

# Technology Plan

2012 – 2015



**CLARE-GLADWIN**  
REGIONAL EDUCATION SERVICE DISTRICT  
*Excellence in Education Services*

4041 East Mannsiding Road  
Clare, Michigan 48617

**Board Approved November 16, 2011**



**CLARE-GLADWIN**  
REGIONAL EDUCATION SERVICE DISTRICT  
*Excellence in Education Services*

## **SECTION 2: INTRODUCTORY MATERIAL**

### **Technology Plan Summary Sheet**

**District:** Clare-Gladwin Regional Education Service District (CGRESD)

**Superintendent:** Sheryl Presler

**Phone:** (989) 386-3851

**Fax:** (989) 386-3238

**Web Site:** [www.cgresd.net](http://www.cgresd.net)

**Contacts:** Ken Chinavare, Technology Director  
Kevin Kickbusch, Technology Coordinator  
Alex Hargrove, Senior Systems Engineer

**E-mail:** [spresler@cgresd.net](mailto:spresler@cgresd.net)  
[kchinavare@cgresd.net](mailto:kchinavare@cgresd.net)  
[kkickbusch@cgresd.net](mailto:kkickbusch@cgresd.net)  
[ahargrove@cgresd.net](mailto:ahargrove@cgresd.net)

**Plan Duration:** July 2012 - June 2015  
(Date of next State review: 2015)

## Table of Contents

<b>Technology Plan Required Components</b>	<b>Page</b>
<b>SECTION 1—Cover Page</b>	0
<b>SECTION 2—Introductory Material</b>	1-5
<b>SECTION 3—Vision And Goals</b>	6-7
<b>SECTION 4—Curriculum Integration</b> Goals and strategies, aligned with challenging State standards, for using telecommunications and technology to improve teaching and learning	8-9
<b>SECTION 5—Student Achievement</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 that integration	10-11
<b>SECTION 6—Technology Delivery</b> Strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies	12-14
<b>SECTION 7—Parental Communications and Community Relations</b> Strategies to promote parental involvement and to increase communication with parents and community, including a description of how parents and community will be informed of the technology to be used with students	15-16
<b>SECTION 8—Collaboration</b> Strategies for developing the program, where applicable, with adult literacy providers	17
<b>SECTION 9—Professional Development</b> 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	18-21
<b>SECTION 10—Supporting Resources</b> 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	22-24
<b>SECTION 11—Infrastructure Needs, Technical Specifications, and Design</b> Strategies to identify the need for telecommunication services, hardware, software and other series to improve education or library services, and strategies to determine interoperability among the components of technologies to be acquired	25-28
<b>SECTION 12—Increase Access</b> Strategies to increase access to technology for all students and teachers	29-31
<b>SECTION 13—Budget and Timetable</b> Timeline and budget covering the acquisition, implementation, interoperability provisions, maintenance and professional development related to the use of technology to improve student academic achievement	32-34
<b>SECTION 14—Coordination of Resources</b> Strategies that will be employed to coordinate available state and local resources to implement activities and acquisitions prescribed in the technology plan	35-36
<b>SECTION 15—Evaluation</b> 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 and national academic standards	37-38
<b>SECTION 16—Acceptable Use Policy</b> Strategies are in place to monitor the district’s Acceptable Use Plan for staff and student use of the technologies	39-49

# **Description of District**

## **Clare-Gladwin Regional Education Service District**

### **District Profile**

Clare-Gladwin Regional Education Service District (CGRESD) services the five public K-12 school districts of Beaverton, Clare, Farwell, Gladwin, and Harrison; the Creative Learning Academy of Science, Mathematics and Humanities Public Charter School in Beaverton; the pre-school facilities in the communities of Beaverton, Clare, Farwell, Gladwin, and Harrison; the Clare-Gladwin Area School; St. Cecilia Catholic School in Clare; and Skeels Christian School in Gladwin. The services provided through our numerous departments and programs include but are not limited to the following: Special Education, Career Education, General Education, Regional Education Media Center #5, Technology, and Pupil Accounting services for approximately 8,000 students.

The district facilities include the 2003-2004 renovated J.C. McNamara Education Resource Center Administration Building, which houses the Conference Center, Computer Lab, Network Operations Center, REMC5, and offices for General Education, Special Education, Students Participating in Academics and Recreation for Knowledge and Success S.P.A.R.K.S., Pupil Accounting and Business Services. The Clare-Gladwin Area School and Special Education Administrative Offices have the same address as our Administration Building, however they are located in a separate building on our campus. The Career and Technical Education programs are located throughout Clare and Gladwin counties.

The district includes Clare, Gladwin and a portion of Isabella counties covering approximately 1,000 square miles.

### **Mission Statement**

*The Clare-Gladwin Regional Education Service District's mission is to provide cooperative assistance, creative leadership, and specialized expertise to local school districts to enhance and expand educational opportunities for all.*

Listed below are the local public school districts located within the Clare/Gladwin Regional Education Service District.

<b><u>School</u></b>	<b><u>Student Population*</u></b>	<b><u>Teachers</u></b>	<b><u>Buildings</u></b>
Beaverton Rural Schools 468 S. Ross St. Beaverton, MI 48612 (989) 246-3000	1,359	73	3
Clare Public Schools 201 E. State St. Clare, MI 48617 (989) 386-9945	1,539	79	4
Farwell Area Schools 371 E. Main St. Farwell, MI 48622 (989) 588-9917	1,452	92	4
Gladwin Community Schools 401 N. Bowery Street Gladwin, MI 48624 (989) 426-9255	1,850	103	4
Harrison Community Schools 224 W. Main St. Harrison, MI 48625 (989) 539-7871	1,528	85	4
Clare-Gladwin Area School 4041 E. Mannsiding Rd. Clare, MI 48617 (989) 386-3682	79	7	1
Creative Learning Academy 540 Lang Rd. Beaverton, MI 48612 (989) 435-8252	56	6	1
<b>TOTAL</b>	<b>7,863</b>	<b>445</b>	<b>21</b>

\*Audited figures as of spring 2011- Pupil Head Count

## Planning Team

Name	Position
Sheryl Presler	Superintendent
Rick Monte	Assistant Superintendent for Special Education
Barb Guimond	Special Education Supervisor/Monitor
Maureen Thurlow	Clare-Gladwin Area School Principal
Deborah Snyder	Assistant Superintendent for General Education
Cheryl Wyatt	Instructional Consultant for General Education
June Marston	Instructional Consultant for General Education
Doug Pummell	Career Center Education Director
Tamara Chaffee	Business Manager
Ken Chinavare	Technology Director
Alex Hargrove	Senior Systems Engineer
Kay Hauck	REMC Director
Kevin Kickbusch	Technology Coordinator
Paul Berger	System Administrator
Barbara Richards	Board of Education President
Sue Murawski	Board of Education Secretary

## **SECTION 3: VISION AND GOALS**

### **Board of Education Goals**

Clare-Gladwin RESD will:

- Positively impact all students' learning
- Consolidate, collaborate, and maximize resources
- Improve internal and external communications
- Prioritize resources for student success in the 21<sup>st</sup> Century
- Make all decisions based on data

### **Technology Vision, Goals, and Strategies**

We believe that TECHNOLOGY is a tool that allows the curriculum to be taught in a unique way that reaches all students throughout the learning process. It is not to be confused as the goal or objective, but rather used as the instrument to help accomplish the end result, Student Achievement and learning.

#### **Technology Vision**

- Ensure student success and achievement with state of the art tools
- Give all students an equal opportunity to learn
- Help educators by providing the correct tools, resources and information
- Promote the use of technology to allow for anywhere, anytime access to learning
- Achieve higher RELIABILITY
- Become more EFFICIENT
- Increase KNOWLEDGE
- Promote better, global COMMUNICATION
- Allow for a better quality of LIFE
- Bridge the DIGITAL DIVIDE in rural schools
- Empower all people to become LIFE LONG LEARNERS

#### **Technology Goals**

- Maintain existing technology and implement new technology for efficiency and reliability – (Ongoing)
- Be adaptable to add and integrate new types of technology not yet known to help achieve the vision set forth – (Ongoing)
- Identify specific areas of expertise needed to maintain a high degree of quality of service and to be able to integrate new services as requested – (Ongoing)
- Look for new ways to leverage existing fiber network capacity to the community, both public and private – (Ongoing)
- Pursue grant opportunities allowing for a two county data infrastructure ring throughout our region – (2-5 yrs.)
- Create multiple connections to the Internet for increased accessibility and resiliency – (2-5 yrs.)
- Centralize security camera systems – (3-6 yrs.)
- Centralize phone systems – (3-6 yrs.)

## **Technology Strategies**

We strive to achieve the goals and vision detailed in this plan through the following strategies at both a local and regional level:

- Integrate new technologies allowing information to be accessed more efficiently
- Promote research and development of new technologies in and out of the classroom
- Install, setup, configure, maintain, and manage new/existing hardware and software from program installations to infrastructure project management
- Provide and manage help desk services with both phone and remote control capabilities
- Provide onsite repair and support for software and hardware
- Troubleshoot questions to problems dealing with all parts of technology
- Provide on-call services and support (24/7/365) of all critical services listed above
- Install, setup, configure, maintain, and manage central data processing and storage systems
- Engineer and administrate servers, firewalls and related equipment
- Support and maintain computer labs, classrooms, and office computers
- Secure all computer devices from viruses/malware/spyware infiltrations
- Provide online safety and security for all staff and students through the use of firewalls, content filters, and other devices designed to protect the theft of identities
- Provide backup and restoration services for all critical and sensitive data
- Provide Internet service (bandwidth of  $\geq 1$ Gbs) for all local districts to share
- Provide virtual field trip opportunities for students and video conferencing capabilities for staff
- Manage a two county wide fiber optic network (bandwidth of  $\geq 1$ Gbs) interconnected in a ring configuration for the highest degree of reliability
- Provide web page hosting and domain name services (DNS)
- Manage content filtering software/hardware devices to stay compliant with CIPA regulations
- Manage listserv systems for collaborative purposes
- Manage email and other collaborative systems for student and staff use
- Facilitate Universal Service Fund (USF) administration and coordination for all local districts
- Provide data center power conditioning and cooling through the use of generators, uninterrupted power supplies and redundant chillers
- Inventory software and hardware

## **Challenges**

- Contingency plan to support existing e-rate funded services if USF funds cease
- State funding model for K-12 schools makes it difficult to plan for the future when districts don't know what the budget will be until after the start of the school year
- While collaboration with the five local districts for centralized technology services is nearly complete, one district has not joined yet

This plan and other useful tools/information/resources can be found online at:

[www.cgresd.net](http://www.cgresd.net)

## **SECTION 4: CURRICULUM INTEGRATION**

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

### **General Education Department**

#### GOALS WITH SUPPORTING STRATEGIES:

- Provide instructional services to meet identified needs of districts, including online, print, and media tools and resources, to improve teaching and learning. (General Education)
  - Model and integrate the use of technology into curriculum. (General Education)
  - Book studies offered for CMU credit include an online component. (General Education)
  - Provide opportunities for the use of digital media in the classroom (Discovery Education Streaming). (REMC)
  - Facilitate videoconference field trips aligned with state curriculum standards. (REMC)
  - Promote state/national videoconference opportunities. (General Education and REMC)
  - Coordinate classroom-to-classroom connections (Read Around the Planet, Michigan Exchange, other). (REMC)
  - Support use of Moodle as an online teaching and learning tool. (REMC)
  - Facilitate acquisition and implementation of standards-based online course content available in Moodle format through the Michigan Learns Online Grant and other sources. (REMC)
    - Offer “21 Things for Teachers,” “21 Things for Administrators,” and “21 Things for Students”.
    - Provide Plato test packs with Plato access.
- Promote technology goals for students that are directly linked to the Michigan Educational Technology Standards. The six broad standards categories include:
  - Basic operations and concepts
  - Social, ethical, and human issues
  - Technology productivity tools
  - Technology communication tools
  - Technology research tools
  - Technology problem-solving and decision-making tools
- Promote local district knowledge of and adherence to the Michigan Department of Education’s published Technology Standards and Benchmarks for K-12 students.
  - CGRESD will assist districts in assessing 8<sup>th</sup> grade technology literacy, as required by NCLB. (ongoing)

## **Special Education Department**

### **GOALS:**

- The Clare-Gladwin Area School will integrate technology to enhance communication and ensure that students have exposure to and training in technology that would most benefit them individually.
- Improve students' progress on IEPT goals and objectives with the use of assistive technology in the classroom.
- Provide assistive technology for students so that all students can express themselves both in the classroom and at home.

### **STRATEGIES:**

- Access the Internet for the purpose of obtaining information.
- Increase teacher use of the Internet to retrieve information and lessons to improve instruction.
- Use technology to develop communication devices, visual schedules, social stories and lesson plans.
- Use software in the classroom to teach and reinforce skills aligned with the school curriculum.

## **Career Technical Education Department**

### **GOALS:**

- The Clare-Gladwin Career Technical Center will integrate technology to enhance communication and ensure that students have exposure to and training in technology that would most benefit them individually.

### **STRATEGIES:**

- Program curriculum has been revised to instruct students on accessing the Internet for the purpose of obtaining information.
- Increase teacher use of the computer to retrieve, organize, and utilize resources in the improvement of instruction.
- Integrate the use of technology by teachers and students to develop presentations, portfolios, and other graphical representations of information, ideas, and concepts.
- Use curriculum-specific software to enhance student learning.
- Involve parental support using assistive technology at home and school.

## **Clare-Gladwin Middle College**

### **GOALS:**

- Use technology to facilitate communication and interaction between instructors, students, and staff.
- Provide online learning opportunities for students.

### **STRATEGIES:**

- Provide support and training for students in the use of Educator, Internet research projects, web classes, Internet discussion postings, and E-mail.
- Provide students with option of taking online classes at MMCC.

## **SECTION 5: STUDENT ACHIEVEMENT**

*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 that integration*

### **General Education Department**

- As a foundation for technology integration professional development, the General Education department along with REMC will use the book *Using Technology with Classroom Instruction that Works* by Howard Pitler et al. This book is based on the research behind the nine categories of instructional strategies presented in the book *Classroom Instruction that Works* by Robert J. Marzano. Timeline: Spring 2009 and ongoing
- A companion wiki, *Web 2.0 and Marzano's CITW*, located at <http://web2thatworks.com>, will be used as a fundamental resource. In the wiki, readers and contributors will learn and share information about specific Web 2.0 tools that can be used by teachers, and strategies that can be used with those tools that align with and support research-based effective instructional methods. Timeline: Spring 2009 and ongoing
- Middle and high school mathematics teachers attended professional development focused on teaching strategies and lessons utilizing technology in function-based Algebra instruction with real-world applications. Titled "Algebra Academy," and "EMATHS," follow-up training will be made available for new teachers. Mathematics curriculum teams will be developed and a focus will be on integrating technology and hands-on approaches used in the EMATHS training.
- Technology will be incorporated into many of the professional development opportunities for area teachers and administrators. The professional development is targeted to enhance instruction and increase student achievement using research-based strategies in multiple content areas. (future workshops)
- SPARKS will provide annual professional development focused on technology integration in afterschool programs.
- The General Education, REMC and SPARKS departments will model Universal Design for Learning (UDL) principles in professional development sessions for teachers. Staff will study UDL concepts and incorporate its principles into teacher training sessions. UDL principles are heavily focused on implementing appropriate technologies to help all students learn.

### **Special Education Department**

PECS, Boardmaker, Intellitools, the digital camera, scan and read programs, iOS technology, Dynovox, Dynamite, Mercury and the interactive boards are only a few of the specific technology items available that are based on research through the Assistive Technology Lending Library.

## **Career Technical Education Department**

All career and technical education programs will implement Michigan's Educational Technology Standards and Expectations. It is a goal of No Child Left Behind that schools will "Assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability." The Grade Level Educational Technology Standards and Expectations for grades 9–12 are aligned with the International Society for Technology in Education's (ISTE) National Educational Technology Standards for Students (NETS-S). They are meant to provide teachers with an outline of learning expectations and will be used to drive educational technology literacy assessments for the next several years.

### **STRATEGIES:**

- Utilize the RESD computer lab, a MMCC computer lab, and the portable computer lab that will allow CTE students access to resources that will be used to improve academic achievement in the content areas.
- Purchase software that will provide students instruction and assessment in language arts and mathematics.
- In-service all staff on the implementation of the Technology Standards and Expectations.
- Staff will develop an integration plan and then fully integrate technology instruction into their programs.

## **Clare-Gladwin Middle College**

### **GOALS:**

- Students will participate in a college level computer class which will develop the students' proficiency in word documentation, spreadsheets, presentations, Internet, and e-mail.

### **STRATEGIES:**

- The CIS 100 computer class is included in a first year Middle College student's development plan.

## **SECTION 6: TECHNOLOGY DELIVERY**

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

### **Technology Department**

All local schools within the RESD have access to distance learning equipment, which allows teachers to take their students on virtual field trips to sites anywhere in the world. The RESD currently owns two portable units shared with all districts. Beaverton Rural Schools and Farwell Area Schools each own one portable unit which is primarily used within these districts. This allows us to conduct concurrent distance learning sessions across the region. It is our goal to allow for a further penetration of this technology directly in the classroom, which will allow students access to places around the world that would not normally be possible. Grant funds and other funding options are continually investigated and pursued when feasible. Virtual field trips over the past several years have been very successful. We believe that this type of distance learning has impacted students in a very unique and positive way throughout our region.

Moodle and Discovery Education are other areas of distance learning that have been added to our offerings for local district use. These tools add ways to help teach students in a more positive, interactive format. These technologies offer online learning as well as on-demand viewing of audio/video directly from the desktop at school and/or from home. Discovery Education has grown exponentially over the past several years allowing students that are absent for the day to be able to review a video required for class at a later date and at their own pace. A local host server containing a replica copy of Discovery Education's video library was added to our wide area network to allow for quicker, more reliable access to the video content.

The use of the Internet itself has had the greatest impact on students utilizing distance learning. With the vastness of the Internet, students and staff are able to research anything that the human mind can conceive. With this high-speed tool (the Internet), teachers and students are finding new ways in which to teach/learn. A multitude of curriculum offerings are being taught using the Internet as the catalyst. Today's Internet is yesterday's pencil, paper and books. New tools like the iPod/iPad, smart phones, etc. will expand the use of the Internet into a limitless resource.

### **General Education Department**

The RESD Administrative Office is equipped to offer distance learning onsite. REMC 5 also has a portable polycom unit and a video projector to facilitate virtual fieldtrips in the local districts.

- Through REMC, participating local districts receive financial assistance in obtaining on-line streaming media subscriptions. Video streamed technical training and lesson ideas are delivered through planned professional development as well as on-site requests.
- The REMC provides full financial support for Moodle on behalf of our local school districts. All teachers and administrators have access to this tool that

- allows them to create a blended or fully online learning environment for their courses.
- This joint Moodle project is in partnership with other Central Michigan intermediate school districts, including:
    - Clare-Gladwin RESD
    - Clinton County RESA
    - Eaton ISD
    - Gratiot-Isabella RESD
    - Ingham ISD
    - Shiawassee RESD
  
  - Curriculum documents, tools, assessments and resources are posted on the CGRESD web site for local district use.
  - S.P.A.R.K.S. 21stCCLC Program elementary and middle school site staff will implement technology into the daily program. Examples include: Keyboarding software, educational games, quality math and reading/writing enrichment software, video and digital cameras, Lego Mindstorms, Garmin GPS Units, Digital Blue microscopes, etc.
  - S.P.A.R.K.S. High School site staff will implement Plato or other online credit recovery options that allow students the opportunity to interact with technology and web-based tutorial services.
  - S.P.A.R.K.S. High School Site Coordinators and Directors will collaborate with local districts in order to streamline the purchase and use of online credit recovery programs.
  - Clare-Gladwin RESD continues to research and share with districts various online learning opportunities for high school students to receive credit in courses aligned with the Michigan Merit Curriculum. This allows students to utilize virtual courses for Advanced Placement as well as credit recovery.
  - Currently districts have access to free ELA, Algebra I and Algebra II Moodle courses. These courses can be customized by each teacher. They can be used for credit/unit recovery, as a blended or stand-alone course. The General Education department, along with REMC, will continue to facilitate the acquisition and implementation of other standards-based online course content available in Moodle format.
  - Clare-Gladwin RESD will continue to participate in the statewide seat time waiver through Genesee ISD, giving students options beyond the current maximum of two virtual credits per semester and increasing schedule flexibility. This allows students to pursue learning avenues that best meet their needs and learning styles. Examples include: AP courses; world language courses not otherwise offered through local districts; recapturing credits to maintain eligibility to participate in CTE programs, athletics, and extra-curricular activities; etc.

## **Special Education Department**

Students have access to a technology class, participate in virtual tours, and use the Internet to locate specific information aligned with classroom standards and benchmarks.

## **Career Technical Education Department**

Every Michigan child should prepare for a globally competitive future that is integrated with technology and focused on the knowledge economy. It is imperative for the school of the future to provide a way for all students to access diverse courses. It is our responsibility to provide a way for students to build technology skills and tools that will help them succeed.

### **Clare-Gladwin Middle College**

#### **GOALS:**

- Middle College students will receive training for proficiency in navigating web classes.

#### **STRATEGIES:**

- Middle College students will be offered the opportunity to participate in at least one online class.
- Middle College students will continue to use MMCC's Moodle portal as means of communication.

## **SECTION 7: PARENTAL COMMUNICATIONS and COMMUNITY RELATIONS**

*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*

### **Technology Department**

The use of our web site is a communication tool that allows us to disseminate information to the Public about the RESD and the local schools that we serve. We work with our local schools to seek out community involvement when looking to implement new technologies. This is achieved by using such tools as local newspapers, web sites, email, student information system parent portals and the education access channel through our local cable provider.

Examples of different systems currently in place: (Skyward, School Messenger, and Cable Access Channel through Charter Communications).

### **General Education Department**

- Clare Gladwin RESD uses Joyce Epstein's model for parent involvement, which is based on research from the Parenting Institute at Johns Hopkins University. In collaboration with the S.P.A.R.K.S. program, which is sponsored by 21<sup>st</sup> Century Community Learning Center grants, parents and families of identified students will have increased opportunities to access technology and increase technology skills as per each district's project plan. Parents of students will be informed of these opportunities at program orientations, the Clare Gladwin RESD website, handbooks, newsletters and the School Messenger System. S.P.A.R.K.S. will also maintain a page on the CGRESD Website for web links parents can use with their children.
- Students participating in virtual high school options will be required to meet with high school personnel and receive appropriate counseling regarding available options. Parental participation and permission will be required.
- The use of Moodle as an online component to face-to-face classroom instruction creates an opportunity for parents to be informed of what is happening in the classroom. Parents can log into their children's courses to view activities, projects, assignments and grades received for assessments delivered through Moodle.

### **Special Education Department**

- Parents are included on listservs for specific disabilities and for advocacy.
- Members of the Parent Advisory Council communicate through email.
- Parents use technology to email local newspapers regarding issues in special education.
- Parents are informed regarding the use of assistive technology through the IEP process.

- Related service providers train parents in the use of assistive technology and augmentative communication devices.
- Students at the Area School and at the preschools have access to computers, the Internet, and interactive boards.
- Information regarding special education programs and services is available on the Clare Gladwin RESD web site. Links to other resources are also available.

## **Career Technical Education Department**

Research has shown that a student's success in school is directly proportionate with the involvement of the parents in the student's educational process. Many problems and concerns can be handled discreetly and efficiently when parents have immediate access to the student's grades and attendance. It is the responsibility of the Career Tech Center to ensure that parents are informed about all matters that involve their child.

### STRATEGIES:

- Continue to update the CTE Website.
- Maintain and expand the use of Skyward as a communication tool between parents and students.

## **Clare-Gladwin Middle College**

### GOALS:

- Parents of Middle College students will be updated at regular intervals along with LEAs and other areas of the community.

### STRATEGIES:

- Parents will receive a monthly letter from mentors, as well as two meetings (fall and spring) with the Middle College staff each year.
- Parents of Middle College students will communicate regularly with the mentor through email.
- The Middle College website will contain up-to-date information for parents.

## **SECTION 8: COLLABORATION**

*Strategies for developing the program, where applicable, in collaboration with adult literacy service providers*

### **General Education Department**

Potential Regional Collaborative Activities:

- S.P.A.R.K.S. (21<sup>st</sup> Century Community Learning Centers) – CGRESD collaborates with local school districts and many community agencies to provide students with academic enrichment and recreational activities after school and during the summer months. Technology is part of the students' program, and interested parents can receive technology access, assistance, and training through family and parent events.
- Adult/Community Education – The local district adult/community education administrators are involved with the planning and execution of curriculum development and professional development for teachers and support staff. Technology curriculum and instruction as well as how technology can be used to enhance instruction in all content areas are addressed.
- CGRESD collaborates with Genesee ISD to provide online classes for local districts through GENNET.

Universities and Colleges Partnerships and Collaborative Activities:

- Mid Michigan Community College (MMCC) – CGRESD has a close relationship with MMCC sharing expertise and resources.
- Central Michigan University (CMU) – CGRESD is collaborating with CMU and other local institutions to address adult literacy levels in the area.

Additional Community Agencies and Collaborative Activities:

- Clare-Gladwin Reading Council – Administrators in the General Education Department are members of the Reading Council, which not only focuses on literacy for students, but adults as well.
- Michigan State University Extension

## **SECTION 9: PROFESSIONAL DEVELOPMENT**

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

### **Technology Department**

Clare/Gladwin RESD offers many different types of training opportunities for our staff as well as for the staff from our local districts. Each department focuses on their area of expertise and provides technical training based on the district's unique needs.

The primary focus for training in the technology department is to continually stay up to date with all the latest trends in technology. Attending conferences and training programs by each of the technology staff in their area of expertise helps to achieve this. Systems Administrators, Engineers and Repair Technicians are invited to several seminars throughout the year to help them better understand what is available, as well as give them an opportunity to network with other professionals in their field. The Michigan Association for Computer Users in Learning (MACUL) conference along with the Michigan Association of Electronic Data Systems (MAEDS) conference allows the technology staff to not only be exposed to new technologies, but gives them an opportunity to learn how to use new tools. Clare-Gladwin RESD also relays information from regional, state and federal organizations back to the technology staff on a regular basis.

### **General Education Department**

Funding sources:

- CGRESD General Education Professional Development Budget
- REMC 5 Budget
- Available grant funding for technology professional development
- Registration fees

All professional development related to technology will be based on the National Staff Development Standards, which support the following:

- Development of learning communities that encourage collaboration
- Focus on continuous instructional improvement and student achievement
- Data-driven decision-making
- Research-based instructional strategies
- Sustained, job-embedded, and meaningful professional development that takes into consideration the research on adult-learners

Listservs and online classes through Moodle will be established to sustain learning gained through professional development activities and to encourage collaboration beyond the face-to-face training.

The following is an outline of the long-range professional development plan for media specialists, technology instructors, teachers, administrators, and administrative assistants:

- Media specialists/media personnel:
  - Focused training on new REMC supported systems such as Moodle and the “21 Things for the 21<sup>st</sup> Century Educator.”
  - Support for the implementation and improvement of automated check-out systems.
  - Strategies for the integration of technology into media services and suggestions for how media specialists can support teachers’ integration of technology.
  - Involvement in the REMC 5 Advisory Council, providing the following:
    - Three meetings per school year which integrate targeting training and updates.
    - A strong communication network available on demand through an e-mail listserv.
  
- Technology instructors – *All PD is focused on the integration of technology into existing curriculum in order to improve student achievement.*
  - Updates on new technology tools and programs.
  - Professional development on how to assess student achievement on technology standards and benchmarks in the regional technology curriculum.
  - Strategies for encouraging other teachers to embrace and integrate technology.
  
- Teachers – *Most professional development is focused on the integration of technology into existing curriculum in order to improve student achievement. Data analysis for improved student achievement is a professional development focus.*
  - Yearly training for new teachers on the REMC online booking system and other REMC supported teaching resources.
  - Data warehouse training: through a grant all local districts have access to DataDirector. Professional development and technical support is provided through the CGRESD.
  - Data for Student Success (D4SS) – is an online tool used for analysis of state student achievement data (MEAP and MME).
  - Professional development related to new technology-based curriculum and instruction tools such as NetTrekker, MI Tracker, Advanc-Ed MDE’s online school improvement tool, etc.
  - Assistance for integrating virtual fieldtrips that support a long-range curriculum-based unit plan.
  - Updates on new technology tools and programs.
  - Periodic REMC newsletters outlining supporting technology materials for current events and popular units of study.
  - A Moodle component is incorporated into many professional development opportunities to extend learning beyond the PD event and to model the use of Moodle in creating a blended learning environment.
  - Algebra Academy/EMATHS is focused on a function-based approach to teaching Algebra. A heavy emphasis is placed on the integration of technology into the mathematics classroom.
  - The “21 Things for 21<sup>st</sup> Century Educator” course is offered each year and over the summer for SB CEUs and/or graduate credit through CMU. The “21

Things” website is also promoted as a resource for district-based customized technology integration PD.

- Administrators
  - Access to all MDE-sponsored teleconferences.
  - Professional development related to data management tools such as DataDirector, MI Tracker, D4SS and the MDE’s online school improvement tool.
  - Technology updates at monthly administrative meetings sponsored by CGRESD.
  - Assistance in 8<sup>th</sup> grade technology literacy assessment as required by NCLB.
  - The “21 Things for 21<sup>st</sup> Century Educator” – Administrators course will be promoted upon completion of the pilot phase of this project (Fall of 2011).
  
- Administrative Assistants
  - Basic and advanced training in Microsoft Office software applications.
  - Training on desktop publishing software for the creation of the CGRESD professional development flyer and other graphic arts requests.
  - Training in Joomla, the content management system used in maintaining the Clare-Gladwin RESD website.
  - Training in Moodle in order to assist administrators in course creation and maintenance for PD related Moodle sites.
  - Training in student information system updates, along with use of the Michigan Longitudinal Data System.

## **Pupil Accounting**

Provide professional development to principals and administrators on topics including:

- Pupil attendance and accounting
- Required documentation for Michigan Department of Education
- Various student populations
- Implementation of new mandates and reporting requirements relative to the Michigan Student Data System (MSDS)
- Graduation and Dropout (GAD) application
- Updates on changes in the Pupil Accounting policies and procedures

Provide professional development to teachers on topics including:

- Attendance procedures and policies
- Various student populations
- Updates on changes in the Pupil Accounting Process

## **Special Education Department**

- Staff in the local districts will be trained on assistive technology devices on an individual basis as well as at staff meetings
- RESD staff will be trained on the use of technology and assistive technology devices during professional development hours as well as during staff meetings

- RESD staff and local districts are implementing Easy IEP, an electronic web based IEP. Training is on going with collaborative problem solving.
- Service providers will attend regional, state and national conferences on the use of assistive technology as funds are available.

## **Clare-Gladwin Middle College**

### **GOALS:**

- The Middle College will support staff in the training and use of new technology when appropriate.

### **STRATEGIES:**

- The Middle College will stay up-to-date with new technology through the use of training seminars, conferences, CGRESD professional development, and available resources.
- Most students enrolled in the Clare-Gladwin Middle College take at least one on-line college course.

## **SECTION 10: SUPPORTING RESOURCES**

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

### **Technology Department**

Clare/Gladwin Region Educational Service District (CGRESD) is the Internet Service Provider (ISP) for all of our local districts. All five local school districts and Mid Michigan Community College (MMCC) own a shared fiber optic network. The interconnections between the RESD, local districts and MMCC are currently at 1Gbit. These connections were made possible by the cooperative help of all five local schools, MMCC and CGRESD back in the mid 1990's. This network was originally put in place for the main purpose of distance learning over Interactive Television (ITV). Since the Internet is now the driving force for distance learning, most of the resources are focused around the delivery of safe, reliable high-speed Internet access. These resources include but are not limited to content filtering, email, firewall protection, spam filtering, virus/malware/spyware protection, and high availability connections to the Internet.

The engineering team at CGRESD maintains the data infrastructure 24/7/365. The RESD works together with the local districts to apply for grants that help maintain this high-speed connection to the Internet. The utilization of Universal Service Funds (USF) collaboratively supports approximately 75-80% of the cost of Internet access. Without this funding the local districts would not be able to achieve the level of access needed and required for them to use the Internet as a viable teaching tool. Excess data transport capacity is leased throughout the school owned fiber optic network, which allows the RESD and local districts to maintain and implement other technology services. By leveraging these assets the RESD and local districts are able to better equip teachers to help students learn in ways never achieved before. These tools help make possible the same opportunities for CGRESD students as any other student in the United States.

The Clare/Gladwin RESD maintains a robust local area and wide area network including state of the art computers and other technologies for use by all staff and students at the special education program locations, Career and Technical Education locations and administration offices. The typical computers in use are Intel based devices running Microsoft operating systems with all the peripherals needed to allow the staff and students to accomplish their tasks. These computer systems are replaced on a yearly rotation schedule of about three to four years. It is the belief that computers need to fit the requirements of the users. As technology hardware and software evolves, the systems will be replaced with the correct upgraded equipment.

Training is provided in group as well as individualized methods based on need. In some cases training is performed internally while other training is outsourced. The use of wide range tools help train the staff including but not limited to Internet access, computer labs, REMC based instruction and teleconference over Internet technologies.

All employees are required to sign an acceptable use policy when they are hired and annually thereafter. All students capable of using school technology are also required to

sign an acceptable use policy. Everyone must adhere to the Children Internet Protection Act (CIPA).

## **General Education Department**

Funding sources:

- CGRESD General Education Professional Development Budget
- Available grant funding for technology professional development
- Registration fees
- REMC budget

The CGRESD web site provides many technology and related resources for all constituencies of Clare and Gladwin counties. The following links and resources are or will be available:

- All CGRESD departments and personnel
- Current and upcoming professional development opportunities sponsored by CGRESD and consortia to which CGRESD belongs
- REMC online booking system
- Online professional development registration system
- School improvement, MEAP, and annual report online resource sites
- Michigan Department of Education and all related web sites
- Michigan Teacher Network
- Technology grant funding resources
- Web site links, tools and resources for teachers in most curricular areas

Data for Student Success (D4SS) is available free of charge to districts and MI Tracker is purchased by some of our local districts. Both systems can be used for analysis of MEAP/MME assessments. DataDirector, a data warehouse, is provided to all districts through a regional RDI grant.

Clare-Gladwin RESD consultants, along with local district teachers, will participate in the creation of online end-of-course assessments in collaboration with teachers and consultants throughout the Northern Michigan Learning Consortium.

REMC provides the Moodle Course Management System at no additional charge to all local school districts.

## **Pupil Accounting**

Clare-Gladwin RESD provides the following services to utilize technology efficiently for all counties:

- Accurate and up-to-date listservs for all pupil accounting information
- Work with districts to utilize computerized attendance
- Technical assistance for district in complying with Pupil Accounting requirements
- Updated web site to include forms, new issues, etc.
- Links to additional web sites for resources
- Printed reports and notes at time of field audits

## **Special Education Department**

- Contracts for current maintenance agreements for technology devices will be maintained.
- Technical support for software will be provided by local technicians, as well as by software companies.
- CD/DVD-ROMS and Online texts will be available for students.
- Scan and read programs, as well as Duxbury Braille translation programs, will be provided as needed to allow students access to printed materials.

## **Career Technical Education Department**

Clare-Gladwin RESD has made very progressive moves in bringing technology into our classrooms and training teachers and students on how to use it. We created our CTE programs realizing that technology must be considered a basic skill that students must master to be successful in the 21st century. At Clare-Gladwin RESD you will see results of our varied approach at integrating technology into every aspect of our school system. Our approach is a blend of technology accessibility to students, providing teachers the proper training to integrate technology into instructional delivery, and implementing technology into district management functions to increase efficiency and accuracy in our daily work. In order to maintain the quality instruction that we offer, academic support materials will be purchased for language arts and mathematics instruction software and other media will be available for student use in CTE programs.

## **SECTION 11: INFRASTRUCTURE NEEDS/ TECHNICAL SPECIFICATIONS AND DESIGN**

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

### **Technology Department**

The CGRESD technology team continually investigates new technologies as they may apply to the local districts. This is done in a variety of different ways. The ongoing attendance of conferences and trainings are disseminated to the entire technology team at quarterly meetings. During these meetings discussions are brought up to encourage input for new and existing technologies. There is a regional collaborative initiative in place that allows for a uniform standard of infrastructure backbone, equipment and other services as they apply to specific needs. All infrastructure equipment is currently the same at each site to maintain good interoperability, reliability and efficiency between sites. This process will continue to be built upon and modified as new technologies and services are required in the future.

CGRESD completed a renovation project at the Administration building in 2003-2004, which updated the functionality of the main facility and improved technology accessibility and reliability. Some of the technological upgrades that took place were the creation of a more functional Network Operations Center (NOC). Uninterrupted power along with generator backup and climate control for data processing, electronics and key workstations was added in 2005 and 2006. In 2009, a reconfiguration of the NOC allowed for dual power buses to be installed for an increase of reliability and resiliency. The renovations completed set up the environment to centralize all data processing within the region.

In 2010 all local districts within the RESD, except one, pooled resources to centralize data processing. This is just one of many initiatives that CGRESD is doing to make new and existing services less costly, more reliable, and available 24/7/365.

The following is a snap shot of infrastructure enhancements that have been completed over the past 10 years:

- Power conditioning at key locations
- Storage Area Network for data protection and redundancy
- LAN and WAN upgrades
- Wireless infrastructure enhancements
- Virtual central processing
- Off site backup system for disaster recovery
- Enhanced monitoring of all key equipment and devices
- Firewall and content filter upgrades

The timeline to complete new projects is ongoing and projects are implemented as funds become available. The technology budget is typically approximately \$1,000,000 per year. About six to eight months prior to the upcoming fiscal year, new technologies are

discussed and prioritized before implementation. While there are long-range goals and visions to enhance student learning, it is impossible to project more than two to three years specific hardware and software needs.

A list of items that have been discussed for upgrades, replacement or implementation over the next several years is as follows:

- Replace/upgrade server processor systems – (2012-2013)
- Replace storage area network (SAN) – (2013-2014)
- Upgrade Wide Area Network (WAN) fiber electronics to 10Gb – (2013-2014)
- Investigate the feasibility of Cloud computing – (2014-2015)
- Create wide area network resilient data ring – (2012-2015)
- Ongoing computer rotation – (2012-2015)
- Addition of new technology peripherals – (2012-2015)
- Upgrade/replace UPS and generator – (2014-2015)

While the above goals have projected completion time periods, district budgets, new technology and the state of the economy will heavily impact prioritization and final decisions regarding implementation from year to year. This list of enhancements should not be considered all encompassing as other projects may also be implemented throughout the course of the next several years.

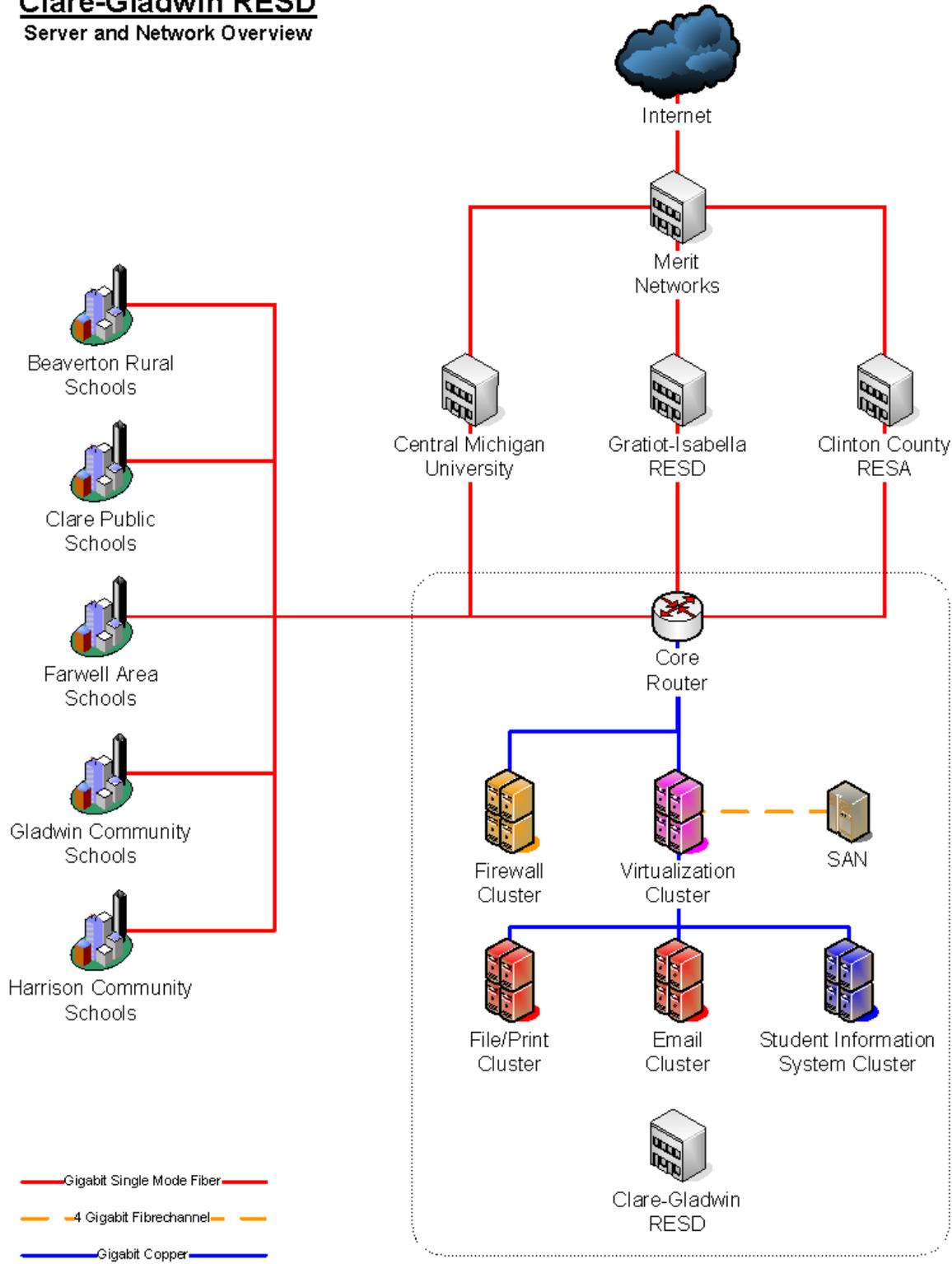
The RESD provides technical support/engineering services to all districts on a wide range of information technology. Four out of the five districts that we provide technology services for are teamed together to provide a framework that helps foster interoperability among systems. A central data processing center allows for all storage, processing and backup systems to be managed more efficiently than duplicating systems throughout our region. We have an engineering team with a Novell Certified Netware/Linux Engineer (CNE/CLE) on staff that manages and maintains the Network Operation Center (NOC). Through the use of Engineers, Systems Administrators, Repair Technicians and Application Specialists, we assist in technology planning and implementation of local district internal local area networks (LAN). This type of support structure allows us to create a more uniformed and cohesive integrated system.

While local phone systems are typically overlooked as a way of doing business, it is nonetheless a necessity for doing business within the schools. We currently have a PRI, which can handle up to 23 concurrent lines for incoming/outgoing, local and long-distance calls. This PRI includes DID trunk lines for direct inward dialing. We also have about 10 traditional plain old telephone lines (POTS) that are used for faxes, alarms and emergency lines. We also have one VoIP phone line that can be used anywhere we have Internet access. Additional lines will be added as needed.

Cell phones are another way in which we conduct business. We have many after-school programs that require us to carry these phones so that parents, administrators and service providers can contact school personnel. We currently have about 55 cell phones used by many different staff members and we will continue to add more as needed. We choose carriers for all phone service based on cost, coverage area, customer service, and plan options. We have added data packages to many of our cell phones, as our staff continues to require more and more access to online resources. An inventory is maintained for all of our phone lines, PBX and cell phone handsets used by staff.

A diagram showing all connections internal to the operations of the RESD as well as connections to the rest of the CGRESD Network Consortium is located below. It is a logical look at how we literally bridge the digital divide, linking students with information all over the world.

**Clare-Gladwin RESD**  
**Server and Network Overview**



## **General Education Department**

REMC provides a local server housing Follett's Destiny Library Management system. Local districts have the option of using this server to run Destiny. Through the collaborative efforts of the CGRESD technology team, Gratiot-Isabella RESD technology team, and REMC, server maintenance and software upgrades for Destiny are managed for participating schools.

## **SECTION 12: INCREASE ACCESS**

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

### **Technology Department**

Currently all school districts in our region have high-speed access to the Internet via a fiber optic connection from each of the local district's head-end to the Clare/Gladwin RESD. Each school district extends their network out to each of its local buildings through the use of fiber optics. During the 2010-2011 fiscal year, four of the five local districts worked together with the RESD to merge their networks together as one large system. A standardized and uniformed network design now allows for an increase of access between all districts that had not been there in the past. This sets the foundation for all technologies to merge such as computer desktops, software applications and centralized management of technology services in general. This has removed many roadblocks that had been there since the creation of local district computer networks. As a part of this merger of network technologies occurs, a standardized wireless infrastructure will be added to the overall plan. This will allow for an even greater increase of access, especially as more devices are introduced in the market, that takes advantage of wireless connectivity.

The RESD works together with the local districts to provide a way of decreasing costs when purchasing hardware, software and Internet services. One way in which this is accomplished is through the REMC5 affiliation. This is a consortium that benefits all of the local schools in the region. REMC offers a way to purchase software and hardware that has already been reviewed specifically for local schools across the State of Michigan. This information is located online at <http://remc.org>. By taking advantage of this resource, schools can receive more for their money and can be assured that the products they will be purchasing adhere to strict guidelines specifically geared toward student and teacher usage in the classroom.

With this region considered as HIGH-POVERTY, emphasis is put on as many grant opportunities available and feasible to help area students achieve. By utilizing USF funds, these students are not only able to access the Internet in 99.9% of all classrooms, they are given state of the art tools to help access resources and foster learning. The leveraging of the consortium owned fiber network helps pay for technology initiatives and services requested by the local districts. The RESD is both the fiscal agent and hub location for high-speed fiber optic network access capabilities throughout the community. The consortium works together with local hospitals, townships, and city and village municipalities along with the County in order to maximize resources and increase community access.

Since one of an RESD's main roles is to provide special education services, the center based Area School located next to the RESD Administration building works with special needs students to provide assistive technologies that will not only help them learn, but connect them to others around the world. Tools used by students that are hearing impaired include videoconference technology that assist them in their day-to-day lives. New technologies such as interactive boards are continually sought out to provide greater access and to give these special needs students every opportunity possible.

## **General Education Department**

- Often technology is available to teachers but is not fully utilized. Therefore, technology is embedded into most professional development opportunities offered through CGRESD to acquaint teachers with available options and resources.
- Algebra Academy/EMATHS – This professional development opportunity is intended to increase teachers knowledge of graphing calculators (TI-84) and other hardware (CBR, CBL, Navigator). It will also expose them to several different software programs (Smart View, Tinker Plots, Fathom). Participants in the academy receive a TI-Presenter or TI-View screen and a graphing calculator to use in their classrooms. CGRESD instructional consultants will work in-districts with mathematics teachers to assist teachers with the implementation of the best practices and technology acquired during the Algebra Academy/EMATHS training.
- REMC 5 focuses on bringing technology resources made available through the REMC statewide network to local districts through direct communication and training opportunities. Such resources include free online course content and projects such as the “21 Things for Students” curriculum.

## **Special Education Department**

- Professional development
- Assistive Technology Lending Library
- There is currently a team in each county trained to conduct assistive technology evaluations

Students at the Area School have access to additional computer instruction through the Career Technical Center programs.

## **Career Technical Education Department**

It is an undeniable fact that our students deserve the best education possible. In an attempt to prepare students for competing in a global economy, technology must be made available to students and staff. Several programs within the Career and Technical Education Programs area have a requirement for specific technologies. These technologies are required either to adequately prepare students for jobs in tomorrow’s work force or to prepare students for specialized post-secondary academic programs. As newer equipment is purchased for these programs, existing equipment can be moved to other areas where the need for technology is more general.

### **STRATEGIES:**

- A portable laptop computer lab has been established to give students better access to computer resources through the Career Technical Center.
- Available laptop computers and LCD projectors will be reallocated to the CTE satellite programs.

## **Clare-Gladwin Middle College**

### **GOALS:**

- The Middle College will provide the opportunity for the use of technology to CGMC staff and students.

### **STRATEGIES:**

- Students and staff will have access and use of computers with Internet access.

## SECTION 13: BUDGET AND TIMETABLE

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

### Technology Budget- Internal/External

Category	2012-2013	2013-2014	2014-2015
Contracted Services/Support	\$ 120,000	\$ 115,000	\$ 110,000
Software/Licenses	\$ 45,000	\$ 46,000	\$ 47,000
New Equipment Purchases	\$ 125,000	\$ 130,000	\$ 135,000
Maintenance and Repairs	\$ 25,000	\$ 30,000	\$ 35,000
Conferences/Training/Professional Development (Internal)	\$ 20,000	\$ 21,000	\$ 22,000
New Tools/Diagnostic Equipment	\$ 25,000	\$ 26,000	\$ 27,000
Travel	\$ 10,000	\$ 11,000	\$ 12,000
Office Supplies	\$ 1,000	\$ 1,000	\$ 1,000
Professional Development- LEAs	\$ 10,000	\$ 12,000	\$ 14,000
Salaries/Benefits of Tech Staff	\$ 900,000	\$ 990,000	\$ 1,089,000
Communications Devices- Cell Phones	\$ 50,000	\$ 49,000	\$ 48,000
<b>Total</b>	<b>\$1,331,000</b>	<b>\$1,431,000</b>	<b>\$1,540,000</b>

## **Technology Department**

The budget and timeline for infrastructure modifications will continue to be similar from one year to the next. WAN infrastructure upgrades will be implemented as additional money becomes available through the general fund or when grant opportunities provide a feasible opportunity. Fiber data rings to increase central data processing reliability and resiliency are currently being investigated.

USF funds are applied for on a yearly basis to help pay for Internet connectivity for all schools in our region. The annual consortium Internet access typically costs on an average of around \$120,000.00 plus supporting services such as firewall, content filtering and management. Multiple connections to the Internet are sought out on a regular basis to increase the overall reliability. The consortium will be working with providers such as MMNET and Merit to help increase this reliability. As the need for higher speed connectivity is required, it will be discussed whether or not additional equipment will be purchased. This may or may not happen over the next three years, however if the need is there, the plan will be changed to accommodate moving in that direction.

## **General Education Department**

The General Education Department along with REMC will strive to maintain a regular replacement cycle for computers and equipment in order to achieve maximum efficiency and maintain reliability.

REMC 5 has the following goals for support to local districts in providing licensing:

- Provide Moodle to local districts with no added costs to districts
- Provide Discovery Streaming to local districts with no added costs to districts

In order to accomplish these goals, we will continually monitor and reallocate funds according to emerging priorities in technology.

## **Special Education Department**

- Maintain current budget using state and local funding for equipment and maintenance agreements.
- Professional development will be supported by funds available through IDEA Flow-through.
- Other grants will be pursued as they become available.
- All fiscal resources are reviewed annually.

## **Career Technical Education Department**

The Career and Technical Center will encourage the efficient use of funds and resources in a manner that ensures that all programs and students have access to technologies that improve student competencies. In order to accomplish this, we will continually monitor and reallocate funds according to emerging priorities in technology.

**STRATEGIES:**

- Utilize current funding through:
  - Added Cost
  - Carl Perkins Grant
  - Tech Prep Grant
  - Local Career Tech Center Tuition

**Clare-Gladwin Middle College**

**GOALS:**

- Computer replacement for Middle College will be on a three-year rotation.

**STRATEGIES:**

- Include adequate funds for replacement of computers in the Middle College budget.

## **SECTION 14: COORDINATION OF RESOURCES**

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

### **Technology Department**

The RESD will work to secure any grant that is deemed appropriate to support our local constituent school districts. The technology department at CGRESD pursues USF funding each year to help pay for Telecommunication/phone service, Internet connectivity, and Internal connections. We also pursue other grants such as the Rural Utilities Service (RUS), which provides distance-learning tools for schools in our region. We utilize our excess fiber capacity to help offset new and existing technology costs. This fiber optic cable was purchased in the mid 1990's by all five local school districts, the RESD and Mid Michigan Community College to help promote distance-learning opportunities. The excess leased capacity allows us to put the revenue generated back into new technologies that will benefit all students. Section 81, indirect and local district funds also help support collaborative technology services throughout our region.

A vision of the Board of Education back in early 2000 was to streamline technology services throughout the region. Over the past eleven years this has become a reality. Four of the five local districts within the RESD have teamed up with the RESD to provide technology services. By utilizing the shared fiber optic network, central data processing is now implemented out of one location with backups stored off site. Technology support, purchasing, planning, budgeting and management/leadership are also centralized. Over the next three years a continued honing of these shared services will help to contain costs. Projects such as shared phone systems, security camera systems, and other projects will become more feasible as technology evolves.

### **General Education Department**

In addition to utilizing the General Education Department budget, CGRESD will actively pursue funding for technology curriculum development and professional development through the following:

- Collaboratively funded projects with local districts
- Collaboratively funded projects with existing and potential consortia (Online end-of-course assessments and curriculum projects with intermediate school districts within the Northern Michigan Learning Consortium; Summer Leadership Academy with the Consortium of Mid Michigan Instructional Teams)
- USDA Rural Utilities Services Telecommunications Grants
- Collaborative Grants with Existing Consortia
  - Districts within CGRESD (MI Tracker)
  - State grants for innovative programs to improve student learning

REMC 5 participates in consortium with Clinton County RESA, Eaton ISD, Ingham ISD and Shiawassee RESD to provide the Moodle Course Management System. Ingham ISD hosts the servers and provides technical support. This arrangement allows participating ISDs to provide a robust Moodle system in a cost-effective manner.

REMC 5 is an active participant in the 21 Things statewide projects ("21 Things for Teachers", "21 Things for Students", and "21 Things for Administrators"). These resources are sustained by project funding from the REMC Association of Michigan. The 21 Things resources are available to educators throughout the state to provide just-in-time, online learning. REMC 5 currently

hosts for-credit sessions of the “21 Things for Teachers” and will continue to promote and facilitate use of all three “21 Things” projects.

## **Pupil Accounting**

We communicate with and involve upper management at local levels to develop understanding of current local requirements related to pupil accounting. With increased understanding at the constituent level, we are able to encourage and implement the highest levels of utilization of our technology resources. We can provide more information in a timely manner, which assists our local school districts. We also schedule trainings on days that are common throughout all districts’ calendars.

## **Special Education Department**

- Budgets will be maintained to provide computers and equipment on a rotating basis, based on need from year to year.
- The IEPT process will be used to determine assessment and implementation of assistive technology devices.
- RESD staff that have been trained in assistive technology will provide professional development, evaluations and technical assistance both in the RESD programs and in the local districts.

## **Career Technical Education Department**

Funding resources will be utilized according to grant guidelines to purchase technology improvements and updates. The emerging needs due to program improvements and additions will be taken into consideration during ongoing budget establishment and revisions.

## **Clare-Gladwin Middle College**

### **GOALS:**

- The Middle College will collaborate within and with other organizations to insure efficiency.

### **STRATEGIES:**

- By working with and sharing our resources with other programs, departments, or organizations, we can maximize the effectiveness of our technology.

## **SECTION 15: EVALUATION**

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

### **Technology Department**

The Technology Director and Technology Advisory Committee (TAC) will monitor this plan on a regular basis. This is a living document that will change often based on need, funding and new innovations in technology. These new innovations and the usage of equipment, software and related technology used by staff and teachers to instruct students will help us to determine what will need to be updated.

- MRTG graphs will continue to be used to help determine Internet bandwidth usage, which will help us to determine whether or not additional capacity is needed to meet the needs of distance learning.
- Technology services provided to our LEAs will be monitored by the Technology Director to determine if adequate support is being provided. Staff will be adjusted to better meet the current and future needs based on data generated from the technology work order system and feedback from the local districts.
- Feed back from the Technology Coordinator, System Administrators and Repair Technicians will also help to steer the direction of Technology within the RESD and what role it will play.
- Evaluation of this plan is ongoing and discussed at TAC, Administration, Superintendent and Board meetings throughout each year.
- Unmet goals will be discussed at department head, TAC and Administration meetings. These discussions will foster direction that will determine how to handle goals that either have not been met or are no longer viable.
- We will work to inform the community on successful technology projects via local newspapers, the district web page and the education cable access channel.
- Presentations will also be given to highlight the effectiveness technology teaming has done to help contain cost.

### **General Education Department**

- Clare-Gladwin RESD will evaluate results of each local district's 8<sup>th</sup> grade technology literacy assessment program. Findings will help determine future professional development needs in the area of technology integration in the classroom. Timeline: Ongoing
- Implementation of learning as a result of professional development will be evaluated via teacher and principal self-reported data using Zoomerang surveys.
- Discovery Education Streaming and Moodle usage data will be tracked through REMC and compared to student achievement results.

## **Special Education Department**

- Increase in use of technology in the classroom to facilitate instruction will be observed.
- The IEPT process is an ongoing process to evaluate students progress on individual goals and objectives.
- The Assistive Technology Lending Library requires the completion of a teacher survey, indicating baseline and achieved measures of student performance with the use of assistive technology.
- Student performance on state, district and classroom assessments will be monitored.

## **Career Technical Education Department**

- Increase in use of technology in the classroom to facilitate instruction.
- Student technical achievement in CTE programs will be reviewed.

## **Clare-Gladwin Middle College**

- The Middle College will analyze and evaluate student and staff feedback as well as performance and projects as related to technology.

## **SECTION 16: ACCEPTABLE USE POLICY**

Strategies are in place to monitor the district's Acceptable Use Policy for staff and student use of the technologies

### **Technology Department**

All employees of the RESD when hired are required to sign an A.U.P. upon starting work with the district. This A.U.P. is also a part of the employee reference guide, board bylaws and policies and administrative guidelines. This is continually revised as new issues arise or when either the state or federal government change requirements. Employees may be required to sign updated versions of the policy at the start of a give school year when applicable. CGRESD also maintains two other A.U.P.s as well; one of which is a student policy and the other is a generic policy for the general public to adhere to while temporarily using CGRESD technology resources. The Board of Education, Superintendent and Technology Director are responsible for making changes to all technology related policies when necessary. The A.U.Ps are located on the district web site at [www.cgresd.net](http://www.cgresd.net).

### **General Education Department**

All staff and students sign an acceptable use policy. If the student is a minor, the parent will sign in his/her place.

### **Special Education Department**

All staff and students sign an acceptable use policy. If the student is a minor, the parent will sign in his/her place.

### **Career Technical Education Department**

All staff and students sign an acceptable use policy as adopted by the Board of Education. Students and parents read and agree to its terms.

### **Clare-Gladwin Middle College**

All of our students and staff sign an acceptable use agreement as it pertains to technology equipment and Internet.

## CLARE-GLADWIN RESD ACCEPTABLE USE POLICIES:

**E-Mail, Network, Safety and Security Agreements/Policies Summary**  
*Board Policy and Administrative Guidelines are located on our web site:*  
[www.cgresd.net](http://www.cgresd.net)

### E-Mail, Network, Safety and Security Agreement Policy Highlights

Users of CGRESD resources agree to the Terms and Conditions set forth in the Board Policy and Administrative Guidelines documents located on the CGRESD website. Moreover, users agree that access to CGRESD is a privilege rather than a right and that they will abide by the decisions and instructions of the CGRESD Board of Education with regards to the usage of the system. Many of the Terms and Conditions are specific, non-exclusive examples of misuse of the system. Generally, users agree to engage in activities, which are legal, ethical and non-disruptive to others. Specifically, they agree to the following:

#### *Eligibility*

Current students, teachers, administrators, board members, faculty and staff of CGRESD affiliated K-12 school systems are eligible for access to the CGRESD Network services and resources. Private, charter, or home schools, substitute teachers, volunteers and other community members may be granted access on a case-by-case basis.

#### *Appropriate Use*

The use of CGRESD resources must be consistent with the educational objectives of the user's local school district. The use of any other organizations' network and/or computing resources through CGRESD must also comply with the rules and policies appropriate to that network. Awareness and understanding of other organizations' rules and policies are the responsibility of the user. Use of the account to promote commercial activities is prohibited. Any fees, obligations or commitments for services accessed with the user's account will be the responsibility of the user. Users will adhere to the generally accepted guidelines for network etiquette, including, always using appropriate language, never threatening, abusing, or otherwise harassing or bullying other users. As the rules and guidelines for Electronic Etiquette change and evolve, users are responsible for understanding and abiding by those generally accepted rules of the resource used.

#### *Copyrighted Material*

Copyrighted material must not be placed on any system connected to CGRESD without the permission of the copyright holder. Users may not download copyrighted data, including digital music and software, without permission of the author.

### *Security and Behavior*

**If you identify a security problem, you are required to notify your local school or the CGRESD system administrators immediately. Do not demonstrate the problem to any users except as directed by the CGRESD system administrators. Do not attempt to gain security codes, passwords, or other private information regarding another user or system. Do not share your security codes or passwords with anyone. Moreover, you shall not use another individual's account, nor shall you allow another person to use your account. Your CGRESD account is for your use only; it is not a shared account for your family or organization. You are completely responsible for the actions taken with your CGRESD account, whether by you or someone else. Therefore, keep your password a secret and change it often - especially if you think someone may know it. You are not to misrepresent yourself on the system in any way. Do not claim to be someone you are not. Any action by any user that is deemed by the CGRESD system administrators to be a threat to the integrity of the system may result in the loss of all privileges as well as other possible disciplinary actions.**

### *Vandalism*

**Vandalism may result in the cancellation of all system privileges. Vandalism is defined as any attempt to harm, destroy, or disrupt the operation of the network, hardware, software, or the data of any other user on this system or any other system. This includes, but is not limited to, the uploading, creation, or knowing transmission of computer viruses\spyware/malware. The system operators have complete discretion regarding any violation of this standard.**

### *Warranty*

**While CGRESD makes every effort to maintain an error free system, it makes absolutely no warranties of any kind, neither expressed nor implied, for the services it is providing. CGRESD will not be responsible for any damages suffered or caused by any user. This includes, but is not limited to, any loss of data for any reason. Any and all use of any of the information obtained via the Internet or CGRESD is at the user's own risk. CGRESD specifically denies any responsibility for the accuracy and/or quality of any information obtained through its Internet services. The user (or parent/guardian, if applicable) agrees to indemnify and hold harmless CGRESD and its sponsors, including but not limited to their individual board members, agents, or employees from and against any claim, lawsuit, cause of action, damage judgment, or administrative complaint arising out of the use of CGRESD hardware, software, and/or network facilities under this agreement.**

### *Termination of Account*

**A user may terminate his/her account on CGRESD systems by contacting their local representative or the CGRESD registration office. The system administrators reserve the right, at their sole discretion, to suspend or terminate a user's access to and use of CGRESD systems upon any breach of Board Policy or Administrative Guidelines.**

### *Privacy*

**While the system administrators make every effort to maintain and respect user's privacy, it may become necessary to monitor any or all activity of the user's CGRESD account and to inspect and report any activity to proper authorities. Privacy is not guaranteed. Users should never reveal personal information.**

### *Discipline*

**Violations of Board Policy and Administrative Guidelines may be turned over to the user's local school district for further disciplinary action and may result in temporary or permanent loss of CGRESD resources and other privileges. The CGRESD administrators and/or local district administrators will determine the status of the user's CGRESD account. Users should contact CGRESD when they are notified of a policy violation. Violation of any of the Board Policies and Administrative Guidelines may result in the loss of a user's CGRESD account.**

### *E-Mail*

**Users will not send or forward chain mail or unsolicited advertising. Users will not send threatening, abusive, or harassing messages. Language in e-mail messages should be appropriate. E-mail is for the exclusive use of the account holder; it is not to be used by others.**

### *Do's and Don'ts*

#### *DO*

**Watch out for "urban legends." These are stories that have been passed from person to person and are just plausible enough to be interesting. If you are sent one of these stories, it usually asks you to forward it on to everyone you know (see chain e-mail below). Be sure to check any dubious stories against the U.S. Department of Energy's CIAC web page (<http://www.doecirc.energy.gov>). While it is a good idea to be cautious, it is a bad idea to forward this information on to others without checking with the CGRESD Director or the CIAC web site. Be assured that if an e-mail virus does emerge, we'll hear about it well before you do and will post a notice on CGRESD's Web site if necessary.**

#### *DO*

**Report any threatening, harassing, or otherwise abusive e-mail messages to the CGRESD Technology Director. E-mail was patterned somewhat after the U.S. Postal system which makes it difficult to trace the actual source of an e-mail message, although it is possible. Reporting the incident as soon as possible increases the chance that the sender will be identified. It is important that you do not delete the original message - some hidden technical details may be inside of the message and may be necessary for any investigation. Furthermore, if you ever feel threatened by an e-mail message, you need to report it to your parents and/or a school official immediately.**

#### *DO NOT*

**Send unsolicited, bulk e-mail messages. This practice is sometimes referred to as "spam." If you are sending out a message to multiple people, be sure that you personally know all of the recipients and that the letter will be relevant to them. Exceptions to this practice need to be cleared with the CGRESD Technology Director.**

#### *DO NOT*

**Send chain e-mail. E-mail messages that ask you to resend to more than one person are considered chain e-mail. They are typically a plea to help another person or an urgent plea to take action against an organization. They may also be a joke, story, or quiz. Sometimes, they are simply a note stating that you'll receive good luck by**

following the directions or bad luck if you don't. There is one sure way to know its chain e-mail - it will say something like: "PLEASE FORWARD TO EVERYONE YOU KNOW TODAY BEFORE IT IS TOO LATE!!" No matter how urgent, cute or well meaning the matter appears to be, forwarding the message accomplishes nothing more than to increase the chances that your CGRESD account will be suspended or even revoked.

*DO NOT*

Send large attachments. Anything over 50,000,000 bytes (50MB) is "large." CGRESD users and users of other e-mail systems are all sharing limited data storage resources. You may be limited to storage space for all of your e-mail. Sending large e-mail to others, whether on CGRESD's system or another e-mail system, can cause them the same problems.

*DO NOT*

Harass, swear, threaten, or otherwise abuse another person through e-mail. This is sometimes referred to as "Cyber Bullying." Assume that anything you type in e-mail or listed on a social networking website will be placed on public display forever. This isn't just a suggestion; it's a very real possibility and has been documented. No matter how rude a person may have been to you, it is always better for you to ignore it or report the incident to the CGRESD Director than to provide an equally inappropriate response.

**Board Policies and Administrative Guidelines are updated and adopted annually**

# Clare-Gladwin Regional Education Service District

## Bylaws & Policies

---

### **7540.03 - STUDENT 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 services to its students. The Board encourages students 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 21<sup>st</sup> century. 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. Student use of the District's computers, network, and Internet services (Network) will be governed by this policy and the related administrative guidelines, and the Student Code of Conduct. 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 an electronic highway connecting computers and users in the District with computers and users worldwide. Access to the Internet enables students to explore thousands of libraries, databases, and bulletin boards, while exchanging messages with people 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 students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. Nevertheless, parents/guardians are advised that a determined user may be able to gain access to services on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents/guardians may find inappropriate, offensive, objectionable or controversial. Parents/Guardians assume risks by consenting to allow their child to participate in the use of the Internet. Parents/Guardians of minors are responsible for setting and conveying the standards

that their children should follow when using the Internet. The Board supports and respects each family's right to decide whether to apply for independent student access to the Internet.

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 student who attempts to disable the technology protection measures will be subject to discipline.

The Superintendent shall prepare guidelines which address students' safety and security while using e-mail, chat rooms and other forms of direct electronic communications, and prohibit disclosure of personal identification information of minors and unauthorized access (e.g., "hacking"), cyberbullying and other unlawful or inappropriate activities by minors online.

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 (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

Students and staff members are responsible for good behavior on the 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. 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 Board policy and its accompanying guidelines.

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

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)

Revised 3/17/10

STUDENT NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY AGREEMENT

To access e-mail and/or the Internet at school, students under the age of eighteen (18) must obtain parent permission and must sign and return this form. Students eighteen (18) and over may sign their own forms.

**Use of the Internet is a privilege, not a right. The Board's Internet connection is provided for educational purposes only. Unauthorized and inappropriate use will result in a cancellation of this privilege.**

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 also monitors online activity of students in an effort to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. Nevertheless, parents/guardians are advised that determined users may be able to gain access to information, communication and/or services on the Internet which the Board of Education has not authorized for educational purposes and/or which they and/or their parents/guardians may find inappropriate, offensive, objectionable or controversial. Parents/Guardians assume this risk by consenting to allow their students to participate in the use of the Internet. Student's accessing the Internet through the school's computers assume personal responsibility and liability, both civil and criminal, for unauthorized or inappropriate use of the Internet.

The Board has the right to monitor, review and inspect any directories, files and/or messages residing on or sent using the Board's computers/networks. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.

**Please complete the following information:**

Student User's Full Name (please print): \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent/Guardian's Name: \_\_\_\_\_

**Parent/Guardian**

As the parent/guardian of this student, I have read the Student Network and Internet Acceptable Use and Safety Policy and Guidelines, and have discussed them with my child. I understand that student access to the Internet is designed for educational purposes and that the Board has taken available precautions to restrict and/or control student access to material on the Internet that is obscene, objectionable, inappropriate and/or harmful to minors. However, I recognize that it is impossible for the Board to restrict access to all objectionable and/or controversial materials that may be found on the Internet. I will not hold the Board (or any of its employees, administrators or officers) responsible for materials my child may acquire or come in contact with while on the Internet. Additionally, I accept responsibility for communicating to my child guidance concerning his/her acceptable use of the Internet - i.e., setting and conveying standards for my daughter/son to follow when selecting, sharing and exploring information and resources on the Internet. I further understand that individuals and families may be liable for violations.

To the extent that proprietary rights in the design of a web site hosted on the Board's servers would vest in my child upon creation, I agree to assign those rights to the Board.

Please check each that applies:

- I give permission for my child to use and access the Internet at school and for the Board to issue an Internet/e-mail account to my child.
- I give permission for my child's image (photograph) to be published online, provided only his/her first name is used.
- I give permission for the Board to transmit "live" images of my child (as part of a group) over the Internet via a web cam.
- I authorize and license the Board to post my child's class work on the Internet without infringing upon any copyright my child may own with respect to such class work. I understand only my child's first name will accompany such class work.

Parent/Guardian's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Student**

I have read and agree to abide by the Student Network and Internet Acceptable Use and Safety Policy and Guidelines. I understand that any violation of the terms and conditions set forth in the Policy and Guidelines is inappropriate and may constitute a criminal offense. As a user of the Board's computers/network and the Internet, I agree to communicate over the Internet and the Network in an appropriate manner, honoring all relevant laws, restrictions and guidelines.

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Teachers and building principals are responsible for determining what is unauthorized or inappropriate use. The principal may deny, revoke or suspend access to the Network/Internet to individuals who violate the Board's Student Network and Internet Acceptable Use and Safety Policy and related Guidelines, and take such other disciplinary action as is appropriate pursuant to the Student Code of Conduct.**

STAFF NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY AGREEMENT

To access e-mail and/or the Internet at school, staff members must sign and return this form.

**Use of the Internet is a privilege, not a right. The Board's Internet connection is provided for business and educational purposes only. Unauthorized or inappropriate use will result in a cancellation of this privilege.**

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 also monitors online activity of staff members in an effort to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. ( ) The Superintendent or \_\_\_\_\_ may disable the technology protection measure to enable access for bona fide research or other lawful purposes.

Staff members accessing the Internet through the Board's computers/network assume personal responsibility and liability, both civil and criminal, for unauthorized or inappropriate use of the Internet.

The Board reserves the right to monitor, review and inspect any directories, files and/or messages residing on or sent using the Board's computers/networks. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.

( ) To the extent that proprietary rights in the design of a web site hosted on the Board's servers would vest in a staff member upon creation, the staff member agrees to license the use of the web site by the Board without further compensation.

**Please complete the following information:**

Staff Member's Full Name (please print): \_\_\_\_\_

School: \_\_\_\_\_

I have read and agree to abide by the Staff Network and Internet Acceptable Use and Safety Policy and Guidelines. I understand that any violation of the terms and conditions set forth in the Policy is inappropriate and may constitute a criminal offense. As a user of the Board's computers/network and the Internet, I agree to communicate over the Internet and the Network in an appropriate manner, honoring all relevant laws, restrictions and guidelines.

Staff Member's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**The Superintendent is responsible for determining what is unauthorized or inappropriate use. The Superintendent may deny, revoke or suspend access to the Network/Internet to individuals who violate the Board's Staff Network and Internet Acceptable Use and Safety Policy and related Guidelines and take such other disciplinary action as is appropriate pursuant to the applicable collective bargaining agreement and/or Board Policy.**

Clare-Gladwin Regional Education Service District has implemented this policy to help protect students and adults at the Clare-Gladwin Area School, the Career Technical Center, and Clare-Gladwin RESD from inappropriate matter on the Internet and World Wide Web.

Clare-Gladwin Regional Education Service District has implemented a content filter system which attempts to prevent child pornography, obscene materials or materials harmful to minors, from being delivered over the Internet to computers within the Clare-Gladwin Regional Education Service District's Area School and Administrative Offices. While the Board does not guarantee that all of this type of material will be blocked, every attempt will be made to ensure that this type of material does not enter the District's computer systems.

Before any District users access the computer system and Internet, they must sign an "Acceptable Use Policy" Form (A.U.P.). This ensures that District users understand the privilege of using various technologies. The A.U.P. describes network etiquette with regards to safety, security and lawful use of material on the Internet. The Clare-Gladwin Regional Education Service District A.U.P. also states that the users should not give out personal information over the Internet.

**Board Policy and Administrative Guidelines are updated and adopted annually**

**Original Internet Safety Policy Adopted:** July 11, 2001 and is now included within the Board Policy and Administrative Guidelines