East Lansing Public School

Educational Technology Plan

2014-2017

East Lansing Public Schools
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This plan is available at **http://elps.us**

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Introductory Material / Vision and Goals

A medium-sized suburban school district covering 12.5 square miles, the East Lansing Public Schools includes most of the City of East Lansing and small portions of Lansing and Meridian Townships. The school community has over a one hundred year history, and is well recognized for its quality relationships with parents, the City of East Lansing, and Michigan State University. One of the outstanding demographic advantages in the community is its rich cultural diversity, reflecting people from over 60 countries. Many residents are leaders in the disciplines of education, government, and science. The community residents hold high expectations for excellence in public education and actively collaborate with the District to accomplish this goal.

Approximately 3,450 students are educated in five elementary buildings (K-5), one middle school (7-8) and one high school (9-12). Approximately, 250 teachers are employed in East Lansing Public Schools.

Additional information about the East Lansing Public School District can be found on the District website at **http://elps.us**.

The East Lansing Public Schools passed a bond issue in 2012 to upgrade and expand on the district-wide network infrastructure. Subsequent funding allowed for technology hardware to be added to each building and their classrooms. The communication, security and technology bond established the following goals:

- Upgrade and expand upon the network and wireless infrastructure in each building.

- Add video surveillance and electronic access to every district building.

- Replace the aging telephone system with a VOIP system.

- Replace classroom audio enhancement systems and add interactivity hardware to every classroom.

- Add multiple mobile device carts to every building and remove the elementary fixed computer labs.

- Establish equity in technology access between each building.

The East Lansing Public Schools mission and vision statements are as follows:

Mission Statement

Nurturing each child, educating all students, building world citizens

Vision Statement

Our Vision for the Future

East Lansing Public Schools provide an exemplary education for all students through a cohesive, comprehensive curriculum in an inclusive, supportive environment.

We are committed to:

- engaging each student through programs that cultivate academic excellence, involvement in the arts, social and emotional well-being, and physical health.
- maintaining a respectful, safe, and orderly learning environment.
- seeking and implementing innovative ways to meet the needs of every student so all students realize their full potential.
- making use of the unique opportunities for learning that arise from our diverse community.
- preparing our students to thrive in the global community.
- fostering a vibrant and dynamic partnership between school and community to advance learning.
- sustaining shared leadership and decision making.
- responding to ongoing review and evaluation of all school functions to ensure that resources are used purposefully and responsibly.

The goal of the district technology program is to incorporate technology in meaningful ways to advance the district strategic plan. The focus of the technology program is on:

- Equity
- Technology integrated curriculum
- Professional development
- Support and sustainability

Curriculum

A. Curriculum Integration

The common core state standards (CCSS) reflect a growing understanding that is critical for students to leave high school prepared to be productive members in a global economy. In creating the CCSS, foundational standards for College and Career Readiness (CCR) were used as a starting point. The CCSS were designed to be rigorous and relevant to the real work, reflecting knowledge and skills necessary to be college and career ready. There are several major shifts from the current instructional practices that are embedded within the standards. The key shift emphasize:

• Critical thinking skills
• Informational & expository texts
• Problem solving and reasoning skills
• Writing across the curriculum, not solely in Language Arts
• Specific academic vocabulary

Instead of standards which focus on a discrete set of skills, the CCSS highlight the need for students to analyze information and demonstrate understanding in a broader context. Critical thinking, problem solving and decision making have now moved to the forefront for teaching and learning. Students use critical thinking skills to plan and conduct research, develop projects, solve problems and make informed decisions using the appropriate digital tools and resources. The goal for integration of technology into the curriculum is for students to:

- Identify and define authentic problems and questions for investigation
- Plan and structure experimentation to determine a solution to a problem
- Collect and analyze data to identify problems and make decisions based upon facts
- Explore alternative solutions because technology permits divergent thinking

As a direct result of both the CCSS and 21st Century Learning Skills, instruction must change and classrooms will shift from being teacher-centered to student-centered learning environments. Some specific examples of instructional shifts include but are not limited to:

- Increase in differentiation, as students become more independent learners
- Students can participate in virtual field trips and simulations
- Teachers become facilitators of learning by providing students with access to real time interactions with students from around the world
- Utilization of the flipped classroom, which also increases teachers ability to individualize instruction for all students
- Blended learning classrooms

Some strategies utilized to improve academic achievement:

- Making differentiated instruction a key topic in professional development opportunities for the instructional and administrative staff.
- Technology will be used to create student-centered classrooms
- Training teachers how to utilize technology to adapt their curriculum or differentiate the instruction.
- Increasing student interest and engagement within the classroom

The integration of technology into the curriculum and instructional practices is a task taken on by the technology committee and district instructional coaching team. A collaborative group of teachers, principals and the Director of Technology comprise the technology committee which meets on a regular basis to explore and plan for technology integration into curriculum and instruction. They identify current technology, examine the possibilities for instruction and work with teachers to pilot in the classrooms. The district has also invested in five elementary instructional coaches in an effort to increase the effective use of technology in the elementary classrooms. The coaches are trained on the latest technology available within the district and develop methods to utilize the technology when working with teachers on instruction. The role of the coach is to support the teaching staff as they learn the new technology and work to utilize it to expand their repertoire of instructional practices. Ultimately, it is the goal of the district to increase student engagement in the learning process and thereby increase student achievement.

B. Student Achievement

The process for the evaluation and purchase of all technology has been redefined in an effort to focus on student achievement. The process is now a collaborative effort between teachers, administration, the technology department, and the instructional department. The focus is to determine the degree to which new technologies will enhance instructional practices and increase student achievement. In addition, all donations and grant funded technologies will also be required to be vetted through this collaborative process.

The teacher and administrative evaluation process has also been modified to include criteria regarding the integration of technology into instructional practices and the use of data to make decisions. The rubric supports teacher and administrative growth by describing technology use at many levels, which allows those who are growing their practice in this area something to aspire to. The rubric promotes conversation around technology and its use at the classroom and building level.

The librarian position has been evaluated and deemed an appropriate area to repurpose to media specialists which will then be a position to assist teachers with integration of technology. The media specialist will be retrained and scheduled in a manner that promotes access to teachers for the purpose of utilizing technology for instruction.

With respect to the integration of technology into the curriculum itself, there are several strategies being implemented. The majority of professional development time is being used to assist teacher groups in developing a curriculum that is aligned to the common core and focuses on the use of technology. Teams of teachers are receiving professional development on revising and redefining lessons to include technology and increase the rigor to more closely align to CCSS and 21st Century Learning Skills. Currently these teams are working on mathematics and will then move to English Language Arts at the elementary level. At the middle and high school level, departments are working on lessons and assessments that require students to be technologically skilled. In conjunction with curriculum development, teachers are examining resources that will further support technology in the classroom.

Another aspect of the integration process is the use of outside resources who are experts in the field of technology. Partnerships with innovative technology companies have allowed us to pilot new programs that help teachers to view the instructional process in a different light. After this exposure, teachers tend to continue to seek new ways to integrate technology because they've experienced the increase in student engagement and achievement. Flipped classrooms are a good example of where teacher expose to new recording options have allowed them to experiment with the concept of flipped classrooms. As a result both instruction and the curriculum have been modified.

In the last few years, through the combined efforts of Parent Councils, educational foundations, grants, and a renewed focus on technology, students have increased access to technology at all levels. For more information on future plans to increase access to technology, refer to the Infrastructure, Hardware, Technical Support and Software section of this plan, section 12.

Examples of current technology integration include, but are not limited to:

- Document cameras in every building. Some buildings have one in every classroom.
- Ceiling mounted projectors for every classroom in the district.
- Interactive whiteboards in every building with teachers receiving continued training and support on how to integrate them into instruction.
- Elective technology courses offered in grades 7-12 to reinforce technology skills learned at the elementary level.

- Network student user accounts and data storage, including off-site access, to allow uninterrupted access to data and other saved schoolwork.
- Google Docs and Apps accounts for staff and students to foster collaboration and communication.
- Virtual Field Trip/Distance Learning equipment shared between buildings.

District-owned software is currently part of a broader evaluation process where usage and appropriateness are being blended into an established process with guidelines and critical review. Some of the programs and web resources currently used throughout the district (both programs we own and those available for free online) are:

- Michigan eLibrary (www.mel.org) and the MORE portal (http://more.mel.org/)
- Nettrekker DI (www.nettrekker.com)
- Google Earth and Google Docs
- Michigan Virtual University (www.mivu.org)
- REMC resources and WebMAX
- EasyTech (www.learning.com)
- Discovery Education and United Streaming
- Rosetta Stone for English Language Learners, Title III
- Moodle CMS
- Smartboard Notebook Software
- Microsoft Office and Open Office, alternative open source software applications to Microsoft Office products
- Microsoft Photo Story and Microsoft Movie Maker
- Audacity (voice recording software)

Many projects affecting technology integration and student achievement are currently underway or being drafted. The following projects clearly outline the districts commitment to improving student achievement and moving towards a more technology rich environment:

- Introducing distance-learning technology into the district to facilitate enhanced collaborative ventures that provide an alternate approach to instruction. Timeline: 2009 - indefinite.
- Revision of current practice and further integration of online instruction for high school students (either via our own teachers or having students enroll in MIVU classes). Timeline: Spring 2014
- Piloting and implementing a K-6 technology curriculum that is embedded into the existing K-6 curriculum. Timeline: Fall 2014 - 2015
- Implementing Google Apps with district staff and 5th-12th grade students to encourage collaboration between staff members and students.

The focus for the duration of this 3-5 year Technology Plan as it relates to curriculum and student achievement is to equalize the technology offerings in every building in the district, raise the awareness of the instructional staff to the resources available to them, and change the mindset in the district to one where integrated technology is an expectation, not an enhancement.

These goals will be achieved by focused and committed budgeting, ongoing training opportunities, and unwavering support. It will be through reliable support for technology hardware, software, and use that the mindset will change in the district to one where technology is not viewed as a separate course but as a common thread that weaves through every aspect of our daily operations.

C. Technology Delivery

The district has access to multiple sources for instructional opportunities, which includes staff development, collegial interaction, and student achievement. Some of the current opportunities are:

- Moodle CMS
- Lon CAPA CMS
- United Streaming/Discovery Education
- Google Docs and Google Education website
- Microsoft Office 365
- Michigan Virtual University
- Numerous classes incorporate wikis, blogs, or classroom websites

The High School students meet their 20 hour online requirement through these opportunities and through a Technology Essentials class. Counselors are currently working with the High School, School Improvement Team, and Curriculum chairpersons to review the online requirement and how best to provide online opportunities to students.

The High School also offers numerous Advanced Placement courses to its students and hopes to be in a key position to offer those courses to other districts in the county via the StarNet WAN. After the completion of the WAN, the following projects will be initiated:

- District teachers collaborating with other districts in a shared core content area to develop and carry out lessons and projects.
- Virtually communicating with international schools to further advance world studies and global understanding.
- Working with pilot teachers to aggressively integrate technology into their lesson plans.
- Utilize interactive virtual equipment to offer programs for community and adult education.
- Sharing classes between the High School and other districts to provide content that otherwise would not be available.

Future technology delivery options will be considered based on their ability to galvanize the instructional process, improve assessment and evaluation, address diverse learning styles and student needs, build community, and improve the efficiency of school administration.

D. Parental Communications & Community Relation

East Lansing Public Schools is characterized by a strong tradition of parental and community involvement. The community holds high expectations for excellence in public education and actively collaborates with the district to accomplish this goal.

Several opportunities exist for the parents and community members to become more involved in receiving information regarding the district and the schools:

- The District Parent Council serves as a forum for communication between the schools and community with representation from all school levels.
- The district website is valued as a tremendous resource and contains news, events, promotional articles, and instructional content.
- The district Educational Television Channel has operated for many years to show community members what is happening within the district and content is streamed through the MHSAA website.
- The educational channel will be utilized to highlight the teaching and learning occurring in ELPS by providing parents with opportunities to learn ways to assist their children in core areas of the curriculum.
- PowerSchool, the Student Management System, provides for parental online access to grades, attendance, and other data relevant to their children's education.
- The Blackboard Connect5 online system is used to communicate with parents regarding school cancellations, emergencies, and building updates and information.

The district has a long history of involving the community in the educational process and every effort to improve upon those communications is explored and understood to be an expectation. Over the last few years, the district has expanded its online grading access and hopes to move to electronic report cards in the next few years.

This technology plan will be posted on the district website after a completed final draft and will also be presented to the Board of Education for review. Copies will be made available to the District Parent Council, Instructional Services department, Curriculum Council, and district instructional leaders to ensure that every stakeholder in the district has an opportunity to review the plan and have input. The ongoing assessment of the plan will be a responsibility for the Director of Technology and the Technology Committee, and they will work in conjunction to periodically review the plan and post updates on the district website.

E. Collaboration

East Lansing Public Schools does not currently offer programs focused on adult literacy. Our district demographics do not demonstrate a significant need for services in this area and funding is focused on K-12 education.

Professional Development

F. Professional Development

An ongoing goal of the East Lansing Public Schools is to support the classroom instruction through constant and consistent professional development opportunities. This is especially important when the instruction requires or would benefit from the integration of technological resources. The district uses the ISTE Educational Standards as well as the Common Core as guidelines when offering courses to the instructional and non-instructional staff, including administration. Professional development that focuses on technology is offered through the various means and resources listed below:

- Short instructional videos made by district staff
- Staff meetings that target specific technology skills, software, and/or hardware
- Handouts designed with screen shots showing step-by-step instructions
- After school voluntary sessions
- Organized professional development counting towards staff P.D. requirements
- Linked resources on the District website
- Online services

One realized goal of the District was to place Instructional Coaches in each building to model instruction and improve curricular awareness with the staff. These individuals came from the classroom and are also working with the staff to integrate technology into their classrooms.

With the passage of a technology bond, it has become paramount that the teaching staff understand how to use the tools and resources available to them to better differentiate instruction, create interactive lessons, and provide equitable access to technology for all ELPS students. Professional development over the next year will focus on the following technologies:

- Classroom audio/visual equipment and use
- Office 365 and online tools for collaboration
- Integration of mobile devices into the curriculum
- Online assessments

Another goal is to build technology readiness with the staff by employing one individual to focus their work in the district on the following:

- Manage and support the district's mobile devices
- Work with the K-12 Media Specialist to promote media and information fluency
- Manage, promote and train on the use of Content/Learning Management Systems
- Assist in the development and support of blended learning in the classrooms

One of the major problems facing the District is that there is a wealth of resources and information available but a limited means of providing it to the staff. The goal for the above position is to better deliver PD through various means, including a flipped PD model. One goal of this position is to work as a liaison with the Instructional Services department ensure that the technology and curriculum become fully integrated and do not work independently.

Another goal is to better provide technology training for the District administration. The continued plan for 2014-2017 is to designate three (3) principal meetings per year as technology training and information sessions. The targeted areas of training are:

- Online data assessments
- Technology integration
- Building technologies and uses

These particular training sessions will require coordination with the Instructional Services department and will work towards establishing consistent expectations in the District administration group.

Other voluntary technology training that is held in the buildings will be coordinated with the building principals and will be used to convey new updates to programs, new technology available to the buildings, or in response to requests for training from the staff. This training is made available to every staff member of the school district.

Further, every opportunity to collaborate or coordinate training efforts with the other districts in the area will be pursued. Any available resource needs to be explored and if there is an opportunity to benefit or be benefited from other districts, those opportunities will be made available.

Summary of Professional Development Goals:

- Provide constant and consistent professional development opportunities to ELPS staff
- Build technology readiness with all ELPS staff
- Better advertise and provide technology resources to the staff
- Provide technology training for the District administration at a minimum of three (3) organized sessions a year

G. Supporting Resources

The resources available to the district to promote and develop the use of technology are varied and numerous. The following list identifies some of those resources:

- Michigan State University
- TechSmith Relay created resources
- SafeSchools
- Ingham ISD and REMC staff and materials
- In-district K-12 Media Specialist
- In-district Instructional Coaches
- MeL/MORE online resources
- MACUL resources

The district encourages its instructional staff to identify and explore any resources that may support or educate in the use of technology or differentiated instruction. The Instructional Services department has worked to make differentiated instruction the way of education in the district and not just a technique. This work will continue into the future.

INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE

H. Infrastructure Needs/Technical Specification and Design

In the 2012-2013 school year, East Lansing Public Schools used bond funds to upgrade the 10 year old network hardware infrastructure. Funds were also used to install dense wireless coverage in every building. In 2013-2014, the District purchased a new SAN (storage area network) to accommodate growth and data expansion.

Moving into the summer of 2014, the District is moving its attention to the classrooms to update the ceiling-mounted projectors, audio enhancement systems, and interactive technologies.

Further goals of the technology, communication and security bond include:

- Provide each elementary building with three (3) mobile device carts
- Remove the fixed computer labs from each elementary building
- Provide the middle and high school with numerous mobile device carts
- Interactivity in every district classroom (interactive projectors with Smart Notebook software)
- Replace all District CRT monitors with LCD flat panel
- Replace the aging and inadequate video distribution
- Upgrade the telephone switch equipment to a VOIP solution
- Replace the PA/paging/bell systems in the elementary buildings
- Extend the video security system to cover the elementary buildings

The budget needs to reflect a commitment to the repair and or upgrade of this equipment and also manage to keep technologies at a current level to ensure the best possible solutions.

The District currently employs three (3) people in the Data Services department. The roles are:

- Director of Technology / Network Administrator
- Technology support / Phone system support / Account Management
- Web Design / Technology Support / Security Infrastructure

The District also sub-contracts services as needed, and works with the ISD and surrounding districts to identify potential resources when dealing with support issues. The Data Services department, in addition to these resources, serves to support the instruction in every way, including maintenance, upgrades, and growth opportunities.

The District is currently planning to upgrade the building library para professional positions so that they become tier one tech support for the teachers and students. Their added responsibilities would include entry level tech support for classroom AV, computer peripheral support, and software account support. A much larger plan is in place to integrate Data Services with the Media Services in the district, aligning the technology and library services into one department and then establishing an alignment with the Instructional Services department.

Additionally, the District network and technology hardware has been updated in the MTRAX system, in keeping with the TRIG grant requirements.

I. Increase Access

The following list identifies a few of the many strategies that are currently being explored as means of increasing student access to technology:

- Adding multiple mobile device labs to each building
- Exploring BYOD
- Expanding the use of online services; United Streaming, local REMC offerings, wikis, blogs, podcasting
- Exploring the use of mobile technology, to include iPads, cell phones, and electronic readers

Another area of focus is increasing access for students requiring assistive technology. Progress is being made in the following areas:

- Providing updated hardware for students with hearing disabilities
- Working with the ISD to provide appropriate software to meet the needs of students with reading disabilities

Progress is also being made for students with high needs. Software is in place to allow for credit recovery and alternative learning methods are being explored. The District is currently exploring alternative online learning and hybrid courses that might better address students with needs that may not be met in the typical classroom.

The District has a Technology Committee that has been given the necessary status and permission to work with the Director of Technology to design a vision for the District that meets the goals of the classrooms, the buildings, and the District. The Committee also has the potential to work with the Board of Education to report on the current technology and all it encompasses and identify areas of concern and interest.

The District utilizes federal E-Rate funding (Universal Service Fund) to cover a portion of the expense for internet access through the StarNet WAN with Ingham ISD. E-Rate funding is also utilized for specific telecomm funding throughout the District.

Finally, the District has taken steps to advertise programs to ELPS families that permit for affordable Internet access and computers in eligible households.

FUNDING AND BUDGET

J. Budget and Timetable

The following objectives are a few of the many that identify how budget-driven decisions are being met in the District:

- Identify and develop collaborative partnerships to improve efficient use of funds
- Research and implement programs to control costs
- Explore zero-based budgeting
- Evaluate and enhance opportunities for grants, donations, contributions, and fees

The following table is a flexible budget projection for the Data Services department. This department manages the majority of the funds responsible for the acquisition, implementation, maintenance, and professional development related to the use of technology in the district.

ITEM	2014-15	2015-16	2016-17
SALARIES AND BENEFITS	268,518	271,203	271,203
HARDWARE AND NETWORKING COSTS	31,600	31,600	31,600
MAINTENANCE AND SERVICE COSTS	52,400	52,400	52,400
LICENSE AGREEMENTS	70,000	70,000	70,000
SOFTWARE AND CURRICULUM SUPPORT	8,000	8,000	8,000
PROFESSIONAL DEVELOPMENT	2,500	2,500	2,500
TECHNICAL SUPPORT	10,000	10,000	10,000

In some cases, these funds will be used in conjunction with the technology bond (where allowable), building level funds, district-level sinking funds, or donations from Parent Councils or Educational Foundations depending on the purpose for the expenditures. The following are examples of past projects or purchases that were funded by alternate sources:

- Teacher technology training with classroom substitutes provided – Title funds
- Purchase of document cameras, projectors, CRS for elementary buildings – Educational Foundation and private donation
- Purchase of computer workstations, interactive whiteboards – Parent Council

The district will continue to work with various funding sources to ensure that every purchase is consistent with the district's curriculum goals and expectations. Further, the Data Services department and Instructional Services departments are committed to providing consistent and thorough training to the instructional staff for any new hardware and software. This is addressed more in-depth in the Professional Development section of this Technology Plan.

The Data Services department has explored cost-saving measures and plans to continue that practice throughout the time period covered by this Technology Plan. In working with various groups in the district, savings have been realized in the following areas:

- Local and long distance phone service
- Copier contract and Managed Print Solution, to include student print limits
- Software contracts

Diligent attention will be given to identifying other areas of consolidation and costs savings.

The state TRIG or 22i funding has also been instrumental in defining for staff what it means to be 'tech ready' and prepared for online assessments. The funding has been used to provide subs for teachers while they receive technical professional development and/or attend conferences that prepare them for a more technology integrated environment. The District has fully participated in the grant and believes fully in the spirit of the grant. The 22i funds will continue to be leveraged to best prepare the District for the future of education, student assessment and teacher preparedness.

K. Coordination of Resources

The district will continue working with the ISD and county districts to identify potential collaborations and consortium purchases in order to reduce expenditures and streamline purchasing. Some examples of potential projects are:

- Alerting/Messaging/Communications software solution
- Technical support staffing
- Student Management software licensing
- Software licensing arrangements are critiqued annually for consortium discounts

Most hardware purchases are initially directed through the REMC state bid catalog and all purchases require multiple quotes to ensure that the most cost-effective vendor has been identified.

The current Data Services budget is divided in order to manage the maintenance, the upgrades, and the growth of the District's technology. Each building receives a near equal amount for maintenance and growth. The upgrades are accomplished when there is no other option, due to the prohibitive cost and its draining effect on the entire Data Services budget. The budget for the department has been consistently cut to assist the District in balancing the budget, but when the technological needs of the District expand, so to must the support; financial and otherwise.

MONITORING AND EVALUATION

L. Evaluation

The district Strategic Plan places value on the assessment and evaluation of data in regards to student achievement, teacher knowledge and capabilities, and district processes. Representatives from various roles throughout the district and community will convene to build strong assessments and evaluate their effectiveness in fostering an environment of continuous improvement.

The effectiveness of technology integration will be determined by the use of surveys, in-classroom dialogues, feedback from the Instructional Coaches and through the work of the Instructional Tech Specialist position. The true indicator of a successful technology integration program is the constant and expected use of technology in the classroom to deliver instruction. Instructional leaders will be crucial to providing data that they receive through their in-classroom evaluations, teacher demonstrations, and School Improvement Plans.

Focused surveys are posted after annual professional development days and can be posted after all technology-related trainings. This data is compiled, evaluated, and provided to the district Instructional Leaders to better inform them of the level of integration in their buildings. Technology training data can be used to assist in the flipping of PD for staff and to better inform methods for the future delivery of PD.

Goals for the instructional staff will be taken from the ISTE Educational Standards for Teachers and will be aligned with the goals of the district as they relate to the curriculum. The monitoring and evaluation of the goals will include the following District personnel:

- Director of Technology
- Director of Instructional Services
- Instructional Coaches
- K-12 Media Specialist
- Instructional Technology Specialist

Unmet goals will be identified through the various assessments and evaluations and be addressed by targeted professional development opportunities, technology mentors for staff, and key needs assessments to determine the exact point of failure.

M. Acceptable Use Policy

The district Student Acceptable Use Policy is now used in grades K-12. In the Middle and High School, the document is copied in the student handbook and referred to in cases of a violation. The AUP is signed by parents and students and kept on record until the student leaves ELPS. The form follows this page.

The District uses the Acceptable Use Policy to support the Code of Conduct and uses the same discipline rubric when handling all situations. Parents, students, and staff are informed of federal requirements as identified in the Children's Internet Protection Act and the District's filtering practices are shared with all parties annually. The District is currently reviewing its Internet filtering and web access policy to ensure that CIPA guidelines are followed but student's access to information is not truncated. The overall goal is for the curriculum to foster an environment of responsibility, mature assessment, and ethical behavior when it comes to online activity rather than simply blocking access to online material.

Planning is in place for the building media center paraprofessionals to educate all students on the District Acceptable Use Policy and to reinforce the ideals of ethical online behavior. The paraprofessionals would also be responsible for meeting the requirements of CIPA and ensuring that all students are adequately educated on the components of the federal mandate.

Guidelines regarding the use of technology for staff are printed in an employee handbook that is provided for every staff member.

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East Lansing Public Schools
Student Network Logins
2014-2015

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Students and Parents,

East Lansing Public Schools students have access to a private computer network login provided by East Lansing Public Schools. The only way a student will be able to access a district computer will be through a student login account. This means without an account, students will not have access to district computers.

What does a student login provide?
Student logins will give each student a user name and password that will need to be entered each time a student uses any district computer. This will provide the student access to the district network. Included in this account, each student will have a private "M" drive. This gives the student space on a district server where they can save their data. They will be able then to access that data from any district computer they log into.

How do I get a student login?
First, you must read the attached Electronic Communications Acceptable Use Agreement and share this with your parent or guardian. Fill out the Electronic Communications Acceptable Use Agreement Form (PRINT LEGIBLY) with both student and parent signatures and return the form to the appropriate building main office. The Data Services department will then contact the main office with your account information and instructions on how to access the network. The main office will then distribute this information to the students.

The Signed **East Lansing Public Schools Electronic Communications Acceptable Use Agreement Form** must be returned to the Main Office no later than the end of school on **Friday September 26, 2014**. Failure to due so will result in a loss of computer privileges, until the agreement form is processed.

What if I have problems?
Forms will be available in the main office to request assistance involving network logins. Please be very specific in reporting the problem and write legibly. The problem will be addressed as soon as possible and you will be contacted.

Thank you for your time,

Data Services
East Lansing Public Schools

East Lansing Public Schools
Electronic Communications
Acceptable Use Agreement

Use of East Lansing Public Schools electronic communications services provides great educational benefits to users and is given as a privilege to users who agree to act in a considerate and responsible manner. East Lansing Public Schools require that users read the East Lansing Public Schools Electronic Communications Acceptable Use Agreement, understand its terms and conditions, agree to them, and sign the following terms and conditions for acceptable network, electronic mail and Internet behavior.

Terms and Conditions

1. Users may not attempt to access the network in any way other than through the login provided to them from the Network Administrator. Use of another users login, electronic mail or password is not permitted.
2. Physical or electronic tampering with computer or network resources is not permitted. Damaging computers, computer systems, or computer networks intentionally is not permitted.
3. Users should not expect that files and electronic mail will always be private. Network Administrators may need to access a users data storage to maintain the integrity of the system.
4. Users are not permitted to transmit, receive, submit or publish any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, offensive, or illegal material. Harassing, insulting, or attacking others is not permitted.
5. Users must abide by all copyright laws.
6. Trespassing in another users folders, work, or files is not permitted.
7. Users may not intentionally waste limited resources, including through the use of chain letters, spam mail, and unauthorized downloading to district computers or network
8. Users are not permitted to use network, electronic mail or Internet resources for commercial purposes, product advertising, political lobbying or political campaigning.
9. Users are not permitted to install any application to the network or computer without consent of an Administrator.
10. Users are not permitted to use any form of instant messaging program, including ones integrated to the computer or web-based.
11. East Lansing Public Schools does not guarantee the service it is providing. The District assumes no responsibility or liability for any damage a user may suffer, including loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions.
12. Computers at East Lansing Public Schools are scanned for computer viruses but the District does not guarantee that a virus may not be obtained through the use of District computers. East Lansing Public Schools assumes no responsibility or liability for damage a computer virus may cause to a users personal property. The user assumes all risk and responsibility for damages caused through the use of District electronic mail.
13. Violations of any of the above terms and conditions may result in loss of network and Internet access as well as other disciplinary or legal action, subject to all local, state and federal laws.

East Lansing Public Schools
Electronic Communications
Acceptable Use Agreement Form

<u>**Student/User Section**</u>

I have read the East Lansing Public Schools Electronic Communications Acceptable Use Agreement, understand the terms and conditions, and agree to comply with the policy. Should I violate the rules, I understand that I may lose network privileges at East Lansing Public Schools.

Student Name (PRINT ONLY) : _____ Grade: _____

School: _____

Student Signature: _____ Date: _____

Parent or Guardian Section

As the parent or legal guardian of the student/user signing above, I grant permission for the above student/user to access networked computer services such as electronic mail and the Internet. I understand that some materials on the Internet may be objectionable, but I accept responsibility for providing guidance to the above student/user on Internet and electronic mail use both inside and outside of the school setting, and for conveying standards for the above student/user to follow when selecting, sharing, or exploring information and media.

Parent Name (PRINT ONLY): _____

Parent or Guardian Signature: _____ Date: _____

Home Address: _____

Phone: _____

*Please fill out and return this form to the Main Office who will then forward this form to the East Lansing Public Schools Data Service Department.

Illegible forms will be discarded and may result in Account Deactivation

Thank you,
ELPS Data Services