

Technology Plan

Countryside Academy

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Berrien County Intermediate School District

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Berrien County Intermediate School District

Technology Plan for July 2006 - June 2008

Next State Review: 2008

Technology Plan Available on School Web Site/information:

<http://www.Countrysidecharter.com>

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COUNTRYSIDE ACADEMY INTRODUCTION

District Profile

Countryside Academy has been in operation since September 1997, planning for the school started in 1995. Presently there are 552 students enrolled in grades K- 12. The school caters to students from both rural and urban areas; there is approximate 60-40 split between rural and urban students. As of October of 2001 the student body is culturally and ethnically diverse with the following breakdown: 48% white, 43% African American, 8% Hispanic, 1% Other. The school also draws upon families with economic needs, as reflected by the percentage eligible for the free and reduced lunch program. As of October 2001, 73% of Countryside's students were eligible for the program. Countryside Academy has a 1:14 adult-to-student ratio. This low ratio is the result of there being both a teacher and a paraprofessional in most classrooms.

School Buildings

The current school buildings are located on a seventy-five (75) acre site, replete with woodlands, farmland, two ponds, a nature trail, and a stream. The school is housed on this 75 acre site with one large building containing the junior and senior high school, elementary school, foods lab, science lab, ag- science bldg, computer lab, gym, and administrative offices; a large modular building containing business offices, computer lab, middle school classes, special classes; and one small modular for the music program. There are also two greenhouses for school use on the property. Also added was Countryside Academy at Milburg, Early Learning Center with 7.85 acres, which now houses Y5-2.

Building	Grade	Classrooms	Teachers	Students	Special Classes
Main Bldg: Jr. High	6-8	9 single, 1 double	11	135	Food Sci. Sci. Lab Special Ed. Speech Therapy
Main Bldg: Sr High	9 - 12	10	10	151	Ag Sci, Sci. Lab, Gym Comp Lab/Library
Large Modular: Upper Elementary	3-5	6	9	117	Comp. Lab
Small Modular: Music	Music/Art	1	1		
Ag-Science Bldg	Agriculture	1	1		
Millburg: Elementary	Young 5's	8	8	149	HOSTS Rm, Special Ed. Comp. Lab

District Mission Statement

Countryside Charter School's mission is to provide a unique, high-quality, educational experience for all students. Utilizing FARE-based thematic curriculum and projects (Food, Agriculture, Renewable Resources, and the Environment), we will concentrate on the development of fundamental learning skills. With the support of family involvement, we will prepare students academically and socially to be productive individuals.

District Technology Vision/Mission Statement

Countryside Academy helps learners enhance their lives through the integration of information-based training and technologies to access, store, process, present and distribute information.

Goals

Student goals/outcomes:

- Resourceful lifelong learners adaptable to an evolving/changing information oriented environment
- Community leaders able to solve problems by working with others
- Stewards with a deep understanding of, and appreciation for, the inter-relationships between humans, food, agriculture, natural resources and the environment
- Technologically literate communicators possessing exemplary written and oral language proficiency
- Creative and critical thinkers with knowledge founded in a core of academically and culturally relevant curricular experiences

The major goals of this plan:

- Determine a plan for technology training
- Allow opportunities for students and staff to utilize and explore existing technology resources
- Ongoing software evaluation for classroom, learning, management, and use
- Provide staff with continued support and training for integration of technology in the classroom
- Provide support for maintenance, upgrading, and growth of the district's technology network

TECHNOLOGY PLANNING TEAM

Name	Position
•Paul Marazita	Administrator
•Richard Hagood	Technology Coordinator
•Deb DeLaTorre	Technology Team, 1 st Grade Teacher
•Kathy Hollacher	Technology Team, 5 th Grade Teacher
•Rick Remyse	Secant Technologies Engineer

CURRICULUM

Technology allows our students to learn in ways not before possible. Curriculum integration using technology requires that there be an infusion of technology into a content area or multi-content areas to enhance learning. When students can select their own technology tools, the most effective integration of technology is achieved. Technology should increasingly become an integral and easily accessible tool of the classroom.

A major goal of this technology plan is that of helping teachers move along a continuum from being unsure of how to use technology as a learning tool to finding effective ways to use it with students on a regular basis.

A. Goals and strategies, aligned with challenging State standards, for using telecommunications and technology to improve teaching and learning.

Acquired technologies will be integrated into the curriculum to enhance teaching, training, and student achievement. Teachers will guide technology instruction and integration in alignment with Michigan State Technology Content Standards, found at http://www.michigan.gov/documents/Technology_11594_7.htm, as well as <http://mtn.merit.edu/mcf/TEC.html> and Michigan Educational Technology Standards checklist <http://www.techplan.org/METS2005Checklist.doc>

The following goals and strategies describe what teachers will do to address the state technology standards at each level.

1. *General Elementary Goal:* Incorporate technology standards into entrance/exit assessments for each grade level.
2. *Early Elementary:*

- All students will understand how technology is used in life by storytelling, class discussion, and classroom projects.
- Programs such Accelerated Reader, and Scholastic Wiggle Works will be used as a part of and in support of the regular reading program.
- Early Literacy (K – 1st), Star Reading and Star Math (1st – 3rd) assessments will be administered periodically throughout the school year to more accurately determine reading and math levels for individual students.
- All students will use a variety of technology to organize and present information. They will also be able to understand and use basic terminology regarding technology.
- Students will help create rules and a set of responsibilities for using technology.
- Teachers will integrate the use of technology into civic, social and economic instruction.

3. Later Elementary

- Sixth grade English project in which students use internet to research jobs, houses, budgets, and family information and compile information for presentation on the computer.
- Fourth grade animal reports require research using the computer and giving an oral presentation in front of the class.
- Poem and literature comparison project: incorporate formatting and process of publications in the past compared with today. Students "publish" their own poetry through a website they create, and share with their classmates and/or others in an open house setting.
- Drawing a timeline comparing technology of the past versus today. Mapping of a room or of a garden using a scale drawing on the computer. Using computer programs to create graphs.
- CORE democratic values exploration, <http://michiganepic.org/>, study, and reports.
- Guest speakers explaining how they use technology in their career. Practicing drills in event of emergency. Student movies about things in our lives. Learning units on identity theft, and the possibility of a cashless/paperless society.

4. Middle School

- Using telecommunication/video conferencing for class lessons and virtual field trips.
- Project based presentations by students using power point.
- Students complete Webquest to analyze, synthesize and evaluate information.
- Inservicing for teachers on ethical and legal standards involving technology so that they can

model use and instruct students on these issues.

- Students complete Webquest to analyze, synthesize and evaluate information.

5. Jr. and Sr. High School (grades 7 – 12)

- 9 – 12 Students must pass a basic computer class to graduate from high school.
- The use of email as a requirement for some classes.
- Scanners and digital cameras are available for student use and required for specific classes.
- All students, grades 10 – 12, have graphing calculators available for daily assignments.
- Weather conditions will be monitored using a weather station and computer.
- Student PowerPoint presentations will be assigned in various high school classes.
- Weekly Internet research is required in specific classes.
- Microsoft Office User Specialist (MOUS) certification program to be incorporated into the Word Processing curriculum.
- Accelerated Reader program is mandatory for all high school students. Tests are taken on classroom and lab computers as necessary.
- Spreadsheets are used and designed by students as part of a required computer class.

Additionally, the following technology skills, strategies, and assessments will be continued or implemented to increase student academic achievement:

K-6 Students

All grade levels will receive computer instruction which includes the following skills: (on going) Basic computer skills, introduction to keyboard (Y5 – 2nd), graphics creation/manipulation, Internet research (3rd – 6th), keyboard and word processing skills (3rd – 6th), presentation software (HyperStudio and PowerPoint) and skills, and spreadsheets (4 – 6). On-line standardized,

adaptive measure tests in Reading and Math twice yearly - EdVision Performance Series (3-6), with plans to begin testing in Science and Language Arts 2006/2007

7- 12 Students

The Jr. and Sr. High students will utilize the following technology tools as part of an integration into core curricular areas, or as a component of regular computer instruction: word processing; spreadsheets; keyboard skills; video editing as an elective (9- 12); hand-held computers (7th grade students) for notes and assignments; MOIS – Michigan Occupational Information System; and regular Internet research. Additionally, on-line standardized, adaptive measure tests in Reading and Math are administered twice yearly - EdVision Performance Series.

Teachers

- All teachers have access to hand-held computers using technology to organize thoughts in a logical process.
- Teachers will use streaming video (<http://www.unitedstreaming.com/>) as part of classroom learning and instruction.
- Individual classroom websites will continue to be constructed to enhance the home/school connection.
- Student reading and math data from on-line assessments (<http://edperformance.com/>) will be accessible to the classroom teacher along with objectives that have been mastered and those that must be taught.
- Grades and attendance (6th – 12th) are recorded electronically.
- Email and Instant Messenger will be used as a means of communication among staff.
- Distance learning equipment will be available for technology integration opportunities.
- Each teacher, grades 3 – 5, will ensure that her/his class participates in at least one web quest or web-based project monthly, to enhance the learning in a content area or multidisciplinary area.
- To guide technology instruction and assess student growth, teachers will use, in collaboration with the Technology Teacher (grades K – 8), the document, “Instructional Technology Across the Curriculum: Michigan’s Technology Benchmarks Formatted for Teachers and

Students,” made available by the Berrien County Intermediate School District.

<http://www.remc11.k12.mi.us/bcisd/classes/bcisdtech.pdf>

Countryside Academy District will promote strategies that integrate technology into instruction.

Examples of planned strategies to be implemented include:

- *Showcasing innovative ideas or new involvement in technology use.* Before each monthly staff meeting a short form will be available for teachers to fill out, describing how they used technology the previous month. A panel of judges (a technology expert, a classroom teacher, and an administrator) will judge the entries. The winning teacher is notified prior to the staff meeting, prepares a 3 – 5 minute presentation about the technology use and integration, and is given an “award.” The award might be to allow the teacher to leave 30 minutes early one day, or to set aside money in the budget for software purchase or to do a videoconference with that teacher’s class.
- *Showcasing student use of technology.* Students display projects and give presentations at open house, board meetings, or other school events.
- *Inservices.* Teachers will be offered inservices not just on how to use a program or piece of equipment but also on ideas of how teachers can integrate it into their teaching. Such as:
 - o EdPerformance
 - o Study Island
 - o Using Webquests
 - o Creating classroom WebPages
 - o Student-created project WebPages
 - o Blogging
 - o United Streaming
 - o Using Microsoft Office tools effectively

B. Strategies that are based in research and that integrate technology into curricula and instruction for purposes of improving student academic achievement and a timeline for this integration.

1. Since academic achievement in many school subjects relies heavily on informational reading and writing, and research shows that 96% of sites on the World Wide Web contain nonfiction, informational text, students will be given access to the Internet on a regular basis for educational research and learning.
2. Each teacher, grades 3 – 5, will ensure that her/his class participates in at least one web quest or web-based project monthly, beginning January 2006, to enhance the learning in a content area or multidisciplinary setting.
3. All teachers will utilize the distance learning/videoconferencing equipment for classroom learning and technology integration at least once each year, beginning Fall of 2005
4. Teachers will utilize the Skills Connection software program to identify and provide, by content area and grade level, instructional and practice items covering content skills in a MEAP format.

C. Strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance-learning technologies.

1. MOIS (Michigan Occupational Information System) <http://mois.org/> program will be utilized to guide in exploration and discovery of career choices for students, Grades 6 – 12.
2. Michigan Virtual High School <http://www.mivhs.org/>, and/or Distance Learning opportunities will be made available to provide specialized or rigorous courses that are not taught at Countryside.
3. A meteorology class is planned upon installation of a weather station.
4. Communications and broadcasting equipment to be installed and implemented beginning in the 2005/2006 school years to increase and enhance technology learning and integration opportunities.

D. Strategies to promote parental involvement and to increase communication with parents, including a description of how parents will be informed of the technology to be used with students.

1. Letters home
2. Announcements page on school web page
3. Tech Plan (including the Acceptable Use Policy) available on school web page:
<http://www.Countrysidecharter.com>
4. Presentations at classroom and/or school events
5. Student electronic portfolios
6. Announcements on hallway TV's to welcome parents and visitors
7. E-mail communication with parents
8. Home technology use surveys
9. Community computer training nights in our computer labs
10. Parent volunteers working in computer labs to assist students
11. Accelerated Reader/Math reports for parents
12. Parents as guest speakers on how they use computers in their careers

PROFESSIONAL DEVELOPMENT

E. Strategies for providing ongoing, sustained professional development for teachers, principals, administrators and school library media personnel to ensure that staff know how to use the new technologies to improve education or library services.

The district will ensure ongoing, sustained professional development for teachers, administrators, and staff.

Professional Development for Teachers, Principals, and Administrators

Staff members: although knowledge of computers and software has increased with the addition of new younger teachers, a large gap still exists in the skill and comfort levels. Most staff requested assistance in three areas, 1) computer operations, 2) network operations, and 3) classroom integration. There is an increase of integration of the computers currently in classrooms with instruction. This is the result of a multitude of software for use in teaching and learning. Most teachers see the potential of computer technology in the classroom; hence there is no need to convince them that it is of benefit to use technology. Presently, there are plans to give classes to staff after school hours.

Countryside's Technology Team will continue to provide a yearly technology-planning document for ongoing professional development. All staff will complete an online survey at the beginning and end of each school year. Based on the findings from the survey, strengths and weaknesses will be identified and addressed in various ways. "Experts" will be identified (through the survey) in specific technology skill and knowledge areas, and asked to mentor/coach those staff identified as not proficient on an individual basis. Where common needs are identified across all or most staff, professional development opportunities will be provided.

Professional development needs and opportunities will be guided by state and national standards for teacher competencies. Resources such as <http://www.ncrel.org/tech/tpd/index.html>, North Central Regional Educational Laboratory's *Technology Professional Development* site will be

utilized, as well as NCREL's page <http://www.ncrel.org/pd/tech.htm>, that outlines using Technology in Professional Development. ISTE NETS for Teachers (National Educational Technology Standards for Teachers) site at http://cnets.iste.org/teachers/t_stands.html is another resource that will be accessed to guide professional development and ascertain that state and national technology standards are addressed.

Professional Development Needs/Opportunities:

P.D. Needs/Opportunities	Focus Group(s)	Start Date	Frequency
Distance learning equipment, electronic fieldtrips, videoconferencing, and classroom integration	Teachers, Principals	Fall 2005	Each Semester as needed
EdPerformance	Teachers, Principals, Administrators	Fall 2005	Ongoing, as needed
Internet ethics and legal issues	Teachers, Principals	Winter 2006	Yearly and as needed
No Child Left Behind	Teachers, Principals, and Administrators	Winter 2006	Yearly and as needed
Freedom to Learn Laptop Program	6 th Grade Teachers, Lead Teacher	Fall 2005	As necessary for grant
Study Island	2 nd -6 th Grade Teachers	Fall 2005	Ongoing, as needed
United Streaming	3 rd -12 th Grade Teachers	Winter 2006	Ongoing, as needed

F. Strategies and supporting resources such as services, software, other electronically delivered learning materials and print resources that will be acquired to ensure successful and effective uses of technology.

The district will provide supporting resources, such as services (on-line and other), software, and print material, which will be acquired to ensure successful and effective use of technologies.

Technology Resources Support

1. Countryside Academy is part of a countywide Southwest Michigan computer-networking consortium that is coordinated by the Berrien and Cass County Intermediate School Districts. By being members of the consortium, CA has access to the Internet via the Berrien County T3 line. Internet filtering is done at the Berrien ISD, but filtering can also be done at the school level.
2. Outside technical support will be provided in part by Secant Technologies, Inc.
3. The Ameritech Training Academy provides support for the ATA scholars who make up Countryside's technology team.
4. Countryside Academy an Acceptable Use Policy, which includes technology use, and an Internet safety policy to ensure successful and effective use of the technologies.
5. Teachers have access to all the resources available through REMC1 1.
6. Software will be purchased to implement and supplement the existing curriculum objectives, such as a computer program for our high school landscaping class.
7. Upgrades will be purchased to replace existing software as necessary, such as upgrading to Windows XP. Thereafter, all computers at Countryside will be upgraded to XP by 2006, except for the Millburg computer lab. Plans for Millburg computer lab upgrade planned for Fall 2006.
8. We currently have Zenworks 6.5 (remote management software).

INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE

G. Strategies to identify the need for telecommunication services, hardware, software and other services to improve education or library services, and strategies to determine interoperability among the components of technologies to be acquired.

The plan provides a description of the type of technologies to be acquired, including specific provisions for interoperability among components of such technologies and, to the extent practicable, with existing technologies

Current Status

1. To date, Countryside Academy has purchased over 226 computers ranging in speed from 600 MHz to 3.2 GHz with Internet access on all machines.
2. Each computer is attached to the network by category 5, 5E, and 6 cables.
3. The middle school building is attached to the system by a fiber optic line between the buildings.
4. The Ag-Science building is attached to the system by a fiber optic line between the buildings.
5. Countryside Academy at Milburg, Early Learning Center Data connection via T1.
6. Each class has two to three student computers and one teacher computer.
7. In addition there are currently three computer labs with 25 and 30 computers.
8. Countryside currently owns two file servers with tape backup, utilizing Internet caching and print server ices, with one server acting as a firewall (Border Manager).
9. In addition to computers, the school has acquired 9 digital projectors, which are used by the teaching staff and students to augment the learning environment.
10. The school also has a TV system that is attached to satellite and has the ability to bring in 40 educational channels through DSS satellite systems.
11. Each classroom is equipped with a TV and VCR/DVD player to enhance the learning experience.
12. Countryside Academy has acquired two polycom Distance Learning systems
13. Countryside Academy has also acquired a wireless weather station, which supports the Academy's FARE Theme. (Food, Agriculture, Renewable resources, & Environment)

14. Countryside Academy is also part of the 6th grade FTL program utilizing 58 laptops with wireless technology and two wireless access points.
15. Each classroom is equipped with a phone and paging system.
16. All three servers are protected by uninterruptible power supplies (UPS's).

Types of Technologies to be Acquired

1. Plans are currently underway to install two (2) TV stations for use by the students to conduct morning announcements.
2. CA purchased distance-learning equipment in the Spring of 2003, to be fully implemented in the Fall of 2003
3. CA also acquired a wireless weather station, due to agricultural basis of the school.
4. It is hoped that as wireless technology becomes better standardized and cheaper the school can move more classroom computers to wireless access points.
5. In keeping with innovation in the school, it is hoped that all computers can be moved to biometric recognition, for logging on to the computer system, this would protect the system and the individual from privacy invasion.
6. All computers will be upgraded to 1 GHz or faster within the next one year

Technical Support

1. Technology resources and materials are reviewed annually, each spring/summer, and as needed. Those that no longer support the curriculum or enhance learning are no longer used.
2. Countryside has a hardware replacement plan. Computers in the middle school computer lab were replaced for the 2003/2004 school years. The high school computer lab has computers that were purchased in 2001/2002 and will be shifted to the primary school lab, and were replaced this school year 2005/2006. Classroom, teacher, and administrative computers are upgraded, repaired, or replaced as necessary, and regularly, as follows: teacher and administrator computers: replace every 5 years; secretarial computers: replace every 3 years; student computers: replace every 4 – 5 years.

3. All equipment receives regular inspection and routine maintenance each summer and as necessary.
4. Countryside's security system includes a back up plan with off-site storage of tapes.
5. Countryside's technology resource inventory is updated each summer.

H. Strategies to increase access to technology for all students and all teachers.

Countryside Academy maintains equity in access to technology for all students.

1. For the 2003/2004 school years, a \$12,000 grant was awarded for Assistive Technology. A large majority of special education students at Countryside will benefit from the accommodations provided through this grant to help students compensate for reading and writing deficits. Technologies to be implemented include voice activated input devices with laptops, Word Pads, specialized keyboards, and various tools to convert written text to spoken word (text readers/scanners, Co Writer and Write Out Loud).
2. Digital projectors are available to all classrooms.
3. Students with visual disabilities will be provided with larger screen monitors, as necessary.
4. All classrooms and both computer labs are handicap accessible.
5. Distance learning fieldtrips do not limit handicapped or disabled students access to learning opportunities.

FUNDING AND BUDGET

I. Timeline and budget covering the acquisition, implementation, interoperability provisions, maintenance and professional development related to the use of technology to improve student academic achievement.

The projected total cost of technologies to be acquired and related expenses needed to implement the strategic long-range technology plan

Proposed Technology Budget Countryside Academy 2006-2009

No.	Item	2006/2007	2007/2008	2008/2009
1	System Expansion	10,000.00	10,000.00	10,000.00
2	Novell SLA	1,000.00	1,000.00	1,000.00
3	Computer Replacement	35,000.00	35,000.00	35,000.00
4	ISD membership	12,000.00	12,000.00	12,000.00
5	ISD phone line cost	450.00	450.00	450.00
6	Printer replacement	2,000.00	2,000.00	2,000.00
7	Ink, Toner	2,500.00	2,500.00	2,500.00
8	Digital projectors	2,000.00	2,000.00	2,000.00
9	Outside services	18,000.00	16,500.00	16,500.00
10	Miscellaneous	5,000.00	5,000.00	5,000.00
	Total	\$87,950	\$86,450	\$86,450

J. Coordination of Resources

Strategies that will be employed to coordinate state and local resources to implement activities and acquisitions prescribed in the technology plan.

Coordination of state and local grant resources to implement the strategic long-range plan

Coordination of Resources

1. Resources will be coordinated through the technology coordinator. The school district will seek all possible grants that it can apply for. The Technology Team will see that all grant information is given to the appropriate staff.
2. Countryside Academy applies for the Universal Service Funds every year to pay for qualified services.
3. Countryside takes advantage of the REMC1 1 Statewide Supply, Equipment, Peripherals and Software Bid Catalog. CA also seeks bids from other vendors to ensure that the school district is paying the lowest price for all technology.

MONITORING AND EVALUATION

K. Strategies that the district will use to evaluate the extent to which activities are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to reach challenging State academic standards.

The district will evaluate the progress and impact of the technology plan's implementation.

1. Teachers will be surveyed twice a year using a web based technology survey, and the school district will show a gain in teacher technology skill level and curriculum integration.
2. The technology coordinator will monitor the technology equipment to determine that we are keeping current with our needs and the proper equipment is purchased.
3. As technology literacy standards are adopted, statistics on the number of students who are meeting the standards will be kept. The technology team will modify these standards as necessary, based on the results. The curriculum and technology committees will review these standards every year. Other forms of measurement will be reviewed to determine the impact of technology on the MEAP, SAT, and ACT scores. Input will also be sought from the students and teachers to gain information to help guide future planning.
4. The technology team will meet routinely to determine how the plan is progressing. The technology team will meet with staff a minimum of once each quarter to present learning opportunities, answer questions, share success stories, etc.

L. Acceptable Use Policy
Strategies are in place to monitor the district’s Acceptable Use Plan for staff and student use of the technologies.

The plan includes an acceptable use policy that addresses Internet use, and is CIPA compliant. The AUP can be found on the web at <http://www.Countrysidecharter.com/information>

Acceptable Use Rules

All users of Countryside Academy’s Internet, agree to abide by the following rules:

- Use of the network is intended to be in support of education and research.
- Users have access to the Internet to facilitate diversity and personal growth in technology, information gathering skills, and communication skills.
- The username and password assigned to the user are not to be shared or used by anyone other than the registered user. Violation of this rule will result in termination of the user’s access.
- Access to the Internet is a privilege. All users will be considerate to other users.
- E-mail must be monitored on a regular basis (at least once per week) and deleted from the personal mail directory to avoid excessive use of the fileserver hard disk space. **
- Hate mail, harassment, discriminatory remarks and other anti-social behaviors are prohibited on the network.
- Each user is responsible for all material sent and received under their log-on. Do NOT give your password to anyone. It is not a good idea to transmit any personal information over the Internet.
- Users will not attempt to or engage in any illegal activity over the network.
- Users may not use any means to access pornographic materials, inappropriate text files, etc.
- It is the user’s responsibility to maintain the integrity of the electronic mail system. The user has the responsibility to report all violations of privacy to the administrator. The user is responsible for making sure all e-mail sent or received by him/her does not contain pornographic material, copyrighted material, inappropriate information, or any other information which may be potentially threatening or dangerous to others on the network.
- Users will not alter the configuration of computers in any way.
- Users will not access chat rooms or engage in on-line chat on the Internet.
- Students’ home directories are intended for storage of school related and educationally based files and documents. Users will not store non-school related materials or programs in their home directory (on the fileserver).
- Users who violate any of the rules will have their privileges terminated immediately.

** Applies to CA staff with e-mail accounts through the Intermediate School District.

Student Signature

Parent/Guardian Signature

Date

Grade for Upcoming School Year

Staff Signature

Date