



Olivet Community Schools

District Technology Plan

July 1, 2011 – June 30, 2014

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SECTION 1: Cover Page

District ID: #23080 Olivet Community Schools	Address: 255 First St., Olivet MI 49706	Contact: David Campbell, Superintendent
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Intermediate School District: Calhoun Intermediate School District	Technology Plan URL: http://www.olivetschools.org/documents/Technologyplan.pdf	
Superintendent Signature _____		
Years covered by this plan: 1 July,2011 through 30 June,2014		

SECTION 2: Introductory Material

DISTRICT MISSION: “Olivet Community Schools is committed to providing a caring and academically challenging environment that develops responsible citizens prepared to meet the changing demands of our society.”

INTRODUCTION

Olivet is geographically located between Lansing and Battle Creek. Olivet Community Schools is unique in that it serves a rural population side by side with the population from a small liberal arts college and the “bedroom community” population who work in the surrounding metropolises of Lansing and Battle Creek. Olivet Community Schools serves approximately 1,516 students, mostly from middle class households, where approximately 39% of these students qualify for Free and Reduced Lunch status.

SCHOOL BUILDINGS AND FACILITIES

1. *Fern Person Elementary: 4425 W Butterfield, Olivet MI 49076*
2. *Olivet Middle School and Central Office: 255 First Street, Olivet MI 49076*
3. *Olivet High School: 255 First Street, Olivet MI 49076*
4. *Transportation: 402 East College, Olivet, MI 49076*

Olivet Community Schools is comprised one Transportation Building and three schools, Fern Persons Elementary School, Olivet Middle School and Olivet High School. Fern Persons Elementary, which was built in 1957 with additions and renovations completed in 1991 and 2010, has approximately 348 Pre-School through 3rd grade students who are taught and nurtured by 25 professional staff that are deeply committed to helping each of them be successful students. Olivet Middle School, which was built in 1973 with two wings, has approximately (567) 4th through 8th grade students and 32 professional staff divided in a unique arrangement. The two wings of the building are divided by student grade levels; 4th -5th grade upper elementary in one wing and a 6-8th grade middle school in the other wing. Olivet High School, which was constructed in 1992 and connected to the middle school, has approximately (497) 9th through 12th grade students and 34 professionals who are focused on helping their

schools provide the best possible educational environment for our students.

TECHNOLOGY PLANNING TEAM

The technology planning team is comprised of administrators and staff members from each building to ensure a good representation from all levels of education here at Olivet Community Schools. The team was selected by the superintendent for the purpose of guidance in the field of technology to best meet the needs of students and staff members while maintaining a budget. The team meets as often as deemed necessary by the superintendent.

NAME	POSITION
David Campbell	Superintendent/Parent
Sarah Scott	Elementary Principal
Brooke Judd/John Gehrig	Middle School Principal/Parent
Randy VanDyke	High School Principal
Brooke Judd	District Technology Director/Parent
Carol Kita	District Technology Coordinator
Steve Johnson	Elementary Teacher/Parent
Russ Stolberg	Middle School Teacher/Parent
Brian Dartt	High School Teacher/Parent
Randy Smith	High School Teacher/Parent

CONSORTIUM ACKNOWLEDGMENT

Olivet Community Schools participates in a consortium with other constituent school districts within the Calhoun Intermediate School District for the purpose of collaboration with their technology department on various technology projects including student administration software, payroll and human resources software, technical support and sharing of best practices.

Consortium Members	Contact Person	Title
Albion Public Schools	Fredrick Clarke	Superintendent
Athens Area Schools	Rich Franklin	Superintendent
Battle Creek Public Schools	Linda Hicks	Superintendent
Bellevue Community Schools	Scott Belt	Superintendent
Harper Creek Community Schools	John Severson	Superintendent
Homer Community Schools	Rob Ridgeway	Superintendent
Lakeview School District	Karen Harte	Superintendent
Mar Lee School	William LeTatre	Superintendent
Marshall Public Schools	Randy Davis	Superintendent

Pennfield Schools	Ben Laser	Superintendent
Tekonsha Community Schools	Tom Cameron	Superintendent
Union City Community Schools	Pat Kreger	Superintendent

SECTION 3: Vision and Goals

“ We believe technology, curriculum and student achievement are intertwined.”

DISTRICT TECHNOLOGY VISION

At Olivet Community Schools, we believe that technology, curriculum and student achievement are intertwined. We believe that technology has the potential to increase student achievement by igniting student interest and identifying programmatic strengths and weaknesses through data collection and analysis. This piece of our vision statement arose from our experience that technology and school improvement plans cannot be created apart from each other. Our school improvement plans have recently been revised to provide a new focus on our core academic areas. One of the sub-goals for each academic area has been to increase the integration of appropriate technology into teaching and learning in order to prepare all our students for the 21st century.

DISTRICT TECHNOLOGY MISSION

The Olivet Community School District is committed to ensuring the accessibility, use, and knowledge of technology by and for our students.

BACKGROUND OF OUR TECHNOLOGY PLANNING INITIATIVES

Technology planning has been an ongoing district-wide process at Olivet since 1994 and continues today. An exemplary school recognizes the important role that technology plays in the school environment as well as society at large. To foster technology use, Olivet Community Schools will:

- Acquire and maintain uniform, up-to-date technology throughout the district.
- Integrate technology into curriculum and instruction to enhance teaching and learning.
- Enable all students to use technology in their every day lives.
- Continue to train staff to maximize the efficient use of available technology.

TECHNOLOGY PLAN GOALS

For ease in updating this three year plan in the future, the strategies, action plans and timelines associated with each goal are presented at the end of the technology plan, [Appendix A](#).

- Goal #1** Ensure that our technology enhances student learning throughout the curriculum.
- Goal #2** Use our existing technology to make information more accessible.
- Goal #3** Ensure that staff and students are functionally literate in technology and knowledgeable in its applications.
- Goal #4** Use our technology to create effective and efficient administrative and operational functions for our school community.
- Goal #5** Develop a plan to maintain adequate funding and technical resources to ensure equitable, timely, and educationally appropriate technology resources.

I. CURRICULUM

SECTION 4: Curriculum Integration

CURRICULUM INTEGRATION GOALS

- Goal #1** Ensure that technology enhances student learning throughout the curriculum.
- Goal #2** Ensure that staff and students are functionally literate in technology and knowledgeable in its applications.

At Olivet Community Schools, curriculum integration is a key component of our ongoing technology planning. In addition to the two Curriculum Integration Goals, two of the five Technology Plan Goals, identified by the District Technology Committee, deal specifically with the integration of technology into the curriculum for enhancing teaching and learning. Numerous resources are consistently allocated to facilitate this integration. Olivet Community Schools has also developed, based on research, a comprehensive K-12 Technology Curriculum. This curriculum is important in providing direct instruction in the techniques and technology tools that are needed in developing responsible citizens who are both productive in their every day study and informed working members of society.

AT OLIVET COMMUNITY SCHOOLS, ADMINISTRATION AND STAFF WILL:

1. Continue to review and revise the K-12 District Computer Curriculum.
2. Apply the State of Michigan " Technology Benchmarks" across the curriculum
3. Continue to review processes for all academic areas for technology integration.

Olivet Community Schools believes that the integration of technology into curriculum is a key factor in achieving our school improvement goals, and our goals to decrease the dropout rate and increase the percentage of graduates who are fully endorsed by the State of Michigan for meeting Adequate Yearly Progress (AYP). To that end, the district is committed to improving teaching and learning throughout the district and will conduct annual curriculum reviews to ensure that staff is using technology to effectively teach so that all students meet challenging academic standards. The following table identifies the curriculum areas that will be evaluated during the course of this three year plan.

TABLE 1 TECHNOLOGY INTEGRATION/CURRICULUM TIMELINE

2011-2012	2012-2013	2013-2014
Language Arts	Math	Social Studies
	Science	Physical Education
		Health
		Technology
		Computers
		Fine Arts

As each of these curricular areas comes up for annual review, each outcome will be reevaluated for compliance with our curriculum integration goals. For a timeline and list of

training activities planned for staff, see [Appendix B](#)

SECTION 5: Student Achievement

Despite the value of direct instruction in technological skills, we, at Olivet Community Schools, *do not* believe in keeping technology strictly in its own curriculum (technology for technology's sake). The integration of technology is one of the categories evaluated in each of the district's complete academic curriculum for grades K-12. Technology integration information is detailed in conjunction with several other categories (assessment, content standards and benchmarks, materials and supplies), which ensures the integration of curriculum as well as the implementation of State of Michigan recommended Standards and Benchmarks for curriculum http://www.michigan.gov/documents/MichiganCurriculumFramework_8172_7.pdf.

AT OLIVET COMMUNITY SCHOOLS, STUDENTS WILL:

1. Graduate functionally literate in technology.
2. Meet the State of Michigan Technology Standards and Expectations.
3. Be tested in the eighth grade for proficiency per federal "No Child Left Behind" legislation.

Identifying appropriate technologies that can ignite student interest and improve academic achievement for all students is a fundamental concern for our district. Each academic curricular area is reviewed in all aspects, including integration with existing technology, and possible technology purchases in the future that may deepen the integration each school year. In addition, specific technology outcomes are identified and linked with Michigan Department of Education Technology Standards and Expectations (METS), http://www.michigan.gov/mde/0,1607,7-140-28753_33232_37328---,00.html. This results in a variety of exciting opportunities for students, not just in science but in all academic areas.

For example, the first Science Strand in the Michigan Curriculum Framework is to guide students to "Construct New Scientific and Personal Knowledge". This is specified in Content Standard 1: *All students will ask questions that help them learn about the world; design and conduct investigations using appropriate methodology and technology; learn from books and other sources of information; communicate findings of investigations using appropriate technology.* In Earth Science (HS), the two corresponding benchmarks are to "Compare our sun to other stars and star systems" and "Explain common observations of the day and night sky". In order to research, develop and present a written, oral and visual presentation relating to space, the learner will work with computer simulation software, DVD presentations, physical models, and presentation software such as PowerPoint.

SECTION 6: Technology Delivery

Olivet Community Schools is committed providing and using appropriate technologies, whether that is the Integrated Technology System used to deliver video or appropriate cable programming in all buildings in the district or Michigan Virtual High School that allows students to take part in classes at a distance.

HIGHER EDUCATION

Olivet Community Schools has been extremely fortunate over the years to have benefited from our collaborations with Olivet College. Few Michigan school districts of our size have such convenient access to an institution of higher learning that provides specialized and/or rigorous courses and curricula. Even with a college almost literally in our back yard, however, there are times when it is not the most convenient option. Schedules conflict; while some students are not yet ready or willing to deal with the less structured college environment. As a result, Olivet began seeking strategies for delivering specialized courses and curricula through the use of technology including the following distance learning opportunities.

MICHIGAN VIRTUAL HIGH SCHOOL

In the fall of 2001, Olivet Community Schools registered to provide courses for students through Michigan Virtual High School (MVHS). This model of distance learning is an online resource that enables Michigan high schools to provide courses (all taught by certified teachers) and other learning tools to which students wouldn't otherwise have access. MVHS doesn't independently grant diplomas or course credit but, instead, works in cooperation with individual school districts. Olivet High School is currently in the eleventh year of using Michigan Virtual High School with an average of 5-10 students using it per year. These courses have ranged from basic skills remediation to AP college level courses. With the level of success experienced, Olivet intends to continue using this technology to enhance instruction and increase student achievement, however, due to cost, these numbers seem to be trending downward.

UNITED STREAMING VIDEO

Olivet has also integrated technology by using streaming media technology that delivers specialized curricula to all students in all subject areas and grade levels. Olivet, along with others in our Calhoun ISD consortium, entered into an agreement with United Streaming, a provider of digital videos and pictures delivered via the internet. Video streaming and downloading for educational content was fairly new when the consortium adopted this strategy in 2001 and we quickly discovered that some infrastructure at both the district and ISD levels was not ready for the increased bandwidth that such a delivery method requires. However, strategies were adapted, problems were fixed and interest in the possibilities behind delivering a digital video that illustrates a lesson on demand grew. Olivet Community Schools is currently using this technology as a strategy to enhance instruction and increase student achievement. Our staff has found this technology very effective, and easy to use which is reflected in that our number of videos streamed and downloaded continues to grow each year.

DISTRICT WEBSITE

Olivet Community Schools maintains a central district web page as well as each of the three

school buildings maintains pages that are linked to the main page. Parents have commented how they appreciate the use of these pages to communicate calendars and schedules of upcoming events.

DISTRICT FACEBOOK ACCOUNT

Due to the younger generation of the parents of our elementary school, we are currently running a pilot means of communication by opening a Facebook account for Fern Persons Elementary. We will evaluate the effectiveness of this strategy to determine whether or not to establish Facebook accounts for our other buildings in the district.

BLACKBOARD

Olivet currently offers Blackboard, an on-line course portal, for teachers who are interested in offering their class on the world wide web and to meet our online course requirement. This product was an offering available to us as part of our partnership with the Calhoun ISD. As budgets have tightened and trends have changed we are preparing to transition to another product offered by Global Scholar to meet our online course needs.

INTERNET ACCESS

Presently, the district's internet access is provided by the Calhoun ISD who is also responsible for managing and maintaining the connections between the district and the internet. During the course of this plan and as a cost saving measure, Olivet Community Schools will be exploring other possible options that may minimize the district's costs for internet service. As an eligible service, the district expects to receive approximately 67% reimbursement annually, from the E-Rate program, for internet access costs.

TELECOMMUNICATIONS

In 2010, we installed a new phone system that utilizes "Voice Over IP" technology. We believe that this new technology will increase communication between teacher and parent by giving them the flexibility of going directly to teacher voice mail or speaking directly with an office secretary.

E-MAIL

We currently use Novell GroupWise as our e-mail package, however, we will soon need to switch to a Microsoft operating system, we are in the planning stages of making the conversion to Microsoft Exchange for our e-mail service. GroupWise currently integrates with our network and our anti-virus software to allow free and open communication with parents without placing our network resources at risk. Our Parent Internet Viewer feature allows our parents to sign-up for email notifications regarding their child's grades and/or attendance. Response to this email notification system has been very positive with many parents participating.

BOND PROPOSAL

In the 2008 school year, Olivet Community Schools passed a Bond Proposal to outfit our schools with technologies to facilitate curriculum/technology integration into every classroom. This Bond Proposal included creating "Smart Classrooms" with like technologies in each teaching space district-wide. These technologies include a multimedia projector, sound field system, DVD/VCR combo player and document camera. We also have purchased multiple

sets of student laptops and classroom polling systems for instant classroom feedback on student comprehension of lessons being taught. This new equipment and ensuing professional development will give our staff the tools they need to integrate technology into their daily teaching strategies without the requiring them to go outside their classrooms to retrieve shared devices.

SECTION 7: Parental Communications and Community Relations

The use of technology to inform parents has been a high priority for Olivet Community Schools. One of the great challenges of using technology is finding the appropriate technology for the task. We know that there is no substitute for direct communication with parents regarding their children. Our phone system is the right tool for the majority of these contacts because it is an administrative priority that Olivet retain human contact through its phone system which places emphasis on having a person at the other end of the phone to respond to any parental concerns.

Despite the effectiveness of direct parental contact, we know it is critical to develop a variety of methods to communicate through technology. For instance, both the high school and the middle school are using the Pinnacle Gradebook program. Through the Gradebook program, we have several ways to stay in contact with parents. We produce our own in-house progress reports that can be generated at literally a minute's notice. These progress reports are produced several times a year for mailing to each students home and for parent teacher conferences. The reports provide parents with a snapshot of their student's current progress in their classes as well as comments from their teachers.

Olivet Community Schools also periodically generates attendance warning letters, which are mailed to parents. Each student's warning letter is generated first, with additional letters detailing the potential consequences of not maintaining regular school attendance. This is very popular with parents as we often have students with absences on days that the parents were not aware that they were missing school. The attendance letter includes a table of absences by class and by date for each student

The increasing technological sophistication of both our students and our parents will determine any additional methods of communication in the future. For example, the use of e-mail as a tool to communicate with parents increases each year. One of the other benefits of an electronic gradebook is the ability to post that information on the Internet for both parent and child to see. Olivet quickly implemented this technology after an experimental trial with a grade voice mail system.

Regardless of the technology deployed, it is the responsibility of Olivet Community Schools to continuously inform our stakeholders of our technology plans and the technological options available to them. We ensure that they are informed by advertising our technological capabilities in the district and principal newsletters, and by showcasing our capabilities at conferences and other parent attended events including sports and fine arts concerts. This technology plan is available on our website (<http://www.olivetschools.org>) where community members, board members, administration and teachers may access and read. Moreover, we seek parental input with regard to our technology planning through the Parental Advisory Committees which are in place at every building. Any concerns or comments are communicated to the building principals who are in turn members of the district technology team. Community input is invited and encouraged through regular Board of Education meetings. This two way stream of communication about our technology ensures vigorous debate and thoughtful consideration of our future technology plans.

STRATEGIC PLAN 2007-2011

In 2007, a Strategic Plan was developed for Olivet Community Schools by a committee of 30 representative staff, parents, and students over a seven month period. It includes comments, feedback, and suggestions sought from the school community. Part of that strategic plan addresses technology throughout the district in the Vision Statements section. It says:

Technology

An exemplary school recognizes the important role that technology plays in the school and in society. To foster its use, we will:

- *Acquire and maintain uniform, up-to-date technology throughout the district.*
- *Integrate technology into curriculum and instruction to enhance learning.*
- *Enable all students to use technology in their every day lives.*
- *Continually train staff to maximize the efficient use of available technology.*

Also one of the five main goals included in the Strategic Plan include:

Provide up-to-date technology for all classrooms and the necessary training for staff to integrate it effectively into the curriculum.

The strategic plan has been widely published and distributed throughout the community and is also available on our school's website.

PARENT INTERNET VIEWER (PIV)

Parents with children at Olivet High School or Olivet Middle School have another option for information about their child's progress in classes. It's called the Parent Internet Viewer (PIV) and the technology has been in use at Olivet for almost a decade. Olivet has been a pioneer in the use of electronic grade books since 1994. Since its implementation, time that was used for reporting grades is now done electronically, freeing up teachers time so that they can spend more time working with their students. One of the other benefits of an electronic grade book is the ability to post that information on the Internet for both parent and student to access and view from any computer connected to the internet.

SECTION 8: Collaboration

Due to a dramatic decrease in state funding for adult education, Olivet Community Schools does not offer adult education or literacy programs. Adult literacy needs within our district for Adult Ed or GED certification are met by a partnership with Charlotte Public Schools, an adjacent district. Olivet Community Schools has hosted such adult literacy service providers in the past. Currently, there are no such requests from the adult literacy service providers.

II. PROFESSIONAL DEVELOPMENT

SECTION 9: Professional Development

Olivet Community Schools understands the importance of empowering staff to understand, use, and facilitate the use of technological resources with their students. To support this endeavor, several in-service days throughout the year are devoted to technology training and integration as determined by administration and the district technology committee. These training days target all staff and administrators to ensure that they are aware of how to use available technologies to enhance teaching and improve student learning. Also, technology training occurs at the building level through faculty meetings as determined by the building principal and the technology department. These trainings target identified areas of high interest or areas of perceived unfamiliarity with available district technologies. Technology training is also facilitated through state and regional conferences and consortiums such as MACUL, MAME, Calhoun ISD Department of Technology and CALNET. The following professional development strategies are Olivet Community Schools' guide for developing training objectives and activities during the course of this three year plan.

PROFESSIONAL DEVELOPMENT STRATEGIES FOR STAFF

1. Conduct systematic staff orientation on new technologies and uses in K-12 instructional programs, as well as provide systematic, ongoing staff development with an extensive focus on the integration of technology into the curriculum.
2. Each building will indicate individual training needs to the district technology committee through staff surveys.
3. A cross-district training program will be designed.
4. A calendar will be developed for technology training across the district.

See [Appendix B](#), Professional Development Timeline, for more specific objectives and activities planned for staff.

Indicators to measure the success of our professional development activities is both subjective (observation by administrators) and objective (measuring the frequency with which technological resources are reserved by faculty members). If administrators can see the integration of technology and determine the check out rate of computer labs, digital cameras, laptops, media projectors, etc. increases, it is a strong indication that our professional development activities are meeting our needs.

Even so, there is still a technology skills gap that must be continuously managed with professional development because we find that each year we can raise the bar in terms of the overall staff and administration technology competencies. We are cognizant of the national competency standards in technology for teachers and administrators that have been set forth by the International Society for Technology in Education (ISTE), <http://cnets.iste.org/>. We are aware of how these recommendations have been modified and adopted by the Michigan Department of Education to set entry level technology standards (NETS) for our teachers. We continue to consult these NETS competency standards as we configure our professional development training in technology.

Direct instruction is still an effective tool for us to teach technology skills but, more and more, we must teach those skills within the context of curriculum integration. Also, we have found that using brief “Tips and Tricks” at staff meetings is an effective way to communicate new skill sets for staff and administration when using our existing technology. Our professional development activities in the past included skill development in software packages as a primary focus but the focus is now growing to facilitate curriculum integration. For example, technology as a tool in the writing process and using presentation software as an alternate form of assessment has been very successful sessions.

SECTION 10: Supporting Resources

SUPPORTING RESOURCES FOR TEACHER TRAINING

1. Calhoun Intermediate School District Department of Technology
2. Eaton Intermediate School District
3. In-House Trainers (teachers, students, and parents)
4. Various workshops around the State of Michigan sponsored by MIEM, MASSP,
5. MASA, MACUL, MCTM, MAME, etc.
6. District Technology Staff

Olivet Community Schools recognizes that it takes a variety of resources to support teaching and learning with technology. First, we provide resources in the form of policies such as our acceptable uses of technology agreement that help guide all users on appropriate and effective uses of district technology. Second, we make information available about our technological resources such as our full text databases provided in partnership with the Library of Michigan. These databases include items such as the Access Michigan full text magazine/newspaper retrieval service. Other electronically delivered learning materials include our “video on demand” internet streaming subscription service.

Third, software and web resources are used by staff and administration to support the learning and operational goals of the district. These online web based resources are invaluable in supporting the software and infrastructure of the network as well. Since manuals are rarely included with software, often a link to a web based resource is provided. Although this is occasionally frustrating, this is very beneficial as periodic updates to the data are done without any extra effort by the end user.

In cooperation with the Calhoun Department of Technology during the 2003/04 school year, the district student services administration software was changed over to Zangle. Unfortunately, C Innovations (the maker of Zangle) has recently declared bankruptcy, forcing the consortium to seek out a new student information system. We will continue to use Zangle until 2013, at which point we will transition over to a new system that is yet to be determined. During the 2002/03 school year, the central office implemented a new human relations software package called Cyborg HR, which helps us track teacher certification, and attendance. In addition, Olivet Middle School and Olivet High School continue their multi-year success with electronic gradebooks for grades and attendance. These resources, at first glance, are not as intrinsically interesting as some of our other technological endeavors, but the time that is freed from forcing rote, mechanical tasks upon teachers is time that is freed to be used in the students favor.

III. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE

SECTION 11: Infrastructure, Needs/Technical Specification, and Design

Olivet Community Schools recognizes the need to both adapt to current technologies in order to provide all necessary resources to facilitate learning and administration as well as provide good stewardship by expanding our technologies in a direction concurrent with our existing technology. One of the rewarding elements of reconfiguring this technology plan every three years has been watching our plans come to fruition and seeing how many of our previous goals have had an impact on teaching, student learning, student achievement and student services.

NETWORK INFRASTRUCTURE

All buildings within the district are connected between each other by gigabit speed fiber optics with a T3 internet access connection to provide for high speed exchange of data within and without the district for purposes of instruction and administration. Every classroom and office within the district is wired to supply connectivity to our LAN and the World Wide Web, [Appendix C](#). Delivery of software and CD-ROM resources is also accomplished through our servers. Through the passing of our bond in 2008 we were able to install a new wireless network using Cisco gear including wireless “N” access points, and LAN controllers in 2009. This equipment has given us the capability to offer not only excellent wireless coverage in all our buildings but a separate wireless “guest” network as well. We are pleased to report that many of our students are using their own laptop on our guest network to further their educations before and after school hours.

Olivet Community School utilizes a Novell network currently. We are in the planning phase of changing our network over to Active Directory. In 2010, we installed a VMware server which virtually houses 7 Novell servers, Dan’s Guardian web filter and our web server. We also have two Pinnacle Gradebook servers, a Symantec Enterprise server, a transparent proxy server, two Asterisk phone servers, a surveillance camera server, a Veeam backup server, an ArcServe tape backup server and an 8TB NAS server. Our plan is to install a Microsoft Server 2010 virtual server on our VM server and convert all our users and files to it by 2012.

SECURITY FILTERS

In 2006, we began using a spam filter called, Mail Foundry offered through the Calhoun Intermediate School District and moved away from the GWAVA product we were using previously. This decision to upgrade the spam filter has greatly enhanced the security of our network. We plan to continue with Mail Foundry after we convert our email services over to Microsoft Exchange.

Along with the other local constituent districts, we are also using Dan’s Guardian for internet content filtering to ensure that we are CIPA compliant. Dan’s Guardian was implemented at the ISD level but we now have our own server in-house since late 2010.

EMAIL

Olivet currently has a GroupWise email server for our email system and our own web server for our Internet website and Intranet site. GroupWise is also advantageous as it is configurable with our Symantec anti-virus scanning software. Since Novell is no longer supporting our version of Netware we will be moving away from GroupWise and implementing Microsoft Exchange for our email services. We are looking forward to working with the Calhoun Intermediate School District Department of Technology as a consultant for this project and hope to complete it by 2013.

WORKSTATIONS

Olivet Community Schools committed a substantial investment in our workstation infrastructure in 2009-2010. The 2008 bond allowed us to purchase 110 new laptops for teachers and staff, 300 desktops for students and staff, and 515 netbooks for student use. After much testing, we purchased the most high end equipment we could with our bond dollars to ensure that the equipment would last. We were able to purchase “like” equipment for our entire district to make teaching and learning easier from any location in accordance with our district strategic plan. We have found this has saved the district on technology resources such as tech support and training.

We had a community sale of our old equipment which we advertised in the local papers. Our sale was a big success in terms of sales and more importantly putting technology into the homes of our community and our students at very affordable prices. The equipment that we had left after the sale was sold to a recycling company.

CLASSROOM/LAB COMPUTERS

Fern Person Elementary School has a fully equipped computer lab and each classroom houses at least one computer for staff and two for student use. The library has 3 laptops for use as needed by staff.

Olivet Middle School is equipped with a 30 station computer lab, a 28 station computer study lab in the library, and second 30 station labs for computer literacy instruction. Each fourth and fifth grade classroom is equipped with two computers for student use and at least one computer for staff. In addition, we have 195 netbooks available either in the classroom or to be shared on a traveling cart for our students to use. The library has 3 laptops for use as needed by staff.

Olivet High School is well equipped with a 28 station classroom computer lab, a 36 station library computer lab, and a 12 unit notebook lab in one of our science labs. In addition, we have 315 netbooks throughout the classrooms for student use. Each High School classroom is equipped with at least one computer for staff. The library has 3 laptops for use as needed by staff.

CURRICULUM SOFTWARE

We use many software packages to enhance our curriculum such as; The Ultimate Writing Center, Mavis Beacon Teaches Typing for Kids, Kid Pix, Jump Start First, Second, Third and Fourth Grade, Jump Start Spanish, Mega Math Blaster, Accelerated Reader, Everyday Math, RAZ Kids, Atomic Learning and Dynamic Human to name a few.

STUDENT SERVICES SOFTWARE

Our student services software packages continue to play a critical role in keeping the records which provide the data that help make data driven decisions to increase student achievement and that help hold us accountable to our stakeholders. Olivet Community Schools uses the Zangle software package to provide year to year transcript data for our students and as the repository site for most of the data required for the state and federal reports that hold us accountable in such areas as student achievement, graduation rates, and school safety, among others.

All teaching staff in the middle and high schools use an electronic gradebook for student progress reports and attendance. Both of these schools use the Pinnacle Gradebook from Global Scholar Software. This software allows teachers to use the Parent Internet Viewer (PIV), another product of Global Scholar Software, that allows the district to provide parents with progress reports and attendance status letters at regular intervals during the school year or when requested by a parent. In fact, many parents tell us that the district provides real-time access to grades and attendance because parents can view this data from any web connection with a student ID and secure PIN. Currently, Fern Persons Elementary School uses the Pinnacle gradebook for attendance only.

TELECOMMUNICATIONS

In 2011, we implemented a voice over ip phone system across the district. We were able to utilize our fiber connection between buildings to put the entire district on the same system. This new system allows us to call any party using extension numbers within our district. This not only saves us money per call but also allowed us to reduce the number of phones lines we need by sharing them district wide.

SECURITY CAMERAS

Over the summer of 2010 Olivet Community schools installed 58 security cameras for safety and security purposes. These cameras have already proven to be valuable in terms of not only securing the buildings, but aiding our administration in resolving conflicts between students. Plans are in the works to add more cameras.

TECHNICAL SUPPORT

Olivet Community Schools, like many other districts our size, is aware of the burden that must be shouldered by the technology staff. The Technology Department consists of our Director of Technology, and our Technology Coordinator. We also presently have a student helping out 6 hours per week and a secretary helping with technology needs 3-6 hours per week. The Technology Department positions work collaboratively to provide technical support for each of the elementary, middle, and high school buildings as well as the central office and operations. Along with these building level responsibilities, the Technology Department shares

responsibility for administration of the entire network including the new VoIP phone system.

In an ongoing effort to keep up with new technology, professional development opportunities continue for our members of the Technology Department. In the past, they have included courses in network security, student services software, hardware diagnostics, and new operating systems. Future training for the department will include training in data collection and reporting software that facilitates data driven decision making.

FUTURE TECHNOLOGY NEEDS

Olivet Community Schools asked the community to upgrade our district-wide infrastructure by voting to pass a bond in 2008. Our community voted yes to these upgrades that were necessary to increase our bandwidth between buildings to facilitate the use of a proposed Voice over IP phone system and increase the overall speed of our data connections between buildings. We also upgraded the main backbone switches to make use of the new fiber testing and re-termination to increase our connection speed between buildings to a gigabit. This bond proposal also included upgrading our existing multimode fiber to single mode fiber which connects Olivet High School, Transportation, and Fern Persons Elementary which we decided at the time was not necessary yet, [Appendix C](#). We are planning to continue to monitor the performance of the existing multimode fiber for later replacement consideration.

Proper curricular and fiscal planning is essential to ensure the acquisition of resources that promote successful and effective uses of technology in our schools. Following are future technology needs, and possible acquisitions, for enhancing teaching and learning at Olivet Community Schools:

- Our sights are set on changing our network from Novell over to Microsoft Active Directory. This will be a large scale project considering we have nearly 1000 computers on our network at this time. We plan to work closely with the Calhoun ISD Department of Technology on this project.
- The district technology committee is finalizing a 5 year replacement plan for PCs throughout the district.
- Curricular software evaluations and purchases are ongoing as we work to acquire the tools needed to improve education.
- An evaluation of gradebook software was conducted in 2008, it was determined at that time our elementary school would begin using the Pinnacle Standards based Gradebook. We are in the planning phase of that project.
- With the 2008 bond projects coming to a close, the technology department is looking forward to researching new ways to utilize the new technology we now have at our disposal to enhance student engagement and participation. It is our goal to raise the roof on learning here in Olivet using technology.

SECTION 12: Increase Access

Access to appropriate technology for students and faculty has been a goal of Olivet Community Schools since 1994, when district technology planning and implementation first began. Our commitment to increasing access to technology has been evident over the past 8 years. From one lab in the high school with stand alone Apple IIe computers, we have expanded to a gigabit fiber backbone Novell network that links all 4 buildings with over 927 networked workstations serving a population of 1516 students and 91 professional staff.

Still, Olivet Community Schools believes that there is more to be accomplished in regard to expanding our capacity. This belief is best articulated through the vision of the district technology committee who is in the process of finalizing a 5 year replacement and propagation plan for all workstations district-wide. These plans include increasing access by increasing the number of workstations in our current locations such as labs and libraries while increasing the functionality of those workstations by replacing them with state of the art models ultimately increasing the availability of workstations for all students and all staff district-wide.

Some of the plans and implementation for increasing available access are varied. For example, discussions continue about maximizing the use of the computer lab in the middle school library while the middle school computer lab has been relocated to larger quarters under our previous bond proposal.

A recent bond proposal for limited new construction at the elementary, middle and high schools has also given us more opportunities to increase access to technology. All classrooms are wired with a state of the art audio visual systems including; multimedia projector, sound field system with microphone, DVD player with TV tuner, document camera and docking station for teacher laptops.

We added a new cafeteria to our main complex in 2010. This addition included equipping this space with a multimedia projector, sound field system, DVD player, iPod input and microphone setup. We also added two large display monitors that mirror any media being shown on the big screen via the projector or they can be used to display other forms of media such as school announcements or television. Our auditorium and gymnasiums are equipped with presentation hardware, A/V and ITS technology and data drops to accommodate their educational objectives after the 2003 bond proposal.

Other methods of increasing access include providing appropriate adaptive technologies for students with specialized or higher needs. We have installed speech to text converters and on-screen keyboards for students who required such assistive devices. Olivet Community Schools also provides computers for homebound students with high needs. Our new classroom teaching “lecterns” have a built in port for students to plug in their hearing impaired module.

Efforts to increase access to technology naturally culminated when integrating technology into our curriculum. Our efforts to ensure that teachers are prepared to integrate technology effectively are documented in our curriculum. Our curriculum is centered on the 3-5 High

Achievement Outcomes with which students will exit each course. At least one Outcome in each course has been identified by staff as a “technology related outcome” where a strategy exists for integrating technology into instruction. Staff, of course, is encouraged to incorporate technology into all appropriate outcomes or modify the proposed strategy to best fit instruction. Still, having a suggested strategy is an encouragement to those who may still find technology intimidating.

IV. FUNDING AND BUDGET

SECTION 13: Budget and Timeline

At Olivet Community Schools, technology planning, resources and materials are evaluated continuously by the Technology Planning Team. All equipment purchases and upgrades are acquired using general funds unless through other funding sources such as bond proposals. It is an ongoing commitment of the district to provide this funding at levels sustainable, fiscally responsible and based on the needs of our schools.

TABLE 2 THREE YEAR BUDGET

	YEAR 1	YEAR 2	YEAR 3
Funding Sources	2011-2012	2012-2013	2013-2014
General Funds	\$ 203,200	\$ 206,810	\$ 212,550
Bond	\$ 50,000	\$ 50,000	\$50,000
Grants	0	0	0
E-Rate	\$13,50	\$13,550	13,550
Total Funding	\$216,750	\$220,360	\$226,100
Line Items	2011-2012	2012-2013	2013-2014
Salaries	\$79,150	\$80,735	\$82,350
Benefits	\$40,600	\$42,625	\$44,750
Supplies	\$15,000	\$15,000	\$15,000
Contracted Services	\$20,000	\$20,000	\$20,000
License Fees	\$20,000	\$20,000	\$20,000
Network Fees	\$36,000	\$36,000	\$36,000
Equipment	\$0	\$0	\$0
Telecommunications	\$16,500	\$16,500	\$16,500
Internet Access	\$4,500	\$4,500	\$4,500
PD Training	\$1,500	\$1,500	\$1,500
Total Line Items	\$216,750	\$220,360	\$226,100

SECTION 14: Coordination of Resources

Olivet Community Schools is committed to providing the best educational opportunities available for our students. As part of our commitment, Olivet Community Schools seeks to maximize its funding opportunities wherever and whenever possible. Even though the majority of technology funding is provided by the General Fund, Olivet Community Schools leverages funding from a variety of other sources such as Bonds, Grants and USF E-Rate.

CONSORTIUM

Olivet Community Schools participates as a consortium with other local constituent school districts within the Calhoun and Branch ISD's to maximize spending on student management and payroll software. Our consortium also collaborates when seeking grant funds such as the PROM/SE grants for math and science technologies. The most recent collaboration in 2007-2008 is with the Blackboard software package provided to the consortium by the Calhoun Intermediate School District. The Blackboard product allows our teachers to create an on-line learning environment for their students to be used inside and outside the school buildings. Students are able to work on their class assignments in these courses from home allowing them the flexibility of their time and access to school resources they would not otherwise have without the software.

GRANTS

Olivet Community Schools pursue grants whenever possible like our LSTA grant administered by the Library of Michigan which is providing for the automation and online cataloging of the three libraries within the district. Our district staff pursues a variety of different grant opportunities that help to maximize teaching and student learning. In 2006, a team of five middle school teachers were awarded a \$40,000 grant from HP which included tablet PCs, digital projectors, digital cameras, a scanner, copier, printer combo for each of the five teachers and professional development in the use of the technologies.

In 2009, our Advanced Computer teacher, Brian Dartt, received a grant for approximately \$10,000 from TechSmith. The grant was for two software packages called Camtasia Studio and Snagit. Camtasia studio enables Brian and his students to record their computer screen and voice to create tutorial type videos. Snagit allows you to take "snag" graphics from webpages for use in your projects. Brian has been very pleased with the results of this grant and plans to continue use of the software into the future.

USF E-RATE

Olivet Community Schools has applied for and will continue applying for funding through the USF E-rate Program, which is a federal program created to provide discount reimbursements and assist most schools and libraries with obtaining affordable technologies, including telecommunications and internet access. The discounts are based on an individual schools' enrollment in the National School Lunch program. Olivet Community Schools anticipates obtaining \$13,500 annual average reimbursement from the E-rate program for telecommunication services and internet access. For a complete list of E-rate requested products and services see [Appendix E](#).

BONDS

The Olivet community recently passed a bond proposal that provided necessary funding for technology purchases and new construction costs.

V. MONITORING AND EVALUATION

SECTION 15: Evaluation

Olivet Community Schools is committed to developing technology that can be effectively integrated into curriculum and instruction, thereby increasing the ability of teachers to teach and enabling students to demonstrate academic excellence through performance on state assessments.

CURRICULUM/TECHNOLOGY INTEGRATION

Teachers are evaluated on their individual use of new and improved technologies within their content areas. Evaluations of the systemic and institutional use of technology are to be a formal process coordinated by several teams. Integration will be evaluated on an annual basis with a process that will begin with each curricular department. This evaluation will flow upward for further comment and allocation of resources by building principals, director of curriculum, and the superintendent, as well as the district technology team. The director of curriculum will report on the status of curriculum and technology usage to the superintendent.

ACQUISITION, ACCESS AND USE OF TECHNOLOGY

The ability of our infrastructure to support our academic and student services needs will be evaluated on an annual basis by the district technology team. The superintendent will chair this team.

DATA WAREHOUSE

We currently use DataDirector as a tool to warehouse our student achievement data. This is a useful tool for teachers and administrators to be able to create assessments and have a convenient and common place to store any and all types of achievement data. This technology also allows our staff to be able to build reports for independent data analysis.

STUDENT ACHIEVEMENT

We have been using NWEA testing since 2005-2006 to help us evaluate student growth and achievement. The Northwest Evaluation Association (NWEA) is a national non-profit organization dedicated to helping all children learn. NWEA provides research-based assessments, professional training, and consulting services to improve teaching and learning. This assessment system has shown us areas where improvement is needed in our teaching strategies.

Another opportunity for students to demonstrate academic excellence is through performance on state assessments. Assessment of student performance on state assessments occurs at each building level through the school improvement teams. These teams are chaired by the building principals who will report each school's improvement progress to the superintendent.

We have also joined with our local Intermediate School District consortium to share a student data warehouse. We are now using technology to collect and analyze data on district, school and individual student achievement to identify our strengths and weaknesses and allocate time, treasure and talent to improve student learning and achievement.

TECHNOLOGY PLAN

Assessing the impact of the technology plan on meaningful instruction and effective administration requires a holistic approach. Input from students, parents, faculty and staff will be sought to determine what corrections or modifications are necessary to meet the technology plan goals.

There are several other ways in which the progress of the district technology plan will be evaluated:

1. District and building technology committees meet to review progress on district goals. Progress at the building levels is communicated through regular updates.
2. Reports are presented to the Olivet Board of Education regarding progress of various district plans, including technology.
3. Updates are presented to the public through articles in *The Oakum* (the District's newsletter), the district and building level web sites and at various public meetings (PTO, upcoming Annual Report presentations, etc.).

SECTION 16: Acceptable Use Policy

Olivet Community Schools is committed to providing a safe, appropriate atmosphere for all students and staff at all times when using our technology. As part of this commitment, Olivet Community Schools, while recognizing all the possible benefits that may be accrued from the internet, is also cognizant of the dangers and pitfalls available on the internet as well.

STAFF AND STUDENT ACCEPTABLE USE POLICIES

In order to communicate the policy of the Olivet Community School's Board of Education regarding internet use, the district technology committee developed three Acceptable use Policies (AUPs) for each of the following: Kindergarten-3rd grade, 4th-12th grade, and district staff. The current AUPs can be found in [Appendix D](#).

INTERNET FILTER EFFORTS

In accordance with the Children's Internet Protection Act (CIPA), Olivet Community Schools deploys Squid in conjunction with Dan's Guardian. Dan's Guardian constantly updates lists of unacceptable sites, combined with our locally generated "no-go" lists, which aids us in providing a safe internet environment. In addition to the technological safeguards deployed by the district, additional safeguards are deployed in the form of clear expectations, possible consequences, and appropriate information.

APPENDIX A: Strategies and Action Plans

TECHNOLOGY PLAN GOALS

- Goal #1** Ensure that our technology enhances student learning throughout the curriculum.
- Goal #2** Use our existing technology to make information more accessible.
- Goal #3** Ensure that staff and students are functionally literate in technology and knowledgeable in its applications.
- Goal #4** Use our technology to create effective and efficient administrative and operational functions for our school community.
- Goal #5** Develop a plan to maintain adequate funding and technical resources to ensure equitable, timely, and educationally appropriate technology resources.

TECHNOLOGY PLAN STRATEGIES AND TIMELINE

July 1, 2011-July 1, 2012	July 1 2012-July 1, 2013	July 1, 2013-July 1, 2014
Continued Squid and Dan's Guardian implementation. G2	Investigate alternative internet filtering solutions while continuing with Dan's Guardian G4, G5	
Investigate Voice-Over-IP solutions for wireless telecommunications using iPod touch technology. G4	Implement Voice-Over-IP solution for telecommunications. G4	Evaluate use and success if new phone system with Voice Mail
Continue to implement Data Warehouse solution with consortium. G4, G5	Faculty training in "Data Mining" of student assessments for instruction. G1, G2, G3	Evaluate additional data collection for warehousing and performance evaluation. G1, G2, G4
Investigate software for our student services system as a consortium G2, G4	Prepare for conversion and integration to our new student services software G2, G4	Implement transition to new student services software system G2, G4
Investigate strategies to change from Novell to Microsoft Active Directory. G2, G4	Implement Network change over to Active Directory G2, G4	Advanced transition and training using Active Directory G2, G3, G4
Investigate changing email package from GroupWise to Microsoft Exchange G4	Implement change over to Microsoft Exchange from GroupWise G2, G5	Continue to learn and train staff on advanced features of Exchange including calendaring

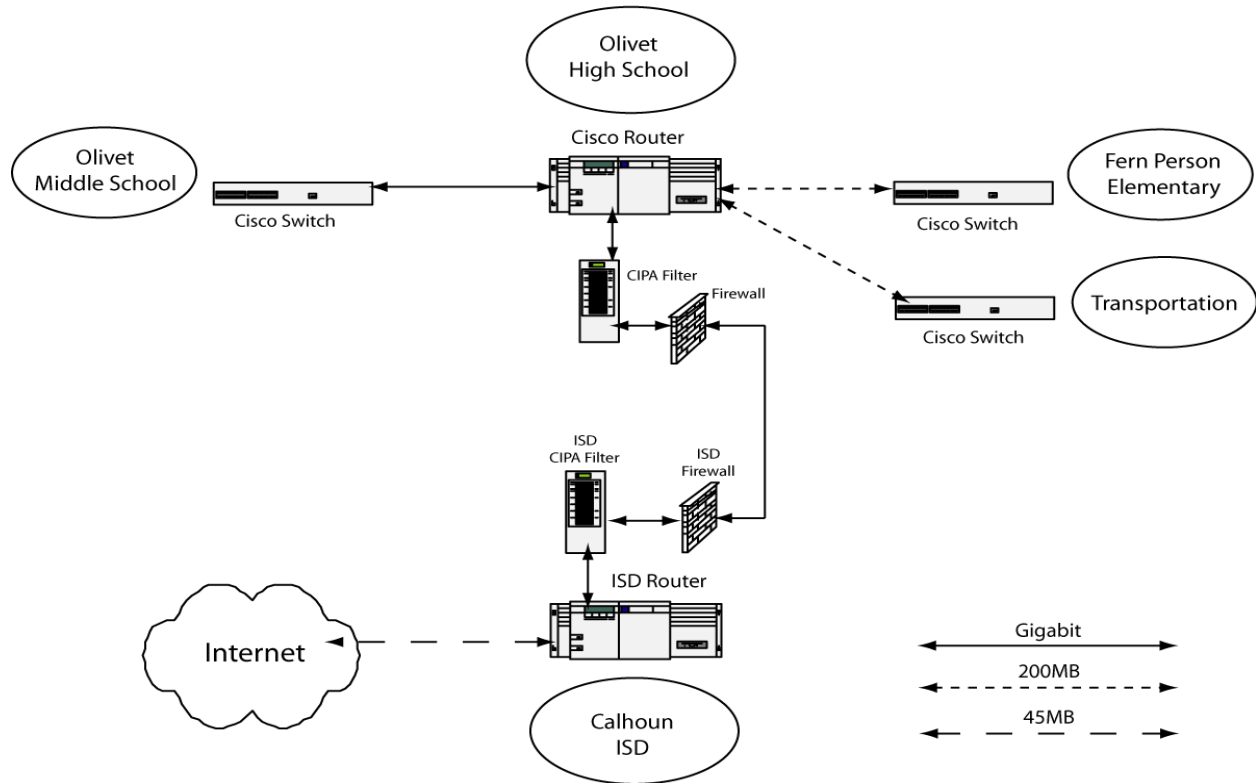
		G2, G3, G4
Continue to monitor effectiveness of Spam filtering software. G4	Evaluate other solutions for Spam filtering	
Work on replacement plan to upgrade File, Email and Filter Servers (3) G4, G5		
Expand our digital video surveillance system for increased security. G4	Evaluate digital surveillance system performance. G4	Evaluate digital surveillance system performance. G4
Review technology curriculum and assessment practices for students. G1, G3	Implement revised technology curriculum and assessment grades K-8. G3	Implement new technology assessment program for grade 8. G3
Investigate expanding high school media center hours with inclusion of possible community technology literacy training. G2	Implement community education project. G2	Evaluate success of community education project. G2
Curriculum technology integration review for Language Arts G1	Curriculum technology integration review for Math and Science G1	Curriculum technology integration review for Social Studies, PE, Health, Technology, Computers and Fine Arts. G1
Faculty training in curriculum integration and skill development. G1, G3	Faculty training in curriculum integration and skill development. G1, G3	Faculty training in curriculum integration and skill development. G1, G3
Renew technology collaborations and review efforts to seek new ones. G3, G5	Renew technology collaborations and review efforts to seek new ones. G3, G5	Renew technology collaborations and review efforts to seek new ones. G3, G5
Create and submit district technology plan. G5	Implement district technology plan.	Evaluate district technology plan and begin creation of next 3 year plan. G5

APPENDIX B: Professional Development Timeline

2011-2012	2012-2013	2013-2014
Maximize potential of our new Smart classroom equipment through training	Maximize potential of our new Smart classroom equipment through training	Maximize potential of our new Smart classroom equipment through training
Train intermediate use of Exchange email package	Train on additional Exchange features Introduce Exchange calendaring.	Implement Exchange Common calendaring.
Continue to enhance teacher skills in the use of Data Director	Continue to enhance teacher skills in the use of Data Director	Continue to enhance teacher skills in the use of Data Director
Using technology to accurately reflect assessment: Advanced Electronic Gradebook Training	Using technology to accurately reflect assessment: Advanced Electronic Gradebook Training	Using technology to accurately reflect assessment: Advanced Electronic Gradebook Training
Introducing Classroom Performance Systems (handheld wireless assessment system)	Integrate Classroom Performance Systems into curriculum	Tips and Tricks with CPS
WWW Teaching Resources	WWW Teaching Resources	WWW Teaching Resources
Maximize existing technology resources for instruction.	Maximize existing technology resources for instruction.	Maximize existing technology resources for instruction.
Continue with Pilot laptop teacher support group meetings to share success and new ideas	Continue with Pilot laptop teacher support group meetings to share success and new ideas	Continue with Pilot laptop teacher support group meetings to share success and new ideas

APPENDIX C

OLIVET COMMUNITY SCHOOLS WIDE AREA NETWORK DIAGRAM



APPENDIX D: Acceptable Use Policies

Name: _____

Olivet Community Schools Policy for Internet Access and Technology Use – *Employee*

- Use is for the following purposes:
 - To help me learn about technology.
 - To help me learn how to find information and communicate with others.
 - To help me complete my professional activities.
- Network administrators have the right and responsibility to view files and communications to maintain system integrity and ensure that users are using the system responsibly. Users should not expect that any files will be private.
- The following things are NOT ALLOWED:
 - a) Trespassing in another's folders, work or files or trespassing on the network while access privileges are suspended.
 - b) Copying, deleting, or otherwise altering network files or software.
 - c) Trying to learn or use another's password.
 - d) Sharing my own password.
 - e) Making, reading, viewing, or sending inappropriate files or any file that the district deems to be unlawful, obscene, pornographic, abusive, racially or ethnically offensive or otherwise objectionable.
 - f) Using email to send bulk, chain, harassing, anonymous, or other messages, which are commonly considered an annoyance to recipients, or to degrade system performance.
 - g) Using district technology to buy, sell, trade, advertise or gamble.
 - h) Downloading of any program or executable file to the network including games and instant messengers without authorization.
 - i) Illegally installing or copying licensed or copyrighted software.
 - j) Intentionally wasting resources including but not limited to
 - Distributing broadcast messages via email or otherwise.
 - Excessive use of network printers.
 - k) Using technology or any other means to cause damage to the district's equipment. This includes but is not limited to
 - Doing anything that brings a virus into the district equipment.
 - Purposely damaging hardware, software, network cables or information.
 - Breaking into files or systems (i.e., hacking).
 - l) Abusing the use of the Internet/email for personal purposes during the scheduled workday.
 - m) Deliberately bypassing school proxies to access prohibited websites.
 - n) Cyberbullying or any other use of technology resources that would violate district anti-bullying rules or policies. Cyberbullying may, without limitation, include posting slurs or rumors or other disparaging remarks about another person on a website; sending email or instant messages that are meant to threaten, harass, intimidate, or drive up a victim's cell phone bill; taking or sending embarrassing or sexually explicit photographs, video, or other visual depictions of another person; or posting misleading or fake photographs of others on websites.
 - o) Sexting, which includes, without limitation, possessing, sending, or distributing nude, sexually explicit, or sexually suggestive photographs, videos, or other visual

depictions of yourself or another person over the district technology resources from any means, including over personally owned devices.

- I will only use technology that I have permission to use.
- I will follow these “norms” when using YouTube on the school network:
- I will pay for any damages I have caused.
- The district’s technology is only for people who are registered to use it, and I am responsible for my own account and password and/or privileges.
- The district has the right and the responsibility to check anything I do on district equipment.
- I have received training in acceptable uses of technology and the Internet.
- My use of computers and the Internet may be taken away at any time. I will face disciplinary action if I misuse either technology or the Internet. This may subject the employee to restriction, suspension or termination of Internet access through the Calhoun/BranchNet and to appropriate disciplinary sanctions consistent with District policies and/or provisions of the applicable collective bargaining agreement or employment contract.

I have read the rules for acceptable Internet/technology behavior, understand the rules, and agree to comply with the above rules. Should I violate the rules, I understand that I may face disciplinary action.

EMPLOYEE SIGNATURE: _____ **DATE:** _____

Updated 4/14/11 bj/ck

Olivet Community Schools
Internet Access and Technology Use – Grades 4-12

Use of the Internet and other technology provides great educational benefits to students. Unfortunately, however, some material accessible via the Internet may contain items that are illegal, defamatory, or potentially offensive. Access to the Internet and other technology is given as a privilege to students who agree to act in a considerate and responsible manner.

- Using the Internet in school is a **privilege** for the following purposes:
 - To help me learn about technology.
 - To help me learn how to find information and communicate with others.
 - To help me learn more in school.
- Students are responsible for good behavior on the Internet just as they are in school. General school rules and Laptop Norms for behavior and communications apply.
- Network storage areas may be treated like school lockers. Network administrators have the right and responsibility to view files and communications to maintain system integrity and ensure that users are using the system responsibly. Users should not expect that any files would be private.
- The following things are **NOT ALLOWED**:
 - a) Trespassing in another's folders, work or files or trespassing on the network while access privileges are suspended.
 - b) Copying, deleting, or otherwise altering network files or software.
 - c) Trying to learn or use another's password.
 - d) Sharing my own password.
 - e) Making, reading, viewing, or sending inappropriate files or any file that the school deems to be unlawful, obscene, pornographic, abusive, racially or ethnically offensive or otherwise objectionable.
 - f) Using web-based email.
 - g) Viewing, creating, modifying or accessing in general any online personal journal websites i.e. MySpace, Facebook, Xanga, etc.
 - h) Using school technology to buy, sell, trade, advertise, or gamble.
 - i) Downloading of any program or executable file to the network including games and instant messengers.
 - j) Illegally installing or copying licensed or copyrighted software.
 - k) Intentionally wasting resources including but not limited to:
 - ◆ Distributing broadcast messages via email or otherwise.
 - ◆ Excessive use of network printers.
 - ◆ Streaming audio or video files over the Internet.
 - l) Using technology or any other means to cause damage to the school's equipment. This includes but is not limited to:
 - ◆ Doing anything that brings a virus into the school equipment.
 - ◆ Purposely damaging hardware, software, network cables or information (Includes writing on or otherwise defacing laptops).
 - ◆ Breaking into files or systems (i.e., hacking).
 - m) Using the Internet or school's email for personal purposes.
 - n) Deliberately bypassing the school's Internet filtering system by downloading programs or by any other means.
 - o) Attempting to edit or erase internet history.
 - p) Cyberbullying or any other use of technology resources that would violate district anti-bullying rules or policies. Cyberbullying may, without limitation, include posting slurs or rumors or other disparaging remarks about another person on a website; sending email or instant messages that are meant to threaten, harass, intimidate, or drive up a victim's cell phone bill;

taking or sending embarrassing or sexually explicit photographs, video, or other visual depictions of another person; or posting misleading or fake photographs of others on websites.

- q) Sexting, which includes, without limitation, possessing, sending, or distributing nude, sexually explicit, or sexually suggestive photographs, videos, or other visual depictions of yourself or another person over the district technology resources from any means, including over personally owned devices.
- Students are to only use technology that they have permission to use. Laptops are not to be removed from classroom without permission.
 - Students will pay for any damages they cause.
 - The school's technology is only for people who are registered to use it. Students are responsible for their own account and password and/or privileges.
 - The school has the right and the responsibility to check anything students do on school equipment.
 - Students will receive training in acceptable uses of technology and the Internet.
 - Student use of school computers and the Internet may be taken away at any time. Students will face disciplinary action if they misuse either technology or the Internet at school. This may include loss/restriction of computer privileges, community service, suspension, and/or expulsion.
 - If a parent does not wish to have their student have access to the Internet, they should make this request in writing to the Superintendent of Schools.

When determining the consequence for violations of the Computer Use Agreements, the following issues will be analyzed to determine the severity of the violation: potential harm to the computer and/or network, length of time it takes to correct the problem, length of time the student accessed inappropriate information, frequency of violations, sharing or dissemination of information that is inappropriate or potentially harmful, and other relevant information. The consequences for violation of the Internet/Access Agreement rules will be based on the following guidelines.

First Offense:

Loss of Internet privileges for 90 – 180 school days, computer use at school limited only to computer class or under direct teacher supervision, 1 –3 day suspension from school, and parent conference.

Second Offense: Loss of Internet/Computer privileges for a minimum of 180 school days, 3 –5 day suspension from school, parent conference, and notification of Calhoun County Internet provider.

Updated 4/14/11 bj/ck

**Olivet Community Schools Policy for School Internet Access and Technology Use
K-3 students**

- I will work on computers only with a teacher or a teacher's aide.
- I will use the computer only for schoolwork.
- I will treat all computer equipment and the work of others with respect.
- If I damage equipment or cause problems on purpose, there will be consequences for my actions.
- I will follow these rules and any other rules that may be added by the school. If I do not, there may be consequences for my actions, and I may lose my computer privileges.
- I understand that cyberbullying is not allowed. I will not make fun of, harrass, intimidate, embarrass, or intentionally cause anyone grief while at school using school technology equipment.

APPENDIX E: E-Rate Requested Products and Services (YEAR 12: 2010-11)

Telecommunications Services

Basic Telephone Service

Olivet Community Schools accepted Bids for basic telephone service and tariff for (36) non-Centrex telephone lines. This service is for the time period from July 1, 2010 through June 30, 2011.

Long Distance Service

Olivet Community Schools accepted Bids for intralata and interlata long distance toll service for (36) Centrex telephone lines. This service is for the time period from July 1, 2010 through June 30, 2011.

Internet Access

Internet Service

Olivet Community Schools accepted Bids for internet service for approximately (100) district staff and (1450) students. This service is for the time period from July 1, 2010 through June 30, 2011.

Wireless Internet Access

Olivet Community Schools accepted Bids for Wireless Internet Access service for minimum of (1) wireless telephone. This service is for the time period from July 1, 2010 through June 30, 2011.

Internal Connections

Network Operating System

Olivet Community Schools accepted Bids for Novell NetWare, ZENworks for desktops; BorderManager, GroupWise, and SUSE LINUX Enterprise Server for X86. This software is for a minimum of (1450) students. This service is for the time period from July 1, 2010 through June 30, 2011