

MARYSVILLE PUBLIC SCHOOLS



TECHNOLOGY PLAN

July 1, 2009 through June 30, 2012

http://marysville.schoolspan.com/PROCESS/District_Techology_Plan_2009.pdf

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SECTION 2 - *Introductory Material*

DISTRICT MISSION: Personalize learning for every student through rigor, relevance and relationships

DISTRICT VISION: Every student will excel both, personally and for the benefit of humanity

GUIDING PRINCIPLES: In every decision that we make and action that we take, the members of the Marysville Public Schools community will be guided by the following principles:

Commitment
Honesty
Accountability
Respect
Acceptance
Care
Trust
Empathy
Responsibility

The riverfront community of Marysville is located just south of Port Huron in St. Clair County. Marysville is a developing, yet close-knit city that fosters a caring attitude among neighbors. As a result, our schools benefit from the assistance of many parent support groups. Community members also assist with academic and extracurricular activities.

The Marysville Public Schools occupies 32.6 square miles, which includes the City of Marysville, and portions of St. Clair, Wales, Columbus and Kimball Townships.

The District operates one high school, one middle school and three elementary schools. Students are also offered the opportunity of specialized instruction at the St. Clair County RESA Technical Education Center, the RESA Woodlands Development Center, RESA Academic Transitions Academy (ATA) for 9th and 10th grade, RESA Science and Mathematics Academy at St. Clair Community College for grades 10-12, E2020 Credit Recovery for Marysville High School students, and the RESA Academic Academy for Mathematics, Science and English Language Arts for grades 7-8.

The district is aiming to enhance student learning for living and working in the 21st century. The emphasis is to keep programs and services in alignment with rapidly changing technologies, changes in the workplace, the emerging global economy, and changing expectations of education by using 21st century guidelines for teaching and learning.

Most recently, the district passed a \$74.6 million bond proposal to support the building of a new high school, building improvements at the middle school and three elementary buildings, and technology updates in all five-school buildings. Marysville Public Schools receives technology services and support from St. Clair County RESA.

Grades: PreK-5
Student enrollment: 485
Instructional staff: 27

Morton Elementary
Grades: PreK-5
Student enrollment: 313
Instructional staff: 21

Washington Elementary
Grades: PreK-5
Student enrollment: 436
Instructional staff: 27

Grades: 6-8
Student enrollment: 650
Instructional staff: 35

Marysville High School
Grades: 9-12
Student enrollment: 774
Instructional staff: 48

Marysville Public Schools/Admin
1111 Delaware
Marysville, MI 48040
John Silveri, Superintendent

Total district enrollment: 2658 (fall 2008)

Special Education (fall 2008)	13 %
Free & Reduced Lunch (spring 2008)	18 %
Limited English Proficient (fall 2008)	0 %
Graduation Rate (2006-07)	97 %
Graduation Retention Rate, grades 9-12 (2006-07)	99 %
Parent Conference Attendance (2007-08)	
Elementary Schools	98 %
Middle School	87 %
High School	67 %

SECTION 3 - *Mission, Vision and Goals*

TECHNOLOGY MISSION: The Marysville Public Schools technology mission is to provide opportunities to use technology for knowledge acquisition, communication, information management, problem solving, creative expression, research, design and product development.

TECHNOLOGY VISION: Marysville Public Schools believes technology is a valuable educational tool that supports student learning at all levels. The district supports use of technology to prepare students to live responsibly in a technically driven society in the 21st century.

Technology is a key component connected to Curriculum, Delivery of Instruction, Assessment, Learning Partners, Facilities and Growth.

Technology tools in the classrooms encourage a student-centered learning environment to support individualized instruction, application of learning, interactive opportunities, access to up-to-date information, collaboration, and enhancement of thinking and communication skills. Technology in school offices allows for increased efficiency and improved communications. MPS has made technology a priority specific to curriculum, instruction, assessment, collection of data, professional development and infrastructure, with student achievement being the ultimate goal.

All classrooms are connected via LAN and WAN, and all classes have access to the Internet and e-mail. Via the St. Clair County Regional Educational Service Agency (SCC RESA), all

buildings have access to remote connections, distance learning, United Streaming and video conferencing opportunities such as virtual field trips and on-line learning options.

DISTRICT GOALS:

- Through the new district building program, staff and students will be provided a strong system support to facilitate effective uses of technology. An obsolescence plan will replace equipment that has surpassed its life cycle.
- MPS staff will develop and demonstrate technology literacy aligned with 21st century to support student learning. The METS (Michigan Education Technology Standards) and ISTE (International Society for Technology Education) NETS (National Education Technology Standards) will guide instructional techniques.
- MPS will improve staff competence with technology and their ability to implement technology into new and existing curriculum, instruction and assessment through professional development opportunities.
- Students will demonstrate technology integration by application of learning. The METS and ISTE NETS will guide instructional techniques.
- MPS will provide opportunities through technology to promote parent and community partnerships.
- MPS will continue to utilize the SCC RESA Achieve Data Director warehouse program to assess and maintain school improvement and student achievement efforts.
- MPS will move toward delivery of information in a paperless fashion, including paperless options for parents.

SECTION 4 - Curriculum Integration

- **GOAL:** MPS Technology Curriculum will continue alignment with METS and ISTE NETS.

STRATEGIES:

- ☐ Staff will continue to review District aligned curriculum to METS and ISTE NETS.
 - ☐ The district will provide professional development as needed for METS alignment to instruction.
- **GOAL:** MPS will increase integration of technology to support instruction and student learning.

STRATEGIES: Via collaborative efforts of teachers, curriculum staff, administrators, RESA consultants and research-based practices:

- ☐ Increase access to 21st century technology tools for instruction, assessment, and data collection.
- ☐ Professional development will include integration of technology, specifically with new teacher/student interactive SMART boards and projectors in every classroom, updated computer training as needed, new document cameras, student response systems for formative assessment data, and utilization of Achieve Data Director.
- ☐ Utilize CORE (Collaborating On Results for Everyone), delayed student start every Wednesday, to identify professional development needs and deliver training specific to the use of technology as an instructional tool.
- ☐ Upgrade with student information access

- ☐ Utilization of St. Clair County RESA Technology Consultants to model technology integration into the curriculum. Focus areas will be determined at the building-level via collaboration with curriculum staff, classroom teachers and principal. Trainings will take place during CORE and RESA-based workshops.
- ☐ Utilization of technology staff to support teacher-leader support system
- ☐ Include technology connections linking METS throughout the MPS curriculum. Technology standards will be embedded by grade level and across all contents specific to:
 - ☐ Using and transferring technological knowledge and skills for life roles
 - ☐ Using technologies to input, retrieve, organize, manipulate, evaluate, and communicate information
 - ☐ Applying appropriate technologies to critical thinking, creative expression, and decision-making skills
 - ☐ Employing a systematic approach to technological solutions by using resources and processes to create, maintain, and improve products, systems, and environments
 - ☐ Applying ethical and legal standards in planning, using, and evaluating technology
 - ☐ Evaluating the societal and environmental impacts of technology
 - ☐ Forecast alternative uses and possible consequences to make informed civic, social, and economic decisions
 - ☐ Equip special needs students with assistive educational hardware and software support.
 - ☐ Provide transparent use of updated technology tools. All classrooms will be provided an interactive white board, projector and updated teacher computer workstation.
 - ☐ Provide resources, assessment and data analysis support through the network; continue to move toward paperless curriculum assessment, and data accessibility.
 - ☐ Technology instructors, with the curriculum and instruction department, will ensure that appropriate technology skills are integrated into instruction to establish student proficiency in 8th grade technology literacy requirements.
 - ☐ The state of Michigan adopted new high school Merit graduation requirements of at least twenty hours of an online learning experience for all students. MPS will meet the online requirement through a new required “college transitions” class for all high school students. All students will participate in online Keytrain for Work Keys during the science rotation of College Transitions Course.
 - ☐ All MPS curriculum will integrate 21st century technology tools into instruction, assessment, and data collection; students and staff will utilize 21st century technology tools to differentiate and individualize learning.

SECTION 5 – *Student Achievement*

“Levels of Competencies” for staff has been developed to help identify, plan and deliver staff training. Appropriate and timely professional development will result in improved instructional delivery methods and improved student learning.

Elementary Level:

- All elementary buildings have at least one computer in each classroom and a Technology Lab utilized by all students.
- Instruction includes basic to intermediate computer use, opening files, keyboarding skills, word processing, Internet use/safety, vocabulary, United Streaming, digital photography, video conferencing and multi-media presentations.
- By 2009/2010 school year, all elementary teachers will utilize: interactive white boards, projectors, document cameras, student response systems for formative student data, scanners and Achieve Data Director. All elementary buildings will also have wireless accessibility.
- Teachers use digital cameras, Internet, application software, and technology-based assessment through STAR Reading, Accelerated Reader and TV (full production capabilities at MHS cable channel 6), to engage, monitor, and evaluate student learning.
- Each elementary school has a portable distance-learning (video conferencing) cart, allowing student access to all distance learning capabilities, and local, state, national and international videoconferencing. Building-level leaders have been trained specific to the use of the portable carts.
- Currently, elementary portfolios are maintained each year in individual student CD format. Plans to evolve to an electronic portfolio are in process. Portfolios will include student integrated curriculum projects from every grade level, K-5.

Middle School Level:

- Marysville Middle School has at least one computer in each classroom, a Technology Lab, Computer Lab, Keyboarding Lab and Media Center, all utilized by all students.
- By the 2009/2010 school year, all middle school teachers will access and utilize interactive white boards, projectors, document cameras, student response systems for formative student data, scanners and Achieve Data Director. The middle school will also have wireless accessibility.
- Teachers use digital cameras, Internet, application software, and technology-based assessment.
- Technology I Instruction includes intermediate computer use, Internet use/safety, presentation software applications (word processing, spreadsheets, database, desktop publishing), collaborative projects, digital cameras, scanners, and multi-media presentations, ethical and legal standards.
- Additional classes are available in Technology II and III, computer applications, keyboarding and journalism. Skills needed include intermediate to advanced computer use, web page design, desktop publishing, CAD design and Access.
- Teachers utilize graphing calculators, Moodle, digital cameras, Internet, presentation software, United Streaming and TV (full production capabilities at MHS cable channel 6) to engage monitor, and evaluate student learning.
- The Middle School also has a portable distance-learning (videoconferencing) cart, allowing student access to all distance learning capabilities with local, state, national and international videoconferencing access.
- Technology skills are applied at the classroom level via project-based lessons and activities.

- EDP's (Educational Development Plan) are developed by every middle school student prior to the end of 8th grade. Students utilize Career Pathways, assessment and scheduling information.
- As per No Child Left Behind yearly-required technology assessments, all out-going middle school students use multiple authentic assessments to determine student level of proficiency. Middle School technology proficiency is reported in MEGS (Michigan Electronic Grant System – Michigan Department of Education) annually.
- Marysville Middle School utilizes Exam View as a tool for assessment. The assessment outcomes will be used to determine district program strengths and weaknesses.
- District technology instruction includes virtual field trips via distance learning and video conferencing capabilities.

High School Level:

- Marysville High School has at least one computer in each classroom, a technology learning center, computer classroom, media center, and technology Excel lab.
- Technology-specific online instruction/learning with Keytrain for Work Keys support will be provided in required college transitions classes.
- Online instruction/learning is provided in credit recovery courses through the E2020 program.
- Technology-specific instruction/learning is an elective in Computer Application class, Communication Arts class, and Graphics Class. Focus areas include project-based software application (word processing, spreadsheets, problem solving, United Streaming, database, presentation graphics, desktop publishing, web page design and video), peripheral hardware (graphing calculators, keyboarding, digital cameras, scanners and printers), multi-media presentations, as well as social issues.
- Technology-related instruction/learning takes place in E-Learning (on-line courses), Graphic Arts, and Communication Arts.
- Students utilize electronic online resources with current textbook purchases (at school and at home); students use 21st century skills to support learning in classrooms, e.g., blogs and Moodle in HS English classes.
- Integration of Internet and video is utilized in all content areas. Teachers utilize the Technology Learning Center to integrate technology into their respective curriculum and instruction.
- With the new HS completion in the 2010/2011 school year, all classrooms will have access and utilize interactive white boards, projectors, document cameras, and student response systems for formative student data.
- Staff are utilizing scanners and Achieve Data Director to improve student learning.
- Teachers use digital cameras, Internet, application software, and technology-based assessment. Wireless accessibility will be available for the 2010/2011 school year.
- A Communication Arts Program is in place at the secondary level, including a full production television (Cable Channel 6) studio.

-Students are responsible for planning, writing, taping, editing, audio, graphics, and program presentations.

-Software utilized includes PowerPoint, Adobe Premier 3.0, and Microsoft Word.

-Equipment used includes video switcher, graphics, tape play back, DVD, VHS

- Super Digital, Flash Drive, Google Earth, Internet, PowerPoint, Network Drives, camera, lighting, switchboard, and DVD playback.
- Projects students are responsible for include Photo Essay, Camera Operations, mix music, and interviews (e.g., students, teachers, business sponsors, administrators) and TD (technical director).
 - Although housed at Marysville High School, the TV studio and related technologies are accessible by staff and students from all grade levels. The studio has become an extension of the classroom relative curriculum/technology integration. Teachers use the studio for core and non-core classes.
 - A hard-wired distance-learning classroom is in place at Marysville High School. Capabilities include classroom and staff video conferencing and virtual field trips. The new HS (fall 2010) will utilize their classroom computers, interactive whiteboards and projectors for future video conferencing and virtual field trips.

Students at all levels have access to the St. Clair County Library System (Destiny), which allows students to checkout books and access information at other libraries locally and across the state. Access is now available online from home (<https://destiny.sccreasa.org/common/welcome.jsp>).

Staff and students are becoming more proficient in using technology resources such as the district Learning Coach's Protopage and staff developed Protopages.

Summary:

Technology, as it relates directly to curriculum, instruction and student learning is reviewed, planned, delivered, monitored and evaluated continually. All aspects as related to curriculum are approached collaboratively with input from technology teachers, classroom (grade level and content) teachers, curriculum personnel and building administrators. Monitoring, review and evaluation takes place annually with input from the respective buildings, as well as those responsible for professional development and budgeting.

- 2009-2010
 - Integrate new district bond technology hardware and learning resources at the elementary and middle school level.
 - Provide professional development to use new district hardware and learning resources.
 - Utilize Achieve Data Director to improve student learning.
 - Improve use of Parent Connect options through Zangle.
 - HS students will be required to take their online learning experience from online Keytrain Work Keys practice in the college transition course.
 - Provide curriculum access electronically from the Network.
- 2010-2011
 - Integrate new district bond technology hardware and learning resources in the new high school.
 - Continue professional development for use of new district hardware and learning resources to individualize student learning.
- 2011-2012
 - Refine and evaluate technology implementation from 2009-2010 and 2010-2011.
 - Continue to move forward with 21st century learning options; continue to evaluate technology tools to support 21st century learning.

SECTION 6 – *Technology Delivery*

MPS has approximately 700 networked computers attached to local area networks and a wide area network. All classrooms contain a teacher computer and some have student workstations. Additional workstations are in school media centers and computer labs. Each elementary building has a wireless computer lab on wheels for Title I and 31A students.

Through the MPS building bond, and by the start of fall 2009, all elementary buildings and the middle school will have an interactive white board, projector, and new computer in every classroom. The middle school uses graphing calculators and geometry sketchpads for math instruction.

Upon completion of the new HS in fall 2010, all high school classrooms will have an interactive white board, projector, and new computer in every classroom. Currently for 2009/2010 school year, the HS has limited numbers of classrooms with projectors for online instruction. Algebra, statistics, and physics classes use the TI Navigator system combined with TI 84 Plus Silver graphing calculator and classroom PC to create a wireless network with teacher-student communication. Students or student groups anonymously contribute work in real-time to a shared workspace projected on the classroom screen. Students may add points, equations, or data to the workspace. The real-time display fosters collaborative learning and sparks discussion. The Navigator system enables teachers to obtain quick formative student data for individualized support and instruction adjustments. Additionally, buildings have purchased document cameras and are adding additional document cameras as finances permit.

Currently, the middle school math department uses student response systems (clickers) to provide formative assessment to better personalize instruction. All buildings will purchase clickers as finances permit when their building program is completed.

All elementary, middle school and high school buildings offer technology courses. The middle school technology assessment assesses all METS through student assessments that measure application of specific METS skills. Technology staff maintains a record-keeping system of all METS for every middle school student in Technology I class.

The high school meets Merit online technology requirements through the required College Transitions Course, which includes Keytrain Work Keys practice for the MME. This is a change from previous online requirement coming from technology applications course, which will be an elective course beginning fall 2009. The District has been moving toward paperless delivery of instruction.

MPS employs alternative methods of instructional delivery through distance learning using various technologies, including:

- Virtual Field Trips: Individual classrooms utilize opportunities to explore educational topics electronically. Virtual field trips are offered from websites that relate to the current topic being studied.
- Virtual online course opportunities at the middle school and high school, individualized as needed
- The district subscribes to United Streaming video-on-demand service, which provides a web-based collection of educational videos. Video conferencing is available in all buildings.

- The new social studies Michigan Collaborative Curriculum lessons offer K-12 interactive activities that align to the new Michigan Course Content Expectations (CCE). The lessons with interactive sites are kept current by MCC, a network of 17 Michigan ISD's. Sites can be used in conjunction with the new interactive white boards, projectors and computers in every classroom as the building bond is completed and Michigan lessons are continually updated.
- Career exploration website: Career Cruising.com is utilized for all middle school student EDP's.
- Approximately 275 telephones are located within district classrooms, offices and conference rooms. All district employees are given a private extension for local calling as well as voice mail access.

SECTION 7 – *Parental Communications & Community Relations*

Parents are active stakeholders in the development of our technology planning. Parental involvement and support is strength of Marysville Public Schools.

- Community leaders have and continue to assist with the district bond process, which includes improved technology hardware, as well as new technology labs and the planning for a student/community-based media center to be finished with the new high school fall 2010.
- The District's building program and technology planning has been disseminated to the community via Channel 6 Television, building and district newsletters, parent advisory committees, Board of Education meetings, the district website and local media.
- The District will be moving toward paperless delivery of information, including paperless options for parents.
- The district website has been updated to be parent, student and staff friendly; the website is maintained weekly by the Superintendent's administrative assistant. The district website includes 24/7 video of the new high school building project, "You Rock" monthly recognition of students in each district building ("You Rock" students are also recognized monthly at school board meetings), and regularly posted employee recognitions sent to the Webmaster by staff or parents (TAKK Award, which means thank you in Viking country).
- The Webmaster maintains current district website information with district updates, curriculum and assessment information, committee minutes, sporting updates, district policies, and parent news and information. The district webpage also supplies interlinks to common visited websites.
- Instant alert information such as school closings are posted on the district website by the Webmaster for parents, students and staff. This information is also posted on Channel M6, a local cable access channel.
- The District is involved in Parent Connect through Zangle, which allows parents to access information about their child through a specified pass code. Parent Connect is accessed on the district website.

- The District utilizes a voicemail system that encourages staff members to maintain better communications with parents. Staff may leave classroom assignments on the voicemail system as well as retrieve messages from parents.
- The District utilizes an e-mail system for teachers, administrators and other instructional staff in order to provide effective communication between staff, parents and community members.
- Parent representation is present on the District Professional Study Council and building level Parent Advisory Committees. Board members attend Professional Study Council and District technology meetings. The District Professional Study Council acts as a clearinghouse for curriculum and instruction topics.
- Parents who are interested in viewing the District's technology plan will find a link to the plan on the District's website:
http://marysville.schoolspan.com/PROCESS/District_Techology_Plan_2009.pdf

SECTION 8 – *Collaboration*

Marysville Schools are dedicated to continuous collaboration with St. Clair County RESA to provide services and training in the fields of general, special, technical career support, and alternative student support.

- Alternative support includes Academic Transition Academy, E2020 for credit recovery, as well as support for advanced learners at middle school and high school that are not offered at the school district. The high school advanced learner program is in partnership with the St. Clair County RESA and Community College.
- SCCRESA plays a vital role in our professional development, providing in-service topics and additional training.
- The District uses a digital on-demand teaching system (United Streaming) through support of SCCRESA.
- Marysville Schools relies on the SCCRESA for Information Technology network support, training and technical assistance.

SECTION 9 – *Professional Development*

Professional development is an essential component of the district's plan to integrate technology into the curricula, as well as integrating the use of technology into lesson design. Based on research-based practices for the integration of technology, the focus is on improved student learning.

Technology professional development is based upon need, including the new building program hardware that aligns with 21st century technology integration.

◆ **New essential competency goals:**

- Interactive white board, projectors and document cameras; centralized printing

- Scanners for formative and summative assessment to improve instructional support for all students; utilize scanners with Achieve Data Director
- Assessment framework development for scanners, student response systems, and Achieve Data Director
- Utilizing several types of data with Achieve Data Director to improve student learning
- Using Achieve Data Director to determine whether implemented strategies are improving student achievement
- Using Achieve Data Director to determine need, process, and evaluate school and district school improvement goals

◆ **Expanded competency goals:**

- Extended geometry sketchpad support
- Extended graphing calculator support
- Continued training as needed for Zangle (electronic report cards, attendance, etc)

◆ **Competency for integration of technology:**

- Professional development on integrating technology with District Curriculum and State Course Content Expectations (CCE), use of Protopage aligned to course and grade content, help staff individualize instruction for students, track student learning, use technology to help meet student needs.
- Align with METS to create tools for individualized instruction and assessment of student work.

◆ **Competency support from technology leaders:** new technology initiatives, such as staff Protopages, classroom web design and Zangle for standards-based report cards.

The District will coordinate communication efforts between the district technology committee, building level technology representatives and all other staff.

PROFESSIONAL DEVELOPMENT TIMELINE:

2009-2010

1. Support essential competency goals (above) at elementary and middle school buildings. Building technology hardware improvements from the bond will be complete at all elementary buildings and the middle school building this school year.
2. Provide expanded technology support, integration of technology with revised and current curricula, and support from technology leaders as needed.

2010-2011

1. Essential competency goals at the new high school, with continued support with new and current staff at the middle school and elementary buildings.
2. Continue expanded technology support, integration of technology with revised and current curricula, and support from technology leaders as needed.

2011-2012

1. Continue essential competency support.
2. Continue expanded technology support, integration of technology with revised and current curricula, and support from technology leaders as needed.

SECTION 10 – *Supporting Resources*

MPS Board of Education Policy encourages and supports the application of technology to any District function where efficiency, reliability or student learning will be improved (Policy 4500). In addition, technology “use” is encouraged, supported and monitored via district Acceptable Use Policies (Section 16). MPS teachers have access to the Internet and have received training relative to accessing and sharing information. On-line resources are shared on an ongoing basis at the building level and via the District Professional Study Council. Resources include operational software manuals, videos, and on-line subscriptions such as E2020, Keytrain for Work Keys and Career Cruising.

In addition to resources provided by SCCRESA, resources to support student learning and operational goals include:

Microsoft Office Pro
Microsoft Word
Microsoft Front Page
Microsoft Encarta Encyclopedia
Microsoft Encarta World Atlas
Type To Learn
Broderbund Kid Pix Deluxe
Web-based Accelerated Reader
Coin Critters
Clock Shop
SmartBoard Software
Math Maniacs
Websites aligned to curriculum
United Streaming
Graph Club
Kidspiration
Publisher
Inspiration
Dream Explorer
Buggles
Mavis Beacon
Career-A-Rama
Southwestern Keyboarding
Power Point
Adobe Avid
Adobe After Effects
Adobe Priemier 3.0
Google Earth
Movie Maker II
Mi-Access
RMS
MSSSA

Zangle – Student Information Data System
Achieve Data Director
Bi-Tech – Financial Management Data System
Meal Magic
MEAP – Data Analysis System
NOVELL Netware
Single Record Student Database (SRSD)
Successful Practices
MEGS
Destiny – Library Resource System
Michigan Virtual University
Michigan Association of State and Federal Programs
Michigan Teacher Network
Michigan Institute for Educational Management
Michigan Legislature
Michigan Department of Education
U.S. Department of Education
Association for Supervision and Curriculum Development
MASA
MASSP
MASB
MEMSPA
MSBO
EschoolNews
EdSolutions
Education Week
International Society of Technology and Education (ISTE)
Electronic Reporting System – Utilizing the Zangle System (RESA) – all student report cards are electronically formatted and submitted. Planning, development, and training are coordinated via: the Network Systems Manager, Curriculum personnel and building level representatives.

SECTION 11 – *Infrastructure needs/Technical Specifications, and Design*

The Marysville Public Schools District network is composed of approximately 700 computers running Microsoft Windows XP, 5 Macintosh computers, 1 Active Directory and file server running Microsoft Windows, 1 secondary Active Directory and print server running Microsoft Windows, 1 email server running Microsoft Exchange 2007, 1 SAN storage server running Microsoft Windows, 2 backup servers with Disk storage and a tape library running Microsoft Windows, 1 web server running Linux, 1 image and application deployment server running Microsoft System Center Configuration Manager 2007, and 1 Virtual server running VMware ESXi. All components are linked together via 100MB and 1GB switched Ethernet network, with a gigabit fiber optic backbone interconnecting all buildings and core switches.

Perpetual licensing has been purchased for Microsoft System Center Configuration Manager 2007 which is used for remote control, image deployment, application deployment, patch management, and inventory to reduce overall IT costs and creates a more secure network environment. Perpetual licensing has also been purchased for Microsoft Exchange 2007, which is used for messaging and calendaring. Desktop software upgrades are purchased on an as-needed basis annually.

Inter-building communication is established through countywide Telecommunications Consortium sharing the cost and use of a fiber optic network, established in 1998. This Consortium enables the District to provide integrated telecommunications, application access, and Internet access in a cost effective manner.

48-line fiber trunk, and 100Mb Ethernet network access.

- All classrooms now have direct telephone access utilizing a 48-line fiber trunk and 100 Mb Ethernet network access.
- Maintenance and software upgrades to this system are provided as part of a service agreement with the vendor.
- The district maintains nine computing labs for student access: Three labs in the High School, three labs at the Middle School, and one in each elementary school. The new HS (fall 2010) will have four technology classrooms, as well as technology access in the main media area.
- All hardware is bid to include instructional software, as developed cooperatively at each building level and the District Technology Department.
- Lab computers are on an alternating schedule for replacement to ensure adequate capabilities for student instructional use.
- By fall 2009, each elementary and middle school classroom will contain a minimum of one computer, one interactive white board and projector, and one telephone.
- By fall 2010, each high school classroom will contain a minimum of one computer, one interactive white board and projector, and one telephone.
- Where appropriate, classroom capabilities will be expanded to include a “mini-lab” utilizing computers customized to needed application.
- Classroom computers are on a scheduled replacement plan as designated by each building.
- Teachers currently report attendance and grading through “Zangle” software using desktop application or web-based application from home using “Teacher Connect.”

The District consistently demonstrates sound operational strategies by incorporating technology into these and many other daily activities.

- Parents may access student records such as Progress Reports and Grades via web-based “Parent Connect.”
- Students have online access from home or school to homework assignments, classroom news, scheduling, grades, and other pertinent information via web based “Student Connect.”
- With the new building projects, school lunch accounting will be managed using “Meal Magic.”
- Textbooks are logged and distributed and library books are checked out through network “Destiny” access.
- Employee absences are called into an automated system “Subfinder.”
- District television studio:
In the 1998-1999 school year, the District completed the construction of a basic Television Studio located at the High School. This studio has continued to grow and is

now capable of advanced video editing. Students maintain direct responsibility for production of broadcasts that are in-house and transmitted to cable for community viewing on the local channel 6. Starting in 2003, the Studio began the transition to non-linear Editing, and now includes an Editing Suite composed of 6 high-end workstations for computerized video editing. During the 1999-2000 school year, a short-range Radio Broadcast Studio was added, creating a campus radio station.

- Distance Learning:

In 2000-01, the district completed its first Distance Learning Classroom. This video network, named "Learning.Net," capability enabled the District to offer shared classroom instructional experience with other districts worldwide, as well as virtual field trips, and opportunities for professional development. This technology was expanded to include portable video conferencing carts to the remaining buildings, which have received extensive use. The St. Clair RESA serves as the informational contact and technical support for the Learning.net project. With the new building program, classrooms will have access to distance learning via classroom Internet, interactive whiteboards and projector.

- Video Streaming:

At the start of the 2005 school year, the district subscribed to a streaming video service called "United Streaming." With the new building program, classrooms can display educational video clips for efficient access to video assisted instruction via Internet, whiteboard and projector. Clips are directly categorized and aligned to the Michigan CCE and encompass virtually every subject area.

- Technology Services:

The District Technology Department is serviced through SCCRESA and consists of a Technology Director and a Systems Repair Technician. Repairs are processed and completed through SCCRESA IT Department. The support systems used by SCCRESA provide a database to assist in determining the age of equipment, frequency of repair, potential staff training needs, and asset management.

SECTION 12 – *Strategies to increase access to technology for all students and all teachers.*

Hardware, Technical Support and Software: Required Element: III.1 Increase Access

- The Marysville Public Schools District Board of Education continues to demonstrate its commitment to the incorporation of instructional technology into our curriculum with an annual allocation of \$50,000 of General Fund dollars.
- Each school year, building principals utilize a portion of their per pupil allocation to replace classroom computers on a rotational basis, with older units put into service at sites with lesser requirements (e.g., internet access, keyboarding, etc.).

- Available grant revenues are used to make equipment purchases as outlined in Section 13 and provide professional development.
- The District maintains a separate fund to address individual student needs. Whether it be a Special Education student who would benefit from the purchase of a laptop computer for their personal use, or a specialized computer and software that enhances learning opportunities for an ECDD four-year-old, the Marysville Public Schools District Board of Education consistently demonstrates their support and demand for the best educational opportunities for all students. The Board readily approves expenditures for assistive technologies to accommodate impaired or otherwise needy students (Section 504, deaf, blind, etc.) as recommended by Administration.

Marysville Public School District is a community school district. The City of Marysville Recreation Department and other community groups use our buildings regularly. Access to our labs is regularly granted. Citizens or students who may not have access to technology at home find easy access at our sites.

SECTION 13 - *Timeline and budget covering the acquisition, implementation, interoperability provisions, maintenance, and professional development related to the use of technology to improve student academic achievement.*

FUNDING AND BUDGET – Required Element: J. Budget and Timetable – Demonstrates the District’s continued commitment to the advancement of student achievement using technology. The Capital Outlay portion of this budget is detailed below by timeline:

The attached Technology Plan Budget Detail pages for years 2009-10, 2010-11, and 2011-12, demonstrate the District’s continued commitment to the advancement of student achievement using technology. The district building program, capital outlay funds, along with potential grants, are planned to fund this budget, as detailed below by timeline:

2009-10:	
Building Program Server Upgrades	50,000
District-wide Telephone System	217,300
Classroom Video Presentation Systems- Washington and Morton	162,000
Wireless Hotspots - District-wide	20,000
Elementary Labs-Wash & Morton	57,000
Classroom Laptop Computers	72,000
District-wide Security Card Access System	60,000
Special Education Technology	2,000
TV Studio Technology Equipment	<u>3,000</u>
Total	643,300

2010-11:

Annual Server Upgrades	50,000
Desktop Computers-High School	15,000
Wireless Hotspots - District-wide	20,000
Computer Labs (4)-High School	108,000
Special Education Technology	2,000
TV Studio Technology Equipment	80,000
High school document cameras	29,500
Elementary/Middle School document cameras	55,000
Student response systems	30,000
Wireless Laptop Carts – Elementary	73,500
Classroom Laptop Computers	<u>64,000</u>
Total	527,000

2011-12:

Annual Server Upgrades	20,000
Wireless Hotspots - District-wide	20,000
Wireless Laptop Carts – MMS & HS	178,320
Elementary Lab Replace-Gardens	30,000
Classroom Computers	30,000
Distance Learning Equipment	20,000
Special Education Technology	2,000
TV Studio Technology Equipment	<u>2,000</u>
Total	302,320

The acquisition of technology as described in the above timeline is an essential component of our District Technology Plan. Our scheduled replacement/upgrades, coupled with our continued search for advanced technologies, allow our District resources to grow and broaden access for our students and staff.

TECHNOLOGY PLAN BUDGET DETAIL 2009-10

GENERAL
FUND
110 Basic
Instruction

<u>Func Code</u>	<u>Description</u>	<u>FTE</u>	<u>Salaries</u> <u>1000</u>	<u>Benefits</u> <u>2000</u>	<u>Purch Svc</u> <u>3000-4000</u>	<u>Sup & Mat</u> <u>5000</u>	<u>Cap Outlay</u> <u>6000</u>	<u>Other</u> <u>7000-</u> <u>8000</u>	<u>Total</u>
	Teachers- 111 Elementary	2.00	142855						142855
	Teachers- 112 Middle	2.00	127722						127722
	Teachers- 113 Secondary	2.00	139880						139880
	110 FICA (.0765)			31400					31400
	110 Retirement			69531					69531

(.1694)									
110 Health			96310						96310
110 Dental			6282						6282
Other									
110 Insurances			2196						2196
110 Software						5000			5000
Classroom									
110 Technology							30000		30000
Total		410457	205719	0	5000	30000	0		651176

120 Added Needs

<u>Func Code</u>	<u>Description</u>	<u>FTE</u>	<u>Salaries</u> <u>1000</u>	<u>Benefits</u> <u>2000</u>	<u>Purch Svc</u> <u>3000-4000</u>	<u>Sup & Mat</u> <u>5000</u>	<u>Cap Outlay</u> <u>6000</u>	<u>Other</u> <u>7000-8000</u>	<u>Total</u>
	Class Equip-Sp								
	120 Needs						2000		2000
Total			0	0	0	0	2000	0	2000

220 Instructional Staff Services

<u>Func Code</u>	<u>Description</u>	<u>FTE</u>	<u>Salaries</u> <u>1000</u>	<u>Benefits</u> <u>2000</u>	<u>Purch Svc</u> <u>3000-4000</u>	<u>Sup & Mat</u> <u>5000</u>	<u>Cap Outlay</u> <u>6000</u>	<u>Other</u> <u>7000-8000</u>	<u>Total</u>
	Media								
222	Specialist-Supp	3.00	77000						77000
	Teacher-								
224	Secondary-TV	0.50	71863						71863
224	Coordinator-TV	1.00	44000						44000
220	FICA (.0765)			14754					14754
	Retirement								
220	(.1694)			32671					32671
220	Health			37329					37329
220	Dental			6200					6200
	Other								
220	Insurances			1670					1670
223	Tech Equip					15000			15000

Repair								
SLA Novell								
223 Contract				6560				6560
Tech Equip								
223 Replace						35000		35000
Tech Equip								
223 Misc							750	750
224 TV Studio						3000	1000	4000
Michigan								
225 Virtual Univ				4000				4000
Total		192863	92624	10560	18000	35000	1750	350797

230 General Administration

<u>Func Code</u>	<u>Description</u>	<u>FTE</u>	<u>Salaries</u> <u>1000</u>	<u>Benefits</u> <u>2000</u>	<u>Purch Svc</u> <u>3000-4000</u>	<u>Sup & Mat</u> <u>5000</u>	<u>Cap Outlay</u> <u>6000</u>	<u>Other</u> <u>7000-</u> <u>8000</u>	<u>Total</u>
	Cont Svc-EC-								
232	Subfinder				8000				8000
	Cont Svc-								
232	RESA-Tech				60000				60000
Total			0	0	68000	0	0	0	68000

260 Maintenance & Operations

<u>Func Code</u>	<u>Description</u>	<u>FTE</u>	<u>Salaries</u> <u>1000</u>	<u>Benefits</u> <u>2000</u>	<u>Purch Svc</u> <u>3000-4000</u>	<u>Sup & Mat</u> <u>5000</u>	<u>Cap Outlay</u> <u>6000</u>	<u>Other</u> <u>7000-</u> <u>8000</u>	<u>Total</u>
	Telephone								
261	Access				30000				30000
261	Internet Access				38000				38000
Total			0	0	68000	0	0	0	68000

Total Budget									
2009-10			603320	298343	146560	23000	67000	1750	1139973

GENERAL FUND
TECHNOLOGY PLAN BUDGET
DETAIL 2010-11

Instruction

<u>Func Code</u>	<u>Description</u>	<u>FTE</u>	<u>Salaries</u> <u>1000</u>	<u>Benefits</u> <u>2000</u>	<u>Purch Svc</u> <u>3000-4000</u>	<u>Sup & Mat</u> <u>5000</u>	<u>Cap Outlay</u> <u>6000</u>	<u>Other</u> <u>7000-8000</u>	<u>Total</u>
	Teachers- 111 Elementary	2.00	147675						147675
	Teachers- 112 Middle	2.00	133203						133203
	Teachers- 113 Secondary	2.00	144640						144640
	110 FICA (.0765) Retirement			32552					32552
	110 (.1844)			78466					78466
	110 Health			105941					105941
	110 Dental			6597					6597
	Other 110 Insurances			2218					2218
	110 Software Classroom					5000			5000
	110 Technology						30000		30000
	Total		425518	225774	0	5000	30000	0	686292

120 Added
Needs

<u>Func Code</u>	<u>Description</u>	<u>FTE</u>	<u>Salaries</u> <u>1000</u>	<u>Benefits</u> <u>2000</u>	<u>Purch Svc</u> <u>3000-4000</u>	<u>Sup & Mat</u> <u>5000</u>	<u>Cap Outlay</u> <u>6000</u>	<u>Other</u> <u>7000-8000</u>	<u>Total</u>
	Class Equip-Sp 120 Needs						2000		2000
	Total		0	0	0	0	2000	0	2000

220
Instructional
Staff Services

<u>Func Code</u>	<u>Description</u>	<u>FTE</u>	<u>Salaries</u> <u>1000</u>	<u>Benefits</u> <u>2000</u>	<u>Purch Svc</u> <u>3000-4000</u>	<u>Sup & Mat</u> <u>5000</u>	<u>Cap Outlay</u> <u>6000</u>	<u>Other</u> <u>7000-8000</u>	<u>Total</u>
	Media 222 Specialist-Supp	3.00	78540						78540
	Teacher- 224 Secondary-TV	0.50	73301						73301
	224 Coordinator-TV	1.00	44880						44880
	220 FICA (.0765)			15049					15049

Retirement									
220 (.1844)			36275						36275
220 Health			41062						41062
220 Dental			3299						3299
Other									
220 Insurances			2000						2000
Tech Equip									
223 Repair						15000			15000
SLA Novell									
223 Contract					6560				6560
Tech Equip									
223 Replace							35000		35000
Tech Equip									
223 Misc								750	750
224 TV Studio						3000		1000	4000
Michigan									
225 Virtual Univ					4000				4000
Total			196721	97686	10560	18000	35000	1750	359717

230 General Administration

<u>Func Code</u>	<u>Description</u>	<u>FTE</u>	<u>Salaries</u> <u>1000</u>	<u>Benefits</u> <u>2000</u>	<u>Purch Svc</u> <u>3000-4000</u>	<u>Sup & Mat</u> <u>5000</u>	<u>Cap Outlay</u> <u>6000</u>	<u>Other</u> <u>7000-8000</u>	<u>Total</u>
	Cont Svc-EC- 232 Subfinder				8000				8000
	Cont Svc- 232 RESA-Tech				65000				65000
	Total		0	0	73000	0	0	0	73000

260 Maintenance & Operations

<u>Func Code</u>	<u>Description</u>	<u>FTE</u>	<u>Salaries</u> <u>1000</u>	<u>Benefits</u> <u>2000</u>	<u>Purch Svc</u> <u>3000-4000</u>	<u>Sup & Mat</u> <u>5000</u>	<u>Cap Outlay</u> <u>6000</u>	<u>Other</u> <u>7000-8000</u>	<u>Total</u>
	Telephone								
	261 Access				35000				35000
	261 Internet Access				40000				40000
	Total		0	0	75000	0	0	0	75000
	Total Budget		622239	323459	158560	23000	67000	1750	1196008

2010-11

TECHNOLOGY
PLAN BUDGET
DETAIL 2011-
12

GENERAL
FUND

110 Basic
Instruction

<u>Func Code</u>	<u>Description</u>	<u>FTE</u>	<u>Salaries</u> <u>1000</u>	<u>Benefits</u> <u>2000</u>	<u>Purch Svc</u> <u>3000-4000</u>	<u>Sup & Mat</u> <u>5000</u>	<u>Cap Outlay</u> <u>6000</u>	<u>Other</u> <u>7000-8000</u>	<u>Total</u>
111	Teachers-Elementary	2.00	149637						149637
112	Teachers-Middle	2.00	136875						136875
113	Teachers-Secondary	2.00	145621						145621
110	FICA (.0765) Retirement			33058					33058
110	(.1994)			86167					86167
110	Health			116535					116535
110	Dental			6927					6927
110	Other Insurances			2240					2240
110	Software Classroom					5000			5000
110	Technology						30000		30000
	Total		432133	244927	0	5000	30000	0	712060

120 Added
Needs

<u>Func Code</u>	<u>Description</u>	<u>FTE</u>	<u>Salaries</u> <u>1000</u>	<u>Benefits</u> <u>2000</u>	<u>Purch Svc</u> <u>3000-4000</u>	<u>Sup & Mat</u> <u>5000</u>	<u>Cap Outlay</u> <u>6000</u>	<u>Other</u> <u>7000-8000</u>	<u>Total</u>
120	Class Equip-Sp Needs						2000		2000
	Total		0	0	0	0	2000	0	2000

220
Instructional
Staff Services

<u>Func Code</u>	<u>Description</u>	<u>FTE</u>	<u>Salaries</u> <u>1000</u>	<u>Benefits</u> <u>2000</u>	<u>Purch Svc</u> <u>3000-4000</u>	<u>Sup & Mat</u> <u>5000</u>	<u>Cap Outlay</u> <u>6000</u>	<u>Other</u> <u>7000-8000</u>	<u>Total</u>
222	Media Specialist-Supp	3.00	81500						81500
224	Teacher-Secondary-TV	0.50	73301						73301
224	Coordinator-TV	1.00	45600						45600

220 FICA (.0765)	15331	15331
Retirement		
220 (.1994)	39960	39960
220 Health	44000	44000
220 Dental	3560	3560
Other		
220 Insurances	2080	2080

Tech Equip								
223 Repair					15000			15000
SLA Novell								
223 Contract				6560				6560
Tech Equip								
223 Replace						35000		35000
Tech Equip								
223 Misc							750	750
224 TV Studio						3000	1000	4000
Michigan								
225 Virtual Univ				4000				4000

Total	200401	104931	10560	18000	35000	1750	370642
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230 General Administration

<u>Func Code</u>	<u>Description</u>	<u>FTE</u>	<u>Salaries</u> <u>1000</u>	<u>Benefits</u> <u>2000</u>	<u>Purch Svc</u> <u>3000-4000</u>	<u>Sup & Mat</u> <u>5000</u>	<u>Cap Outlay</u> <u>6000</u>	<u>Other</u> <u>7000-8000</u>	<u>Total</u>
	Cont Svc-EC-								
232	Subfinder				9000				9000
	Cont Svc-								
232	RESA-Tech				68000				68000
	Total		0	0	77000	0	0	0	77000

260 Maintenance & Operations

<u>Func Code</u>	<u>Description</u>	<u>FTE</u>	<u>Salaries</u> <u>1000</u>	<u>Benefits</u> <u>2000</u>	<u>Purch Svc</u> <u>3000-4000</u>	<u>Sup & Mat</u> <u>5000</u>	<u>Cap Outlay</u> <u>6000</u>	<u>Other</u> <u>7000-8000</u>	<u>Total</u>
	Telephone								
261	Access				40000				40000
261	Internet Access				45000				45000
	Total		0	0	85000	0	0	0	85000

Total Budget 2011-12	632534	349858	172560	23000	67000	1750	1246702
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SECTION 14 – *Strategies that will be employed to coordinate state and local resources to implement activities and acquisitions prescribed in the technology plan.*

FUNDING AND BUDGET – Required Element: K. Coordination of Resources

The Marysville Public Schools, through consortium with the St. Clair County RESA, as well as on our own behalf, continues to search out available funding opportunities to enhance student achievement through use of technology. However, as a middle-class school district with a community committed to our schools and our students, we do not have the excessive financial need experienced by other schools. In today's economy, our grant requests are not considered a priority by funding organizations. For that reason, our Board of Education has directed that Administration plan for future technology improvements using a combination of General Fund dollars and grant opportunities. With curriculum as our Board's number one priority, the integration of technology into instruction is also of highest priority to our Board of Education and Administration.

The District readily participates in consortium and singular efforts to secure alternate funding for technology and related professional development. In addition, we annually file required documentation for USF funding (e-rate). Finally, we utilize State and Federal dollars designated for enhancing technology instruction to provide equipment as well as professional development opportunities.

The District continues to analyze the need for infrastructure and classroom technology advancement. The district's voter supported 74.6 million building program includes technology infrastructure enhancements at each building, email and file servers along with other hardware enhancements to accommodate building growth, new computers, centralized laser printers, and an interactive whiteboard and projector for each classroom. The timeframe for completion: fall 2009 for the middle school and all elementary buildings; fall 2010 for the new high school.

Restrictions imposed upon State and Federal dollars the District receives, as well as diminished grant dollars available, mandates utilization of these limited dollars to their respective programs. The District has utilized Title II, Part A, and Title II, Part D, to fund technology professional development opportunities for our staff.

Finally, the District continues its partnership with Comcast Corporation, which provides no charge cable access for all District buildings. Cable will be available to each classroom through a network video delivery system accessible to all teachers via their computer. This will allow teaching staff to display cable on their interactive whiteboards through the projectors in the classroom. Comcast has been our benefactor in the implementation of our TV Studio at Marysville High School and continues to provide professional expertise and staffing assistance on an as-needed basis. We look forward to a long and mutually beneficial relationship with Comcast.

SECTION 15 – *Monitoring and Evaluation*

GOAL: *To evaluate the effectiveness of technology use relative to: curriculum integration; teacher access and abilities to use technology; and the success of student achievement.*

Monitoring and Evaluation of Instructional Needs for Technology Integration

A Staff Assessment is reviewed by the Director of Information Technology. All instructional staff will complete a self-evaluation on an annual basis to inform the district of staff technological learning challenges.

Results of the following measurements will be shared with the Department of Curriculum and Instruction and allow the district to:

- Verify that technology integration goals are being met
- Identify weaknesses in current strategies to integrate technology into the curriculum
- Determine if implemented strategies are improving student learning
- Plan for future professional development based on identified need

Monitoring of Technology with Curriculum and Instruction

Staff needs will be continually re-evaluated to improve the level of district technology integration. Technology supported strategies will be included in building and district School Improvement Plan (SIP) and will support differentiation of instruction. The District Learning Coach will support staff with research-based technology integration and to build capacity.

St. Clair County RESA Consultants provide technology integration support and professional development, based upon district technology needs that are connected to instructional learning goals.

The Direction of Information Technology maintains district technology in working order for student instruction and staff technology needs.

District Technology Committee Monitoring and Evaluation

The Instructional Technology Committee meets minimally twice per school year to discuss and plan direction and evaluation of instructional technology needs in the district. The committee plays a vital role in identifying methods of integrating technology into the curriculum. All technology-related projects, policies, goals, and objectives are reviewed by the committee, which in turn evaluates progress and suggests changes accordingly.

SECTION 16

Marysville Public Schools Board of Education Policy On-line Computer Services

PURPOSE

This policy authorizes the District to offer access to the Internet and other on-line informational computer services to students, teachers, and other faculty consistent with District regulations and procedures regulating the appropriate and lawful use thereof.

PHILOSOPHY

The District has the capability of offering access to the Internet and other on-line computer informational services. Access to these services enables users to exchange electronic mail messages with other users and to explore thousands of Internet resources throughout the world.

On-line computer services can be a valuable resource and asset to the community. They can also be a tool for illegal, inappropriate or objectionable use of the District's computer resources. With these factors in mind, the District recognizes it has a need to regulate the use of the District's computer services. Adequate regulation necessitates rules and regulations for the use of the on-line services and the agreement of all users to comply with them prior to permitting access.

POLICY

The District supports offering access to the Internet and other on-line computer services to students, teachers and other faculty. In order to provide this access in a responsible manner, the District shall implement regulations and user agreements, which prohibit inappropriate, illegal or objectionable use. To ensure compliance, the regulations allow the District to monitor on-line computer use and to review, edit, and remove any stored materials. Violations of District procedures or regulations will result in termination of access rights and/or appropriate disciplinary or legal action. Prior parental permission will be required for use by an unemancipated person under 18 years of age who desires to use the District's on-line computer services.

The District shall implement a technology protection measure. As required by federal Children's Internet Protection Act, this measure shall protect against access through District computers to visual depictions that are obscene, child pornography or otherwise harmful to minors.

MARYSVILLE PUBLIC SCHOOLS TECHNOLOGY RESOURCES ADMINISTRATIVE REGULATON

RULES AND REGULATIONS

It is the Policy of the Board of Education of Marysville Public Schools District (the "District") to allow employees and students to access the District's technology resources for educational purposes. The District's technology resources include District owned, leased and/or controlled computers, servers, routers, cables, programs, and other technology equipment and resources, including access to the Internet, email, and other on-line services.

District employees and students may, in the discretion of the Superintendent or designee, be assigned a username/password, which will permit access to the Internet and other

on-line services. The assignment of a username/password and the use of the District's technology resources is considered to be a privilege in which District employees and students have no entitlement or property, liberty, privacy or other interest. This privilege may be revoked, in whole or in part, at any time at the discretion of the Superintendent or designee.

The District's technology resources will enable users to access on-line information from around the world. Much of this information is non-educational and may be illegal or inappropriate. The District has implemented a technology protection measure that protects against access on the District's computers to visual depictions that are obscene, child pornography or otherwise harmful to minors, as defined and required by the federal Children's Internet Protection Act. This device also protects against access to other material that may be inappropriate. However, this measure does not protect against access to all information that is inappropriate or illegal.

District employees and students are expected to exercise good judgment and discretion in the use of the District's technology resources. Any unlawful or inappropriate use of these resources is strictly prohibited. The District, in no way, assumes any responsibility for actions of users that could result in criminal or civil legal sanctions.

Below is a list of basic rules and regulations that District employees and student are required to know and which apply to any use of the District's technology resources:

1. Users are responsible for knowing and following all federal, state and local laws and regulations that regulate the information available on the Internet and other on-line services.
2. Users are responsible for knowing and following all District policies, rules and regulations that regulate the use of the District's technology resources, including the Internet, email and other on-line services.
3. District employees and students are expected to always exercise good judgment and discretion and to limit the use of the District's technology resources for educational and job-related purposes.
4. The District Superintendent or designee, at his/her discretion, may deny, revoke or suspend usernames/passwords to the District's technology resources. Any such decision is final and shall not be subject to review or appeal.
5. District employees and students have no property, liberty or other interest or expectation of privacy in the use of the District's technology resources. The District administration reserves the right to monitor and review any material accessed, reviewed or stored in connection with the use of District technology resources. The District may edit or remove any material placed or stored on the District's technology resources which the Superintendent or designee, at his/her discretion, determines may be inappropriate.
6. Use of the District's technology resources in violation of federal, state or local laws or regulations, including but not limited to copying material protected by copyright laws, violation of criminal laws or transmitting any material that is threatening or obscene, is prohibited.
7. Use of the District's technology resources for private, personal, commercial or business activities, including but not limited to personal emails, chain letters, advertising, promotion, purchasing, and/or political lobbying is prohibited.
8. Use of the District's technology resources in a manner that is inappropriate or could be considered offensive by others is prohibited. The Superintendent or designee has the authority to make the final decision on what is deemed to be inappropriate use of the

District's technology resources. Examples of inappropriate and/or offensive use include the following:

- a. Sending, receiving or displaying terms, messages or pictures which would violate the District's non-discrimination or other policies, could be considered obscene or pornographic or could be deemed to be offensive by a reasonable person or which are otherwise determined to be inappropriate by the District Superintendent or designee.
 - b. Harassing, insulting, stalking, attacking or invading the privacy of others.
 - c. Any use which could reasonably result in damage to the District's technology resources.
 - d. Using another user's username/password.
 - e. Giving your password to another person.
 - f. Unauthorized invading or trespassing into directories, servers, folders, work or files that are not yours or to which you have not been given District approval to access.
 - g. Intentionally wasting resources.
 - h. Divulging personal information about yourself or others to strangers (including addresses, telephone number, credit card numbers, access code or other personal or confidential information).
 - i. Unauthorized installation, removal or modification of computer hardware, software or network connections.
9. Users will be held accountable for all activity that occurs under their user account and password. Therefore, it is the user's responsibility to change passwords/access codes regularly, to use difficult passwords and to ensure that passwords are not written down or shared with others. District computers are equipped with temporary locking mechanisms in software, which should be used when away from the computer.
10. Do not divulge username or password via email or over the phone. Information Technology staff will not ask for passwords in these manners. Information Technology also does not keep written records of passwords, thus cannot provide a user with that information. Forgotten passwords will be rest to a one-time password that must be changed immediately.
11. User data is backed up and protected when stored on the District's local area network servers. Data stored on local hard drives is not protected, and is the sole responsibility of the user.
12. Software may only be installed by the District's Information Technology Department. The Information Technology Department requires proof of license in the name of the District before proceeding with any software installation. Any unauthorized installation; duplication or distribution of software or other copyrighted material is strictly prohibited.

PENALTIES FOR VIOLATION

If it is determined by the Superintendent or designee that a user has violated one or more of the rules and regulations which apply to the use of the District's technology resources, the user will be appropriately disciplined. Possible discipline shall include up to and including dismissal or expulsion from the District. Violations of a criminal nature may also be reported to law enforcement agencies for appropriate prosecution. The District prohibits and assumes no responsibility for the unlawful actions of any user.

USER AGREEMENT

Prior to any District student receiving permission to access the Internet or other on-line services through the use of the District's technology resources, the student is required to have on file with the District, a signed Appropriate Use Agreement, which is approved by the Superintendent or designee. For students under the age of 18, this agreement must be signed by the student's parent/guardian.

MARYSVILLE PUBLIC SCHOOLS DISTRICT
STUDENT APPROPRIATE USE AGREEMENT
AND PARENT PERMISSION FORM

I have read and I understand the terms of the Marysville Public Schools District Administrative regulation on the use of the District's technology resources. I understand that as a condition of my using these resources and/or obtaining a password, I must abide by the law and the District's rules and regulations for access and that the failure to do so may result in me losing my privilege to use the District's technology resources, other disciplinary action and/or criminal or civil legal sanctions.

I hereby agree to fully comply with the law and the District's rules and regulations that apply to my use of the District's technology resources. I further understand and agree that the District is not responsible for my violations or misuse.

Signature _____

Name _____ Date _____
(Please print)

*If this form is being signed by an un-emancipated student who is under the age of 18, the parent portion below **must** be completed

As parent/legal guardian of the person signing above, I grant permission for my child to access the District's technology resources, which includes accessing the Internet and other on-line services. I have read and agree to the Marysville Public Schools District Technology Resources Administrative Regulation, and understand that the District is not responsible for violations or misuse by my child. I understand that my child's username/password can be used to access information from computers outside the school community, some of which may be illegal and/or inappropriate; therefore, I agree to accept responsibility for guiding my child, and conveying to her/him appropriate standards for selecting, sharing and/or exploring information and media.

Parent/Guardian Signature _____

Name _____ Date _____
(Please print)