

# Technology Plan

## Onekama Consolidated School District

School Code 51060  
Manistee Intermediate School District  
Code # 51

Onekama Consolidated School  
5016 Main Street  
Onekama, MI 49675

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**July, 2012 – June, 2015**

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## **Introductory Material**

### **Description of District**

Onekama Consolidated Schools is located in rural Manistee County along the Lake Michigan shoreline. The school district encompasses 90 square miles and serves 418 students K-12 in one building including 23 instructional staff member, 19 support staff and 1.75 administrators.

### **School Buildings**

Onekama Consolidated Schools  
5016 Main Street  
Onekama, MI 49675

Superintendent (231) 889-4251  
Onekama K-12 Student Services Office (231) 889-5521

### **Onekama Consolidated School's Mission Statement**

*Onekama Consolidated Schools, in cooperation with staff, parents and community, is dedicated to ensuring that all students master essential academic, career awareness and employability skills in order to be prepared for their next educational level or work and become productive contributing citizens.*

### **School Technology Committee**

The process for selecting committee members is based on both voluntary and invitation to insure a good cross section of disciplines and assignments. Duties of the committee members are three fold: One, provide input on what is needed, desired and what is working technologically; two, to act as disseminators of information; and three, provide feedback to the committee during the evaluation process. Because this plan is a "living document", each year after evaluating technology progress toward goals and assessment of needs, the technology plan is revised, taken to the Board of Education, and approved.

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## **Vision and Goals**

### *Introduction*

Onekama Consolidated Schools believe technology is one of many tools that teachers and students use to increase their maximum learning potential. Technology should be seamlessly integrated with the academic core curriculum, authentic instruction and student learning. When achieved, the focus of the teaching and learning process remains on the content and the tools of technology become transparent. With this vision in mind, we move forward.

This document is a dynamic document that reflects where we have been, where we are, and where we are heading. It is intended to serve as a guide for the future. Each year the Technology Committee will evaluate the progress we have made toward our goals, review other pertinent documents, and outline a plan of action.

### *District technology vision/mission statement:*

We plan to continue providing technology access within classrooms as well as our special-use labs, electronic media center resource areas and the distance-learning classroom. Our objective is to immerse children in the use of technology as a tool, which closely relates to how the way the rest of the world uses technology. Our school has become a model for technology implementation, where children develop a responsibility to share their knowledge and accomplishments, and use technology to improve their skills. Teachers are recognized as leaders in the effective use of technology in the classroom.

### *Major goals of the technology plan:*

**Goal I.** {MG1} Expand and upgrade infrastructure equipment, computers, and telecommunications equipment within the school by providing state-of-the-art technology including provisions for maintenance, repair and support of all existing services.

**GOAL II.** {MG2} Expand and enhance curriculum through the use of technology for the entire school and community with special emphasis on the school improvement goals.

**GOAL III.** {MG3} Improve collaborative efforts globally and strengthen communications between all members of the school-community.

**GOAL IV.** {MG4} Provide professional development opportunities to all staff through workshops, one on one mentoring with trained staff, and opportunity to attend conferences.

### *Evaluation:*

There will be an annual review of the technology plan conducted by the School Technology Committee. Conduct annual surveys measuring student achievement to determine progress toward reaching technology benchmarks. Teachers will be surveyed annually to determine professional development needs and interests.

### *Specific Objectives:*

1. Upgrade PowerSchool student management software to the Premier level which will be done county wide basis.
2. Continue with Orchard updates, utilizing it to diagnose skills across the curriculum, as well as, provide students extra drill materials to improve performance as per our schools improvement goals.
3. Send a team of teachers to the MACUL Conference to empower the teaching staff to integrate technology into the classroom.
4. Expand and maintain wireless network throughout the building.
5. Align curriculum to include “Technology Content Standards and Benchmarks”.
6. Extend and enhance after-school/summer programs that involve the use of technology facilities.
7. Principal to include technology goals as part of the teacher’s improvement plans on an annual basis.
8. Consider replacement of computers and related peripheral equipment as needed for teachers and students.
9. Continue to purchase computers with minimum of 3 year all parts and labor warranty.
10. Services of a Technology Coordinator, whether as an employee or by service contract to provide the following services:
  - a. Network administration.
  - b. Installation and configuration of all software.
  - c. Coordinate training of staff and faculty
  - d. Design technology devices and systems to insure ease of use and economical use of resources.
  - e. Coordinate the Technology Committee
  - f. Supervise the high school Tech Squad
11. Develop policies that manage technological resources of the school, consistent with federal and state rules and regulations.
12. Maintain fiber optic internet connection and agreement connecting all county schools with the Manistee Intermediate School District.

## **I. Curriculum**

### **A. Curriculum Integration**

The National Educational Technology Standards (NETS) for students is the product of the International Society for Technology Education (ISTE) initiative to develop national standards for educational uses for technology that facilitate school improvement in the United States. Through integration into the curriculum, the standards can be met while addressing district, state, and national curriculum standards. There are six categories to which performance indicators are linked:

1. Basic Operations and Concepts
2. Social, Ethical and Human Issues
3. Technology Productivity Tools
4. Technology Communication Tools
5. Technology Research Tools
6. Technology Problem-Solving and Decision-Making Tools

The Michigan State Board of Education has developed two documents that provided us with guidance in establishing minimal student expectation for computer education and the integration of technology into all curricula. They are the “*Technology Standards and Benchmarks*” and “*Instructional Technology Across the Curriculum*”. “*Technology Standards and Benchmarks*” specify what students must know and be able to do, as they progress through school. “*Instructional Technology Across the Curriculum*” provides guidance to integrate technology into the various curricula areas.

Onekama Consolidated Schools is making efforts to reference the NETS performance indicators and the Michigan Technology Standards and Benchmarks. It is our firm belief that students must acquire the appropriate technology skill so that they are adequately prepared for life beyond OCS.

Strategies:

- Conduct annual evaluations to monitor student achievement related to technology use.
- Conduct annual assessment of technology equipment and use by teacher.
- An annual budget should exist for updating instructional software.
- Any Curriculum Committee should include two members (one elementary and one secondary) assigned as the technology advocate and/or “mentor” for that committee.
- Teams will develop plans for the ongoing integration of technology. As educators develop management schemes for the use of technology, these should be modeled and shared.
- Ensure the level of technology is appropriate to the learning situation and grade level.
- Develop a computer/technology curriculum for grades K-12 and align with the “*Technology Standards and Benchmarks*” and “*Instructional Technology Across the Curriculum*” guidelines.
- Students will use technology to access information.
- Students will learn to apply appropriate technology to complete a task/job.

- Students will use computers to solve problems and utilize applications in personal and financial issues.
- Establish specific programs, with integrated technology, to address special needs, including extended learning time, special education programs, mathematics tutorials, or phonics development systems.

The computer and other interactive technologies can bring a learning advantage to the classroom. The purpose is to use technology to:

- Raise academic achievement
- Improve learning efficiency
- Increase student motivation
- Provide alternative learning strategies
- Improve teaching

Quality Indicators for Curriculum Development and Technology:

- The goals and performance indicators drive the design of the curriculum for student learning in technologies that have been defined by the district.
- The curriculum is clearly articulated and supports and shared vision for student learning.
- The school is committed to the on-going evaluation and renewal of the curriculum.
- The curriculum takes advantage of integrating technology into instructional strategies and empowering teachers to provide students with learning experiences that would be impossible or difficult to achieve without technology resources.
- Assessments are employed to evaluate students' achievement in the core curriculum and skills they need to achieve in technology.
- Technology resources are employed to strengthen the system of assessing student learning.
- Effective instructional strategies are employed to help students understand and apply technology.

## **B. Student Achievement**

Onekama Consolidated Schools offer students opportunities for improvement, credit recovery and skill building using technology. Authentic assessment, real world applications, and experience in virtual learning environments are utilized by the school.

## **C. Technology Delivery**

Our dual enrollment collaboration with WSCC allows student to receive up to 18 college credits using video conferencing. On-line course offerings are also available to expand our curriculum and modify our schedule to meet the needs of students.

## **A. Parental Communication and Community Relations**

On-line communication of student progress reports are available to parents and students along with the opportunity during parent teacher conferences twice a year. PowerSchool allows teachers to submit assignments and track attendance and grading online. Parents will be able to view their children's attendance, class assignments and grades in a secure environment in real time. Continued refinement of our 30,000 + page web site is one of the finest communication tools we utilize at present. The schools' daily bulletins are being posted on the PowerSchool site.

Sharing our technology resources with the community has always been a local goal with both in school and after-school programs. Expand computer class offerings for adults in our Community Ed Program.

## **E. Collaboration**

Over the years Onekama Consolidated Schools has worked diligently to collaborate with local, county, regional and state organizations to generate resources for technology-based opportunities. The students, staff and community have been able to benefit from the various partnerships.

West Shore Community College  
Manistee Intermediate School District

- Dual enrollment classes via ITV
- Fiber WAN with all county schools
- Google email service
- Countywide Internet
- Countywide filtering system
- Hosting [www.onekama.k12.mi.us](http://www.onekama.k12.mi.us)
- Staff technology training
- Michigan Virtual High School
- Common Core Curriculum

State of Michigan

## **II. Professional Development**

### **F. Professional Development**

One of the responsibilities of the technology coordinator is to coordinate professional development for staff to keep up with the ever-changing technology expected of our teachers and office staff according to the teacher technology expectations defined by the State of Michigan. Activities facilitating this are accomplished through the following means:

- Measuring improvement of technology knowledge through an annual survey of teacher needs and self-assessment.
- Access to countywide technology training offered by the Manistee ISD.
- Building principal's inclusion and follow up of technology goals in the teacher improvement process.



- Access to instructional software and tutorials.
- Building mentoring groups for various software packages within the school community i.e. – PowerTeacher.
- One on one, group training and focus sessions conducted by the Technology Coordinator.
- Encouragement to showcase technology skills by presenting at state conferences, mentoring other teachers or acting as countywide resource.
- Dedicated in-service scheduled specifically for technology development.

## **G. Supporting Resources**

Onekama Consolidated Schools will provide for its faculty and staff the following to support technology:

- Board’s commitment to continue technology support either locally or through shared resources.
- Each teacher having access to computer with internet resources and secure file storage.
- Availability of policies and procedures concerning technology topics including ethical, equitable and safe computing standards.
- Access to training materials via web and file server.
- Regular maintenance and timely repair of essential equipment provided by Technology Coordinator and staff.
- Access to computerized attendance and grade programs interconnected with district’s student management software.
- AUP distributed at the beginning of each school year to all teachers and staff.

## **III. Infrastructure, Hardware, Technical Support & Software**

### **H. Infrastructure Needs/Technical Specifications and Design**

Current status of classrooms, office facilities and special areas:

- Update technology for all classroom.
- All areas are connected to our LAN with a minimum of three connections (most rooms have seven connections).
- All areas have up-to-date computers no older than five years.
- All areas are wired for video with 100% of classrooms having TV/VCR’s connected to cable TV resources.
- All areas are wired for voice including phones and voice mail system.
- All computers have access to licensed software necessary for teacher, staff and student use.
- Software meets curriculum needs (evaluated annually).
- Computers, programs, access, protection and security are standardized for ease of administration and use.

- Fully functional video conferencing classroom facility is connected via our WAN.
- Labs as follows: 25 high school lab, 5 station music keyboard lab, 26 station elementary lab, 30 station media center lab, 25 stations middle school lab, and many small computer carrels and/or mobile laptop carts located throughout building.
- Technical support is managed by email, voicemail, and personal contact with technology Coordinator or written notes.

Future Infrastructure Plans:

- Maintenance of school-wide wireless system to accommodate all areas of the school.
- Updated lease agreements for equipment so that computers and peripherals are up-to-date and under warranty.
- Continue to purchase only equipment that meets our standardization and quality profile.
- Continuance of technical support currently in place.
- Continue with our countywide consortium designed to efficiently use our WAN for connectivity to video conferencing, Internet, filter, email system and other resources.

**I. Increase Access**

Currently all teachers and staff have a dedicated computer to utilize. Excluding staff and faculty computers, our student to computer ratio is better than 2:1. All are connected to our network with access to Internet and file server resources. Our facilities are open for student and community use from 8:00 a.m. to 3:00 p.m. Monday thru Friday during the school year.

**IV. Funding and Budget**

An attempt has been made to be as specific as possible to implement schedules, budget requirements, and funding resources. Each spring an evaluation of progress will be examined and revisions of objectives will take place. A revised implementation schedule will be published annually.

**J. Timetable & Total Cost**

Item	Cost	Projected Finish Date
Computer Replacement/Reassignment/iPads etc...	\$ 45,000.00	September, 2012
Fiber Optics, Internet, Filtering @ ISD level	\$ 9,976.00	Annual
Server Hosting at ISD – 4.33 servers	\$ 5,196.00	Annual
Website Management – Barb Eldridge 13% of base	\$ 4,077.00	Annual
Project-based Curriculum	\$ 1,000.00	Annual
Virtual Field Trips	\$ 1,000.00	Annual
Virtual High School – online classes	\$ 4,000.00	Annual
Tech Confernces/Workshops/Trainings	\$ 5,000.00	Annual

Software, support, updates, subscriptions:		
Accelerated Reader subscription (web based)	\$ 1,700.00	Annual
PowerSchool Support	\$ 2,500.00	Annual
Study Island Subscription (web based)	\$ 4,007.00	Annual
Library Software Support (Athena)	\$ 500.00	Annual
Learn 360 video streaming service	\$ 310.00	Annual
AlertNOW notification software and service	\$ 401.00	Annual
Summer Help	\$ 5,000.00	Annual
Instructional Technology Nicole Torrey 1 hour release	\$ 10,000.00	Annual
Technology Coordination/Support – varied contractors	\$ 50,000.00	Annual
Total	\$ 149801.00	2012-2013

## **K. Coordination of Resources**

The overall plan for financing technology at Onekama Consolidated Schools involves the following:

- Middle School, High School, Elementary School, Faculty, Staff computers, software and peripherals are purchased, as needed.
- Technical support, Instructional Technology Coordination, funds for maintenance, and repairs are funded through the general fund, and other grant programs.
- Internet and filter costs are funded by the general fund. As an addition to our budget, we intend to supplement our school funding each year by applying to the Universal Service Fund. These services provide us with day-to-day essential operations and are not necessarily specifically shown in our technology plan. We will request funding for the following services:
  - Telecommunications: local telephone services, long distance services, high speed access services (such as T-1, ISDN, Frame Relay, DID circuits, VOIP and etc.), cellular services.
  - Internet Access: dedicated or direct internet access services, and email services.

Onekama Consolidated Schools is constantly looking for alternative funding sources to keep up with technology including Technology Literacy Grants provided by the federal government through the State of Michigan.

## **IV. Monitoring and Evaluation**

### **L. Evaluation**

The evaluation process of the technology plan must incorporate input from the teachers and administrators if they are expected to take ownership of the plan.

The Technology Committee will evaluate the plan three ways:

1. *Faculty and staff surveys focusing on the following:*
  - Did the person participate in any training opportunities?
  - Did the training opportunity(s) help the person to gain more technology-related skills?
  - Did the person include technology-related activities in her/his lesson plans?
  - How responsive were the students to the technology-related activities?
  - Did the integration of technology into the classroom improve the student or staff competence with technology?
  - What pilots and/or projects for the utilization of technology in learning are being created due to technology training?
  - What technology tools are being integrated into new and existing curriculum and instruction because of additional technology training?

Each spring surveys will be given to all teachers, administrators, and office staff. The Technology Committee will generate a detailed analysis of the surveys and the professional development portion of the plan. A report will be given to the School Board.

2. *Tracking of expenditures:*

The Technology Committee, the building principals and the superintendent will work together to ensure that the technology-related needs of all school staff are being met. If necessary, the district's priorities will be re-evaluated so that money can be reallocated to best meet the needs of the district.
3. *Building Principals evaluate how the teachers have integrated technology into the curriculum:*

Teacher reviews will include an evaluation of how technology was used in the classroom and how responsive the students were to the use of technology.

The superintendent will receive a report once a year which will describe the status of the existing hardware and software and the needs of the district.

### **Technology Committee responsibilities:**

Each year the existing program needs will be assessed and restructured. The Technology Committee will meet on a quarterly basis to review the district's progress in meeting the Technology Plan goals, to consider new technologies, to update the Technology Plan.

In the Spring of each year, the technology team will meet with and or survey all teachers, staff, and administrators.

This information will be analyzed by the Technology Coordinator. The coordinator will then finalize this report, which will be shared with the Superintendent. Finally, the adjustment to the Technology Plan will be submitted to the School Board for approval and implementation.

### **District Staff responsibilities:**

It is also important to remember that the Educational Technology Standards and Expectations for all teachers need to be a part of the staff evaluation process. It was suggested that each teacher identify two annual personal technology goals: one addressing a technology skill, the other addressing the integration of technology into their teaching. At the end of each school year, the teachers would be asked to complete a self-evaluation to document if each, or both, of the goals were met.

### **Student Environment:**

Implement technology across the curriculum. Evaluation based on Michigan State Board of Education "*Technology Standards and Benchmarks*".

## **M. Acceptable Use Policy and Related Board Policies**

### **STUDENT NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY AGREEMENT**

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

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

*{Federal Law requires the Onekama Consolidated School District to filter Internet access as stated in the Children's Internet Protection Act (Pub.L. 106-554).}* The Board has implemented technology protection measures which block/filter Internet access to visual displays that are obscene, child pornography or harmful to minors. The Board also monitors online activity of students in an effort to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. Nevertheless, parents/guardians are advised that determined users may be able to gain access to information, communication and/or services on the Internet which the Board of Education has not authorized for educational purposes and/or which they and/or their parents/guardians may find inappropriate, offensive, objectionable or controversial. Parents/Guardians assume this risk by consenting to allow their students to participate in the use of the Internet. Student's accessing the Internet through the school's computers assume personal responsibility and liability, both civil and criminal, for unauthorized or inappropriate use of the Internet.

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

**Please complete the following information:**

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

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

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

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

**Parent/Guardian**

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

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

Please check each that applies:

\_\_\_\_\_ I give permission for my child to use and access the Internet at school and for the Board to issue an internet/e-mail account to my child.

\_\_\_\_\_ I give permission for my child's image (photograph) to be published online, provided only his/her first name is used.

\_\_\_\_\_ I give permission for the Board to transmit "live" images of my child (as part of a group) over the Internet via a web cam.

\_\_\_\_\_ I authorize and license the Board to post my child's class work on the Internet without infringing upon any copyright my child may own with respect to such class work. I understand only my child's first name will accompany such class work.

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

### **Student**

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

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

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

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## **Student Network & Internet Acceptable Use Policy**

Advances in telecommunications and other related technologies have fundamentally altered the ways in which information is accessed, communicated, and transferred in our society. Such changes are driving the need for educators to adapt their means and methods of instruction, and the way they approach student learning, to harness and utilize the vast, diverse, and unique resources available on the Internet. The Board of Education is pleased to provide Internet services to its students. The Board encourages students to utilize the Internet in order to promote educational excellence in our schools by providing them with the opportunity to develop the resource sharing, innovation, and communication skills and tools which will be essential to life and work in the 21<sup>st</sup> century. The instructional use of the Internet will be guided by the Board's policy on Instructional Materials.

The Internet is an electronic highway connecting computers and users in the District with computers and users worldwide. Access to the Internet enables students to explore thousands of libraries, databases, and bulletin boards, while exchanging messages with people throughout the world. Access to such an incredible quantity of information and resources brings with it, however, certain unique challenges.

First, and foremost, the Board may not be able to technologically limit access to services through the Board's Internet connection to only those that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their

appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, will open classrooms and students to electronic information resources which have not been screened by educators for use by students of various ages.

The Board has implemented technology protection measures which block/filter Internet access to visual displays that are obscene, child pornography or harmful to minors. The Board utilizes software and/or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. Nevertheless, parents/guardians are advised that a determined user may be able to gain access to services on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents/guardians may find inappropriate, offensive, objectionable or controversial. Parents/Guardians assume risks by consenting to allow their child to participate in the use of the Internet. Parents/Guardians of minors are responsible for setting and conveying the standards that their children should follow when using the Internet. The Board supports and respects each family's right to decide whether to apply for independent student access to the Internet.

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

Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of the Internet. All Internet users (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

Students and staff members are responsible for good behavior on the Board's computers/network and the Internet just as they are in the classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are often public in nature. General school rules for behavior and communication apply. The Board does not sanction any use of the Internet that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines. Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users granted access to the Internet through the Board's computers assumes personal responsibility and liability, both civil and criminal, for uses of the Internet not authorized by this Board policy and its accompanying guidelines. The Board designates the Superintendent and Technology Coordinator as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to the use of the Network and the Internet for instructional purposes.



## **Internet Safety Policy for Onekama Consolidated School**

It is the policy of Onekama Consolidated School to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

### **Key terms are as defined in the Children's Internet Protection Act:**

#### **Access to Inappropriate Material**

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

To the extent practical, steps shall be taken to promote the safety and security of users of the Onekama Consolidated School online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

#### **Education, Supervision and Monitoring**

It shall be the responsibility of all members of the Onekama Consolidated School staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Principal or designated representatives.

The Principal or designated representatives will provide age-appropriate training for students who use the Onekama School Internet facilities. The training provided will be designed to promote the Onekama School commitment to:

- a. The standards and acceptable use of Internet services as set forth in the Onekama School Internet Safety Policy;
- b. Student safety with regard to:
  - i. safety on the Internet;
  - ii. appropriate behavior while on online, on social networking Web sites, and in chat rooms; and
  - iii. cyberbullying awareness and response.
- c. Compliance with the E-rate requirements of the Children's Internet Protection Act ("CIPA").

Following receipt of this training, the student will acknowledge that he/she received the training, understood it, and will follow the provisions of the District's acceptable use policies.

This Internet Safety Policy was adopted by the Board of Onekama Consolidated School at a public meeting, following normal public notice, on June 13, 2012.

### **Internet Safety Policies and CIPA: An E-Rate Primer for Schools and Libraries**

**MINOR.** The term "minor" means any individual who has not attained the age of 17 years.

**TECHNOLOGY PROTECTION MEASURE.** The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

1. OBSCENE, as that term is defined in section 1460 of title 18, United States Code;
2. CHILD PORNOGRAPHY, as that term is defined in section 2256 of title 18, United States Code; or
3. Harmful to minors.

**HARMFUL TO MINORS.** The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

**SEXUAL ACT; SEXUAL CONTACT.** The terms "sexual act" and "sexual contact" have the meanings given such terms in section 2246 of title 18, United States Code.