

Gardiner School Districts 4&7 Technology Plan

School Years:

2012-2013

2013-2014

2014-2015

Prepared by
Dave Hayes, Technology Coordinator

June 2012

Gardiner School Districts 4&7

Technology Plan – 1

Internet Use – 14

Internet Safety – 15

Network and Internet User Agreement – 15

Network and Internet Guidelines – 15

Student Agreement - 17

I. Goals and Strategies for Use of Technology and Telecommunication

[Ed Tech A, B] [E-Rate 1A, 1B, 1C, 1D]

Goals

Gardiner Public School District has aligned the district's technology goals to the Montana OPI Ed Tech Technology Plan, E-Rate Technology Plan, and our district's 5-Year Comprehensive Education Plan. This multi-year plan covers years 2009-2012. [Ed Tech N] [E-Rate 1c]

A. Technology Goal 1 [Ed Tech B] [E-Rate 1C]

Integrating Technology into Curriculum and Instruction:

All Gardiner Public School teachers will be effective and efficient integrators of technology into their curriculum and instruction.

Measurable Objective 1.1: One hundred percent (100%) of district teachers will rate themselves as a “3” or better as measured by the Teachers’ Technology Use in Teaching and Learning section of the Taking A Good Look at Instructional Technology (TAGLIT) by spring 2012.

Teachers’ Tech Use	Spring 2007 Baseline	2009-10 Goal	2010-11 Goal	2011-12 Goal
Basic Tools	2.27	2.6	2.8	Maintain 3.0
Multimedia Tools	1.90	2.4	2.7	Maintain 3.0
Communication Tools	1.77	2.3	2.6	Maintain 3.0
Research/Problem Solving	2.12	2.5	2.8	Maintain 3.0

Technology Goal 2 [Ed Tech B] [E-Rate 1C]

Increasing the Ability of Teachers to Teach Utilizing Technology:

All Gardiner Public School teachers and superintendent &/or principal will be technologically proficient.

Measurable Objective 3.1: One hundred percent (100%) of district teachers will rate themselves as a “3” or better as measured by the Teachers’ Technology Skills section in Teaching and Learning section of the Taking A Good Look at Instructional Technology (TAGLIT) by spring 2012.

Teachers' Tech Skills	Spring 2007 Baseline	2009-10 Goal	2010-11 Goal	2011-12 Goal
Basic Tools	2.90	2.95	3.0	Maintain 3.0
Multimedia Tools	2.59	2.7	2.9	Maintain 3.0
Communication Tools	2.77	2.8	2.9	Maintain 3.0
Research/Problem Solving	2.61	2.7	2.9	Maintain 3.0

Technology Goal 3 [Ed Tech B] [E-Rate 1C]

Enabling Students to meet Challenging State Standards:

All Gardiner Public School District students will be technologically proficient by eighth grade.

Measurable Objective 4.1: One hundred percent (100%) of students will rate themselves as a “3” or better as measured by the Students’ Technology Skills section of the Taking A Good Look at Instructional Technology (TAGLIT) by spring 2013.

Students' Skill Use	Spring 2007 Baseline	2009-10 Goal	2010-11 Goal	2011-12 Goal
Basic Tools	2.96	3.0	3.0	Maintain 3.0
Multimedia Tools	2.71	2.8	2.9	Maintain 3.0
Communication Tools	2.81	2.9	3.0	Maintain 3.0
Research/Problem Solving	2.74	2.8	2.9	Maintain 3.0

B. Academic Achievement Goal 1: [Ed Tech A, B]

Five -Year Comprehensive Education Plan District Goals

Reading

Gardiner School District students will maintain 100% proficiency in reading through 2015 and beyond, as measured by MontCAS and/or SBAC tests.

Math

Gardiner School District students will reach 92% proficiency by 2015, as measured by MontCAS and/or SBAC tests.

Other Goals

- Gardiner School District will maintain highly qualified teachers.
- Gardiner School District will try to preserve quality programs in the face of fewer students and less money as a result.
- Gardiner Schools will strive to integrate technology into academic areas.
- Gardiner School District will maintain zero dropout rates.
- All students at Gardiner School District will be educated in a learning environment that is safe, drug free, and conducive to learning.

C. Student and Teacher Technology Literacy Goal 1: [Ed Tech A] [E-Rate 1A, 1B, 1D]

Improve the technology literacy of teachers and students. (measurable objective and baseline data same as technology goals 2-3 of the Tech Plans)

Student and Teacher Technology Literacy Goal 2: [Ed Tech A] [E-Rate 1A, 1B, 1D]

Improve the capacity of teachers to effectively and efficiently integrate technology into the curriculum and instruction. (measurable objective and baseline data same as technology goals 1-2 of the Tech Plans)

Student and Teacher Technology Literacy Goal 3: [Ed Tech A] [E-Rate 1A, 1B, 1D]

Improve student academic achievement through the effective use of technology in teaching and learning. (Measurable objective and baseline data same as academic achievement goals)

Strategies to achieve Goals: [Ed Tech A] [E-Rate 1B, 1C, 1D]

1. Technology Goals 1, 2, & 3, Achievement Goal 1, Student and Teacher Technology Literacy Goals 1, 2, & 3.
Gardiner Schools will continue to offer workshops in technologies such as interactive whiteboard, GPS and the use of technology in preparing Indian Ed For All Units. This training is to be obtained through a variety of regional workshops and/or through in-house workshops. Introductory training will be provided for teachers new to a particular technology, and ongoing training will be provided for all others.
2. Technology Goals 1, 2, & 3, Achievement Goal 1, Student and Teacher Technology Literacy Goals 1, 2, & 3.
Each year professional development opportunities will be provided. Onsite training and support to teachers will be offered to ensure the success of technology infusion into the classroom.
3. Technology Goals 1, 2, & 3, Achievement Goal 1, Student and Teacher Technology Literacy Goals 1, 2, & 3.
Curriculum meetings will assist teachers in developing technology rich units and integration strategies which are carefully aligned to Montana State Standards.

II. **Strategies (realistic)**

[Ed Tech C, D, H, I, J, K] [E-Rate 1A, 1B, 1C]

A. **Promotion of research based Curricula and Teaching strategies that Integrate Technology**

[Ed Tech D] [E-Rate 1A, 1B]

Research conducted over the last ten years has shown that the use of technology in classrooms can have a positive impact on a variety of indicators of student achievement. Studies focused on specific uses of technology under specific conditions have demonstrated that students' standardized test scores have improved; students are able to engage in scientific inquiry and other activities that involve higher order thinking skills; students' motivation and organization skills increase; and students develop critical thinking and collaboration skills. (Center for Children and Technology, 2003, *Lessons Learned*. Pg 3)

1. **Review of Relevant Research** [Ed Tech D]

The learning benefits of questions cannot be achieved if students don't participate in the processing of questions and formulation of answer(s) to the questions.

Research on the learning benefits of questions has shown that the learning environment can be improved by as much as 150% by the application of various questioning approaches (Ward, 1991). The use of appropriate questions have proved to (1) engage the learner (2) focus the learner on specific objectives (3) help the learner practice retrieval and application of information to answer questions (4) provide opportunities for feedback allowing students to understand why they missed specific questions (5) provide opportunities for repetition within the learning process.

Finally, providing relief to teachers from an administrative perspective is merely "icing on the cake", with respect to the research results of the methodology. Teacher turnover and morale have been directly related to increased administrative duties that take away from what they are trained to do - teach the students in the classroom.

In this environment, each student, regardless of age and background, can easily and without risk of embarrassment, deliver their answers to objective questions. These questions can be:

- Constructed by the teacher "on the spot" and verbalized to the class
- Written on the board by the teacher
- Referenced by the teacher from any printed materials
- Constructed by teams of students and presented to other teams of students in a collaborative mode
- Pre-developed by the teacher and presented to the class utilizing a variety of technologies

Clearly, no learning will take place if students are not engaged and motivated to learn. Research by William Sanders (Sanders, 1999) in support of the Tennessee Department of Education has identified the most important aspect of academic progress is the teacher.

2. **Aligned to Montana Content and Performance Standards** [Ed Tech D]

Released items from the state standardized tests will be used to build test question banks. These question banks can be used to construct paper tests, online tests (e.g., with Google Apps or Edline), or used with CPS (or any combination

thereof). These questions are aligned with Montana Content and Performance Standards.

3. **Proven to Improve Student Academic Achievement.** [Ed Tech D]

The professional development literature draws an important link between student achievement and high-quality professional development. (Darling-Hammond, 1999; National Commission on Teaching & America's Future, 1996; NEGP Monthly, 2000; Wenglinski, 2000).

Studies have shown that the most effective forms of professional development (ones that have an impact on the classroom) are those that are sustained over a period of time, that actively involve teachers in meaningful and relevant activities, that promote peer collaboration, and that present a clearly articulated vision for student achievement (National Foundation for the Improvement of Education, 1996; Sparks, 2002; U.S. Department of Education, 2000). It follows that the most effective models of technology professional development should be those that provide teachers with the time and opportunity to work with colleagues to create usable, technology-rich lesson plans that support their broader educational goals. (Center for Children & Technology, 2003, *Lessons Learned*, pg 3)

4. **Access for teachers and students** [Ed Tech C] [E-Rate 1A, 1B]

Gardiner Public School pledges that all students and teachers have access to educational technology and our teachers are prepared to integrate technology effectively into curricula and instruction. Our students and staff have access to technological resources including hardware, software, and technology integration support staff.

- ✓ SMART Boards are installed in all classrooms and libraries.
- ✓ Three 14-workstation labs are available for student use, including a scanner and color laser printer in each.
- ✓ Elementary classrooms are equipped with pods of from 4 to 6 workstations.
- ✓ The high school study hall has 5 computers for student use. Each computer is networked to a laser printer in the library.
- ✓ Every teacher has a desktop workstation exclusively for their use, as well as a laptop.

5. **Innovative Instructional Delivery Strategies**

[Ed Tech I]

Innovative instructional delivery strategies being used are:

- ✓ SMART Boards
- ✓ Classroom Performance System
- ✓ United Streaming
- ✓ Microsoft Office – Word, PowerPoint, Excel, Publisher
- ✓ Inspiration and Kidspiration
- ✓ Individual software for all curricula – math, science, reading, language, industrial technology

6. **Timeline** (Three years minimum)

[Ed Tech H] [E-Rate 1C]

2012-2013	Training to all staff Math Curriculum Development Meetings
2013-2014	Training to new staff Curriculum Development Meetings
2014-2015	Curriculum Development Meetings

7. **Parent Involvement and communication**

[Ed Tech J] [E-Rate 1A, 1B]

Gardiner Public School will make every effort to ensure the effective use of technology to promote parental involvement and increase communication with parents, including how parents will be informed of the technology being applied in their child's education so that the parents are able to reinforce at home the instruction their child receives at school.

Communication with parents is being delivered through:

- School website- www.edline.net/pages/Gardiner_School
- Online school calendar (daily, weekly, monthly)
- Online parent notification system - email, cell text, and phone voice message delivery
- School forms and documents online for download
- Online student and classroom information, password-protected individual student information for parents and students
- Student generated year books

8. **Adult Literacy and Adult Education**

[Ed Tech K]

Gardiner School District will develop programs, as needed, in collaboration with adult literacy service providers to maximize the use of technology. Current efforts include:

- ✓ Technology classes provided through regular education teachers and community members.
- ✓ Computer labs are made available to community members and groups for training in basic computer skills and for research.

III. **Professional Development** [Ed Tech A, C, D, E, I, M] [E-Rate 2A, 2B, 2C, 2D]

Gardiner Public School will provide opportunities for ongoing, sustained, and intensive high quality professional development to ensure that the staff knows how to use the new technologies to improve education and increase student achievement. Research evidence supports attendance and participation of teachers at high quality professional development opportunities pertaining to technology builds teacher confidence and interest in technology and that administrative allocation of time for teachers to collaboratively learn and practice using technology can increase teacher confidence and interest in technology. (Center for Applied Research in Education Technology, 2003)

A. **Teacher technology proficiency** [Ed Tech A, C, E] [E-Rate 2C, 2D] *Development Opportunities*

- ✓ Teachers in the Gardiner School District will increase proficiency with the use of the Intel Teach to The Future model for professional development.
- ✓ Classes will be offered to staff utilizing the following:
 - ❖ Current staff proficient in hardware or software
 - ❖ Technology coordinator proficient in hardware or software
 - ❖ Community members proficient in computer software, hardware or specific technology skills
 - ❖ Collaboration with other districts
- ✓ Advanced technology training to staff members who are currently at a proficient level will be provided by funding workshops in their area(s) of interest. Information/skills thus acquired will be shared with the district teaching staff upon completion.

Assessment of staff

- ❖ TAGLIT
- ❖ Observed proficiency test- administration

B. **Teachers technology use and integration** [Ed Tech A, C, E] [E-Rate 2C, 2D] *Professional Development Opportunities*

- ✓ Funding for technology workshops for all teachers for the purpose integration
- ✓ On-site training to promote use of currently available technologies for communication with students and parents, i.e., Edline, smart phones, etc.

Assessment

- ✓ Observed proficiency test- administration
- ✓ TAGLIT

- C. Resources to support professional development** [Ed Tech A, C, E, M] [E-Rate 2A, 2B]
A list of staff strengths in technology, identified community members proficient in areas relevant to staff development, equipment available for check out through the library to be included in the staff packet dispersed at the beginning of the year. Additional resources identified and currently being utilized include the Montana OPI and the Burns Telecommunication Center at MSU-Bozeman.
- D. Training in technology based delivery of specialized and rigorous academic content** [Ed Tech A, C, E, I] [E-Rate 2A, 2B]
The professional development literature draws an important link between student achievement and high-quality professional development (Darling-Hammond, 1999; National Commission on Teaching & America's Future, 1996; NEGP Monthly, 2000; Wenglinski, 2000). Studies have shown that the most effective forms of professional development (ones that have an impact on the classroom) are those that are sustained over a period of time, that actively involve teachers in meaningful and relevant activities, that promote peer collaboration, and that present a clearly articulated vision for student achievement (National Foundation for the Improvement of Education, 1996; Sparks, 2002; U.S. Department of Education, 2000). It follows that the most effective models of technology professional development should be those that provide teachers with the time and opportunity to work with colleagues to create usable, technology-rich lesson plans that support their broader educational goals. (Center for Children and Technology (2003). ITTTF: Lessons learned from the evaluation)
- E. Other**
Continual evaluation of staff development opportunities will be addressed by the district technology committee which will meet monthly and will annually evaluate current and future needs of the staff.

IV. Assessment of Needs [Ed Tech F, H, M] [E-Rate 3A, 3B, 3C, 3D]

- A. **Hardware** [Ed Tech F, H, M] [E-Rate 3A, 3C, 3D]
Workstations upgraded on a 5 year incremental replacement cycle.

All classrooms contain mounted interactive whiteboards and data projectors.

1. **Compatibility with existing hardware** [Ed Tech F, H, M] [E-Rate 3A, 3C, 3D]

All hardware purchased will be compatible with existing hardware unless the hardware is outdated and incapable of being upgraded.

Equipment	High School	Elementary
Workstations For Student Use	58	56
Workstations for Teacher/Staff use	15	12
Laptops for Teacher/Staff Use	10	10
SMART Boards	12	9
LCD data projectors	12	9
Digital Cameras	4	
Digital Camcorders	2	
TI-83 Calculators	30	
iPads		10
Scanners	4	2

- B. **Software** [Ed Tech F, H, M] [E-Rate 3A, 3C, 3D]

Software review conducted in the spring of 2012, and upgrade/replace/new purchase list written and implemented. All software currently upgraded or new. Software is reviewed annually, and acquired/replaced/upgraded as needed.

The main software used at Gardiner Public Schools are:

Windows XP/7(Professional Edition)	Virtual Business	SRA Real Math
Microsoft Excel	Microsoft PowerPoint	Microsoft Access
Mozilla Firefox Internet browser	Microsoft FrontPage	Microsoft Word
Adobe InDesign	Adobe Photoshop	Pro Desktop
Auto CAD	Smart Sketch	Lexia Strategies for Older Students
Read Naturally	Ellsworth Keyboard Mastery	Ellsworth Keyboarding for Kids
Lexia Early Reader	Lexia Primary Reader	IXL Math

1. **Compatibility with existing hardware and software** [Ed Tech F, H, M] [E-Rate 3A, 3C, 3D]

Compatibility with existing hardware and software is a major consideration when Gardiner Public Schools makes a purchase. All of our hardware and software is compatible with existing district hardware.

C. **Telecommunications** [Ed Tech F, H, M] [E-Rate 3A, 3C, 3D]

Current Internet access is through a dedicated T-1 line pair-bonded with a dedicated 12 Mbps DSL line. .

V. **Budget** (including detailed for a minimum of three years)
[Ed Tech G, Ed Tech Guidance] [E-Rate 4A, 4B]

- A. **Demonstrated sufficiency to support the plan** (total budget, explanation of expenditures)
 (See Table below) [Ed Tech G] [E-Rate 4A, 4B]
- B. **Document coordination of funds from all sources** (See Table below)
[Ed Tech G] [E-Rate 4A, 4B]

Gardiner Technology Budget					
Item	Function	2012-2013	2013-2014	2014-2015	Source of Funding
Professional Development	Supports integration and effective use of hardware and software Goals 1 & 3	\$1,500	\$1,500	\$1,500	Title II, Part D General Fund
Hardware	Upgrades and replaces current hardware Goal 2	\$15,000	\$15,000	\$15,000	General Fund Title II, Part D
Software and Supplies	Supports the technology plan multimedia goal Goal 2	\$15,800	\$15,800	\$15,800	General Fund

- C. **Document that federal funds utilized will supplement and not supplant**
[Ed Tech Guidance]

Federal Title program funds and Small Rural funds are spent according to the guidelines for the respective programs, and are used to supplement monies that come from our General Fund.

VI. **Evaluation & Accountability** [Ed Tech L] [E-Rate 5A]

A. **Analysis of student academic achievement data** [Ed Tech L] [E-Rate 5A]

Gardiner Public schools 5 year plan goals:

By 2015, 91% of K-12 students will score at or above the proficient level in basic computation, as measured by state standardized testing.

By 2015, 93% of K-12 students will score at or above the proficient level in Vocabulary, as measured by state standardized testing.

We have found that our weaknesses, at all grade levels, are in the areas of computation and vocabulary. In order for us to achieve these goals the school has determined to set goals in regards to reading and math with the intention to follow with goals set in science and social studies.

B. **Analysis of student technological proficiency data** [Ed Tech L] [E-Rate 5A]

To be administered in the spring of 2013

C. **Analysis of teacher technological proficiency data** [Ed Tech L] [E-Rate 5A]

TAGLIT data indicates that a high percentage of our teachers can use basic, communication, multimedia and problem-solving tools independently, and in many cases, teach those skills to others. There are obvious deficiencies, which will focus future professional development.

D. **Analysis of teacher technology use and integration into curriculum and instruction data** [Ed Tech L] [E-Rate 5A]

All of our teachers are using technology and integrating it into their curricula. One or two do this as a natural part of their teaching, the majority use it effectively with some effort, and a small percentage struggle, but are continually improving in their use and integration of technology.

E. **Ongoing analysis of hardware, software, and telecommunication needs** [Ed Tech L] [E-Rate 5A]

Decisions to purchase various additions to our current technology will be made by input from the staff, support personnel and administration. Purchases will be made to upgrade or replace existing materials, equipment, hardware and software to keep up with the ever-changing world of technology. As purchases are made using Technology funds (REAP), EOY (end of year funds), training will be provided as needed to keep up with the latest information and instruction techniques.

F. Evaluation timeline including plan revision and school board approval
[Ed Tech L] [E-Rate 5A]

Gardiner School District will monitor progress toward these goals and make mid-course corrections in response to new developments and opportunities as they arise using the following assessment tools and timelines.

Staff and Student Assessment

Taking A Good Look at Instructional Technology (TAGLIT)

Student Assessment

Montana Performance Standards – grades 4, 8 12 students will be proficient at all Technology Standards

Annual Technology Review – staff, administration

The Gardiner School District Technology Plan will be evaluated on an ongoing basis. With the ever-changing nature of technology and the inconsistency of funding, this plan is subject to change. The technology committee, composed of staff and administration, will meet annually to discuss the progress of the district in reaching the goals of the plan. .

G. Compliance with Children’s Internet Protection Act (CIPA) (E-Rate and Ed Tech program requirements [Ed Tech L] [E-Rate 5A]

Gardiner Public School Districts 4&7

Children’s Internet Protection Policy, Acceptable Use Policy and User Agreement

This document is based on Montana School Board Association Policy 3612, but has been modified to better fit with Gardiner School District needs and the expectations we have of our students.

Internet Use

Internet access is available to students and teachers in Gardiner School District. The Internet has the potential to offer vast, diverse, and unique resources to students and teachers, and to promote educational excellence through the facilitation of resource sharing, innovation, and communication.

The Internet connects myriad computers worldwide. Students and teachers have access to e-mail and chat communication with people the world over, as well as to the latest scientific information, documents and software in the public domain, university and government libraries, and wide-ranging discussion groups, to name but a few of the available resources.

With broad access to information comes the availability of material that may not be considered of value within the context of an educational setting. Gardiner School District has taken precautions to restrict access to questionable materials, with the realization that it is impossible to completely prevent an industrious user from happening upon such information by chance or design. We firmly believe that the value of the information and interaction possible on the Internet far outweighs the possibility that users may procure material that is not within the scope of the educational goals of the district.

Internet Safety

As stated above, it is nearly impossible to keep a determined student from accessing harmful or otherwise undesirable material on the Internet. That said, measures can be put in place to discourage such events from occurring. Gardiner School District uses filtering software that redirects all Internet traffic to a proxy server that blocks access to inappropriate Web sites.

When students are allowed to use e-mail, instant messaging, or chat rooms as part of a classroom assignment, teachers are required to monitor the content of any messages sent or conversations in which students may be engaged.

No member of the Gardiner School District staff or student body is permitted to give out personal information, including photographs, about any student, minor or otherwise, via the Internet without the express verbal **and** written authorization of a custodial parent or guardian.

Network and Internet User Agreement

Guidelines are provided here so that you are aware of the responsibilities you are about to acquire. In general, they stipulate efficient, ethical, and legal utilization of network and Internet resources. Should a Gardiner School District user violate any of these provisions, his or her account may be terminated and network, Internet, and computer access may be denied. The signature(s) at the end of this document is (are) legally binding, and indicate(s) that the part or parties who signed has (have) read the terms and conditions herein carefully, understand(s) their significance, and agree(s) to them.

Network and Internet Guidelines

- B. **Acceptable use.** Internet and network use must be in support of education and research and consistent with the educational objectives of the Gardiner School District. Access and use of another entity's network must comply with the rules for use established by that entity. Transmission of any material in violation of U.S. or state regulations is prohibited. This includes but is not limited to copyrighted material, obscene or threatening material, or material protected by trade secret.
- C. **Privileges.** The use of the network and the Internet is a privilege, not a right, and inappropriate use will result in removal of the privilege. The system administrator may close an account at any time as required, and any faculty or staff member may

- request that the administrator deny access to, suspend, or revoke specific user accounts.
- D. **Sharing of Personal Information on the Internet.** Students are not permitted to use electronic mail at school, with the exception of Seniors and second-semester Juniors, **who may use them to communicate with colleges and other post-secondary institutions (military recruiters, technical or trade schools, etc.) ONLY**, or as part of a classroom activity that is approved and monitored by a teacher or supervisory staff member. **Student use of Internet chat and instant messaging at school is forbidden entirely**, unless permitted by a teacher as part of a classroom assignment, and closely monitored by that teacher. This rule applies to Facebook, MySpace and other social networking sites, and to any form of displaying and/or exchanging personal information of any kind via the Internet (blogs, podcasts, etc.).
 - E. **Devices.** The use of Internet-capable personal devices (i.e., iPod Touch, smart phones, etc.) is not allowed except as permitted by teachers for classroom purposes, in accordance with Gardiner School District policy 3630, which governs the use of electronic signaling devices by students.
 - F. **Command prompt.** Students may not use the command prompt (MS-DOS prompt) for any reason, except under the supervision of the system administrator for diagnostic purposes.
 - G. **Downloading.** A student may not download material **of any nature**, without the express permission of, or at the request of, a teacher or administrator.
 - H. **Network etiquette.** Users are expected to abide by the generally accepted rules of network(Internet) etiquette, including but not limited to:
 - I. **Be polite**
 - J. **Use appropriate language**
 - K. **Maintain secrecy of personal phone numbers and addresses**
 - L. **Use discretion when giving information via the Internet (including e-mail), which may not be secure**
 - M. **Assume all information accessible over the network, including the Internet, to be the private property of the author, including e-mail**
 - N. **Security.** Security is a high priority. If you identify a security problem on the network or Internet, notify the system administrator. Do not share the problem with other users. Do not use another individual's account. Anyone identified as a security risk, or having a history of security problems with other networks, may be denied access to the school's network. Examples of security problems include, but are not limited to, unauthorized access to the school network or any other network, in other words, "hacking" or "cracking".
 - O. **Vandalism.** Vandalism is defined as a malicious attempt to harm or destroy another user's data, to harm or destroy data on another network, or to harm or destroy computer or network equipment.

Failure to abide by the terms above may be punished by suspension or cancellation of some or all network and computer privileges for a period of time to be determined by the school administration, or by other punishments as the school administration sees fit. Should a student's

failure to abide by the terms above constitute criminal activity, the appropriate authorities will be involved.

Signatures Page

This page MUST be signed by BOTH the student AND a parent/guardian (unless the student has reached the age of 18), and returned to the school. Failure to do so will result in the student being denied access to the school network and the Internet.

Student Agreement

I understand and will abide by the stated guidelines. I understand that any violation of these guidelines is unethical, and may in some cases constitute a criminal offense, and that action appropriate to the offense will be taken by the school district.

User Signature

Date

User Name (Please Print)

Grade

Parent/Guardian Agreement (If the user is under the age of 18, a parent or guardian MUST sign this agreement)

As the parent or legal guardian of this student, I have read the Acceptable Use Policy and User Agreement. I understand that access to this resource is for educational purposes, and that there is a potential for misuse. Gardiner School District has taken precautions to limit this potential, but it cannot be eliminated entirely. I will not hold Gardiner School Districts 4&7 nor any of its legal entities responsible for materials acquired on the network or Internet. Further, I accept full responsibility for supervision if my child is using this resource and materials in a non-school setting. I hereby give my permission for the school to establish a user account for my child, and certify that the information I provide on this form is correct.

Parent/Guardian Signature

Date

Parent/Guardian Name (Please Print)

Relevant Research

Center for Applied Research in Education Technology (2003). Retrieved April 18, 2003 from <http://caret.iste.org>

Center for Children and Technology (2003). *Intel Teach to the Future: Lessons learned from the evaluation of a large-scale technology-integration professional development program.*

Center for Children & Technology (2003). *Intel Teach to the Future: Meeting the Challenge of No Child Left Behind.*

Darling-Hammond, L. (1999). *Teacher Quality and Student Achievement: A Review of State Policy Evidence.* University of Washington: Center for the Study of Teaching and Policy.

Elementary and Secondary Education Act (“ESEA”), Section 9101(37) (2001). Retrieved February 15, 2005. <http://www.ed.gov/policy/elsec/leg/esea02/107-110.pdf>

ISTE NETS Project (2002). *National Educational Technology Standards.* Retrieved April 18, 2003 from <http://cnets.iste.org/index.shtml>

National Foundation for the Improvement of Education (1996). *Teachers take charge of their learning: Transforming professional development for student success.* Washington, D.C.

Northwestern Educational Technology Consortium (NETC), www.netc.org

Northwest Regional Educational Laboratory (NWREL), www.nwrel.org

Schmitt, C. (2002). *Technology in Schools: Suggestions, Tools and Guidelines for Assessing Technology in Elementary and Secondary Education U.S. Department of Education Office of Educational Research and Improvement NCES 2003–313.* Retrieved April 18, 2003 from <http://nces.ed.gov/pubs2003/2003313.pdf>

Wiggins, G., & McTighe, J. (2000). *Understanding by Design.* New York: Prentice-Hall.

Additional resources

Montana Office of Public Instruction (2004). *ESEA Title II, Part D “Ed Tech” Technology Plan*

International Society for Technology in Education (2000). *National Educational Technology Standards for Students: Connecting Curriculum and Technology.* Oregon: International Society for Technology in Education