



Big Rapids Public Schools *Big Rapids, Michigan*



The Big Rapids Technology Plan

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*“A Plan For Today And
Tomorrow”*



Version 1.0 Adopted by
The Board of Education – August 1988
Version 2.0 - July 8, 1996
Version 3.1 – January 1999
Version 2002 – July 2002
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The Big Rapids Technology Plan

*A Plan For Today And Tomorrow
Big Rapids Strategic Long Range Technology Plan*

BIG RAPIDS PUBLIC SCHOOLS

TECHNOLOGY PLAN SUMMARY SHEET

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Years covered by this plan: <u>2002</u> to <u>2005</u>		

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Big Rapids Public Schools is committed to the improvement of education through technology - you may get permission to use this plan or assistance with your own planning by contacting Dave Borth, Director of Grants & Projects, or Joe Bouman, Director of Technology at 231-592-8503; By email at dborth@brps.k12.mi.us, or jbouman@brms.brps.k12.mi.us or on the Web at www.brps.k12.mi.us

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DESCRIPTION OF THE DISTRICT

BIG RAPIDS PUBLIC SCHOOLS

DISTRICT PROFILE

Big Rapids Public Schools is a Class B district of about 2,250 students in mid-Western Michigan. Big Rapids Public Schools is comprised of an Early Childhood Center, three elementary schools, one middle school, one high school and one alternative/adult high school. Every school in the Big Rapids district has met rigorous national standards for quality established by the North Central Association. Big Rapids continues to be one of a select group of school districts statewide accredited in all schools K-12.

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

SCHOOL BUILDINGS

<p>Big Rapids Public Schools Central Office 21034 15 Mile Road Big Rapids, Michigan 49307 John VanBonn, Superintendent Dave Borth, Instruction Director Mark Klumpp, Director of Finance (231) 796-2627</p>	<p>Brookside Elementary (1 – 5) 210 Escott Big Rapids, Michigan 49307 Tim Buckingham, Principal (231) 796-8323</p>
<p>Eastwood Early Childhood Center(Readiness –K) 410 N. Third Big Rapids, Michigan 49307 Lenorea Weaver, Principal (231) 796-5556</p>	<p>Hillcrest Elementary (1 – 5) 510 West Bridge Big Rapids, Michigan 49307 Martin Meier, Principal (231) 796-6234</p>
<p>Riverview Elementary (1 – 5) 509 Willow Big Rapids, Michigan 49307 Tim Buckingham, Principal (231) 796-2550</p>	<p>Big Rapids Middle School (6 – 8) 500 N. Warren Street Big Rapids, Michigan 49307 Barbara Borth, Principal Russ Greenleaf, Assistant Principal (231) 796-9965</p>
<p>Big Rapids High School (9 – 12) 21175 15 Mile Rd. Big Rapids, Michigan 49307 David LaPrairie, Principal Alan Beamer, Asst. Principal (231) 796-7651</p>	<p>New Directions High School and Community Education (9 – 12/adult) 14980 215th Ave. Big Rapids, Michigan 49307 Dian McDonald, Coordinator (231) 796-3489</p>

BIG RAPIDS PUBLIC SCHOOLS MISSION STATEMENT

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

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

TECHNOLOGY PLAN INTRODUCTION

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

This plan is provided as a current guideline for the appropriate and effective use of technology in Big Rapids schools. This plan will change as technologies and our ability to use them continue to develop. Revisions to the non-policy portions of this plan are made as often as needed to keep the plan current. The Board adopted our first plan, Version 1.0, in August of 1988. Version 2.0 was a major rewrite as a result of the work of two separate committees. The first involved community and Board members and focused on the mission and decision making process. The second was done by a Cardinal Technology work group and focused on the implementation of technology. The revisions for Version 3.0 were made in June 1997 and for Version 3.1 in January 1999. Version 2002 is a rewrite to bring the plan up to current standards and requirements.

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

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

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

The Cardinal Technology Vision/Mission

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

District Mission And School Improvement Plan Integration

Technology is one means by which students “achieve essential objectives” and “achieve to their highest potential”. Technology is integrated into the curriculum through the school improvement plan by the Measure And Perform (MAP) five year data driven improvement process established by the Board, administration, community, and staff in which technology is addressed as an essential factor in realizing the plan’s expected outcomes. In addition the BRPS Sustained Learning Improvement Model three-year Professional Development project includes significant training in the use of technology in the delivery of curriculum content and student collaboration.

Goals of the Cardinal Technology Plan For Staff and Students

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

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

Beliefs

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

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

General beliefs include:

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

Evaluation

The curriculum and infrastructure elements of this plan are monitored each year through the MAP process. In addition the Steering Committee has plan progress on ever meeting agenda. Elements of the plan are measured against current practice to see where priorities need to be set for the Cardinal Technology staff to invest their time.

Guiding Documents for Big Rapids Public Schools Technology Plan

- The Big Rapids School Improvement Plan
- Big Rapids Comprehensive K-12 Curriculum Guide
(Aligned to Michigan Curriculum frameworks)
 - Big Rapids Curriculum Maps
- BRPS Measure And Perform (MAP) Project – Five Year data driven strategic plan.

Technology Planning Team

Responsibilities – This shall be a Work Group of the Cardinal Technology Steering Committee with primary responsibility for the on-going revision and content of this plan (see the section on page 14 for the responsibilities of Cardinal technology Work Groups)

The Technology Planning Work Group

Dave Borth, Director of Grants and Projects
Joe Bouman, Director of Technology
Sharrie Parke, High School Media Center Specialist
John Caskey, High School Teacher
Mark Posey, Elementary Teacher

Technologies To Be Acquired

Infrastructure

The acquisition of technology must be integrated with the curriculum in such a way that it provides a system of delivering the most current technology to users prepared to make immediate, effective use of it to achieve their goals.

Overall Goals

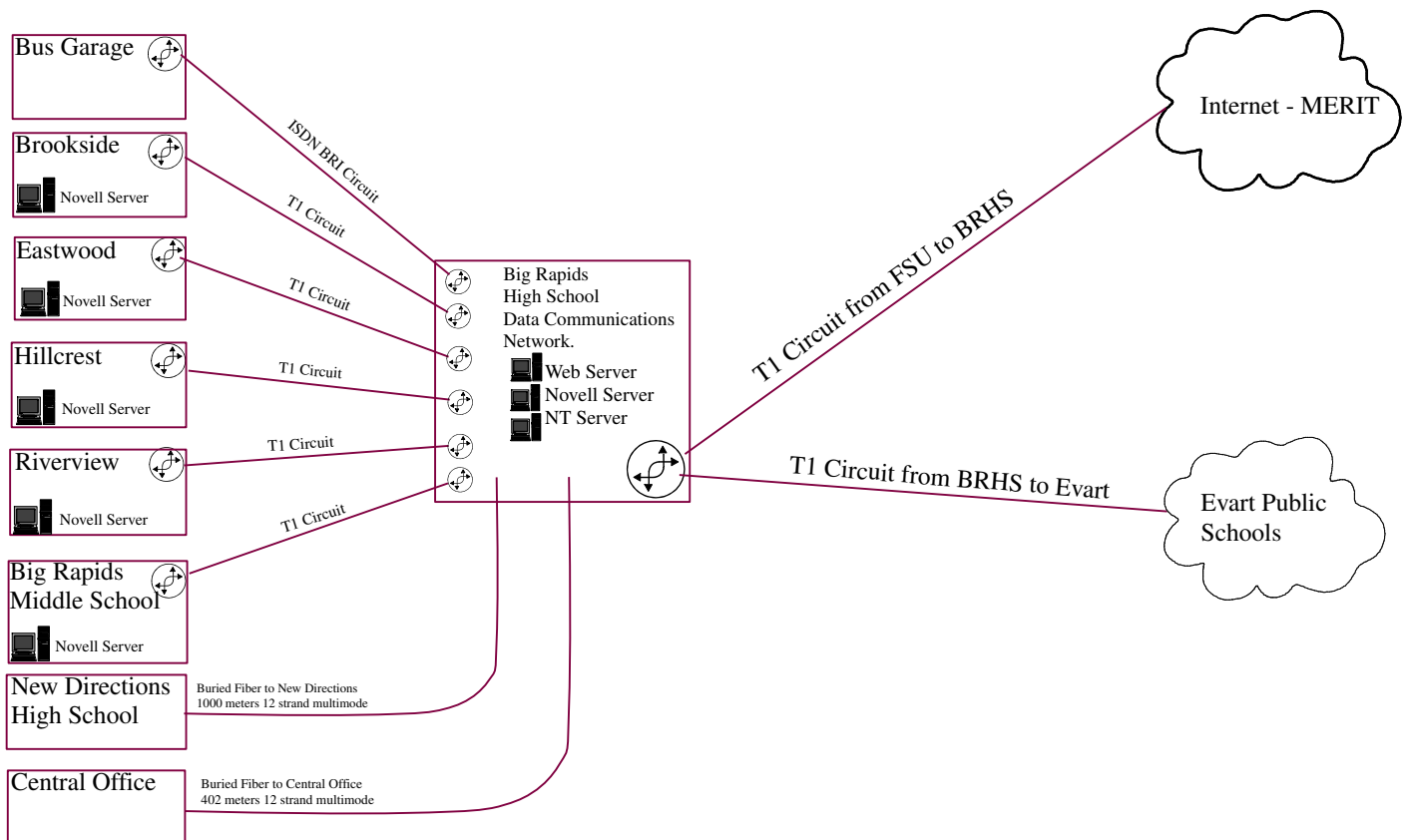
- Provide an adequate and appropriate network infrastructure, hardware/technology, and access to the Internet in order to facilitate the current technology demands of teaching and learning.
- Provide adequate and appropriate **interoperability** of all systems in order to facilitate the current technology demands of teaching and learning.
- Provide for the **acquisition** of a full range of current available technologies including but not limited to: computers, printers, monitors, TVs, projectors, plotters, scanners, calculators,

graphing calculators, TV production, distance learning, wireless networks, novel networks, servers, broadband modems, T1s, fiber, digital cameras, digital camcorders, etc.

General Information about the District Network

The District WAN is a combination of fiber and T1's. It connects 9 LANs – one in each district school and work site. Each LAN is a mix of fiber and wire as appropriate for the speed of data transfer necessary for the instructional applications being used. Long-range plans consist of consideration of expanded use of wireless technologies, cable modems, new network switching technologies, and distance learning. The diagram below describes this current network.

Big Rapids Public Schools District Network



All staff and students access local Novell servers for applications, storage, and printing. Network based workstation policies email and Internet access. The district web server provides students, staff, and the local community with up to date information including curriculum, various school calendars, and web based parental access. The NT server provides district-wide secure access to the student and financial databases.

Hardware

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

- A. Hardware shall operate the software necessary for the teaching/learning process.

- B. Hardware should be related to curriculum goals and objectives, software choices, district and community integration issues, and the hardware realities of the culture.
- C. The Cardinal Technology Steering Committee shall develop, maintain, and update a 3-5 year prioritized master plan for the purchase and replacement of technology hardware
- D. The Cardinal Technology Director shall develop, maintain and update an annual budget/budget request for the purchase and replacement of technology hardware.
- E. The Cardinal Technology Director shall develop and maintain a Request For Proposals Bid process that will provide for the flexibility to make ongoing, readiness level purchasing of hardware for appropriate, immediate use.
- F. When choosing hardware these questions shall be addressed:
 - 1. What functions and capacities must the technology possess?
 - 2. What is available in the District?
 - a.) Who else is using technology for this purpose, what do they use, and why?
 - b.) Where will it be housed?
 - c.) What furniture will be needed?
 - d.) Will facilities need to be modified to accommodate the technology? At what cost?
 - e.) What vendor/maintenance support is available?
 - f.) What in-service or training will be necessary for staff, students, and support personnel?
 - g.) What security needs to be provided?
 - 3. Cardinal Technology staff shall be involved in the discussions related to hardware acquisition from all sources, including all non-district fund sources, from the beginning of the process.
- G. Plans and requests shall be reviewed by the appropriate supervising administrator and must be approved by the Cardinal Technology Director.
- H. Equipment purchases shall be made following standards set by The Cardinal Technology Program. These standards shall be adopted so that the Cardinal Technology Director within the budget guidelines established for that school year can authorize purchases.
- I. The Tech Teams in each worksite shall be trained to provide entry-level diagnosis and problem solving, assist their peers, and request support from the Cardinal Technology staff.
- J. A budgetary process shall be developed in cooperation with the building principals and the Director to provide for on-going support and repairs.
- K. A schedule of regular maintenance shall be developed and followed for all technologies.

Curriculum Integration Plan

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

- A. The integration and use of technology shall be a continuing agenda item of every active curriculum and/or working committee of the district, including the Curriculum Council.
- B. One member of each curriculum and/or working committee shall be assigned as the technology advocate and "technology mentor" for that committee. At least one representative to the Curriculum Council shall also be a member of the Cardinal Technology Steering Committee.
- C. Each grade level/department should develop detailed plans for the ongoing integration of technology in their teaching/learning environment (see the appendix for current Curriculum maps).
 - a. Technology should become transparent and effective in every classroom.
 - b. Computers and/or other appropriate technologies should be available in every classroom and learning space, balanced between individual, small group, and large group use and instruction.
 - c. Appropriate application software should be available, primarily on networks, and in use at all levels.
 - d. The level of technology should be appropriate for each developmental level and learning situation.
 - e. As educators develop management schemes for the use of technology, these should be modeled and shared.
 - f. Current uses of technology shall be reviewed and evaluated yearly.
 - g. An annual budget should be made available in each teaching/learning situation for updating software and materials being used in the curriculum.
- D. The District K-12 Curriculum (which includes New Directions HS/Adult Education) in each area shall be reviewed and a Curriculum -Technology Matrix developed (see the appendix) which implements the full integration of technology into the accomplishment of all curriculum goals and objectives based on Michigan Curriculum Frameworks. In addition a scope and sequence for the content of learning about technology shall also be developed. All technology curriculum materials shall have an evaluation of student learning included. A working group from the Curriculum Council shall update this integration annually in concert with the development of technology itself.
- E. Software acquisition for teaching and learning shall be governed by District Curriculum adoption policies and practices. Of specific concern shall be the alignment of software with curriculum goals and outcomes. In general, software purchase for curriculum purposes shall be funded through the annual budget of the instructional program where it is located. District wide adoption shall be funded through district level curriculum resources.
- F. The Curriculum Council and the Cardinal Technology Steering Committee shall develop an Ethical and Fair Use Policy, as well as an Internet, World Wide Web, Web Authoring, and outside electronic information source access and use policy with the consultation of appropriate consultants and legal council. All staff shall be trained in these use policies.
- G. Community involvement shall be by the same organizations that are involved in the overall curriculum improvement process which include: The Citizen's Curriculum Advisory Council (a 24 member council that has met 6 times a year for the last 31 years), the District Curriculum Council (has parent representation), through the district website and the Family Access program which provides parent access to student grades, food service, attendance, and discipline, family nights, PTOs, and the MAP Stakeholders Advisory Group.

Software

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

- A. Appropriate software should be acquired in order to implement the effective integration of technology into the learning community.
 - a. Software shall be designated as either management/operational or instructional/informational.
 - i. Management/operational will be that which is used system wide for financial, student data, library circulation, etc. and shall be funded through the Cardinal Technology Budget.
 - ii. Instructional/informational shall be that which is directly linked to the curriculum.
 - b. In general, this shall be funded by the worksite that selects it for adoption.
 - c. This software shall be subject to the regular curriculum adoption process.
 - d. Preference will be given to network versions that provide for broad availability and appropriate access security.
 - e. Preference should be given to software that will expand the scope of learning beyond its original purpose.
 - f. Appropriate resources should be available to assist staff in the selection of software.
 - g. The following questions shall be included as a part of software evaluation:
 - i. How does the software meet Michigan Curriculum Frameworks aligned curriculum outcomes?
 - ii. How "user friendly" is the software?
 - iii. What software is already available in the district?
 - iv. What is the copyright/copy protection guidelines related to this software?
 - v. Is there comparable software available from another source?
 - vi. Is it compatible with current hardware and usage configurations?
 - vii. What training, if any, will be necessary to use it?
 - h. Software should be available to all students on an equitable basis, making the curriculum fully accessible for all segments of our culture.
 - i. Software should be available for the horizontal expansion of the curriculum for our gifted and talented population, as well as, the vertical extension of their knowledge.
- B. Each instructional site and/or curriculum should provide a budget for the purchase of appropriate software.
 - a. All software directly related to instruction/information shall be purchased from individual school and program budgets.
 - b. All software that is used as part of the operating/management systems of the overall technology program shall be purchased from the Technology Budget.
 - c. All software purchases must be reviewed by the Cardinal Technology Director prior to purchase for their appropriateness for the operating systems maintained by the Cardinal Technology Program. Cardinal Technology staff should be invited into the early stages of discussions related to selection of new software to insure compatibility.
 - d. All software for most applications will reside on the network of the instructional site or program that purchases it with appropriate security to limit its use to the intentions of the purchase.
 - e. In order to maintain the integrity and manage the limitations of the licenses for each software package, the original media and documentation shall reside with the Cardinal Technology

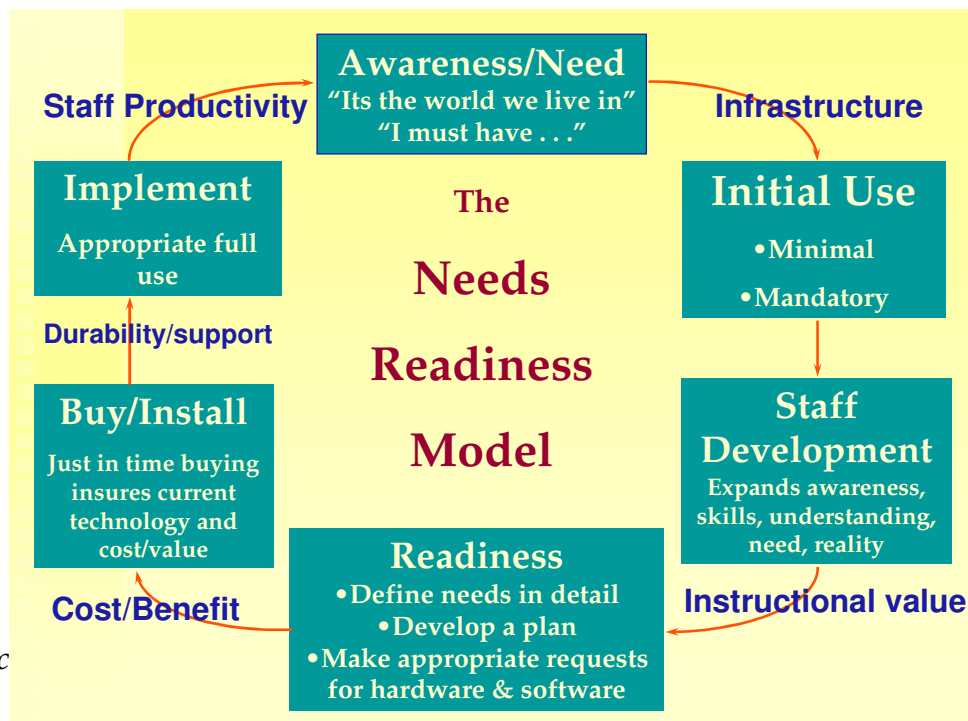
Program.

- C. All software installed on district technology shall have the installation supervised by Cardinal Technology staff by verbal authorization and/or direct installation.

Implementation of new technology

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

- A. Staff needs are based on what the staff knows about the integration of technology into the framework of the teaching-learning environment under their control. Staff needs shall be assessed by the steering committee to aide in the decision making process guided by the criteria on page 8. As use alters reality for staff members, needs will change and will be assessed at least annually.
- B. All staff shall be required to use a computer available in their workspace for administrative functions such as student attendance, grade reporting, and electronic messaging. Each of these computers shall be attached to the building network and have available all the standard applications chosen by the district.
- C. As staff takes advantage of staff development opportunities they will become ready to request additional technology for their use with students. As they become able to define their needs in detail they will be encouraged to develop a specific plan for usage and submit it to the Director of Technology for implementation. This plan shall include specific learning outcomes and the relationship of the technology to achievement of these outcomes.
- D. When a staff plan is approved (may require curriculum process review) the technology requested will be purchased and installed following the priorities of the plan's values, uses, available funds, and the time available from support staff.
- E. Not all staff will be required to have or use the same levels of technology beyond the minimum established for mandated record keeping and reporting.
- F. This cycle can be explained visually as follows:



Collaboration

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

Cardinal Technology Organization

Ultimately, it is the needs for teaching and learning by the end users, students, staff, parents, and community, which drives the implementation and use of technology. In order to insure that the end users experience appropriate technology and its effective use in the Big Rapids learning culture, the following Cardinal Technology organization shall be in effect.

Cardinal Technology Program Mission

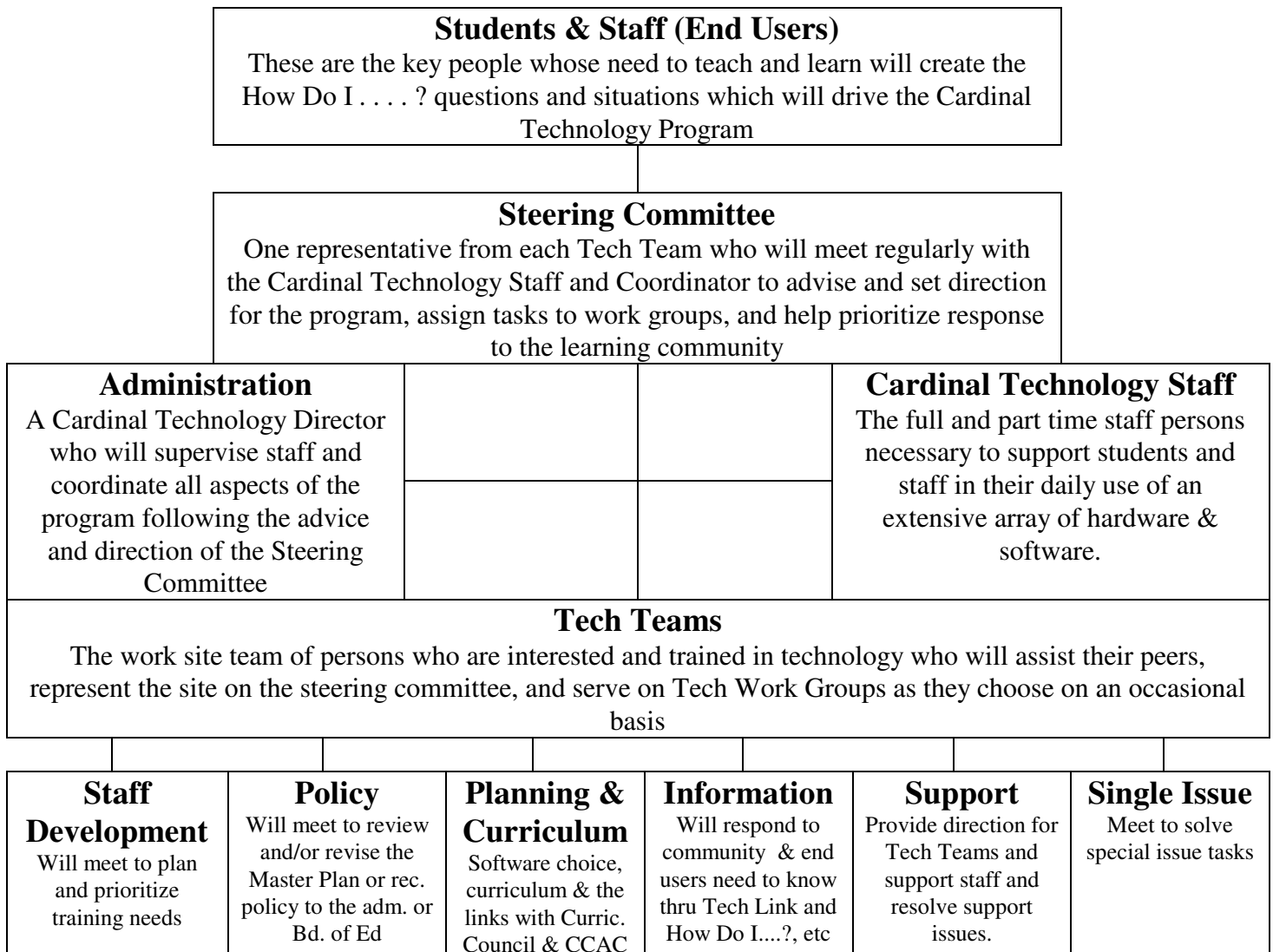
Cardinal Technology is committed to the learning community by providing quality services to support the use of Technology in Education.

Cardinal Technology Program Structure

- A. **Tech Teams** - Each work site in the district shall establish a Tech Team to act as the primary link to help end users meet their technology needs and/or influence the program. This will be a team of persons (recommend 5 - 8 persons including media person, principal/administrator/supervisor, secretary, teacher, and parent, community member, paraprofessional, custodian, driver, etc.) who are interested in technology, are willing to assist their peers, want to be available for serving on Tech Work Groups on an occasional basis, and/or be the work site representative on the Cardinal Technology Steering Committee.
- B. **Cardinal Technology Steering Committee** - This group will consist of one representative from each work site including parents and community members or specialists as needed, will have a regular schedule of meetings, and will set direction for the Cardinal Technology program and staff, assign tasks to the work groups, and prioritize program response, including hardware and software acquisition, to the expressed needs of the learning community.
- C. **Cardinal Technology Work Groups** - These groups will meet on an as needed basis to resolve specific issues and/or work on specific tasks. Notices of meetings, including the specific task to be accomplished, will be sent to all tech team members and those interested in the specific task may attend. Tech Work Groups may include but not be limited to (see appendix B.) Staff Development, Policy, Planning, Curriculum, Information, support, or single-issue groups.

- D. **Cardinal Technology Staff and Administration** - The staff will be made up of a full time Director of Technology and those staff persons necessary to provide the research and strategic direction for the program, as well as for the daily operation and support necessary for the learning community and carry out this plan. In addition there may be Cardinal Technology Paraprofessionals, Specialists, Technicians, Assistants, Work-study, job shadowing, etc. They will work closely with the Tech Teams, Work Groups, and the Steering Committee to resolve issues and meet staff needs (see the staff chart in appendix B).
- E. Providing for technology awareness shall be an on-going activity of the Cardinal Technology Steering Committee.
- a. Within the school district awareness activities shall include all staff, active committees, and the school board.
 - b. In the community awareness activities will include the CCAC, media, and parents.
- F. It shall be the responsibility of the Cardinal Technology Steering Committee to assess the current levels of available, appropriate technology and make recommendations to the Curriculum Council and/or the Board of Education to correct perceived deficiencies.

Cardinal Technology Organizational Flowchart



Professional Development

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

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

C. The Cardinal Technology Staff Development Work Group shall plan regular Professional Staff Development activities.

- a. An overview of the current state of technology should be provided at the beginning of each year to all staff.
- b. All released time in-service opportunities should consider offering technology training activities as part of the offerings.
- c. Planners for MOISD in-service opportunities should be asked to make technology a priority for group workshops each year.
- d. It shall be the responsibility of the Cardinal Technology Steering Committee, in consultation with the Curriculum Council, to assess the training needs of the staff in order to provide direction for training and development.

Technical Assistance and Support

Full access and effective use of technology requires the development of an adequate infrastructure that is both human and physical. The development and maintenance of these infrastructures is essential to the success of this plan.

- A. Appropriate technology should be an integrated component of every teaching/learning situation. The Curriculum - Technology Matrix (Appendix) shall also include a scope and sequence for the content of learning about technology, i.e. the introduction, development, and mastery of those skills that make access to the use of technology possible (i.e. keyboarding, document construction, applications, etc.).
- B. Technology should be available to the learning community beyond the regular hours and days of “school time”.
 - a. Supervised usage should be available during lunch periods, after school, evenings, weekends, and summers.
 - b. Trained supervisors (parents, volunteers, aides, etc.) should be available to provide for helpful and controlled usage of available technologies.
- C. School technology systems should be available for remote access as well as for regular use by all members of the learning community.
 - a. Access should be provided for instruction, communication, organizational information, and use of applications.
 - b. Access should be provided to the resources found on the Internet.
- D. All facilities should make adequate provision for the implementation of technology. The Cardinal Technology Steering Committee shall regularly assess our space needs and make recommendations as needed.

Supporting Resources

Appropriate facilities must be provided for technology and technology support.

- A. Whenever new or renovated facilities are considered, provision should be made for furniture and wiring for digital data, video, audio, and telecommunications. Every room in every school should eventually have these capacities.

- B. Each instructional site should have complete multi-media capacity available to the learners.
- C. Each Tech Team should review its long-range technology needs on a regular basis.
- D. When acquisition of new technology requires renovation, the Technology Director shall be involved in the design from the beginning and all alternatives should be explored.
- E. Facilities developed to house technology should also provide adequate space for service and support at each work site.

Projected Timetable

Updated: 4/14/2004

Planned Activity	Most Recent Completion	Planned Completion	Current Status
◆ Infrastructure Installed/Upgraded			
Wide Area Network	December 2003		Completed
Brookside Elementary LAN upgrade	Spring 2002	Spring 2005	Contingent on USF funding
Eastwood Kindergarten Center LAN upgrade	Spring 2003		Completed
Hillcrest Elementary LAN upgrade	Spring 2002	Spring 2005	Contingent on USF funding
Riverview Elementary LAN upgrade	Spring 2002	Spring 2005	Contingent on USF funding
Middle school LAN upgrade	Fall 1999	Spring 2005	Contingent on USF funding
Upgrade High School LAN	Summer 2002		Completed
Central Office LAN upgrade	Summer 2002		Completed
New Directions LAN upgrade	Summer 2000	Spring 2005	Contingent on USF funding
◆ Student Labs Installed/Upgraded			
Staff Training & tech support (TRC)	Fall 2002		
Brookside elementary school lab	Spring 2003		Completed
Eastwood kindergarten Center lab	Spring 1998	Spring 2004	In planning
Hillcrest elementary school lab	Spring 1998	Spring 2004	In planning
Riverview elementary school lab	Spring 1998	Spring 2004	In planning
Middle School – Multimedia Lab	Fall 1998	Spring 2005	In planning
Middle School – Keyboarding Lab	Spring 2001	Spring 2006	In planning
Middle School – Media Center Lab	Fall 1998	Spring 2005	In planning
High School – Computer Apps Lab	Summer 2000	Spring 2005	In planning
High School – Advanced Computer Apps Lab	Summer 2002	Spring 2006	In planning
High School – CAD Lab	Summer 2002	Spring 2006	In planning
High School – Media Center Writing Lab	Summer 2002	Summer2006	In planning
New Directions High School Lab	Winter 1998	Summer2006	In planning
◆ Clerical/administration computers			
All sites	May 2002		
◆ Classroom student use computers (In addition to the one student/teacher unit)			
Brookside, Eastwood, Hillcrest, Riverview	Summer 2002		Completed
Middle School	Summer 1998	Summer 2005	In planning
High School	Summer 1998	Summer 2005	In planning
New Directions H.S.	September 1999	Summer 2005	In planning

Projected Cost

Technology Equipment Replacement Costs - 4 year plan Summary (see budgets in the appendix)										
	Brookside	Eastwood	Hillcrest	Riverview	BRMS	BRHS	NDHS	Bus Garage	Central Office	Total Per Year
2002-03	\$20,139	\$3,869	\$3,156	\$4,208	\$7,364	\$10,520	\$0	\$0	\$0	\$49,256
2003-04	\$2,244	\$0	\$0	\$0	\$25,838	\$39,798	\$0	\$0	\$0	\$67,880
2004-05	\$1,500	\$5,100	\$6,600	\$6,600	\$16,300	\$25,800	\$3,229	\$0	\$0	\$65,129
2005-06	\$5,500	\$24,289	\$23,289	\$19,900	\$28,108	\$62,981	\$12,111	\$1,614	\$8,074	\$185,869
Per School	\$29,383	\$33,258	\$33,045	\$30,708	\$77,611	\$180,218	\$15,341	\$1,614	\$8,074	
Grand Total										\$445,836

Coordination of Financial Resources

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

Evaluation of Progress

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

Acceptable Use Policies

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

Communication And Public Relations

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

Appendix

Includes:

- Building Budgets
- Annual License Fees
- Acceptable use policies
- Technology Curriculum Matrix
- Sample curriculum maps

Building Budgets

Brookside School			
Item	Quantity	Unit Cost (current rfp bid)	Total Cost (long range)
Year 1 (2002-2003)			
Computer Lab	17	\$999.00	\$16,983.00
Administrative Computers	3	\$1,052.00	\$3,156.00
		Total Year 1	\$20,139.00
Year 2 (2003-2004)			
Classroom Computers	12	\$187.00	\$2,244.00
		Total Year 2	\$2,244.00
Year 3 (2004-2005)			
LAN Upgrade	1	\$1,500.00	\$1,500.00
		Total Year 3	\$1,500.00
Year 4 (2005-2006)			
Server	1	\$5,500.00	\$5,500.00
		Total Year 4	\$5,500.00
TOTAL			\$29,383.00

Eastwood School			
Item	Quantity	Unit Cost (current RFP bid)	Total Cost (long range)
Year 1 (2002-2003)			
Administrative Computers	3	\$1,052.00	\$3,156.00
LAN Upgrade	1	\$713.12	\$713.00
		Total Year 1	\$3,869.00
Year 2 (2003-2004)			
		Total Year 2	\$0.00
Year 3 (2004-2005)			
Computer Lab	17	\$300.00	\$5,100.00
		Total Year 3	\$5,100.00
Year 4 (2005-2006)			
Server	1	\$5,500.00	\$5,500.00
Classroom Computers	12	\$807.50	\$9,689.40
		Total Year 4	\$15,189.40
TOTAL			\$24,158.40

Hillcrest School			
Item	Quantity	Unit Cost (current RFP bid)	Total Cost (long range)
Year 1 (2002-2003)			
Administrative Computers	3	\$1,052.00	\$3,156.00
		Total Year 1	\$3,156.00
Year 2 (2003-2004)			
		Total Year 2	\$0.00
Year 3 (2004-2005)			
Computer Lab	17	\$300.00	\$5,100.00
LAN Upgrade	1	\$1,500.00	\$1,500.00
		Total Year 3	\$6,600.00
Year 4 (2005-2006)			
Server	1	\$5,500.00	\$5,500.00
Classroom Computers	12	\$807.45	\$9,689.40
		Total Year 4	\$23,289.40
TOTAL			\$33,045.40

Riverview School			
Item	Quantity	Unit Cost (current RFP bid)	Total Cost (long range)
Year 1 (2002-2003)			
Administrative Computers	4	\$1,052.00	\$4,208.00
		Total Year 1	\$4,208.00
Year 2 (2003-2004)			
		Total Year 2	\$0.00
Year 3 (2004-2005)			
Computer Lab	17	\$300.00	\$5,100.00
LAN Upgrade	1	\$1,500.00	\$1,500.00
		Total Year 3	\$6,600.00
Year 4 (2005-2006)			
Server	1	\$5,500.00	\$5,500.00
Classroom Computers	12	\$807.45	\$14,400.00
		Total Year 4	\$19,900.00
TOTAL			\$30,708.00

Big Rapids Middle School			
Item	Quantity	Unit Cost (current RFP bid)	Total Cost (long range)
Year 1 (2002-2003)			
TRC Lab	13	\$0.00	\$0.00
BRMS Administrative	7	\$1,052.00	\$7,364.00
		Total Year 1	\$7,364.00
Year 2 (2003-2004)			
Teacher Computers	32	\$807.45	\$25,838.40
		Total Year 2	\$25,838.40
Year 3 (2004-2005)			
LAB Room 35	24	\$300.00	\$7,200.00
LAB Media Center	17	\$300.00	\$5,100.00
LAN Upgrade	1	\$4,000.00	\$4,000.00
		Total Year 3	\$16,300.00
Year 4 (2005-2006)			
BRMS Server	1	\$5,500.00	\$5,500.00
Lab Room 25	28	\$807.45	\$22,608.60
		Total Year 4	\$28,108.60
TOTAL			\$77,611.00

New Directions High School			
Item	Quantity	Unit Cost (current RFP bid)	Total Cost (long range)
Year 1 (2002-2003)			
		Total Year 1	\$0.00
Year 2 (2003-2004)			
		Total Year 2	\$0.00
Year 3 (2004-2005)			
Teacher Computers	4	\$807.45	\$3,229.80
		Total Year 3	\$3,229.80
Year 4 (2005-2006)			
Lab	12	\$807.45	\$9,689.40
Administrative Computers	3	\$807.45	\$2,422.35
		Total Year 4	\$12,111.75
TOTAL			\$15,341.55

Big Rapids High School			
Item	Quantity	Unit Cost (current RFP bid)	Total Cost (long range)
Year 1 (2002-2003)			
BRHS Admin	10	\$1,052.00	\$10,520.00
		Total Year 1	\$10,520.00
Year 2 (2003-2004)			
Teacher computers	40	\$807.45	\$32,298.00
		Total Year 2	\$32,298.00
Year 3 (2004-2005)			
NT Server	1	\$7,500.00	\$7,500.00
Novell Server	1	\$7,500.00	\$7,500.00
LAB 318	24	\$450.00	\$10,800.00
		Total Year 3	\$25,800.00
Year 4 (2005-2006)			
Media Center Lab	30	\$807.45	\$24,223.50
Room 333	24	\$807.45	\$19,378.80
Cad Lab	24	\$807.45	\$19,378.80
		Total Year 4	\$62,981.10
TOTAL			\$180,218.00

Bus Garage			
Item	Quantity	Unit Cost (current RFP bid)	Total Cost (long range)
Year 1 (2002-2003)			
		Total Year 1	\$0.00
Year 2 (2003-2004)			
		Total Year 2	\$0.00
Year 3 (2004-2005)			
		Total Year 3	\$0.00
Year 4 (2005-2006)			
Admin Computers	2	\$807.45	\$1,614.90
		Total Year 4	\$1,614.90
TOTAL			\$1,614.90

Central Office			
Item	Quantity	Unit Cost (current RFP bid)	Total Cost (long range)
Year 1 (2002-2003)			
		Total Year 1	\$0.00
Year 2 (2003-2004)			
		Total Year 2	\$0.00
Year 3 (2004-2005)			
		Total Year 3	\$0.00
Year 4 (2005-2006)			
Administrative Computers	10	\$807.45	\$8,074.50
		Total Year 4	\$8,074.50
TOTAL			\$8,074.50

Annual Software License Expense – 2004-5	
Item	Cost
Novell Licensing	\$ 5,322.50
Skyward Student Database	\$23,000.00
Merit Internet Affiliateship	\$ 5,600.00
SDS Finance	\$ 3,000.00
District Antivirus Software	\$ 810.00
Follett Maintenance (Libraries)	\$ 2,800.00
Firewall Content Filter	\$ 600.00
Deepfreeze	\$ 0.00
Accelerated Reader	\$ 3,000.00
Total	\$44,132.50

Annual Professional Development Expense	
Item	Cost
Internet Content	\$ 3,500.00
Application Training	\$ 3,500.00
Tech Team Training	\$ 2,000.00
Total	\$ 9,000.00





Kindergarten – 4th grade Computer Use Agreement

Dear Parent:

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

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

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

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

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

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

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

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

Thank you.



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

Elementary Computer Lab Computer Contract – Grades K - 4

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

I, _____, promise to treat computers with respect.

I will follow all of the computer rules. I promise to:

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

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

Parents:

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

Student Name (Printed)

Parent Name (Printed)

Big Rapids Public Schools

CARDINet Student Use Agreement

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

Internet access is now available to students and teachers in the Big Rapids School District via CARDINet. We are very pleased to bring this access to Big Rapids Public Schools (BRPS) and believe the CARDINet offers vast, diverse, and unique resources to both students and teachers. Our goal in providing this service to teachers and students is to promote educational excellence in our district by facilitating resource sharing, innovation, and communication.

CARDINet is an electronic network, which accesses the Internet. The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual subscribers. Students and teachers have access to:

- A Web browser to research information available across the Internet.
- Electronic mail communication with people all over the world.
- Discussion groups on many subjects ranging from Chinese culture to the environment to music to politics.
- Access to many University Library Catalogs, the Library of Congress.

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

Internet access is coordinated through a complex association of government agencies, and regional and state networks. In addition, the smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. These guidelines are provided here so that you are aware of the responsibilities you are about to assume. In general this requires efficient, ethical and legal utilization of the network resources. If a student user violates any of these provisions, his or her account with CARDINet will be terminated and/or disciplinary action and future access could possibly be denied. Your signature(s) on the attached contract is (are) legally binding and indicates the party (parties) who signed has (have) read the terms and conditions carefully and understand(s) their significance.

CARDINet - Terms and Conditions

- 1) **Acceptable Use** - The purpose of CARDINet, which is the BRPS network to the Internet, is to support research and education in and among academic institutions in the U.S. by providing access to unique resources and the opportunity for individual research and collaborative work. The use of your account must be in support of education and consistent with the educational objectives of the Big Rapids Public School District. No personal or business use is permitted on any school computers. Use of other organization's networks or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening material, obscene material, or material protected by trade secret. Use for commercial activities by for-profit institutions is not acceptable. Use for product advertisement or political lobbying is also prohibited. Illegal activities are strictly prohibited.
- 2) **Privileges** - The use of CARDINet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges and/or disciplinary action as defined in current student handbook. (Each student who receives an account will be part of a discussion with his or her sponsoring BRPS faculty member pertaining to the proper use of the network.) Based upon the acceptable use guidelines outlined in this document, the system administrators will deem what is inappropriate use and their decision is final. Also, the system administrators may close an account at any time as required. The administration, faculty, and staff of BRPS may request the system administrator to deny, revoke, or suspend specific user accounts.

- 3) Netiquette - You are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:
- Be polite. Do not write or send abusive messages to others.
 - Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
 - Do not reveal your personal address or phone numbers or those of other students or colleagues.
 - Note that electronic mail (e-mail) and Internet services are not guaranteed to be private. System administrators have access to all Email and incoming Internet information.
 - Messages relating to or in support of illegal activities may be reported to the authorities.
 - Do not use the network in such a way that you would disrupt the use of the network by other users (e.g. downloading huge files during prime time; sending mass e-mail messages; annoying other users using the talk or write functions).
 - All communications and information accessible via the network should be assumed to be public property.
- 4) Reliability - CARDINet makes no warranties of any kind, whether expressed or implied, for the service it is providing. CARDINet will not be responsible for any damages you suffer. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by CARDINet's negligence or your errors or omissions. Use of any information obtained via CARDINet is at your own risk. CARDINet specifically denies any responsibility for the accuracy or quality of information obtained through its services.
- 5) Security - Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem on CARDINet, you must notify a system administrator or e-mail postmaster@cardinal.brps.k12.mi.us. Do not demonstrate the problem to other users. Do not use another individual's account. Do not give your password to any other individual. Attempts to log in to the system as any other user will result in cancellation of user privileges and/or disciplinary action. Attempts to login to CARDINet as a system administrator will result in cancellation of user privileges and/or disciplinary action. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to CARDINet.
- 6) Vandalism - Vandalism will result in cancellation of privileges and/or disciplinary action, and possible criminal prosecution. Vandalism is defined as any malicious attempt to harm or destroy school hardware, software, or data of another user, CARDINet, or any other networks that are connected to CARDINet or the Internet. This includes, but is not limited to, the uploading or creation of computer viruses.
- 7) Updating Your User Information - CARDINet may occasionally require new registration and account information from you to continue the service. You must notify CARDINet of any changes in your account information (address, etc.).
- 8) Exception of Terms and Conditions - All terms and conditions as stated in this document are applicable to the Big Rapids Public School District. These terms and conditions reflect the entire agreement of the parties and supercede all prior oral or written agreements and understandings of the parties. These terms and conditions shall be governed and interpreted in accordance with the laws of the State of Michigan, United States of America. Any Big Rapids Public School District student may apply for an Internet Account. To do so you must complete the attached contract and application. Students should return the contract to their sponsoring instructor.

CONTRACT PORTION OF DOCUMENT

(Must complete both sides)

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

STUDENT APPLICANT (Required)

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

Date: ____/____/____

Student's Full Name (please print): _____

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

Expected Graduation Year: _____

Current School: _____

User Signature: _____

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

SPONSORING TEACHER (Required)

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

Teacher's Name (please print): _____

Teacher's Signature: _____

Date: ____/____/____

**See reverse for parent/guardian authorization.

PARENT OR GUARDIAN

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

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

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

Parent or Guardian (please print): _____
Signature: _____
Date: ___/___/___ Daytime Phone: _____ Evening Phone: _____
 Check here if parent/guardian consent is not required (applicant is over the age of 18).

For use by the Cardinal Technology Staff

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

Issued by _____ Date: ___/___/___

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

Big Rapids Public Schools

Staff CARDINet Use Agreement and Account Application

Directions: After reading the CARDINet Use Agreement, 1) Fill out the following agreement completely and legibly (must be signed by yourself and your supervisor), 2) Return it to your immediate supervisor to be forwarded to the TRC.

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

School/work site: _____

Program/Position: _____

Duration: Fulltime Part-time Temporary Ending Date (if applicable): _____

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

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

User Signature: _____ Date: ____/____/____

After signing, please turn this in to your immediate supervisor

Administrative Authorization: I have discussed this use of CARDINet with this person and authorize issuing her/him a user ID.

Supervisor Signature: _____ Date: ____/____/____

Administrator: - please sign and send to the Big Rapids Technology Resource Center (TRC)

For use by the Cardinal Technology Staff

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

Issued by: _____ Date: ____/____/____

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

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

Big Rapids Public Schools

CARDINet Family-Night Use Agreement

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

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

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

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

Joe Bouman
Director of Technology



Big Rapids Public Schools
Big Rapids, Michigan



WEB Authoring Guidelines

*Including Board of Education
Policy*



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

Current Revised Version - 4/14/2004

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

Big Rapids Public Schools - Board of Education Web Authoring Guidelines

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

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

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

Cardinal Technology Web Authoring Regulations

1. General

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

2. Ownership and Retention

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

3. Access to Development

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

4. Content

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

5. Design

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

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

6. Student Identification

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

7. Staff Identification

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

8. Faculty/Staff Pages

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

9. Procedure

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

10. Due Process

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

11. Search and Seizure

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

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

Big Rapids Public Schools

Staff WEB Authoring Agreement and Account Application

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

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

School/Work Site _____

Home Address: _____

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

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

User Signature: _____ Date: ___/___/___

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

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

Supervisor Signature: _____ Date: ___/___/___

For use by the Cardinal Technology Staff

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

Password: _____

Issued by: _____ Date: ___/___/___

KEYBOARDING / WORD PROCESSING / DESKTOP PUBLISHING

GRADE	CONTENT KNOWLEDGE	EXPERTISE	APPLICATION
K	<ol style="list-style-type: none"> 1. Login/Logout with Assistance 2. Familiar with Keyboard 3. Disk handling 4. Familiar with menu/options 5. Simple Windows Navigation 6. Save 7. Simple composition 8. Print 9. Utilize Graphics 10. Practice Mouse Skills 	Introduction and Exploration	Key recognition games and exercises. Recognition of alphabetical letters and simple sentence creation.
1	<ol style="list-style-type: none"> 1. Review of above skills 2. Left/Right Hand position 3. Key/Finger placement 4. Further Windows Navigation 5. Parts of the computer 6. Load Simple Software 7. Utilize File Menu: delete, return, arrow, and cursor placement. 8. Load printer with paper. 	Introduction and Practice	Drill games and exercise. Simple story and sentence creation.
2	<ol style="list-style-type: none"> 1. Review of above skills 2. Home row hand position 3. Key/finger placement 4. Introduce Computer Ethics 5. Introduce Word Processing <ol style="list-style-type: none"> a. Font selection b. Utilize Graphics c. Utilize edut menu d. Type text, choose graphics, edit, and print. 	Practice and exposure to word processing/desktop publishing	Speed building exercises using content from reading and English. Use simple programs combining text and graphics.

MULTIMEDIA PRESENTATION / TELECOMMUNICATION / RESEARCH

GRADE	CONTENT KNOWLEDGE	EXPERTISE	APPLICATION
K	<ol style="list-style-type: none"> 1. Introduce CD-ROM use for reading, writing skills, and math skills. 2. Explore science and social studies area to assist with reading. 3. Controlled internet access. 4. Use VCR and CD-ROM equipment with assistance. 	Introduction and Exploration	Recognition of alphabetical letters and simple sentence creation. Exploration of science and social studies.
1	<ol style="list-style-type: none"> 1. Review of above skills 2. Continue exploration and access. 3. Introduce Presentation Software. 4. Utilize CD-ROM to access and print information with assistance. 5. Controlled internet access 6. Review use of VCR and CD-ROM equipment. 	Introduction and Exploration	Continue CD-ROM access to math, reading, etc. for remediation. Research a topic on the internet and encyclopedia access.
2	<ol style="list-style-type: none"> 1. Introduce to Scanning for picture use. 2. Controlled internet access 3. Care of equipment and CD's. 4. Continue Presentation Software. 5. Introduce Art and drawing with multi-media. 	Introduction and Exploration	Continue above, adding more exposure to available software, CD-ROM usage, and internet access.

KEYBOARDING / WORD PROCESSING / DESKTOP PUBLISHING

GRADE	CONTENT KNOWLEDGE	EXPERTISE	APPLICATION
3	<ol style="list-style-type: none"> 1. 10 words per minute full keyboard. 2. 80% accuracy by touch. 3. Utilize File menu: new, open, close, save, print, print preview. 4. Utilize Reference menu: Spell check and thesaurus. 5. Utilize undo/redo buttons. 6. Utilize Tabs. 7. Care of software and hardware equipment. 8. Computer Ethics Reminder. 9. Introduce Functions Keys. 	Introduction to new material and practice of keyboard skills.	Speed and accuracy building continues. Writing of stories and book reports and reviews. Write letters to friends and family.
4	<ol style="list-style-type: none"> 1. 15 words per minute full keyboard. 2. 85% accuracy. 3. Introduce keypad. 4. Basic knowledge of machine operation (CPU, etc.) 5. Utilize edit menu: cut, copy, paste, select all, justification and style. 6. Access template. 7. Utilize Text Menu: font, color, alignment, border and style. 8. Introduce proofreader's marks. 	Introduce and practice keypad.	Speed and accuracy building continues. Use computer to compose, edit and publish stories.
5	<ol style="list-style-type: none"> 1. 20 words per minute. 2. 90% accuracy. 3. Key by touch with correct hand placement. 4. Review edit, text, and picture menus. 5. Review fonts: choice and selection. 6. Review style and justification, graphics, borders, margins, and tabs. 7. Utilize proper spacing, punctuation, and grammar. 8. Demonstrate knowledge of proofreader's marks. 9. Review Computer Ethics. 	Mastery of keyboarding skills. Mastery of introductory Word Processing and Desktop Publishing.	Use the computer to compose, edit, and publish creative story with graphics. Write basic research paper from curriculum studies. Publish newspaper article on research topics.

MULTIMEDIA PRESENTATION / TELECOMMUNICATION / RESEARCH

GRADE	CONTENT KNOWLEDGE	EXPERTISE	APPLICATION
3	<ol style="list-style-type: none"> 1. Introduce interactive communication software. 2. Controlled Internet access. 3. Use VCR and CD-ROM equipment without assistance. 4. Use of scanning equipment with little assistance. 5. CD-ROM exploration continues. 6. Computer drawing and animation technology introduced. 7. Access through signing on and off without assistance. 8. Introduce to digitized voice and audio. 	Introduction and Exploration	Simulation software for problem solving. Instructional resources on videotape, videodisc, and instructional television. Multimedia reports and production with graphics, text, and sound. Review of basic skills and concepts using computer based resources. Still video and digitizing peripherals used in student projects.
4	<ol style="list-style-type: none"> 1. Learn ethics of communication 2. Knowledge of individual software and its use. 3. Introduce digital camera use and digital video camera use. 4. Introduce to the creation of portfolio on CD. 	Introduction and Exploration	Pen Pal communication on the internet. Creation of school homepage for students. Utilize digital camera to enhance homepage on internet. Review of basic skills and concepts using computer based resources. Multiple use of skills in all curriculum areas.
5	<ol style="list-style-type: none"> 1. Continue with above training. 2. Create multi-media production. 3. Introduce video portfolio creation. 4. Ethics of communication. 	Introduction and Exploration	Continue above adding more exposure to available software, CD-ROM usage, and internet access. Download and analyze data from internet sources. Creative music expression using multimedia resources.

WORD PROCESSING / DESKTOP PUBLISHING / DATABASE / SPREADSHEET

GRADE	CONTENT KNOWLEDGE	EXPERTISE	APPLICATION
6	<ol style="list-style-type: none"> 1. 25 words per minute full keyboard. 2. 90% accuracy by touch. 3. Master use of word processing and desktop publishing skills such as entering, storing, editing, and revising. 4. Master the use of tabs and columns within a report. 5. Load graphical images from multiple software packages. 6. Utilize software tools to improve proper punctuation, spelling, and grammar. 7. Review Computer Ethics. 8. Advanced Windows Training. 9. Printer Management 	<p>Review keyboarding skills. Master word processing and desktop publishing skills.</p>	<p>Speed and accuracy building continues. Language Arts, Social Studies, and Science reports. Research paper and newspaper publishing.</p>
7	<ol style="list-style-type: none"> 1. Introduce spreadsheet utilizing simple formulas and data accumulation. 2. Continue use of word processing, keyboarding, and desktop publishing skills. 3. Introduce database applications. 4. Review Computer Ethics. 	<p>Introduce database and spreadsheet applications. Mastery of Windows training.</p>	<p>Utilize spreadsheet in math classes. Catalog scientific data in database. Continue use of word processing/desktop publishing in all curriculum areas.</p>
8	<ol style="list-style-type: none"> 1. Review database and spreadsheet. 2. Continue use of technology media (computer laser disc technology, video communications, still videos (CD-ROM) to effectively search, collect, process and store information. 3. Apply technologies for analysis and evaluation. 4. Use technologies as a tool. Review Computer Ethics. 5. Introduce DOS Commands. 	<p>Mastery of keyboarding skills. Mastery of introductory Word Processing and Desktop Publishing. Mastery of DOS Commands.</p>	<p>Utilize word processing, desktop publishing, database, and spreadsheet.</p>

MULTIMEDIA PRESENTATION / TELECOMMUNICATION / RESEARCH

GRADE	CONTENT KNOWLEDGE	EXPERTISE	APPLICATION
6	<ol style="list-style-type: none"> 1. Continue use of computer drawing programs and animation software. 2. Utilize knowledge to design compositions involving computer-based resources. 3. Multimedia productions. 4. Utilize multimedia software to create a presentation. 5. Utilize on-line internet research as a tool. 	Introduction and Exploration	Simulation software for problem solving. On-line resources for cultural awareness. Still video and digitizing peripherals used in student projects. Weather and satellite analysis via the internet. Instructional resources on videotape, videodisk, and instructional television. Multimedia reports and production with graphics, text and sound. Review of basic skills and concepts using computer based resources.
7	<ol style="list-style-type: none"> 1. Organize, track, investigate and communicate progress in reading with databases and spreadsheets utilizing on-line data and research. 2. Utilize database and telecommunication for research. 3. Design compositions involving various computer-based resources. 	Introduction and Exploration	Introduce to programming. Multiple research projects for all curriculum areas. Continued review of basic skills and concepts. Utilize skills learned to enhance areas of interest to student for further research into subject areas or careers.
8	<ol style="list-style-type: none"> 1. Continue with above training. 2. Utilize with some expertise video telecommunications, laser disc technology, and digital camera. 3. Further in-depth use of BRPS Web Based Resources on the internet 4. Mastery of all basic skills and knowledge. 5. Introduce to optical technologies. 	Introduction and Exploration.	Continue above adding more exposure to equipment and technology. Research careers and begin School to Work program.
Media Center	<ol style="list-style-type: none"> 1. Utilize on-line card catalogue. 2. Utilize references on CD-ROM. 3. Utilize Internet. 4. Utilize multimedia presentations from student generated research. 	Introduce, explore, & implement prior knowledge.	Unlimited access to information in all subjects. Access to technological forms in all subjects. Use of technologies as creative expression and communication of ideas in many subjects.

HIGH SCHOOL COMPUTER EXPECTATIONS

SUBJECT	CONTENT KNOWLEDGE	EXPERTISE	APPLICATION
ARTS	<ol style="list-style-type: none"> 1. Utilize computer drawing programs for creativity. 2. Utilize multimedia production for portfolios. 3. Utilize still and live video in projects. 4. Utilize animation software. 5. Utilize CD-ROM software for art history and appreciation. 6. Utilize database and telecommunication for research. 	Introduction and exploration.	Projects in art history and appreciation become unlimited due to internet and multimedia access. Art and animation software expands students awareness.
BUSINESS	<ol style="list-style-type: none"> 1. Utilize spreadsheet and database to analyze financial data. 2. Advanced word processing/ desktop publishing/spreadsheet/database training. 3. Utilize computerized marketing and advertising programs using multimedia software. 4. Utilize high-level multimedia presentation software. 5. Analyze on-line information for advertising and marketing research. 	Mastery of word processing, database, spreadsheet, and desktop publishing. Mastery of accounting software, and some expertise in graphical software for advertising and publishing.	Utilize software expertise in areas of business, marketing, sales, and advertising. Analyze financial banking and accounting data. (example: amortization)
ENGLISH	<ol style="list-style-type: none"> 1. Well-written, visually pleasing documents using word processing skills and research. 2. Multimedia capability to produce presentation level projects. 3. Utilize Internet for research with the ability to recognize valid and invalid information. 4. Utilize interactive software for writing purposes and to enhance the study of literature. 5. Utilize software for remediation of skills in grammar/punctuation. 6. Utilize electronic library. 	High level mastery of word processing skills and desktop publishing. Mastery of Internet usage, electronic library, and interactive software.	Essays, Themes, Research reports, Letters, Timelines, Peer editing.

HIGH SCHOOL COMPUTER EXPECTATIONS

SUBJECT	CONTENT KNOWLEDGE	EXPERTISE	APPLICATION
FOREIGN LANGUAGE	<ol style="list-style-type: none"> 1. Utilize foreign language word processors for writing. 2. Vocabulary review via computer. 3. Utilize digitized voice and audio. 4. Telecommunications and data resources for research. 	Introduction and later mastery.	Write reports in foreign language and research cultures. Repetition of oral language development via computer.
HEALTH PHYSICAL EDUCATION	<ol style="list-style-type: none"> 1. Utilize computer-based resources to research health and physical education. 2. Utilize database and telecommunication for research. 3. Utilize instructional resources on videotape, videodisk, and instructional television. 	Knowledge of health issues and concerns.	On-line services to create reports and projects for health research. Statistical analysis of disease and health problems worldwide.
INDUSTRIAL TECHNOLOGY	<ol style="list-style-type: none"> 1. Utilize CAD system. 2. Utilize spreadsheet and database for analysis for design and parts specification. 3. Ability to use computer integrated technology. 4. Trouble Shoot, Maintain, and repair PCs. 	Working knowledge of CAD systems and architectural drawing and design.	Parts design and research. Drafting projects and analysis of data. Research capability via on-line information.
MATH	<ol style="list-style-type: none"> 1. Use basic programming knowledge to master (REM, GOTO, IF-THEN DEF, FN, FOR-NEXT, RND.) 2. Print and produce organized charts and output. 3. Use spreadsheet functions to create usable data and results. 	Introduce and master BASIC / VISUAL BASIC programming options. Master higher level spreadsheet use, charting, and graphing.	Analyze mathematical data, probability and statistics. Write programs to evaluate mathematical equations. Produce spreadsheets to analyze data and print charts and graphs.

HIGH SCHOOL COMPUTER EXPECTATIONS

SUBJECT	CONTENT KNOWLEDGE	EXPERTISE	APPLICATION
MEDIA CENTERS	<ol style="list-style-type: none"> 1. Utilize computerized card catalogs. 2. Utilize databases on CD-ROM. 3. Utilize telecommunications, including satellite television and local and world-wide on-line resources for research. 4. Access to multiple computer stations 5. Access to central location of electronic resources. 6. Studio TV Production and Broadcasting. 	Mastery of library services and technology.	Unlimited access to information locally and worldwide. Utilized for all curriculum areas. Use of hypermedia to organize data. Use of information technologies as a creative expression and communication of ideas. Receive and contribute to the world's knowledge and information.
MUSIC	<ol style="list-style-type: none"> 1. Utilize database and telecommunications for research in music and appreciation and history. 2. Utilize resources on audio compact disc. 3. Use of MIDI interface for music composition and performance. 4. Utilize multimedia resources for creative music expression. 	Introductory working knowledge of computerized music.	On-line services to create reports and projects for music appreciation and history. Working knowledge of MIKE interface composition and performance.
SCIENCE	<ol style="list-style-type: none"> 1. Utilize spreadsheet, charting, and presentation features to produce a presentation level document. 2. Navigate a university-based bulletin board to gain access to current data and information. 3. Contribute to high school level data gathering services and extract compiled results. 	High level mastery of database and spreadsheet knowledge. Use of the Internet database and on-line research.	Laboratory assessments move from pencil and paper to presentation printouts. Use of the Internet database to obtain research paper information and contribute to research compilation.

HIGH SCHOOL COMPUTER EXPECTATIONS

SUBJECT	CONTENT KNOWLEDGE	EXPERTISE	APPLICATION
SOCIAL STUDIES	<ol style="list-style-type: none"> 1. Utilize software and on-line resources for map skills. 2. Utilize CD-ROM and on-line resources for research. 3. Utilize Multimedia software use for presentations and student reports. 4. Utilize still video and digitized peripherals used in student projects. 5. Utilize Desktop publishing/word processing for reports. 6. Utilize simulation software for problem solving. 7. Utilize basic Internet research tools. 	<p>Basic knowledge of internet, CD-ROM use and multimedia presentation training. Knowledge of word processing and desktop publishing.</p>	<p>On-line services to create reports and projects. In-depth research available to students. Multimedia presentation to enhance public speaking abilities.</p>
SPECIAL EDUCATION	<ol style="list-style-type: none"> 1. CAI software for remediation. 2. Assistive peripherals and software for special needs. 3. Utilize word processing. 4. Drill and practice for skill development. 5. Instructional resources on videotape, videodisk, and instructional television. 	<p>Introduction, exploration, and mastery of basic skills for employment.</p>	<p>Drill and practice to master skills for employment and higher achievement in content areas.</p>