drawing programs to make scaled maps	design, capture, edit, save, load, and print graphics and graphs
Communication log on/off, communicate, send, receive, search,	send and receive e-mail; receive/capture text and save into a word processing	call and log on to an information service; receive and save text and files	log on/off, communicate, send, receive, search up/down load, store, print using modem or other

up/down load, store, print using modem or direct connection	document		communication devices
Presentation integrate other strands/applications, and/or media for presentation purposes	present a simple integrated use of computer applications; integrate simple graphics with word processing	present an integrated use of computer application; integrate graphics with word processing	integrate other strands and/or applications and/or media for presentation purposes
Software Integration utilize a variety of software to enhance student learning in and across all disciplines	examine a variety of software which supports learning in CORE disciplines	incorporate a variety of software into lesson/unit plans to support and enhance student learning	plan and implement lessons in which student learning is supported and enhanced by a wide variety of technology applications
Planning and Research utilize current technology to enhance planning and research to assure that best instructional practices are being utilized in lesson design and instructional delivery	explore ways in which technology can assist and enhance planning; use existing technology to research instructional strategies	utilize and incorporate current technology in lesson and unit design; research a variety of disciplines and instructional strategies	incorporate current technology in lesson design and implementation; incorporate information from searches into planning and implementation

XIII. Technology Access for Students and Staff

- A. Technology will be a tool for learning in every class rather than as the focus of an isolated class.
 - 1. Implement use of technology at all levels in all subjects.
 - 2. Introduce keyboarding at 2nd grade – master by 7th grade.
 - 3. Teach basic application software at early grades, which will allow students at higher levels to use technology as a transparent tool for learning.
 - 4. Offer computer programming and other technology “how to” programs as electives, not as the primary focus of technology.
- B. Equipment will be made available outside of school hours, primarily at the high school level.
 - 1. Open lab times will be available, depending on funding, during lunch and after school. Evening hours and weekend lab time will also be provided as needed.
 - 2. Staff or volunteers will be available to supervise non-class time use.
- C. A current plan to get a laptop to every student in grades 6-12 for use at school and home will be updated each year. (See Appendix B)
- D. Areas for investigation:
 - 1. Adult education classes in technology education.
 - 2. University articulation agreements.
 - 3. Community enrichment classes in technology.

4. Community awareness activities with hands-on activities.
 5. Open computer times for walk-in use before and after school.
 6. Involve parent, business and community members in VTC.
 7. Look for ways the school can help community integrate technology.
- E. Staff will have access to classroom computer and lab time.
- F. Each network and Internet USER will have to sign and have an acceptable use and laptop use form on file each year. (See **Appendix C & D**)

XIV. Distance Learning

Students and staff will both be encouraged to participate in distance learning opportunities at Vanderbilt Area School. On-line courses are currently available to all students via Michigan Virtual High School (MVHS). Courses include general education, Advanced Placement, and remedial/review classes. Students will be reminded of these opportunities at the time of class registration each year. Teachers and other staff members will be encouraged to seek professional development opportunities on-line also through MVHS. Professional development days developed in the annual school calendar will include time for staff to work on-line at school.

XV. Hardware, Support and Facilities

- A. New equipment will be acquired with the direction of technology committee and with approval from both the technology coordinator and superintendent.
1. Hardware will be a tool which enhances curriculum.
 2. Whenever possible, hardware will emulate what students will encounter in the real world.
- B. Existing equipment will be maintained following a regular schedule appropriate for the technology. (See **Appendix F** for planned maintenance schedule)
1. This shall be the job of the district technology coordinator or other designee.
 2. Whenever possible the services of the ESD or REMC will be utilized as the first option after the Technology Coordinator.
 3. A budget and schedule will be made with cooperation between the District Technology Coordinator and the Superintendent.
- C. Labs and equipment will be offered for community use.
1. Partners with Vanderbilt Area School (Those who work in coordination with Vanderbilt School to help promote our students or teachers education, such as COP ESD) may use the facilities for free as long as our staff may participate in the activity for free.
 2. All other organizations will be charged a nominal fee for lab or tech equipments use.
 - a. Non-profit organizations will be charged \$50 per day.
 - b. For-profit organizations will be charged \$100 per day.

- c. Additional charges will be added if staff must open the building, be on premises or tech or network labor is need. Charges for all the following will be assessed at \$25.00 per hour.
- d. It will be the discretion of the Technology Coordinator or Superintendent to approve or disapprove of all lab or equipment use.

XVI. Communications/Public Relations

The district communicates the technology plan, progress toward meeting technology based goals within the plan and within the district strategic plan, the district acceptable use policy and information regarding its implementation, and major technology developments and activities through the following:

Annual Report: The district publishes an annual report combining district and building information. The report is made to the community during building fall open houses and to the board during the July Board Meeting.

School Calendar, Information Guide and District Annual Report: The district delivers a school calendar, information guide and district annual report to all students in the district and their families, which constitutes the vast majority of all residents of the school district.

Student Handbooks: Each building distributes handbooks to students at the beginning of each school year. The handbooks contain the district acceptable use policy and can also include information regarding the tech plan.

School Newsletters: Our District distributes periodic newsletters to parents which can include information regarding the tech plan and progress toward goals.

District Web Page: The technology plan, Acceptable Use Policy and general information on the district are posted on the district web page: <http://www.vanderbilt.k12.mi.us>.

Semi Annual Reports on current trends and district technology needs will be given to the Board of Education in report form.

The Technology Committee will invite parents, community members, and ESD members to be a participant of the committee.

Partnerships will be sought between higher education institutions and the business community to improve technology instruction and use.

1. We are currently working with Davenport University to get interns to help with network maintenance.
2. We will continue our relationship with Otsego County Library and the Cyber Café to provide wireless internet access off campus.

All staff will look for ways of publicizing use of technology applications in their classroom and school.

XVII. Software and Support Materials

- A. Appropriate application software will be acquired at each level in order to implement and /or supplement established curriculum goals and objectives.
 - 1. Staff will be provided in-service on the selection and use of software.
 - 2. Acquisition will be coordinated with the Technology Coordinator and teachers.
 - 3. Materials will be purchased with emphasis on being valuable to the largest number students, programs and connected to curriculum.
 - 4. Specialty or personal interest software will be purchased with classroom funds.
- B. Committees for adopting textbooks and materials will include in their consideration any software to support or enhance the text material from those funds.
- C. Software will be available to all students on an equitable basis.
- D. The Technology Coordinator will be in charge of licenses and storage of all software.

XVIII. Personnel and Support

- A. The district shall provide the appropriate tech support to implement the Vanderbilt Technology Plan.
 - 1. The district will create and staff the position of Technology Coordinator for a portion of each day.
 - 2. Maintenance contracts, with equipment that the Technology Coordinator cannot maintain, will be negotiated by the Technology Coordinator and Superintendent utilizing USF funds.

XIX. Evaluation

- A. An annual review of this technology plan will be carried out by the Vanderbilt Technology committee in order to provide direction for both current and future technologies.
- B. We will survey the staff annually to determine the following:
 - ✓ Level of use of instructional technology by staff;
 - ✓ Level of use of educational technology by students;
 - ✓ Level of Educational Technology and Curriculum integration at each grade level;
 - ✓ The number and scope of student centered projects done that involve technology.(For all these purposes we will use the enGauge technology survey that is available at <http://ncrel.org/engauge>.)
- C. A plan will be created by the Vanderbilt Technology Committee to for all goals that are not met during the year.

XX. Technology Budget – Projected Cost
2013-2014 Budget*

Item	Local District	Grants	Total
Salaries	\$0	\$0	\$0
Benefits	\$0	\$0	\$0
Travel	\$0	\$0	\$0
Conference	\$0	\$0	\$0
Professional Dev.	\$0	\$0	\$0
Supplies	\$500	\$0	\$500
Contracted Services	\$22,000	\$0	\$22,000
Maintenance	\$1,000	\$0	\$1,000
Equipment	\$1,000	\$0	\$1,000
Wireless Internet Line	\$7,200	-COP ESD	\$0
Internet Fee	\$3,000	\$0	\$3,000
Yearly Filter Sub	\$0	-80% USF	\$0
Year SDS Sub	\$800	-80% USF	\$1,200
Software	\$500	\$2,000	\$2,500
Totals For Year			\$31,300.00

*For subsequent years beyond 2013-2015, a 3% increase in line items is used.

XXI. Coordination of Funding

The district will coordinate purchases with the ESD, REMC and other area schools to meet standards and to maximize our budget. Cooperative grants and training programs will also be pursued. Our technology will be implemented in such a way that maximizes our benefit from programs such as the USF Funds.

In our application for the USF, we will request funding for the following services:

Telecommunications: local telephone services, long distance services, high speed Internet access services, cellular services, and pager services.

Internet Access: Wireless Internet access as part of a consortium with Cheboygan-Otsego-Presque Isle ESD and filtered e-mail for our students

This commitment, dedication, and coordination of this funding is crucial to the technology vision of Vanderbilt Area School.

Vanderbilt Area School District is using a wide variety of state, local and federal grant resources to implement its strategic long range plan.

- Title I funds have been used for staff development and staffing costs for assisting students who are Title I eligible in the core curricular areas.
- Section 31a funds have been used to provide technology assisted after school programs for students who are below grade level and in danger of not passing the MEAP.
- Title II part A and Eisenhower funds have been used for professional development in the integration of technology into instructional practice.
- Comprehensive School Reform grant money has been used to train Vanderbilt School teachers to use technology in lesson design.
- Universal Service Funds have been applied to reduce the costs of basic phone service and Internet connectivity.
- A Learning Without Limits Grant has been used to purchase equipment and provide technical support
- Vanderbilt is aggressively writing and competing for more grants for technology integration and professional development.

XXII. Supporting Resources

1. Information Resources

Vanderbilt Area School District provides technology access in several different ways. Each teacher utilizes his/her own laptop computer, purchased through the State's TTI program, both for home and school use. Each classroom has several LAN ports and wireless access and K-4 classrooms have a minimum of 4 desktop computers, with the goal of having 6 in each classroom for the period of this plan. Our media center has networked computer access, and we have two networked computer labs. Access to the Internet is offered to teachers at no charge, as is email service and access to district web pages.

2. Human Resources

Vanderbilt Area School District has a team of technology staff to support successful and effective use of technologies that are required. In addition to technical staff, teachers have been trained in the "train the trainer" model to support other teachers in specific software applications and in routine hardware troubleshooting.

3. Dealing with Time

Finding time is always an issue, regardless of the area of professional development. With the advent of online classes and the recently deployed online module for instruction in the Michigan Literacy Progress Profile (MLPP), the

Vanderbilt Area School District has taken a stride forward in providing instruction that is available “anytime, anywhere”.

XXIII. Board Policy

School Board policies will be reviewed annually and policies recommended by the Vanderbilt Technology Committee will be considered to be incorporated.

XXIV. Child Internet Protection Policy

Vanderbilt Area School will do everything in its power to provide an educationally appropriate, safe atmosphere for all students while accessing information on the Internet. Strategies to accomplish this goal will include:

1. All computers that are accessible by students will have a filtering system that will filter all (within technological capabilities) material deemed harmful to minors including pornographic, obscene, and inappropriate materials.
2. Technology staff will periodically monitor students’ actual site history to verify that they are in compliance with our acceptable use policy.
3. The technology committee will review this policy annually for effectiveness and compliance with the Children’s Internet Protection Act.
4. Students will receive a district provided e-mail account that filters content. All other e-mail will not be allowed for school use.
5. Chat rooms will be filtered and banned from use except for approved classroom projects in a secure setting.

The district will make all reasonable efforts not to publish both names and pictures of a student on the Internet at the same time. The district will never publish a directory of student information over the Internet.

XXIIV. Virus Procedures for Vanderbilt Area Schools

1. Teachers are required to update their virus list at least once a month
 - If your subscription has expired have a technician install a free version
 - This free version works good but won’t fix the infected files
2. Scan computer for viruses at least once a week if you get on the Internet
3. If you use Outlook Express or Outlook
 - 90% of all viruses are written for Microsoft and Outlook
 - Most are transferred through attachments
 - Don’t open attachments from anyone you don’t know
 - Don’t open attachments from people you do know if they don’t mention them in their message somewhere
 - When in doubt, e-mail the sender to make sure they really sent the message to you.
4. Don’t download files from people of companies with which you are not familiar.
 - Major companies are okay
 - Bob’s software site is not okay

Appendix A Five-Year Plan (2013-2018)

Guidelines

1. Future computer purchases for the next 5-years will be geared toward laptops for teachers or students, if possible in grades 7-12. The goal is to have a 1-to1 ratio of laptops to students with all students being able to checkout a laptop for the year. Desktop computers will be redistributed to appropriate areas to smooth this transition.
2. Strategies will be explored to stretch technology funding as far as possible. Some strategies include but are not limited to:
 - A. Partnering with other organizations or entering into consortiums.
 - B. Developing a Cyrix network in Elementary grades.
 - C. Grants will be aggressively sought.
 - D. Strategies will be developed to effectively integrate donated equipment.

Goals

1. Create a VPN to allow students and teachers access to school network at home.
2. Software will be purchased to compliment the existing numbers of computers. All other software purchases will give priority to providing software for laptops or networked versions.
3. Funding for Professional Video Editing equipment will be pursued each of the five years of the plan.
4. Grants and fundraising will be pursued to meet these goals.
5. A minimum of 2 technology in-services for staff will be held every year for the life of this plan.
6. Each future desktop or laptop will be at least a minimum of 2.0 GHz, 2 GB of ram, 200 gigabyte hard drives and DVD players.

Timeline for Technology Integration

Date expected for completion	
Current	Students in grade 9-12 will have access to laptops for each school year
Current	On-line classes will be offered and added to our class course catalog
May 2014	30% of all staff will be at the proficient stage in a least half the categories as described on pages 13 – 14, 40% will be at the developing stage as described on pages 13 – 14, and only 30% will be at the beginning stage as described on pages 13 – 14.
May 2015	45% of all staff will be at the proficient stage in a least half the categories as described on pages 13 – 14, 35% will be at the developing stage as described on pages 13 – 14, and only 20% will be at the beginning stage as described on pages 13 – 14.
May 2016	60% of all staff will be at the proficient stage in a least half the categories as described on pages 13 – 14, 30% will be at the developing stage as

	described on pages 13 – 14, and only 10% will be at the beginning stage as described on pages 13 – 14.
2016	Make portfolios and exit interviews a graduation requirement

Specific Goals and Purchasing Lists by Year

Year 1 (2013-2014)

1. Vanderbilt will look into buying 2 portable smart whiteboards for classroom use.
2. More mobile projectors will be acquired for teacher and student instruction and presentations.
3. Software and accessories needed to expand our Palm computer initiative will be acquired when possible.
4. Tutorials will be developed and made available on our district website and network.
5. Thin Client technology will be aggressively researched and implemented instead of replacing older equipment.
 - A. Purchase 60 Cyrix user licenses and server equipment.
6. Purchase 5 new DVD – VCR Combo’s to replace aging VCR’s in the classrooms
 - A. Sell old VCR’s or put on portable carts for classroom use
 - B. Continue this cycle each of the 5 years of this program.

Year 2 (2014-2015)

1. Expand Cyrix network.
2. Purchase 10 new laptops to replace aging laptops.
 - A. Sell 10 aging laptops and put money towards technology.
 - b. Continue this cycle each of the 5 years of this program.
3. Purchase 5 new DVD – VCR Combo’s to replace aging VCR’s in the classrooms
 - A. Sell old VCR’s or put on portable carts for classroom use
 - B. Continue this cycle each of the 5 years of this program.
4. Add to and review each yearly plan the year before its implementation.

Year 3 (2015-2016)

1. Expand Cyrix network.
2. Purchase 10 new laptops to replace aging laptops.
 - A. Sell 10 aging laptops and put money towards technology.
 - B. Continue this cycle each of the 5 years of this program.
3. Purchase 5 new DVD – VCR Combo’s to replace aging VCR’s in the classrooms
 - A. Sell old VCR’s or put on portable carts for classroom use
 - B. Continue this cycle each of the 5 years of this program.
4. Add to and review each yearly plan the year before its implementation.

Year 4 (2016-2017)

1. Expand Cyrix network.
2. Purchase 10 new laptops to replace aging laptops.
 - A. Sell 10 aging laptops and put money towards technology.

- B. Continue this cycle each of the 5 years of this program.
- 3. Purchase 5 new DVD – VCR Combo’s to replace aging VCR’s in the classrooms
 - A. Sell old VCR’s or put on portable carts for classroom use
 - B. Continue this cycle each of the 5 years of this program.
- 4. Add to and review each yearly plan the year before its implementation.

Year 5 (2017-2018)

- 1. Expand Cyrix network.
- 2. Purchase 10 new laptops to replace aging laptops.
 - A. Sell 10 aging laptops and put money towards technology.
 - b. Continue this cycle each of the 5 years of this program.
- 3. Purchase 5 new DVD – VCR Combo’s to replace aging VCR’s in the classrooms
 - A. Sell old VCR’s or put on portable carts for classroom use
 - B. Continue this cycle each of the 5 years of this program.
- 4. Add to and review each yearly plan the year before its implementation.

Appendix B Laptop Program

I. Goals

1. Each student in grades 9-12 will have a laptop available for them to check out and a pool of laptops will be available to checkout on a weekly basis for students in grades 5-8.
 - A. Preference will be given to students who take classes that need them the most.
2. To provide school resources to homebound students
3. Create a one-to-one ratio of computers to students
4. Give students access to our educational software and internet resources for home
5. Provide Pentium II or higher computer resources to our families and community
6. Each student will have an electronic and paper portfolio
 - a. Each student will have an exhibit proving mastery of each exit outcome
 - b. A completed portfolio will be a requirement for graduation

II. Procedures for Implementation

1. All students must have a network acceptable use & laptop use form signed and on file to receive equipment
2. Parents and students must come in for a general orientation for use and care of laptop
 - a. Parent must come into school to personally sign for laptop
 - b. Parents and students will be able to see the inventory before they check it out
 - c. Students and parents are liable if the computer is lost stolen or broken.
3. The best laptops will go to the seniors with the next best laptops going to juniors and so on.
 - a. After a two week pick-up period all laptops will be given out on a first-come-first serve basis
4. Students must be a full time student of Vanderbilt Area School to be eligible for this program
5. All students will adhere to school wide classroom laptop rules

III. Family Requirements

1. Students and parents have to take a class to get computer.
 - A. 1 hour class required to get a computer
 - B. Other optional classes offered to parents and students
2. Who is liable if broken or stolen?
 - A. Parents would have to pay if broken (Cost of repair or what it is worth)
 - B. Normal wear and maintenance of computer would be covered by the school.
 - C. Families can purchase inexpensive supplemental insurance for laptops and palm computers at <http://thesignal.com>

IV. Technology Issues

1. Network security
 - A. Authentication will occur at our server level
 - B. Virus software will be maintained by the COP ESD
 - C. Servers will be scanned for viruses at least once per month
 - D. A dual firewall scheme will be implemented to protect our web resources
 - E. At least 5 copies of our main servers will be kept
 - a) Backups will occur every weekday
2. Maintenance
 - A. A teacher technician will deal with all tech issues first
 - B. If the teacher tech cannot solve the issue then the district technician or tech coordinator will try to fix it
 - C. If a school employee cannot fix the problem, it will be contracted out to a professional company
 - D. Laptops will be re-imaged for all software related issues

Appendix C

2013-2014 NETWORK AND INTERNET AGREEMENT FOR STUDENTS & STAFF

This agreement is entered into between _____ (Printed Student / Adult Name / Staff Member) hereinafter referred to as a USER, and the Vanderbilt Area Public Schools, hereinafter referred to as the District. The purpose of this agreement is to provide Local Area Network, Electronic Bulletin Board, and Internet access, hereinafter referred to as Network, for educational purposes to the USER. As such, this access will: (1) assist in the collaboration and exchange of information; (2) facilitate personal growth in the use of technology; and (3) enhance information gathering and communication skills.

The intent of this contract is to ensure that USERS will comply with all Network and Internet acceptable use policies approved by the District.

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

- A. The use of the Network is a privilege which may be revoked by the District at any time and for any reason. Appropriate reasons for revoking privileges include, but are not limited to: 1) the altering of system software; and 2) the placing of unauthorized information, computer viruses or harmful programs on or through the computer system in either public or private files or messages. The District reserves the right to remove files, to limit or deny access, and to refer the USER for other disciplinary actions.
- B. The District reserves all rights to any material stored in files which are generally accessible to others and will remove any material which the District, at its sole discretion, believe may be unlawful, obscene, pornographic, abusive, or otherwise objectionable. A USER will not use his / her District-approved computer account access to obtain, view, download, or otherwise gain access to such materials.
- C. All information services and features contained on District or Network resources are intended for the private use of its registered USERS and any use of these resources for commercial-for-profit or other unauthorized purposes (i.e. advertisements, political lobbying), in any form, is expressly forbidden.
- D. The District and / or Network resources are intended for the exclusive use by their registered USERS. The USER is responsible for the use of his / her account / password and / or access privilege. Any problems which arise from the use of a Students account are the responsibility of the account holder. Use of an account by someone other than the registered account holder is forbidden and may be grounds for loss of access privileges.
- E. Any misuse of the account will result in suspension of the account privileges and or other disciplinary action determined by the District. Misuse shall include, but not be limited to:
 1. Intentionally seeking information on, obtaining copies of, or modifying files, other data, or passwords belonging to other USERS.
 2. Intentionally seeking pornographic or other vulgar material(s), as determined by the district, and or storing it on District resources
 3. Misrepresenting other USERS on the Network.
 4. Disrupting the operation of the Network thorough abuse of the hardware or software.
 5. Malicious use of the Network thorough hate mail, harassment, profanity, vulgar statements, or discriminatory remarks.
 6. Interfering with others use of the network.
 7. Extensive use for non-curriculum-related communication.
 8. Illegal installation of copyrighted software.
 9. Participating or viewing of non-approved chatrooms.
 10. Unauthorized downloading, copying, or use of licensed or copyrighted software.
 11. Allowing anyone to use an account other than the account holder. (With the exception of your parent or guardian under your direct supervision, in which case you are responsible for everything they do.)
- F. The use of District and / or Network resources are for the purpose of (in order of priority) :
 - (1.) Support of the academic program
 - (2.) Telecommunications
 - (3.) General Information
 1. Recreation.
 2. The District and / or Network does not warrant that the functions of the system will meet any specific requirements the USER may have, or that it will be error free or uninterrupted; nor shall it be liable for any direct or indirect, incidental, or consequential

VTP (Master Plan)

damages (including lost data, information, or time) sustained or incurred in connection with the use, operation, or inability to use the system.

- G. The USER will diligently delete old mail messages and files on a daily basis from the personal mail and file directories to avoid excessive use of the electronic mail and file server disk space.
- H. The District and /or Network will periodically make determinations on whether specific uses of the Network are consistent with the acceptable-use practice. The District and / or Network reserve the right to log Internet access and to monitor incoming and outgoing electronic mail messages.
- I. The USER may transfer files from information services and electronic bulletin board services. For each file received through a file transfer, the USER agrees to check the file with a virus- detection program before opening the file for use. Should the USER transfer a file, shareware, or software which infects the Network with a virus and causes damage, the USER will be liable for any and all repair costs to make the Network once again fully operational and may be subject to other disciplinary measures as determined by the District.
- J. The USER will be liable to pay the costs or fees incurred with any file, shareware or software transferred, whether intentional or accidental, without such the permission of their building principal.
- K. The District and/or Network reserve the right to log computer use and to monitor file server's space utilization by USERS. The District reserves the right to remove a USER account on the Network to prevent further unauthorized activity.
- L. From time to time, USER will create personal and District World Wide Web homepages, which may contain names and/or pictures of the USER on the Internet. Additionally, the district will provide email accounts. Please initial each of the following activities which you DO NOT want the student participating. ____ Email ____ Student Homepage ____ Picture ____ Name

NOTE:

- The district will never intentionally post a student's picture and name in the same place on the Internet.
- The only e-mail account that will be allowed, starting with the 2001-2002 school year, will be a filtered account provided by the school.
- Grades K – 4 will not have Internet passwords and will only be on the Internet under the direct supervision of an adult or staff member.
- While this agreement covers all students including elementary students, the situation and the users abilities will always be taken into account before any disciplinary action will be taken.
- All Internet accounts will be filtered for pornography and vulgar materials or other content that could cause injury to students

In consideration for the privileges of using the District and/or Network resources, and in consideration for having access to the information contained on the Network, or by the Network, I hereby release the District, Network and their operators and administration from any and all claims of any nature arising from my use, or inability to use the District and/or Network resources. To the extent that proprietary rights in a work product would vest in the USER upon creation, I agree to assign those rights to the District.

We agree to abide by such rules and regulations of system usage as may be further added from time-to-time by the district and / or Network. These rules will be available in hard copy form in the Principal's office.

Parents and guardians are always welcome to visit our facilities and view our computer facilities and students' accomplishments. Feel free to contact the main office at 983-2561 to schedule an appointment.

Homeowner or renters insurance normally cover for loss or theft. Check to make sure you are covered. I

(Sign and return to Vanderbilt Schools)

Student / Staff Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

Appendix D

LAPTOP ACCEPTABLE USE AND PERMISSION FORM (2013-2014)

The intent of this contract is to insure that USERS of laptops will comply with all acceptable use policies and be informed of liability if laptops are lost, stolen or damaged when in a students or staff members use outside of a classroom.

IN EXCHANGE FOR the use of laptop or palm computers at school or at home, I understand and agree to the following:

- A. All policies in the Network and Internet Agreement form will be followed when using the laptop at home or at school.
- B. The district reserves all rights to any files or programs that are stored on the laptop and will remove any material which the district, at its sole discretion, believes is illegal, pornographic, obscene or otherwise objectionable.
- C. Students may lose the privilege of using a laptop computer if any of the above policies are broken and or they abuse the equipment, download objectionable material, hack or modify programs or system files with out permission or purposely infect the computer with a virus.
- D. The parent or legal guardian is liable for all damages and repairs that are not normal wear of the computer. This will include but is not limited to \$17.50 an hour labor plus parts if a school employee can fix it or the total cost of fixing the laptop at an outside source.
- E. The parent or guardian is also liable for replacement cost if the laptop is lost or stolen. This is similar to being assigned an expensive textbook.

The following procedure will be followed when checking laptops out on a daily basis:

- 1. The student must have a note signed by a teacher stating that the computer is needed.
- 2. The student will sign out the computer from the technology coordinator or designee.
- 3. The student or staff member will try to phone you to inform the parent or guardian that the computer will be going home and for how long. We don't guarantee you will be contacted but we will make the attempt.
- 4. The student will be assessed a \$1.00 fine for each day the computer is returned late.
- 5. All fines, or charges that are due to the school must be paid before a student may check out a laptop.
- 6. The parent and student must sign and have on file a Network and Acceptable Use Agreement and a Laptop Acceptable Use agreement and Permission Form before a student will be allowed to check out a laptop.

Homeowner or renters insurance normally cover for loss or theft. If you have neither, you can acquire **supplemental** insurance found at <http://www.thesignal.com>

I agree with and am willing to follow the above. _____ has my permission to check out a computer during the year and understand that I am liable if it is lost stolen or damaged.

Parents Signature _____ Date _____

Students Signature _____ Date _____

Appendix E

Planned Maintenance Schedule

1. Computers cleaned every 2 years(Summer)2013
.....(Summer)2014
.....(Summer)2015
2. Computers Reformatted & software replaced every 4 years2013
.....2017
3. Scan Disk once per year..... Yearly
4. Anti Virus once per year by tech Yearly
5. Laser Printers cleaned every 2 years.....(Summer)2013
.....(Summer)2015
6. VCR's cleaned every 2 years.....(Summer)2013
.....(Summer)2015
7. Color printers cleaned every 2 years.....(Summer)2014
.....(Summer)2016
8. Student laptops re-imaged every year..... Yearly

Appendix F

Adult Literacy

The District does not currently provide adult education or GED certification programs.