

Lewis Cass Intermediate School District

“Providing Services Today For A Better Tomorrow”

Technology Plan

7/1/2012-6/30/2015

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Lewis Cass Intermediate School District

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Introduction

Lewis Cass Intermediate School District is a State of Michigan authorized educational agency serving the geographic boundaries of its four constituent local public school districts including Cassopolis, Dowagiac, Edwardsburg, and Marcellus. The majority of Cass County as well as portions of the counties of Berrien, St. Joseph, and Van Buren are included in the service area. *The Mission statement of Lewis Cass Intermediate School District is “Providing Services Today For a Better Tomorrow”*. The District’s driving goal is to provide help and services for those who might not find it elsewhere. The ISD provides regional and center based special education services, instructional services, and career technical education coordination services for the local school districts. Local governance is provided by a five-member board of education. Board members represent all four of the local K-12 public school districts that the ISD serves.

Lewis Cass ISD receives funding from numerous sources for all of its programs including local, state and federal. The ISD operates within the guidelines, policies, and laws of both state and federal governments. All programs and service offerings are subjected to annual independent audit.

Lewis Cass ISD employs more than 150 individuals. The ISD provides direct center based special education services for approximately 150 students as well as support for nearly 7,300 pre-kindergarten through 12th grade students in the areas of general education, special education and career technical education. The district is largely rural in nature with only one city and four villages located within its boundaries. There is significant diversity both in terms of racial makeup and household income. More than 65% of children are eligible for the free and reduced lunch program while, at the same time, there are numerous high priced lake front properties, many owned by non residents of the district.

The district is comprised of two instructional facilities and an administrative-professional learning center building. The ISD also runs several satellite special education programs at local school district sites.

Technology Background

In June 1997 the first Lewis Cass ISD Technology Plan was written. The plan was a requirement to receive a \$250,000 Goals 2000 grant, together with the four constituent school districts. In 1997 all clerical, the business office, and some classrooms had computers. The business office was originally connected to Berrien RESA with a 56K line.

By 2001 the Lewis Cass ISD, in collaboration with the four LEAs had received two more Goals 2000 grants and a Technology Literacy Challenge Grant (TLC). The ISD also directly received an independent TLC grant. The North Pointe Center (instructional facility) located eight miles north of the main campus was connected to the ISD server by a wireless system. The connection to Berrien County ISD was upgraded to a T1 line.

By 2003 all classrooms and offices had up-to-date computers, monitors, and printers and were connected to the Internet via a server. Itinerant staff members have laptops. Other peripherals such as scanners and cameras are available as needed. The district maintains its own web page and provides many opportunities for technological professional development. The district has a budget cost center for technology consistent with the State of

Michigan Accounting manual. There is a wireless wide area network supporting all operational programs of the ISD.

In 2008 all data processing services for student information, financial accounting and human resources were converted to a windows based system as part of the MiCase (Michigan Collaborative Administrative Solutions for Education) hosted by the Kalamazoo RESA. This consortium services nine intermediate and numerous local school districts.

Date connection is still limited to a T1 line from Frontier however a fiber optic Metro Ethernet connection is anticipated to be activated in 2012.

Vision

The Lewis Cass ISD mission and vision of “Providing services today for a better tomorrow” is delivered more effectively by providing state of the art technology hardware, software, and a well-trained staff. The Lewis Cass ISD *technology* vision is “to empower all students to become valuable members of society by providing excellent educational services and *technology* opportunities for all students, parents, employees, and the community”. Specialized assistive technology such as verbal language simulators are available for the wide diversity of special needs students served. This same combination of appropriate hardware, software, and a trained staff help to achieve the ISD School Improvement goals of:

1. Collaboration with educational community agencies and resources
2. Providing professional development services
3. Providing quality educational services and programs for students, educators, parents, and the community
4. Being financially solvent and accountable to future generations

District Goals

Lewis Cass ISD is committed to the use of technology in achieving its goals for all students and teachers. Goals include:

1. Increase opportunities for communication and cooperation between the school, home, and the community.
2. Increase student and parental access to hardware, software, and shared resources.
3. Increase student achievement and mastery of fundamental skills.
4. Allow teachers and other staff to better meet the individual needs of ALL students.
5. Provide students additional opportunities to develop critical thinking, problem solving, and cooperative skills.
6. Stimulate student creativity, development and expression.
7. Enable all students to become life-long learners.
8. Enhance student communications by using multimedia applications focusing on video, voice, and data.

9. Enable all students and employees to become literate and/or proficient in the use of technology based on their individual capabilities.
10. Allow and encourage all employees to increase their knowledge of technology and its application to their professional duties.
11. Provide access for all employees to computers and other tools necessary to accomplish their professional objectives.
12. Provide technical support to all employees and students.

Specific goals of the Technology Plan as it relates to the district mission and vision include:

1. Continued technology professional development for all employees including the physical resources and training sites for individual and group learning.
2. Maintaining a perpetual technology replacement schedule to assure state of the art resources.
3. Continued upgrades to the LAN and WAN systems
4. Integration of technology into all curricular areas.
5. Support of the MiCase data processing consortium as it upgrades from a windows based system to a fully web-based system over the next several years.

Parental Communications and Community Relations

The LCISD believes that parent communications and community involvement is essential to the success of our students and programs. All teachers and classroom staff in ISD programs have computers (e-mail) and telephones with voice mailboxes in the classrooms to facilitate direct communications. The ISD website has employee contact information and a listing of the various programs, which are easily accessible for parents and community members.

At the Brookside Learning Center, North Pointe Center, and programs located at Marcellus Middle and High Schools, and Squires Elementary School (Cassopolis), parents are involved in the following manner:

- Periodic communications by phone, email, and the U.S. Postal Service.
- Parent information sessions, Open houses, and Parent – Teacher Conferences.
- Home visits.
- IEP's.
- School newsletter.

Parents, community members, and district personnel are encouraged to use the ISD website. This will provide them with programmatic information, BOE policies and guidelines, as well as how to access other available services.

Parents and community members are also involved in the LCISD Parent Advisory Committee, Human Growth and Development Advisory Committee, and other committees throughout the ISD. These committees meet regularly to assess program curricula and recommend changes where necessary to assure that student needs are appropriately met. These committees also address future needs in terms of programs and services that are provided.

Classrooms are encouraged to participate in Distance Learning field trips throughout the school year. The Distance Learning equipment is housed in the administrative building and grants are available from Berrien

County ISD for the county. Also, LCISD subscribes yearly to the United Streaming video system. Classrooms are able to download or stream actual videos through the internet on a wide range of topics.

State Standards for Student Achievement

Lewis Cass ISD supports, promotes and assists its constituents in implementing the Common Core State Standards as adopted by the State of Michigan. In every appropriate way LCISD seeks to assist districts not only in understanding the Common Core, but in accessing units of instruction, lessons and even assessments. LCISD is a full partner with MAISA in the development of these vital documents, but of equal importance is our districts leadership role in securing software that can electronically house this newly developed curriculum. Because LCISD has expended its own monies on behalf of the constituent districts, they then have received paid access to a data warehouse that helps teachers track student achievement, create their own assessments, enter the results into their own grade books and track overall student participation. LCISD, in concert with MI-Case and this region's RDI has even made it easier for neighboring districts to enjoy these same benefits. We continue to believe that the easier it is to align everything i.e. formative and summative assessment data from sound units and lessons that educators can monitor and easily record in their own grade books, as well as the ability to track student attendance and participation, all of this accomplished through the sheer efficiency of appropriate tech applications, thus causing greater and more powerful student achievement.

Academic Strategies

It has become a rare professional development presentation where only low tech academic strategies are modeled. It is the posture and position of Lewis Cass ISD to model through professional offerings only the most powerful and research based academic strategies. High tech software and applications are becoming the norm naturally without even forcing the issue. Participating in and in some cases leading in both the MI-Case and RDI organizations to acquire both data warehouse and teaching-for-learning software applications has produced new and potentially powerful strategies to push academic success.

Integration of Technology & Curriculum

Intermediate School Districts by their very nature have a duality of purpose. That is, educating low incidence special needs student populations and providing models for professional growth of all district and constituent district educators. Thus, speed of access to curricula, the mutual needs of all educators using the same documents to provide both consistency and reliability of the instructional effort, and tracking the subsequent applications of curricula all lend themselves to technology integration with the curriculum. Lewis Cass ISD continues to model and promote these usages. Since the last iteration of this document, LCISD has continued to lead and advance. The newly formed referent group, simply known as Cass Tech (leaders) has now met monthly over the past 21 months in "start-up" mode and will begin to meet bi-monthly in August 2012 in "sustaining" mode. The group, we feel, are uniquely chaired by the ISD Director of Instructional Services (curriculum) and includes the tech directors from all constituent districts with all district curriculum directors as members, participating as needed. Our regional Mi-Case director attends every meeting and bares major monthly agenda responsibilities as well. The regional Global Scholar/Mi-Case technology trainer is a member and attends often.

In addition, the ISD leads and maintains a county wide curriculum cycle. The power of modeling online usage, CD applications and other quick access devices have proved invaluable for the Language Arts Study (2004-2005), the Mathematics Study (2005-2006), High School Redesign (2006-2007), Social Science (2007-2008), ELA Reading (2008-2009), Natural Science (2009-2010) Common Core Mathematics (2010-2011), Common Core English Language Arts (2011-2012), and we're sure that they will prove invaluable again for Best Practices in Formative Assessment (2012-2013), Social Science (2013-2014), Common Core Natural Science (2014-2015), the English Language Arts study (2015-2016) and continuing the five year cycle.

Professional Development

Lewis Cass ISD's mission is service based, and programming for both our low incidence student populations and the wider community of education professionals flows from this orientation. With regard to students, our special education leadership and faculty are naturally predisposed to those technological applications that help students move, hear, speak, see and understand. This orientation, here, would not be unlike the medical establishment.

Providing services for the wider community of education professionals is just as important, but subtly different, because the constant emphasis is understanding. Indeed the ways in which technology directly produces understanding (achievement) are sometimes indiscernible with some research in certain areas/disciplines indicating slightly detrimental. Thus, we would never attempt professional development planning and activities without regular consultations with constituent districts. These take the form of monthly Assistant Superintendent/Curriculum Directors' Council meetings and the several County Principals meetings. From these, the annual professional development plan is formed with specific timelines and dates, as well as predispositions for extended sessions. This process has been in place for a number of years and will become even more valuable as the MAISA; MDE & ISD/RESA Partnerships become even more mutually dependent.

The norm at Lewis Cass ISD is that our technology must help us produce greater educational understandings. Therefore technical skill development is valuable only in the context of the greater integrations that such technical skills can foster, thus the broader approaches to full integration are what is wanted and expected. These approaches follow the timeline of our program for professional development. In any event, where practicable, we follow both our state standards for professional development and our state and national standards both for technical skill acquisition and for appropriate curricular and instructional applications.

Coordination of Financial Resources

The total Technology Budget for the 2011-2012 school year totaled approximately \$125,000 exclusive of telecommunications. In 2010-2011 a special technology allocation of \$200,000 funded smart boards for classrooms, new laptop computers and software licensing for Global Scholar and for Illuminate data collection.

The Technology program is funded through a variety of sources that include:

Local Sources include general fund and special education property taxes and fund balances.

State Sources include Section 81 general operating state aid and special education state aid for classroom instructional use of technology.

Federal Sources include IDEA flow through funds for special education classroom use of technology.

Other Sources include a \$120,000 private trust grant restricted for purchasing instructional materials and services for children with special needs in Cass County, and discounted technology solutions through membership in MiCTA.

Universal Service Fund discounts on telecommunications provide funds in general support of technology.

The board of education and the administration of Lewis Cass ISD are committed to funding the long-term technology needs of the district. Toward that end three year budget projections include increasing the technology budget each year.

The ISD coordinates and collaborates with the Kalamazoo RESA (as a member of the MiCase consortium) data processing center for financial accounting, payroll, student scheduling, pupil accounting, and student records. The four LEAs served by Lewis Cass also use the KRESA system enabling us to support common operational needs. Lewis Cass serves as the dissemination point for new technology and programs offered by MiCase and seeks to resolve issues related to technology including state and federal reporting for the local districts.

Lewis Cass ISD utilizes the services of several private technology support companies in pursuit of enhanced performance and networks for the local districts

Technology Inventory for Lewis Cass Intermediate School District

134	IBM Computer Systems*
61	IBM Laptops*
12	Smart boards
85	Printers
1	Toshiba Network Copier/Printer
14	I pads
70	Cell Phones
1	Toshiba Strata CTX Digital Telephone System
2	VM Virtual Servers **
2	Compaq Servers
9	HP Procurve 2324 10/10 unmanaged switch
2	Wireless Network Systems Administrative Building
2	Orthogon Gemini Wireless Link System between Administrative Building & North Pointe Center.
1	Polycom Distance Learning System with 60" monitor
2	LCD 32" Wall Monitors
15	TV 27" Classroom/Conference Rooms
4	Facsimiles

*Microsoft Office 2003 license for 200 users

**Novell Netware 6.5 includes Novell Client, ZenWorks, and GroupWise

Lewis Cass Intermediate School District						
Technology 3 Year Budget 2012-2015						
School Year	2012-2013		2013-2014		2014-2015	
Computer/Monitor Replacement			20 systems @ \$1100	22,000	20 systems @ \$1100	22,000
Laptop Replacement			3 laptops @ \$2000	6,000	3 laptops @ \$2000	6,000
Printers			6 printers @ \$300	1,800	6 printers @ \$300	1,800
Misc peripherals	3,000			3,000		3,000
Frontier:						
Internet Services (net discount)	900			1,100		1,300
T1 Line (net of discount)	900			1,100		1,300
KRESA-MiCase DP Services	5,000			6,000		6,500
Service Retainers:						
4 Micros (Admin and Network)	52,000			52,000		52,000
Priority	3,500			4,000		4,500
Haas (Phones)	2,000			2,200		2,400
Miscellaneous Service	5,000			5,500		6,000
Major Projects:						
*Fiber Optics	100,000					
*Internet Service Provider	30,000					
Software Licensing and Upgrades	3,500			3,500		3500
Training/Conferences:	3,000			3,000		3,000
Professional Development-staff	2,000			2,500		3,000
Tech training/field trips-students	1,500			1,500		1,500
Records Management (MiCase consortium)	7,500			2,500		2,500
Supplies	5,000			6,000		7,000
Totals	224,800			123,700		127,300

*Currently our internet service provider- Frontier has stated that they would finish installation of the fiber optics system for our three schools (Administration, Brookside and North Pointe). The fiber has been hung for 5-10 years but the additional equipment to make the system operational had not been purchased. We have been informed from Frontier that the system would become operational this school year 12-13. This statement has been made for the last six months to year without any results. The ISD has reached a point in time that the speed of having fiber optics is critical to our daily operations and livelihood. We will look to investigate the possibility of applying for Universal Service Fund dollars to help cover these costs.

Monitoring and Evaluation

Technology Committee

The LCISD Technology Committee consists of:

Superintendent, Robert Colby
Technology Consultant, Randy Gross (4 Micros)
Technology Coordinator, Candy Cooper
Director of Instruction Services, Dr. Brian Wood
Director of Special Education, Louis Chism
Chief Financial Officer, Laura Ash
Ad Hoc members, as required

Process:

The Technology Committee will meet at least twice per year to evaluate the status and progress of defined goals and objectives in support of the Technology Plan. Issues addressed will include, but not be limited to:

Technology applications in the instructional program
Technology acquisitions of new equipment and software applications
Future needs and timelines for replacement and new technologies
Technology budgets
Evaluation of service support and strategic partners

The evaluation process in all areas will focus on progress toward stated goals, problems of achieving stated goals, and identification of any unexpected outcomes.

Outcomes:

The results of the Technology Committee evaluation meetings will include written updates of the Technology Plan which is considered to be an ongoing and evolving planning tool. The written technology Plan will be updated on an annual basis to reflect updated objectives, progress and budgetary considerations. Emphasis will be on identifying objectives achieved or progressed toward, addressing unmet goals, and the identification of new goals. Evaluation reports will include the names of individuals responsible for addressing the stated goals and objectives.

Inclusion:

As part of the evaluation process, the Technology Committee will identify opportunities for the involvement of and assistance for constituent local school districts, other local units of government, parents, and community members in developing mutually beneficial resources in the area of educational technology. Individuals, other than LCISD staff, will be invited to participate in the evaluation and planning process as deemed beneficial.

Technology Administrative Policies

Lewis Cass Intermediate School District
Administrative Guidelines

7540 - COMPUTER TECHNOLOGY AND NETWORKS

The Technology Coordinator shall be responsible for the management of the Board's technology system and for making the arrangements for any networks which may be used to enhance the educational program and/or operations of the District.

S/He shall be responsible for implementing the guidelines established for program development (AG's 2210 - AG [2252](#)), the selection of materials and equipment (AG [2521A](#)), and the District's purchasing guidelines (AG 6320). In addition, the Technology Coordinator shall make sure that the appropriate agreement [Form 7540.04 F1](#) or [Form 7540.03 F1](#) is complete for each staff member and student who will have access to Board technology and any networks.

All tentative agreements with networks or technology agencies are to be submitted to the Superintendent for review and approval. Any agreements or contracts that exceed the policy or statutory limits for purchase of goods or services must be presented to the Board for acceptance.

It is essential that staff members and students be provided the following information concerning the use of the Internet. This can be done through written guidelines, professional development seminars, faculty and student meetings, and introductory remarks at the beginning of a course in which the Internet may be used.

A.	Use of the Internet is to be related to one or more courses of study.
B.	The Internet is not to be used by staff or students for discriminatory or unlawful purposes, including harassing or hazing any individual or group.
C.	All student use of the Internet is to be supervised by a staff member or approved volunteer who has signed the Staff Network and Internet Acceptable Use and Safety Agreement Form 7540.04 F1.
D.	Prior to disseminating information across the Internet about a student such as name, address, or other identifying data including pictures, signed parental permission forms must be on file.
E.	Because of the vast amount of information that can be retrieved from the world-wide network, teachers are responsible for training students to use proper research skills when retrieving information. It is inappropriate, costly, and a waste of valuable instructional time for staff and/or students to download large quantities of information that has not been checked ahead of time for accuracy, relevancy, and probable usage. It may be helpful, therefore, for teachers to conduct some controlled exercises with students on how to differentiate between web-sites that are "attractive but superficial or irrelevant" from those that are attractive, substantive, and relevant.
F.	Staff members need to have back-up plans or contingency procedures in place for times when the Internet may not be accessible. Since the Internet is primarily a data-gathering mechanism, alternative sources for needed data should be available so that students can accomplish the purpose of the instruction within the established time period.
G.	The Student and Staff Network and Internet Acceptable Use and Safety Agreements, Form 7540.03 F1 and Form 7540.04 F1 , that students and staff members must sign prohibits the use of the Internet for unethical purposes or to obtain information that could be considered obscene, pornographic, or unsuitable for children. If a question of interpretation arises concerning the definition of these terms, the building principal shall have the authority to determine whether the web site is appropriate. Prior to accessing or allowing access to information that the staff member is unsure about, s/he should consult with Technology Coordinator.
H.	As students and/or staff members complete projects which reflect unusual and creative applications of technology, the projects should be shared with the Coordinator so that proper publicity can be created as appropriate to the project. It is essential that the Student and Staff Network and Internet Acceptable Use and Safety Agreements, Form 7540.03 F1 and Form 7540.04 F1 , address the issue of the proprietary rights related to web site design concerning web sites and/or pages hosted on the Board's servers.
I.	Students shall be advised as to appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, as well as cyberbullying awareness and response. Issues such as sending personal information, pictures, text or other materials with sexual content (sexting), shall be addressed with students.

Revised 8/10/2010

Lewis Cass Intermediate School District Bylaws & Policies
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7540.01 - TECHNOLOGY USAGE

The Board of Education and administration of the Lewis Cass Intermediate School District recognize the important role that technology and technology equipment play in facilitating and enhancing the performance of the District's responsibilities. Therefore, all LCISD employees are encouraged to become familiar with, receive training on, and use the technology and the equipment which will develop the skills necessary for effective job performance.

District owned equipment may be used by ISD staff at home or other away-from-school sites when such use is approved by the employee's supervisor/ technology coordinator. Use of equipment by individuals not employed by the District is not allowed except with the written authorization of the Superintendent or designate. Reasonable charges may be made for such use.

The employee to whom the equipment is assigned is responsible for its ethical and professional use and should be familiar with and abide by the attached usage policy. **During assigned working hours**, employees should use the ISD technology and equipment for work responsibilities **only**.

The District reserves the right to monitor and log all network activity, including e-mail, with or without notice, and therefore users should have no expectation of privacy in the use of these resources.

Use of the District's telecommunication infrastructure is a revocable privilege, requiring compliance and conformity with this acceptable use policy.

A.	Limit use of LCISD resources to legitimate LCISD business or professional activities associated with LCISD business.
B.	Respect the privacy and ownership privileges of other users. Users shall not intentionally seek information on, obtain copies of, use, modify, place on openly accessible information servers - files and other data which are exempt or excluded from public disclosure pursuant to the Freedom of Information Act, PA 442 of 1976, as amended.
C.	Respect the legal protection provided by copyright and license to programs, data and printed materials. No software copy is to be made by any user without a prior, good faith determination that such copying is, in fact, permissible and that the licensing restrictions have been met.
D.	Respect the integrity of passwords and/ authentication pass phrases. The exchanging of passwords or seeking the password of others is explicitly prohibited, unless authorized by the other user(s).
E.	Respect the integrity of computing systems by not intentionally taking actions or developing programs that harass other users, infiltrate a computer or computing system, damage, alter or disrupt computers or the computing system.
F.	Respect the integrity of connected computer systems by ensuring that imported files are virus free.
G.	Be good network citizens by being cognizant of and conservative in the bandwidth demands that applications (especially those using video or image transmissions) make on the network.
	Be responsible for sent mail or other forms of communication. Regularly read electronic mail and respond accordingly.

Acceptable Uses of the Telecommunications Network

A.	Communication and exchange directly relating to the mission, charter and work tasks of LCISD.
B.	Announcements of new state laws, procedures, policies, services or activities, but not commercial advertising.
C.	Use for advisory standards, research, analysis and professional society activities related to the LCISD's responsibilities.
D.	Use in applying for or administering grants or contracts for LCISD.
E.	Communication and exchange for professional development, to maintain currency or debate issues related to that user's assigned LCISD work activities.

Prohibited Uses of the Telecommunications Network

A.	Use which is illegal.
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B.	Use for playing of games or nonbusiness computer activities which generate traffic or consume bandwidth on the District's network.
C.	Use which violates the security, privacy and confidentiality policies, practices, and laws of the District and State and release of material which is exempt from disclosure as listed in section 13 of the Freedom of Information Act, PA 442 of 1976, as amended.
D.	Use for access to, display of or distribution of: (a) indecent or obscene material (re: US Supreme Court Miller vs. California 193 and Ginsberg vs. New York 1968), (b) child pornography (re: 18 US Code 2252) or (c) material in violation of District regulations prohibiting sexual harassment.
E.	Use for profit activities unless specific to the charter, mission, and duties of the LCISD.
F.	Use for private or personal business transactions, or for partisan or nonpartisan political activities

Lewis Cass Intermediate School District
Administrative Guidelines

7540.01A - PERSONAL USE OF DISTRICT TECHNOLOGY

The following guidelines will govern the personal use of Board technology by staff members as well as use for school purposes by either staff or students while at home. No personal, that is, nonschool, use of Board technology may be made by any student at any time.

A.	Form 7540.01 F1 - Permission to Use/Import Software is to be submitted to the Technology Coordinator before any personal software is brought to school. In addition, the staff member must provide either the licensing agreement from the manufacturer or a proof of purchase. The staff member must also confirm to the Technology Coordinator that s/he has analyzed the content of the software using the criteria established in Form 2521 F1 - Rating Nondistrict Instructional Materials and has rated it no higher than "2" on any of the four criteria. The staff member should retain a copy of the form. It is essential that Form 7540.03 F1 and Form 7540.04 F1 address the issue of the proprietary rights related to the web site design concerning web sites and/or pages hosted on the Board's servers.
B.	A staff member or a student may start a project using Board owned software at school or personal software at home and produce a copy of the project or document. The Board will not provide Board owned software for use on personal computers at home. When the project is completed, the staff member should notify the Technology Coordinator to find out whether or not the Board wishes to keep a copy for reference or for use by others. No staff member or student should expect to retain any proprietary rights related to the design on any web site or pages hosted on the Board's servers.
C.	Prior to making a copy of any Board owned software, a staff member or student should contact the Technology Coordinator to find out whether or not there is any licensing agreement associated with that software, and if so, whether the license allows the staff member or student to load the material on his/her home computer. If reproduction is allowed, the staff member or student is to complete a check-out form (see Form 7540.01 F2) in which s/he agrees to make only one copy and only for personal use and not for use by others. If the license does not allow this, then no copy is to be made.
D.	No staff member or student will be allowed access to the Internet or other networks without first signing the Student or Staff Network and Internet Acceptable Use and Safety Agreement, Form 7540.03 F1 or 7540.04 F1. All student use of the Internet must be under the supervision of a staff member or approved volunteer.
E.	Neither staff members nor students are to use the Internet for recreational, personal, discriminatory, or unlawful purposes but only for purposes related to the Board's educational program or to operational needs.
F.	Each staff member and student will be provided a password for use with Board technology with the provision that the password is not to be shared with others. The existence of a password does not guarantee confidentiality or privacy and the Board retains the right to use any person's password to monitor the type of use that is being made of Board technology.
G.	With regard to personal E-mail, staff members may use it to send and/or receive personal messages providing such use is limited to nonduty time and does not involve the conduct of any personal, discriminatory, or unlawful business (including commercial purposes, advertising, and political lobbying).

H. Use of all other Board technology shall be in accord with AG [7530](#) - Personal Use of District Equipment and Facilities

Lewis Cass Intermediate School District
Administrative Guidelines

7540.04 - 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 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.

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The Superintendent 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 from the District's network for either personal or educational use.

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 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.

P.L. 106-554, Children's Internet Protection Act of 2000

P.L. 110-385, Title II, Protecting Children in the 21st Century Act

18 U.S.C. 1460

18 U.S.C. 2246

18 U.S.C. 2256

20 U.S.C. 6777, 9134 (2003)

20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended (2003)

47 U.S.C. 254(h), (1), Communications Act of 1934, as amended (2003)

47 C.F.R. 54.520