Climax-Scotts Community Schools
372 S. Main St.
Climax, MI 49034

Phone No. 269-746-2400
District Code No. - 39020

Technology Plan

July 1, 2010 Through June 30, 2013

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Intermediate School District Name – Kalamazoo Regional Educational Service Agency

Technology Plan can be seen at – http://www.csschools.net/

Climax-Scotts Community Schools

Technology Plan 2010-2013

Table of Contents

Climax-Scotts Community Schools' Mission Statement

We believe the mission of the Climax-Scotts Community Schools is to promote a world-class education by providing a climate where teaching fosters learning and meets the needs of students. We will strive, in partnership with home, community, and business, to educate and motivate students to be productive and contributing members of a global society.

Technology Mission Statement

Climax-Scotts Community School District is committed to providing technology as a tool to assist students, staff and community to become self-directed and collaborative learners and to be able to ask questions, seek answers and apply the information found.

Technology Beliefs

- Improved curriculum offerings and State mandated guidelines drive the need for new technology
- Strategic planning is the process by which we will create and sustain a vision for an overall technology plan
- Implementation of this plan requires personnel and financial resources and commitment.
- It is not prudent or necessary to leap on every new and emerging technology, indeed it is usually much more responsible to allow the technology to mature and prove itself before adopting it.
- The primary use of technology in education is to assist students and teachers in the learning process.
- Continuing staff development is necessary to be able to accomplish our goals.

District Profile

Climax-Scotts Community Schools is a small rural district situated between Kalamazoo and Battle Creek. We are primarily a "*bedroom*" community for employers in the Kalamazoo and Battle Creek area with some agriculture. The district has an enrollment of a little over 555 students K-12 divided up in three buildings.

<u>Climax-Scotts Elementary</u>
11250 East "QR" Avenue
Scotts, MI 49088
Phone: (269) 497-2100
Fax: (269) 497-2127
Enrollment 227
Teachers 18

<u>Climax-Scotts Jr/Sr High</u>
372 S. Main St.
Climax, MI 49034
Phone: (269) 497-2300
Fax: (269) 746-4142
Enrollment 328
Teachers 21

Introduction

In 1995 the Climax-Scotts Community School District made a major commitment to improving technology within the district by passing a bond issue to construct state-of-the-art labs and networks throughout the school system. Climax-Scotts Community Schools created a 3-year timetable for implementing technology on a K-12 basis. The 3-year goals that have been accomplished include: Computers in every classroom, all computers connected to the internet, installation and implementation of intra-building LAN, replacement of outdated technology with computer upgrades and purchases and hiring a district technology coordinator. The goal of having approximately 1 computer available for every 4 students was achieved.

Over the next years, Climax-Scotts Community Schools advanced their technology with new equipment, fiber optic and T-1 Internet connections.

In 2007 we installed new computers in the Business Management and Administration classroom again to keep the most up-to-date computers in use in this area. We also converted these computers over to Microsoft Office 2007.

In 2008 we updated computers in the administration office and High School Office.

In 2009 we updated the file server to a virtual server consolidating three servers into one with room for expansion. We also ran fiber-optic lines out to our Technology Building. With monies from Pfizer Corp. Grant we installed new computers, projectors and screens in the Science classrooms.

Technology Vision

The technology plan for the Climax-Scotts Community School District is based on the vision that technology will be an integral part of the way we work, teach and learn. Use of technology will result in improved productivity, performance and learning for students, administrators, teachers, and district/school staff. Technology will be used to connect our students and staff to each other and to the larger world. Our ultimate goal is to improve teaching and learning through the use of technology tools. The primary goal is not learning about technology, but learning with technology through its integration into the existing district outcomes. Maintenance of the technology infrastructure and support systems is necessary to accomplish this vision.

Technology Goals, Objectives and Strategies:

1. Provide a means to enhance learning and support re-teaching and enrichment opportunities for all students through the use of technology.
    - Identify curricular and instructional needs that can be enhanced by technology.
    - Determine which outcomes could be supplemented with technology.
    - Determine which School Improvement goals can be supplemented through the implementation of technology.
    - Determine software that can be used for classroom instruction, enrichment, and re-teaching.
    - Identify and provide the resources, materials, tools and support needed for technology integration.
    - Identify and purchase software as part of district curriculum adoptions that can meet needs as determined.
    - Identify Internet sites, including Web Quests, Michigan's Virtual High School and Electronic Field Trips that can meet needs as determined.
    - Implement the use of MI Climb resource provided by the State of Michigan.
    - Implement integration strategies for the software and Internet resources. These include but are not limited to Web 2.0 tools and Social Media.
    - Implement an electronic information management and interactive communication system to:
        1. Enable students and staff to retrieve information on site and remotely.
        2. Communicate more effectively within and between the school buildings, with other school districts and with parents.
        3. More effectively perform instructional management and administrative functions.
    - Students are equipped with 21st Century skills
    - Students recognize the benefits and drawbacks of technology and are able to make good choices when using technology
    - Students recognize the dangers of some technologies and are able to make choices that keep themselves safe.

2. Provide students with opportunities to become technologically literate.
    - Review current computer literacy outcomes at all levels and revise as necessary based on the Michigan Technology Content Standards.

3. Support and facilitate the student evaluation process of the District.
    - Provide data management tools to track student performance on outcome assessments and other test data.
    - Integrate systems to incorporate standardized testing into the performance tracking. This will be done with the new Pinnacle tools through the SIS.
    - Track student progress of Scholastic Reading Inventory for grades K-6

4. Establish an environment supportive of learning and working with technology by providing staff development to all district employees.
    - Conduct a needs assessment to determine what training is needed.
    - Provide opportunities for all employees to improve their use of technology through a continual Employee Technology Training Plan.
    - Provide instructional staff with training to integrate technology into the curriculum. (5 hrs per teacher for Professional Development would be ideal)
    - Allocate funds to provide on-going training.
    - Provide time to complete training.
    - Evaluate effectiveness of training and adjust as necessary.

5. Support and improve the District's ability to carry out management functions.
    - Identify teacher, library and administrative/secretarial functions to provide the support and software needed to improve these activities. (i.e. Athena, SIS, Grade Buster and etc.)
    - Provide necessary software applications for administration/secretarial, library, class management and instruction.
    - Continue implementation of the district selected tool software package for word processing, database, spreadsheet and graphics applications.
    - Consult with the ISD to determine additional applications they can provide.
    - Continue developing policies and procedures as needed related to the ethics and responsibilities associated with the use of technology.
    - Annually review/revise existing policies related to security, confidentiality, on-line access, software copyright, disaster recovery, etc.
    - Develop additional policies as needed.

6. Educate affected staff on new and existing policies.
    - Provide each building with adequate on-going technical support.
    - Provide on-going maintenance, repair and upgrades of hardware and software.
    - Implement preventive maintenance and cleaning schedule.
    - Monitor equipment reliability and usage.
    - Survey staff to collect a needs/wish list of hardware and software when additions are feasible.

- Plan for upgrades and replacement of hardware and software.
- Maintain instructional continuity and administrative services in the event of equipment failure.
- Evaluate backup procedures and policies. Revise if necessary.
- Develop backup strategies for the Student Information System if it is unable to be accessed.

7. Optimize communication and networking capabilities both inside and outside the district.
    - Support communication systems for staff and students that make use of voice and data.
    - Maintain the LAN at each building and the WAN for the district.
    - Consult with the ISD as needed to plan for compatibility with other districts.
    - Maintain video access as needed in each classroom. (Cable TV, VCR, DVD, computer display, data projectors, and etc.)
    - Maintain voice communication as needed for the classrooms and buildings.
    - Continue/expand use of newsletters, Internet Webpage, course descriptions, and syllabuses for dissemination of technology usage information to parents and students.
    - Upgrade our current web page with more appealing pages
    - Convert old e-mail program to utilize Google Apps – Educational
    - Continue/expand use of the district web site for dissemination of school and technology information to the public.
    - Continue to investigate the available resources in the surrounding communities and world that we want to access and the best way to facilitate this.
    - Continue implementation of policies regarding student access levels and usage.
    - Provide on-going annual financial support of Internet services.

8. Explore all avenues for funding of the technology plan.
    - Apply for USF grants to fund technology.
    - Accept those donations that provide compatible hardware and/or software.
    - Utilize web based acquisition of technologies like Computers for Education

9. Interface with the Community
    - Determine the feasibility of providing technology instruction to community members
    - Explore the feasibility of providing access to hardware after school hours
    - Provide parents with student's grades, classroom information, etc via a web site

10. Annually review and evaluate progress on the technology plan.

Curriculum Integration

The primary motivation for the implementation of the Climax-Scotts Community School District's technology plan has been and will continue to be using technology as a means to enhance learning and support re-teaching and enrichment opportunities for all students (Goal 1). We continue to identify curricular and instructional needs that can be enhanced by technology. This is an on-going process. The Technology Committee will review assessments and teacher requests to establish a priority list of the following year's Professional Development and purchases.

Classroom Computers

Each classroom has one or more computers to be used by students and teachers. The computers are used by the teacher for attendance, class instruction, grades and general communication. Additional computers are provided in each room "as available" to be used by students for individual work. Classroom computers provide a powerful tool for whole class instruction, as well as independent student activities, enrichment activities and re-teaching activities.

Computer Labs

The Elementary has three computers in each classroom for classroom use. The Jr./Sr. High School is equipped with 4 computer labs. The labs at all levels are used for group instruction or individual practice as follows:

- Computer Literacy - Students learn basic skills in keyboarding (typing) as well as the use of the Internet, database technologies, spreadsheets, presentation and publishing software, and Computer Aided Drafting. The creation of multimedia presentations utilizing data, voice and video is also ongoing.
- Word Processing - Students use word processing and desktop publishing software to prepare papers and presentations for Language Art and other classes.
- Curriculum Integration - An entire class works together using subject-specific software, tool software or pre-identified Internet sites.
- Continue Jr/Sr High School Yearbook as an on-line program with host company

Wireless Portable Labs

There is a portable wireless laptop cart in Jr/Sr High School purchased with grant money. This is used for various projects and research in all classrooms. It has proven to be very popular and we are assessing expanding them into specific curriculum areas. Even though performance of wireless technology leaves something to be desired, the wireless portable labs are very useful for certain purposes and their use is very popular. One of the main keys to the successful use of these carts is the requirement that someone at the school site be responsible for the integrity of the machines. We spend a great deal of time improving our procedures for managing these labs to maximize their usefulness.

Networks

Communication networks allow information to flow from classroom to classroom, from building to building and between the District and the community through electronic mail and controlled data access. Other advantages of networking are as follows:

- Internet Access - The network allows students and teachers from every classroom in the district to connect to the Internet and access information on a variety of topics. Via the Internet, students have participated in Internet Quests through Classroom Connect. These field trips provide real-time collaborative projects that correlate to existing curriculum. Teachers can access web sites that correlate to their textbooks to provide additional information, simulations, and supplemental activities on the concepts being taught. On-line software is used to provide learning opportunities that were not possible before. This software is being used for alternative education students and high school credit retrieval. Teachers at all levels have access to educational movies that can be video-streamed into the classroom or downloaded for later viewing. Teachers are also beginning to develop web pages that can be accessed by students both at school and home.
- Shared Resources - Library resources in the high school can be accessed from classrooms. Software and data can also be shared where appropriate between classes and buildings. Administrators can consolidate and analyze data from all buildings in order to evaluate the success of instructional initiatives.
- Telephones - Today's teaching techniques require a significant amount of communication between teachers and parents. A telephone in each classroom facilitates this communication. Phone mailboxes have been set up to receive messages. The recorded voice message can provide information about such things as special events and assignments.
- TV Monitors, VCRs, and DVDs - A large screen TV mounted on the wall in each room provides a means for sharing information with the entire class. Output from a computer can be directed through the TV monitor to allow the entire class to share in a particular computer application (for example, an Internet demonstration of plate tectonics, JFK's inaugural address, examples of Impressionist Art, projections of microscope slides and instruction on using new computer software). Instruction via PowerPoint is occurring more frequently as teachers master this technology. With the flip of a switch, the TV can be used to receive instructional TV programs via cable transmission. Switch again and VCRs/DVDs can be used to project materials on the monitor pertaining to a wide variety of educational interests. Data projectors and computer signal converters are available on a checkout system. These projectors work with VCRs, DVDs and computers, and can project at sizes up to 10’ x 10’

Examples of current and planned uses of technology within the curriculum include:

Language Arts – Reading

School improvement teams in grades K-8 have set a goal of improving performance on informational reading tasks. Instructional software can provide one intervention or avenue for accomplishing this goal. Scholastic Reading Inventory and Reading Counts software allows students to read books at their own level and their own speed. The computer tests their comprehension and gives them immediate feedback. The district currently owns books and quizzes that include both works of fiction and non-fiction. Research has shown that working with this software program and other similar programs improves reading skills. Evaluation of student growth using this program is measured annually.

Language Arts – Writing

School improvement teams in grades K-12 have set a goal that students will improve writing skills. This will be assessed through development of an in-house assessment that will be administered twice a year, evaluated and scored by the staff and comparisons made with

previous scores. Many of the activities contain pre-write through rewrite/edit steps including peer edit. All of the activities contain open-ended writing activities.

Language Arts

- Word processing, spell check, thesaurus and grammar checking software used in the writing process.
- Telecommunications for research and communications.
- Intervention, remediation, and reinforcement of language art skills.
- Multimedia reports and productions with graphics, text and sound.
- Creation of time lines of events.
- Desktop publishing of documents, reports, and other published materials.

Science

Students can perform experiments through computer simulations that would be impossible in the classroom due to cost or hazard. Science probes can be attached to the computers to measure pH, light, temperature and motion for use in experiments. High school teachers are already making use of these resources.

Science

- Multimedia software and hardware use in student reports and productions.
- Simulation software for problem solving.
- Instructional resources on videotape, videodisc, and instructional television.
- Download and analyze data from weather satellite via Internet resources.
- Review of basic skills and concepts using computer-based resources.

Social Studies

Simulations permit students to experience historical events "first hand." This permits greater understanding of the relevance of these events in today's world. Using compact disk reference materials and the Internet, students have access to a vast amount of current information on geography and current events. This information is much more timely than textbooks or other printed materials. Teachers are beginning to integrate technology into their instruction. The textbooks purchased at the middle and high schools are supported with software. The software includes testing materials and on-line resources.

Social Studies

- Software and online resources for map skills and research.
- Multimedia software and hardware used in student reports and productions.
- Instructional resources on videotape, videodisc, and instructional television.
- Still video and digitizing peripherals used in student projects.
- Desktop publishing of student projects and reports.
- Simulation software for problem solving.
- Individual and cooperative learning involving computer based resources.

Mathematics

- Intervention, remediation, and reinforcement of software for skill development.
- Simulation software used in problem solving.

- Instructional resources on videotape, videodisc, and instructional television.

World Languages

- World language word processors for writing.
- Vocabulary review via computer.

Arts

- Computer drawing programs for creative expression.
- Design compositions involving various computer-based resources.
- Multimedia production.
- Art history and appreciation involving sources on video and CD-ROM.

Music

- Resources on audio compact disc.
- Use of MIDI interface for music composition and performance.
- Creative music expression using multimedia resources.

Physical Education

- Instructional resources on videotape, videodisc, and instructional television.

Special Education

- CAI software for remediation.
- Assertive peripherals and software for special needs.
- Word processing.
- Intervention, remediation on videotape, videodisc, and instructional television.
- Multimedia production.
- Use of laptop computers.

Media Centers

- Computerized card catalog.
- Databases on CD-ROM.
- Telecommunications, including television and local and worldwide online resources for research.
- Multiple computer stations for teacher/student use.
- Multimedia workstations.
- Central location of electronic resources.

This proposed curriculum sets criteria for the elementary school. Students will be introduced to the keyboard as early as kindergarten. Skills students will need to master at each elementary grade level have been identified. (See Section B – 2)

Keyboarding is not the only skill this curriculum addresses for the elementary student. K-5 students will have experiences in word processing at the elementary school, as well as introduction of desktop publishing for students in grades 3-5. The Elementary school will also incorporate technology into all areas of the curriculum. Students will take part in a project-

oriented approach to technology. Projects will include book reviews, class newspapers, book publishing, research reports, introductory multimedia projects, and telecommunications with children in other schools via on-line resources.

Teachers will integrate word processing skills into their courses at the sixth, seventh and eighth grade levels. The seventh grade courses will integrate multimedia, across the curriculum, wherever possible, exposing students to the more advanced features of multimedia as a communication tool. The eighth grade courses, across the curriculum, will integrate database and spreadsheet applications wherever possible.

Time Line

2010 - 2011

- Continue identification of curricular and instructional needs that can be enhanced by technology.
- Update our Student Information System to a Web Based Application through KRESA
- Identify Internet sites that support district outcomes.
- Develop integration strategies and lessons correlated to district outcomes for the software and Internet resources and implement.
- Implement administrator observations of technology integration into the curriculum.
- Review current computer literacy outcomes at all levels and revise as necessary.
- Continue a keyboarding class at the Junior High School
- Evaluate Making the Grade as a means to track outcome assessments.
- Incorporate ethics, safety and responsibilities associated with the use of technology into the technology curriculum.
- Develop teams of teachers to use technology to enhance the curriculum through the use of technology.
- Track progress on Scholastic Reading Inventory and Reading Counts. This information will be given to the School Improvement Team for evaluation.
- Track progress on the Math Facts. This information will be given to the School Improvement Team for evaluation.
- Technology protocols are reviewed and revised as needed.
- Hardware functionality is evaluated and upgraded as needed.
- Survey staff to collect needs/wish list for hardware. This will give the Technology Committee a list to consider for the following year.
- Implement the Pinnacle grading program as a part of the SIS (Student Information System)

2011 – 2012

- Continue development and implementation of integration strategies and lessons correlated to district outcomes for software and Internet resources.
- Assess technology integration and revise curriculum K-12 as needed.
- Additional training is scheduled to facilitate integration of targeted software that is correlated to district outcomes.
- Continue administrator observations of technology integration into the curriculum.
- Review current computer literacy outcomes at all levels and revise as necessary.
- Track progress on Scholastic Reading Inventory and Reading Counts. This information

will be given to the School Improvement Team for evaluation.
- Implement a system for tracking outcome assessments.
- Survey staff to collect needs/wish list for hardware. This will give the Technology Committee a list to consider for the following year.
- Technology protocols are reviewed and revised as needed.
- Pinnacle Instructional Tool added to SIS

2012 – 2013
- Continue development and implementation of integration strategies and lessons correlated to district outcomes for software and Internet resources.
- Survey staff to collect needs/wish list for hardware.
- Additional training is scheduled to facilitate integration of targeted software that is correlated to district outcomes.
- Continue identification of Internet sites that support District outcomes.
- Assess technology integration and revise curriculum K-12 as needed.
- Continue administrator observations of technology integration into the curriculum.
- Review current computer literacy outcomes at all levels and revise as necessary.
- Track progress on Scholastic Reading Inventory and Reading Counts. This information will be given to the School Improvement Team for evaluation.
- Create a database of units/lesson plans for teachers.
- Determine on-line needs for all subjects and grade levels.
- Technology protocols are reviewed and revised as needed.

Delivery of Technology is applied in many forms at Climax-Scotts Community Schools.

Student and Staff Accounts

Students and staff members of Climax-Scotts Community Schools have access to their own individual network accounts. These accounts allow for students and staff to save and/or transfer data/files throughout the District using the WAN. All individuals are given a 500 Meg home directory for saving their work. If necessary this space can be increased. This fileserver area is backed up each week and managed backups are kept throughout the year. Students are asked to save any files they want to keep since student accounts are cleaned out at the end of the year.

Internet

Climax-Scotts Community Schools provides LAN and Internet access with at least one to three or more networked computers in every classroom. Elementary, and Jr/Sr High School students have one to three or more computers in each room and in labs in the various building, which allow for Internet access. Any student with an account must have an AUP (acceptable use policy Section A – 1) signed by a parent and on file in the office before they are given Internet access. All student accounts are monitored by Internet filtration software. If no AUP is signed, they are blocked from the Internet under their account name, but have full access to the rest of the school network facilities.

Distance Learning/On-Line Learning

Learning can take place in a variety of situations, not all of which are in a face-to-face setting with the instructor and learner in the same location. There is a need for cost-effective access to specialized and unique courses through NovaNet and the Michigan Virtual University (MIVU & MIVHS). Research continues to highlight the benefit of ongoing professional development for educators and administrators.

NovaNet

This is an online comprehensive courseware system that delivers thousands of hours of standards-based, interactive curriculum, integrated assessment and student management & record keeping. The district currently has five accounts. NovaNet offers:

- An online library of interactive curriculum that includes multimedia lessons.
- Self-paced, interactive curricula that adapts to a student needs.
- Testing, assessment, student management, record keeping, and communications tools.
- An easy-to-use instructional management system allowing for curriculum control and customization.

Michigan Virtual University/Michigan Virtual High School

MIVU/MIVHS provides hundreds of computer mini-courses for students, teachers, and staff. These are interactive courses in computer topics and professional development. They also provide AP courses that students can take on-line.

Internet Resources

Web Quests and Electronic Field trips are already being used in the classroom. This usage will be expanded as teachers develop technology-integrated lessons.

Timeline

2010 – 2013

- Schedule adult and continuing education classes.
- Expand NovaNet ports each year as dictated by program needs.
- Explore the use of MIVU/MIVHS to provide AP coursework that is otherwise not available.
- Explore the availability of MIVU/MIVHS coursework for professional development.
- Explore the possibility of teaching/offering classes through our distance education lab.

Parental Communication

The Climax-Scotts Community School District's Board of Education wants to maintain communication with the home. One aspect of this is communication with technology. Technology is the fundamental vehicle for communication with our community and families. E-mail, telephones in every classroom, Parental Portal (Pinnacle) and the district web page promote parental involvement in a child's education.

District Web Page

The district maintains a web page as a means of communication with the community. It is located at http://csschools.net. Our web page includes general district information and the district technology plan as well as specific building information. Parents can access lunch menus, school schedules, sports schedules, school closings for inclement weather, Board of Education Briefs from their monthly meetings, scholarship due dates, and the policy handbook. This web page will be upgraded by FoxBright Corp. to give us a competitive website for engaging potential families looking for a school district to move into.

Community Groups

The district has long supported the use of its facilities by community groups. The buildings are routinely used for Boy Scouts, Girl Scouts, and Founder's Day committee meetings. The buildings are also used for local, county and state polling sites for elections, and registration for absentee ballots are conducted at the Administration Building.

PTO

A strong collaboration between the Parent/Teacher Organization and the school system has developed and allowed the organization to help both financially and personally in the expanding of resources and programs within the school.

Phone System

A district wide phone system has been established, with a fiber connection directly to our switch with Climax Telephone Company. This allows us customized Centrex phone service with features that benefit our school system, and presents a vital link to our community and parents. Implement Synervoice, where messages are sent out via the phone to communicate with the home regarding absences, upcoming events, cancellations, and etc.

Cell Phones and Air Cards

We recently have added cell phones to our means of communications. All of our administrators have cell phones. This allows constant communication between the principals and the office, the superintendent and the buildings. With this ability we can communicate during emergencies, games, fieldtrips, and other off campus events. This provides a quick link to parents from these activities if the need should arise. It also allows administrators to have instant contact with each other whether they are on site or out of district.

- The district intends to add at least 1 air connection card during the 2010-2011 school year. The air connection cards will be used by support staff to connect to the Internet for educational purposes only while they are traveling from building to building or while attending meetings off school grounds.

- The district intends to add at least 1 Blackberry as the need arises during the 2010-2011 school year. The smart phone function maintains communication with parents and staff when computer access is not available and can be used for emergency purposes to maintain a safe environment. For the Internet function, the educational staff could:
    - Locate test results or other local student data during a meeting or parental discussion;
    - Invoke the MDE website for contact information;

- Access information from the district web site;
- Identify curricular goals, objectives, and instructional methodologies available on national, state, or local web sites;
- Access student web-based data.

Timeline

2010 – 2013

- Explore the feasibility of VOIP (Voice of Internet Protocol) as a phone system.
- Expand cell phone service to other critical personnel.
- Web Page structure is evaluated and revised as necessary.

Parent Teacher Conferences

Parent teacher conferences are held twice a year. Emphasis is made on contact with the parents and teachers to relay and communicate news and updates about student progress and concerns.

Newsletter

The majority of our parents have Internet access but we still have some families who do not have this availability. For these families and for the rest of the community we also produce a Newsletter, the "***Panther Post***". This is sent home (also available online) to inform the parents of the activities.

Timeline

2010 – 2013

- Web page structure is evaluated and revised if necessary.
- Expand the use of webpage for school newsletters and building newsletters.
- Involve the teachers in each building in the development of webpages showcasing the work done by students in their respective buildings.
- Promotion of district website, e-mail, and voice mail is integrated into student/parent orientations, open houses, parent organization meetings, and parent/teacher conferences.
- Parental use of communications technology continues to be promoted as needed.

Collaboration

K-RESA Consortium

- Climax-Scotts currently partners with KRESA for student information systems, financial accounting and human resources programs. During the last two years the district has phased in grade and attendance entry by teachers. This has streamlined this data entry task.
- The entire SIS (Student Information Service) and grading program (Pinnacle) with data warehousing for parent/student logins for keeping up with students progress will be run via the Internet in 2010-2011
- Staff training in computer use and software programs is available through our membership in the consortium.
- Large-scale purchases of technology and software are coordinated through KRESA

resulting in lower costs as well as coordinated training for member districts.

- School district technology coordinators attend a monthly technology meeting. The meeting provides an opportunity for human networking and idea sharing. New product information is often presented.
- Students with special needs who require adaptive devices for the use of technologies receive these from KRESA

Community Education

- Climax-Scotts Adult, Alternative and Community Education currently run classes for adults.
- These classes share the use of technology to an ever-expanding school day.

Southwest Michigan Library Consortium

- Climax-Scotts belongs to the Southwest Michigan Library Consortium and participates in interlibrary loan through this membership.

Timeline

2010 – 2013

- Schedule Adult, Alternative and Community Education classes.
- Implement the SIS (Student Information System) via the Internet
- Integrate our grading program (Pinnacle) into the SIS system that students and parents can access grades and attendance on line

Professional Development

Technology is ever-present in today's society. The Internet has become a vast resource of information. The world is readily infusing technology into our daily lives. In addition to these realities, educational technology is creating innovative and exciting learning environments. Technology is affecting how teachers teach and work with curriculum. It is affecting how students learn. In order to fully realize the potential of educational technology we must train teachers not just in the mechanics of operating the equipment, but in the creation and implementation of technology integrated lesson plans. Data suggests that when teachers are given specific instruction and practice in integrating technology into learning activities that involve student use of technology, they more frequently develop and use such strategies in their own classroom.

At Climax-Scotts most of the teachers have received training on basic computer and software operations and use it on a daily basis from PowerPoint presentations of their lectures to streaming video for clearer understanding of the topic. We continue to hire teachers that have a background in the use of computer and technology in their classroom instruction. While we will continue to offer this training, the focus is changing to training on integration strategies and development of lessons that incorporate technology into the district outcomes. It is also important to train support staff. Use of technology allows the staff to more efficiently perform their jobs. It also helps create an environment supportive of learning and working with technology as stated in Goal 5.

Timeline

2010-2011

- Use our training needs assessment instrument and survey staff.
- Use our Teacher Self-Evaluation form for training purposes.
- Staff new to the district completes required workshop on day of New Teacher In-service.
- Publicize to the staff the availability of MIVU coursework for Professional Development.
- Additional training is scheduled to meet school improvement needs.
- Additional training is scheduled to facilitate integration of targeted software that is correlated to district outcomes.
- Research feasibility of a District Intranet to be used for sharing of FAQ's, outcome assessments, building reservations, curriculum resources, etc.
- Develop classes for teachers to attend before and after school to increase their confidence with computers based on needs assessment.

2011-2012

- Staff new to the district completes required workshop on day of New Teacher In-service
- Survey the teachers using the Teacher Self-Evaluation form for training progress and needs.
- Publicize to the staff the availability of MIVU coursework for Professional Development.
- Develop a Teacher Self-Evaluation form for training purposes.
- Additional training is scheduled to meet school improvement needs.
- Additional training is scheduled to facilitate integration of targeted software that is correlated to district outcomes.
- Survey staff for training needs.
- District training plan implementation continues.
- Develop classes for teachers to attend before and after school to increase their confidence with computers based on needs assessment.
- Continue classes for teachers to attend before and after school to increase their confidence with computers based on needs assessment.
- Continue to Implement a Teacher Self Evaluation form for training progress and needs

2012-2013

- Staff new to the district completes required workshop on day of New Teacher In-service
- Publicize to the staff the availability of MIVU coursework for Professional Development.
- District training plan implementation continues.
- Survey the teachers using the Teacher Self-Evaluation form for training progress and needs.
- Develop a Teacher Self-Evaluation form for training purposes.
- Additional training is scheduled to meet school improvement needs.
- Additional training is scheduled to facilitate integration of targeted software that is correlated to district outcomes.
- Continue to Implement a Teacher Self Evaluation form for training progress and needs

Supporting Resources

Policies

Technology protocols have been written to address issues related to Internet Safety, computers and associated peripherals, copyright, data network security protocols, electronic mail, Internet, software, substitute staff, web page publishing, telephone and voice mail. All personnel who receive access to the district's networks must sign an AUP indicating they have read and agree to abide by each of the protocols.

Documentation

Documentation was written or provided by the companies contracted to set up the voice, video and data networks. Copies are on file in the district's administration office.

Michigan Electronic Library (MEL)

Michigan Electronic Library provides a gateway to Access Michigan paid for by the state legislature. This is an electronic library that provides access to databases containing full text magazine and newspaper articles archived as far back as 1986.

KRESA (REMC/ISD)

KRESA provides training, videos and support for the district's student information, human resources, and financial accounting systems. The video lending library is available online.

Curriculum Software

Software purchases are made with curriculum funds to insure coordination with the district's outcomes. Software was also purchased through Golden Apple monies. These purchases included large-scale adoptions of Scholastic Reading Inventory, and Reading Counts.

The main tool software used by the district is comprised of MS Office products, specifically Word, Excel, PowerPoint and Publisher. The District Technology Coordinator provides troubleshooting, training, and integration support for the software provided by the district.

Management Software

Management software is provided in all departments as listed below

- Student Information System (SIS), Human Resources (HR), Financial Accounting (FA), and SRSD - This school district management software is supported by the KRESA who developed the software.
- Meal Magic – This food service software is used for inventory, free and reduced meal application processing, and student meal accounting.
- Athena – This is the library circulation system used K-12 for inventory, check-in and checkout.
- Pinnacle – This is teacher software for the tracking of grades, eligibility, and progress reports for other staff, administration, and parents.

On-line Subscription Services

The district currently subscribes to the following on-line services.

- NovaNet – curriculum modules.

- MiVHS/MiVU – curriculum modules for independent study and/or credit recovery.
- MEL-Inner library loan of book and other printed materials and provides access to databases containing full text magazine and newspaper articles

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Training Manuals
Teachers that attend district sponsored technology training receive a training notebook.

Infrastructure

Wide Area Network
Maintaining the existing infrastructure and equipment levels is essential to achieve Climax-Scott's technology vision of improving teaching and learning through the use of technology tools. The district's Jr/Sr High School buildings are networked together with fiber optics. Direct connect Internet service, e-mail and phone service are provided to each building using this fiber. Access to building file servers is possible from any location on the campus. .

Local Area Network
Each building has a local area data network that provides connection to the services on the wide area network. Users are allocated personal file server space for data sharing. Access to building level network software is also possible. Authorized personnel have access to student information for their building.

Each building computers have access to the Internet and networked software through the LAN/WAN.

The Jr/Sr High School uses a proxy server to filter Internet sites according to CIPA. The Elementary School uses an appliance (SonicWall) to filter Internet websites. This allows the staff, teachers and students to access the Internet with less worry about inappropriate sites.

The Jr/Sr High School has a 30 workstation Laptop Cart that allows teachers to bring the technology into their classroom to do research, enhance topics discussed in class or simply write papers.

Classrooms
Each classroom is wired to support the connection of three computers. This allows for future growth. Classrooms are currently equipped with 1-12 computers for management and instructional purposes. Each computer has access to the Internet through the LAN/WAN. Each classroom is equipped with a 27" television and VCR/DVD. CTS provides cable TV access. Each classroom is equipped with a telephone with voice mail for every teacher.
Teachers have access to data projectors, digital cameras, and scanners.

Technical Support
Generally there is a quick response time for troubleshooting, hardware repairs and problems with network connectivity. It is understood that maintenance of the technological infrastructure and support systems is necessary to accomplish the district's technology vision.

Personnel

Contracted

- Maintenance contract for phone service supplied by CTS is maintained.
- Support contract is maintained for data networking services. This will provide approximately 100 hours for network maintenance, troubleshooting, repairs and training.
- Contract with outside sources for weekly maintenance of network, computers, Internet, Intranet and routers
- Support contracts are maintained for the management systems, Athena, Servers, Computers, HR, FA, MSDS, and SIS.

In-house

- Part time District Technology Coordinator oversees and implements the district technology plan and support systems.

Equipment

- All computers are Pentium 4 or better.
- Dollars will be budgeted to provide upgrades and replacement as needed.
- Computers are physically cleaned and reformatted as needed.

Security

- Access to the network is controlled through network login. Access is granted after users agree to follow district technology code.
- Firewalls are in place to control access to the network from outside the school district.
- A Border Manager proxy server with installed filtering software controls Internet access at the Jr/Sr High School. Our Elementary filtering is provided through a network appliance. Student Internet access is given only if a signed AUP is on file in the district. These must be renewed annually.
- Desktop security is controlled through Novell Policy Manager using Zenworks.
- All of these software items are purchased through a SLA (School Licensing Agreement).

Timeline

2010-2013

- Continue support of district management systems.
- Continue preventive maintenance as scheduled.
- Application for USF funds is submitted.
- Implement a Teacher Self Evaluation form for training progress needs.
- Technology budget is evaluated and adjusted as needed.
- Hire technology service technician to work on networks, computers, Internet, Intranet, and routers.
- Evaluate equipment functionality and upgrade as needed.
- Assess district hardware to determine necessary upgrades.
- Alternative funding sources for software and training are sought.
- Continue with the District Technology Plan assessment.
- Continue support contracts.
- Revise the technology plan and submit to the Department of Education for approval.
- Continue to update the district-wide inventory of system hardware and software.

Timetable

Note: This timetable is an accumulation of all timelines listed in other sections of this document.

2010 - 2011

- Continue identification of curricular and instructional needs that can be enhanced by technology.
- Update our Student Information System to a Web Based Application through KRESA
- Identify Internet sites that support district outcomes.
- Develop integration strategies and lessons correlated to district outcomes for the software and Internet resources and implement.
- Implement administrator observations of technology integration into the curriculum.
- Review current computer literacy outcomes at all levels and revise as necessary.
- Continue a keyboarding class at the Junior High School
- Evaluate Making the Grade as a means to track outcome assessments.
- Incorporate ethics, safety and responsibilities associated with the use of technology into the technology curriculum.
- Develop teams of teachers to use technology to enhance the curriculum through the use of technology.
- Track progress on Scholastic Reading Inventory and Reading Counts. This information will be given to the School Improvement Team for evaluation.
- Track progress on the Math Facts. This information will be given to the School Improvement Team for evaluation.
- Technology protocols are reviewed and revised as needed.
- Hardware functionality is evaluated and upgraded as needed.
- Survey staff to collect needs/wish list for hardware. This will give the Technology Committee a list to consider for the following year.
- Implement the Pinnacle grading program as a part of the SIS (Student Information System)
- Use our training needs assessment instrument and survey staff.
- Use our Teacher Self-Evaluation form for training purposes.
- Staff new to the district completes required workshop on day of New Teacher In-service.
- Publicize to the staff the availability of MIVU coursework for Professional Development.
- Additional training is scheduled to meet school improvement needs.
- Additional training is scheduled to facilitate integration of targeted software that is correlated to district outcomes.
- Research feasibility of a District Intranet to be used for sharing of FAQ's, outcome assessments, building reservations, curriculum resources, etc.
- Develop classes for teachers to attend before and after school to increase their confidence with computers based on needs assessment.

2011 – 2012

- Continue development and implementation of integration strategies and lessons correlated to district outcomes for software and Internet resources.
- Assess technology integration and revise curriculum K-12 as needed.

- Additional training is scheduled to facilitate integration of targeted software that is correlated to district outcomes.
- Continue administrator observations of technology integration into the curriculum.
- Review current computer literacy outcomes at all levels and revise as necessary.
- Track progress on Scholastic Reading Inventory and Reading Counts. This information will be given to the School Improvement Team for evaluation.
- Implement a system for tracking outcome assessments.
- Survey staff to collect needs/wish list for hardware. This will give the Technology Committee a list to consider for the following year.
- Technology protocols are reviewed and revised as needed.
- Pinnacle Instructional Tool added to SIS
- Staff new to the district completes required workshop on day of New Teacher In-service
- Survey the teachers using the Teacher Self-Evaluation form for training progress and needs.
- Publicize to the staff the availability of MIVU coursework for Professional Development.
- Develop a Teacher Self-Evaluation form for training purposes.
- Additional training is scheduled to meet school improvement needs.
- Additional training is scheduled to facilitate integration of targeted software that is correlated to district outcomes.
- Survey staff for training needs.
- District training plan implementation continues.
- Develop classes for teachers to attend before and after school to increase their confidence with computers based on needs assessment.
- Continue classes for teachers to attend before and after school to increase their confidence with computers based on needs assessment.
- Continue to Implement a Teacher Self Evaluation form for training progress and needs

2012 – 2013

- Continue development and implementation of integration strategies and lessons correlated to district outcomes for software and Internet resources.
- Survey staff to collect needs/wish list for hardware.
- Additional training is scheduled to facilitate integration of targeted software that is correlated to district outcomes.
- Continue identification of Internet sites that support District outcomes.
- Assess technology integration and revise curriculum K-12 as needed.
- Continue administrator observations of technology integration into the curriculum.
- Review current computer literacy outcomes at all levels and revise as necessary.
- Track progress on Scholastic Reading Inventory and Reading Counts. This information will be given to the School Improvement Team for evaluation.
- Create a database of units/lesson plans for teachers.
- Determine on-line needs for all subjects and grade levels.
- Technology protocols are reviewed and revised as needed.
- Staff new to the district completes required workshop on day of New Teacher In-service
- Publicize to the staff the availability of MIVU coursework for Professional Development.
- District training plan implementation continues.
- Survey the teachers using the Teacher Self-Evaluation form for training progress and needs.
- Develop a Teacher Self-Evaluation form for training purposes.
- Additional training is scheduled to meet school improvement needs.
- Additional training is scheduled to facilitate integration of targeted software that is correlated to district outcomes.
- Continue to Implement a Teacher Self Evaluation form for training progress and needs

2010 – 2013

- Schedule adult and continuing education classes.
- Expand NovaNet ports each year as dictated by program needs.
- Explore the use of MIVU/MIVHS to provide AP coursework that is otherwise not available.
- Explore the availability of MIVU/MIVHS coursework for professional development.
- Explore the possibility of teaching/offering classes through our distance education lab.
- Explore the feasibility of VOIP (Voice of Internet Protocol) as a phone system.
- Expand cell phone service to other critical personnel.
- Web Page structure is evaluated and revised as necessary.
- Web page structure is evaluated and revised if necessary.
- Expand the use of webpage for school newsletters and building newsletters.
- Involve the teachers in each building in the development of webpages showcasing the work done by students in their respective buildings.
- Promotion of district website, e-mail, and voice mail is integrated into student/parent orientations, open houses, parent organization meetings, and parent/teacher conferences.
- Parental use of communications technology continues to be promoted as needed.
- Schedule Adult, Alternative and Community Education classes.
- Implement the SIS (Student Information System) via the Internet

- Integrate grading program (Pinnacle) into the SIS system that students and parents can access grades and attendance on line
- Continue support of district management systems.
- Continue preventive maintenance as scheduled.
- Application for USF funds is submitted.
- Implement a Teacher Self Evaluation form for training progress needs.
- Technology budget is evaluated and adjusted as needed.
- Hire technology service technician to work on networks, computers, Internet, Intranet, and routers.
- Evaluate equipment functionality and upgrade as needed.
- Assess district hardware to determine necessary upgrades.
- Alternative funding sources for software and training are sought.
- Continue with the District Technology Plan assessment.
- Continue support contracts.
- Revise the technology plan and submit to the Department of Education for approval.
- Continue to update the district-wide inventory of system hardware and software.

Coordination of Resources

Out of necessity, Climax-Scotts Community Schools is always fiscally responsible. We project, select and purchase all of out technology items with long-term use in mind. It may be necessary to make use of hardware and software for a longer period of time than is considered ideal. Because of this, we carefully select items that we are confident will hold up and be supported for as long as possible. We also actively pursue grants and any other alternative sources of funding we can find and apply for.

Because of our percentage of free and reduced lunch students we are in a position to take advantage of federal E-Rate USF grants. We have used these funds to reduce the costs of our phone lines, Fiber Optic, and T1 Internet Connections

Budget

Projected Technology Expenditures				
	2010-11	2011-12	2012-13	**3 Year Total**
Maintenance & Repair				
Equipment Repair	6,500	6,500	6,500	**19,500**
Network Service Contracts	1,500	1,500	1,500	**4,500**
Server Contracts	2,272	2,272	2,272	**6,816**
Software & Supplies				
Purchases & Upgrades	3,000	3,000	3,000	**9,000**
NovaNet	11,500	11,500	11,500	**34,500**
Support Contracts				
-Library Software	400	400	400	**1,200**
-Student & Office Management SIS, FA, HR, etc	8,995	8,995	8,995	**26,985**
-Internet –Fiber Optic & T!	7,628	7,628	7,628	**22,884**
Cyber Patrol (Internet Filter)	500	500	500	**1,500**
Hardware Upgrades	20,000	20,000	20,000	**60,000**
Staff				
Technology Coordinator	10,000	10,000	10,000	**30,000**
Professional Development	2,000	2,000	2,000	2,000
		Total Expenses for 3 years		**$222,885**
		Average yearly Total		**$74,295**

Section A-1

Climax-Scotts Community Schools

Technology Code of Ethics

For Students

CIimax-Scotts Community Schools
Technology Code of Ethics

Use of technology at Climax-Scotts Community Schools is a privilege extended to students, faculty, and staff to enhance learning and exchange information. Each user of technology will have the right to use all authorized hardware and software for which they have been trained. In turn each user of technology will fall under the CIPA (Child Internet Protection Act). Each user of technology shall read the following ***Technology Code of Ethics,*** and sign the User's responsibility declaration form prior to accessing and using technology.

RESPONSIBILITIES

- Users are responsible for utilizing technology in the school only to facilitate learning and to enhance educational information exchange consistent with the purposes of the school.
- Users are responsible for properly using and caring for that hardware and software which they have been trained to use and refraining from using any technology for which they have not received training.
- Users are responsible for adhering to the rules established by the facilitator for use of the hardware. Software, labs, and networks in the school.
- Users are prohibited from using diskette drives, CD-ROM drives, thumb drives and hard drives for use of any computer, except with permission of the technology facilitator and only when that user has received training on virus checking procedures.
- Users are prohibited from knowingly installing computer viruses on school equipment.
- Users are responsible for keeping hardware and software from being relocated, removed from school premises, or modified without permission from the facilitator.
- Users are responsible for adhering to the printer use guidelines established by the facilitator.
- Users are responsible for maintaining the privacy of passwords and are prohibited from publishing or discussing passwords. Any attempts to use or modify the password of another user will result in disciplinary action.
- Users are responsible for maintaining their files using their unique user ID's or home directories. Any attempts to use, modify, copy or delete files from another user's home directory will result in disciplinary action.
- Users are responsible for all material received via outside sources under his/her user account. Users also accept responsibility for avoiding all inappropriate files, or files dangerous to the integrity of the school's network, equipment, or software from entering the school.
- Users must acquire permission of the facilitator before subscribing to any on-line activities such as list serves, newsgroups, etc.

- Users are responsible for maintaining the integrity of the electronic mail (e-mail) system reporting any violations of privacy, and making only those e-mail contacts which facilitate learning and enhance educational information exchange or otherwise approved by the facilitator.

- Users are responsible for adhering to the copyright guidelines in the use of hardware and software and in the transmission or copying of text or files.

- Users are prohibited from using the technology for product advertisement, personal business or profit, or for making any financial commitments on any on-line services.

- Users are prohibited from the malicious use of technology to disrupt the use of technology by others, to harass or discriminate against others, Cyber Bullying and to infiltrate unauthorized computer systems.

- Users are prohibited from loading personal software in any form on any computer, unless permission is received from the facilitator.

- Users are prohibited from entering or exiting any software application in any manner other than the manner in which they have been trained by the school.

- Users are responsible for logging in and exiting all computers using the established menus and/or user operating system.

- Users are prohibited from bringing food, drink, or gum near the equipment.

- During school hours, teachers may use computer labs and/or classroom and media center terminals for educational purposes except when computers are scheduled for student use.

Outside of school hours, any family members and friends accompanying staff members must stay with that staff member at all times and are not allowed to use any equipment except with permission of the facilitator.

Computer Use Guidelines

1. No personal programs are to be stored or placed on the hard drive of a computer or the file server. This includes games.

2. No deleting of files other than your own.

3. All data must be saved on floppy disks or your account on the file server. Do not save data on the hard drive of a computer.

4. All disks from home or used at home must be checked for viruses.

5. Do not use another person's file server account unless you have permission.

6. Do not play games during class.

7. Do not bring copyrighted programs into the labs unless you own them. Shareware games must be registered in the specified time frame by the author. You will be asked to bring in proof of ownership and registration.

8. The following are not permitted:
    a) Sending or displaying offensive messages or pictures
    b) Using obscene language
    c) Harassing, bullying, insulting or attacking others

Consequences

1. Any time that is required to replace or repair files that are damaged will result in suspended computer rights or other disciplinary action and the fees required to remedy the problem.

2. Improper use of the computer or file server accounts may result in suspended computer rights, possible termination of the file server account, or other disciplinary action.

DISCIPLINARY ACTION

- Users violating any of these Rights and Responsibilities will face disciplinary action.

- Users will be required to make full financial restitution for any unauthorized expenses incurred or any damages caused.

- Examples of actions which will result in disciplinary action include, but are not limited to:

    - Using a User ID (computer ID) other than his/her own
    - Attempting to get into, copy, or destroy the files of another user
    - Attempting to change the password of another user
    - Attempting to install, copy or move software from a computer hard drive or a network drive
    - Improperly exiting established menus or applications (such as dropping out to DOS)
    - Using the Internet unsupervised or without permission
    - Damaging or defacing equipment

    Student users violating any of these Rights and Responsibilities will face the following disciplinary action:

    First Offense:
    1. Six weeks ban from equipment.
    2. Notification of parents of Infraction and conference
    3. Effect on grade for assignment and/or class.
    4. Restitution

    Second Offense:
    1. Loss of use of equipment for one year.
    2. Notification of parents of infraction and conference.

3. Possible loss of credit for assignment and/or class.
4. Restitution

If the offense violates criminal law, the crime will be reported to the proper law enforcement agency.

Climax-Scotts Community Schools

Internet User Agreement

Agreement: In exchange for the use of the Climax-Scotts Community Schools' Internet accounts, I understand that the Climax-Scotts Community Schools adheres to CIPA (Child Internet Protection Act) and will do what it can to protect users from inappropriate websites and agree to the following:

1. That the use of the Internet is a privilege, which may be revoked by the school administration at any time for abusive conduct. Such conduct would include, but is not limited to, the altering of system software, the placing of unlawful information, computer viruses or harmful programs on or through the computer system in either public or private files or messages. The media center staff reserves the right to remove files, limit or deny access and refer other disciplinary action as stated in the Student Handbook under "Computer Access and Use by Students".

2. That Climax- Scotts reserves all rights to any material stored In files which are generally accessible to others and will remove any material which the administration, at their sole discretion, believe may be unlawful, obscene, pornographic, abusive, or otherwise objectionable. Users will not use the Internet to obtain, view, download or otherwise gain access to such material.

3. The following are not permitted:
   a) Sending or displaying offensive messages or pictures
   b) Using obscene language
   c) Harassing, insulting, bullying or attacking others

4. That all Information services and features contained on the Climax-Scotts Internet computer accounts are intended for private use of its patrons, and any use of these resources for commercial or other unauthorized purposes, in any form, is expressly forbidden.
5. That the use of the Climax-Scotts Internet computer accounts is for the purpose of (In order of priority):
   a) Academic support
   b) Communication
   c) General information
   d) Recreation purposes

6. That Climax-Scotts does not warrant that the functions of the system will meet any specific requirements you may have, or that it will be error free or uninterrupted; nor shall it be liable for any direct or indirect, incidental, or consequential damages (Including lost data, information, or profits) sustained or incurred in connection with the use, operation, or Inability to use the system.

7. In consideration for the privilege of using the Climax-Scotts Internet computer accounts contained on it, I hereby release Climax-Scotts Community Schools, its operators and administrators from any and all claims of any nature arising from my use, or inability to use the Climax-Scotts Internet accounts.

8. To abide by such rules and regulations of the system usage as may be further added from time to time by the administrators of the system.

CIimax-Scotts Community Schools Policy
Regarding the Use of Computer Software

1. The School District licenses the use of computer software from a variety of outside companies. It does not own this software or its related documentation and, unless authorized by the software developer, does not have the right to reproduce it.

2. With regard to use on local area networks or on multiple machines, School District employees shall use the software only in accordance with software license agreements.

3. Software programs purchased for use by the School District may not be copied for use on home computers unless authorized by the building Principal or the Director of Technology and in accordance with license provisions. Under the Copyright Act, the School District has a right to make a backup copy of a software program if such a copy is not provided.

4. School District employees learning of any misuse of software or related documentation within the school shall notify the building Principal or Director of Technology.

5. According to the U.S. Copyright Law, illegal reproduction of software can be subject to civil damages of as much as $100,000 and criminal penalties, Including fines and imprisonment. School District employees who make, acquire, or use unauthorized copies of computer software shall be disciplined as appropriate under the circumstances. Such discipline may include termination. Climax-Scotts Community Schools does not condone the Illegal duplication of software.

6. The Director of Technology will be given written notification by employees who purchase software for use on school computers. This notification must include the location of the computer on which the software is installed, the name of the program, and a copy of the license agreement. The original diskettes, manuals, and license agreement should remain in the room where the software is installed. The District cannot support personal software purchases.

7. Software donated to the school by students, parents, companies, or organizations must be accompanied by the original diskettes, all documentation, and the user license agreement. The use of public domain software and shareware is permissible. Any fees required for the use of shareware must be submitted by the user. Donated software, as well as public domain and shareware software, must be scanned for viruses before use.

8. All software loaded on file server and/or workstation hard drives must be approved and installed by the Director of Technology or his/her designee.

9. I am fully aware of the software protection policies of the Climax-Scotts Community Schools and agree to uphold them.

Section A-2

Climax-Scotts Community Schools

Technology Code of Ethics For Staff/Employees

Technology Code of Ethics

Use of technology at Climax-Scotts Community Schools is a privilege extended to students, faculty, and staff to enhance learning and exchange information. Each user of technology will have the right to use all authorized hardware and software for which they have been trained. Each user of technology shall read the following ***Technology Code of Ethics,*** and sign the User's responsibility declaration form prior to accessing and using technology.

RESPONSIBILITIES

- Users are responsible for utilizing technology in the school only to facilitate learning and to enhance educational information exchange consistent with the purposes of the school.
- Users are responsible for properly using and caring for that hardware and software which they have been trained to use and refraining from using any technology for which they have not received training.
- Users are responsible for adhering to the rules established by the facilitator for use of the hardware. Software, labs, and networks in the school.
- Users are prohibited from using diskette drives, CD-ROM drives, and hard drives for use of any computer, except with permission of the technology facilitator and only when that user has received training on virus checking procedures.
- Users are prohibited from knowingly installing computer viruses on school equipment.
- Users are responsible for keeping hardware and software from being relocated, removed from school premises, or modified without permission from the facilitator.
- Users are responsible for adhering to the printer use guidelines established by the facilitator.
- Users are responsible for maintaining the privacy of passwords and are prohibited from publishing or discussing passwords. Any attempts to use or modify the password of another user will result in disciplinary action.
- Users are responsible for maintaining their files using their unique user ID's or home directories. Any attempts to use, modify, copy or delete files from another user's home directory will result in disciplinary action.
- Users are responsible for all material received via outside sources under his/her user account. Users also accept responsibility for avoiding all inappropriate files, or files dangerous to the integrity of the school's network, equipment, or software from entering the school.
- Users must acquire permission of the facilitator before subscribing to any on-line activities such as list serves, newsgroups, etc.
- Users are responsible for maintaining the integrity of the electronic mail (e-mail) system reporting any violations of privacy, and making only those e-mail contacts which facilitate learning and enhance educational information exchange or otherwise approved by the facilitator.
- Users are responsible for adhering to the copyright guidelines in the use of hardware and software and in the transmission or copying of text or files.

- Users are prohibited from using the technology for product advertisement, personal business or profit, or for making any financial commitments on any on-line services.

- Users are prohibited from the malicious use of technology to disrupt the use of technology by others, to harass or discriminate against others, and to infiltrate unauthorized computer systems.

- Users are prohibited from loading personal software in any form on any computer, unless permission is received from the facilitator.

- Users are prohibited from entering or exiting any software application in any manner other than the manner in which they have been trained by the school.

- Users are responsible for logging in and exiting all computers using the established menus and/or user operating system.

- Users are prohibited from bringing food, drink, or gum near the equipment.

- During school hours, teachers may use computer labs and/or classroom and media center terminals for educational purposes except when computers are scheduled for student use.

Outside of school hours, any family members and friends accompanying staff members must stay with that staff member at all times and are not allowed to use any equipment except with permission of the facilitator.

Computer Use Guidelines

1. No personal programs are to be stored or placed on the hard drive of a computer or the file server. This includes games.

2. No deleting of files other than your own.

3. All data must be saved on floppy disks or your account on the file server. Do not save data on the hard drive of a computer.

4. All disks from home or used at home must be checked for viruses.

5. Do not use another person's file server account unless you have permission.

6. Do not play games during class.

7. Do not bring copyrighted programs into the labs unless you own them. Shareware games must be registered in the specified time frame by the author. You will be asked to bring in proof of ownership and registration.

8. The following are not permitted:
    a. Sending or displaying offensive messages or pictures
    b. Using obscene language
    c. Harassing, insulting or attacking others

Consequences

1. Any time that is required to replace or repair files that are damaged will result in suspended computer rights or other disciplinary action and the fees required to remedy the problem.

2. Improper use of the computer or file server accounts may result in suspended computer rights, possible termination of the file server account, or other disciplinary action.

If the offense violates criminal law, the crime will be reported to the proper law enforcement agency.

Climax-Scotts Community Schools
Internet User Agreement

Agreement: In exchange for the use of the Climax-Scotts Community Schools' Internet accounts, I understand and agree to the following:

1. That the use of the Internet is a privilege that may be revoked by the school administration at any time for abusive conduct. Such conduct would include, but is not limited to, the altering of system software, the placing of unlawful information, computer viruses or harmful programs on or through the computer system in either public or private files or messages. The media center staff reserves the right to remove files, limit or deny access and refer other disciplinary action as stated in the Student Handbook under "Computer Access and Use by Students".

2. That Climax- Scotts reserves all rights to any material stored In files which are generally accessible to others and will remove any material which the administration, at their sole discretion, believe may be unlawful, obscene, pornographic, abusive, or otherwise objectionable. Users will not use the Internet to obtain, view, download or otherwise gain access to such material.

3. The following are not permitted:
    - Sending or displaying offensive messages or pictures
    - Using obscene language
    - Harassing, insulting or attacking others

4. That all Information services and features contained on the Climax-Scotts Internet computer accounts are intended for private use of its patrons, and any use of these resources for commercial or other unauthorized purposes, in any form, is expressly forbidden.

5. That the use of the Climax-Scotts Internet computer accounts is for the purpose of (In order of priority):
    - Academic support
    - Communication
    - General information
    - Recreation purposes

6. That Climax-Scotts does not warrant that the functions of the system will meet any specific requirements you may have, or that it will be error free or uninterrupted; nor shall it be liable for any direct or indirect, incidental, or consequential damages (Including lost data, information, or profits) sustained or incurred in connection with the use, operation, or Inability to use the system.

7. In consideration for the privilege of using the Climax-Scotts Internet computer accounts contained on it, I hereby release Climax-Scotts Community Schools, its operators and administrators from any and all claims of any nature arising from my use, or inability to use the Climax-Scotts Internet accounts.

8. To abide by such rules and regulations of the system usage as may be further added from time to time by the administrators of the system.

Regarding the Use of Computer Software

1. The School District licenses the use of computer software from a variety of outside companies. It does not own this software or its related documentation and, unless authorized by the software developer, does not have the right to reproduce it.

2. With regard to use on local area networks or on multiple machines, School District employees shall use the software only in accordance with software license agreements.

3. Software programs purchased for use by the School District may not be copied for use on home computers unless authorized by the building Principal or the Director of Technology and in accordance with license provisions. Under the Copyright Act, the School District has a right to make a backup copy of a software program if such a copy is not provided.

4. School District employees learning of any misuse of software or related documentation within the school shall notify the building Principal or Director of Technology.

5. According to the U.S. Copyright Law, illegal reproduction of software can be subject to civil damages of as much as $100,000 and criminal penalties, Including fines and imprisonment. School District employees who make, acquire, or use unauthorized copies of computer software shall be disciplined as appropriate under the circumstances. Such discipline may include termination. Climax-Scotts Community Schools does not condone the Illegal duplication of software.

6. The Director of Technology will be given written notification by employees who purchase software for use on school computers. This notification must include the location of the computer on which the software is Installed, the name of the program, and a copy of the license agreement. The original diskettes, manuals, and license agreement should remain in the room where the software is installed. The District cannot support personal software purchases.

7. Software donated to the school by students, parents, companies, or organizations must be accompanied by the original diskettes, all documentation, and the user license agreement. The use of public domain software and shareware is permissible. Any fees required for the use of shareware must be submitted by the user. Donated software, as well as public domain and shareware software, must be scanned for viruses before use.

8. All software loaded on file server and/or workstation hard drives must be approved and installed by the Director of Technology or his/her designee.

9. I am fully aware of the software protection policies of the Climax-Scotts Community Schools and agree to uphold them.

Section B-1

		Evaluation Plan - Years 2010-2013	
Required Components	**Accomplishments**	**Progress Toward Goals**	**Focus Areas For Improvement**
Infrastructure	All classes are wired to the Network with gigabit connections. All classrooms have Internet Access. A full time Tech support specialist was hired.	Teachers and Students now have access to curricular resources and the Internet with maximum speed.	The District needs to focus on teacher use of the Internet in the classroom. Need to keep an eye on new technologies, like wireless notebooks, for classroom use.
Curriculum Integration	A draft document of Technology Outcomes has been created.	All K-12 staff has and will continue to consult on curricular outcomes in technology.	Technology curriculum outcome will need to be included within the curriculum guides of all subjects.
Collaboration	The district has finished the first phases of the library automation in tandem with the township library.	All students, staff and community members will possess the ability to browse the inventory of libraries from either location.	The district needs to focus on the use of library resources.
Professional Development	Progression Toolbox by Abante is being used for Elementary Assessment and training has been provided. Microsoft Office Pro 2000 has been installed and training provided.	The early stages of using Office 2000 are progressing as planned.	Teachers need more training and practical examples of using Office 2000 in every day lessons.
Technical Support	A full time tech support person is employed by the District.	All staff now has access to tech support and PC training.	The district needs to consider keeping either a student aide or an in-training LAN specialist on staff to assist in tech support overload.
Supporting Resources	User manuals for Microsoft Office 2000 as well as SIS and Making the Grade have been created for staff use.	All staff members possess one copy of the Office 2000 user manuals.	The district needs to continue using the Office2000 suite among all students and staff.

Timetable	All areas of Technology Plan are on schedule.	The students, staff and the community are all seeing the progress of technology in the district.	The district needs to stay diligent to the current Technology Plan.
Cost/Funding	Discounted services from the Universal Services Fund are being sought.	With constant monitoring the technology and curriculum integration is being funded more efficiently.	The District needs to look at increasing teacher-training time.
Coordination of Funding Resources	Funding has been supplemented by grant opportunities	The new equipment and training is appreciated by the staff.	The District needs to seek more grant opportunities.
Acceptable Use Policy	An Acceptable Use Policy has been in effect since 1998.	All students, staff and parents are aware of the policy.	The Acceptable Use Policy will need to be revised as needed.
Communications	The school maintains a student created Web Site.	The Districts' Web Site has seen a high amount of traffic.	The District will continue to use the most current web authoring tools available.
Impact on Student Achievement	All incoming freshmen are required to complete an EDP.	Students are able to coordinate many technology tools.	The District needs to continue the EDP process at all HS grade levels.

Section B-2

2010 – 2013 Climax-Scotts Technology Correlations

PK-2.CI. Creativity and Innovation—By the end of grade 2 each student will:

PK-2.CI.1. use a variety of digital tools (e.g., word processors, drawing tools, simulations, presentation software, graphical organizers) to learn, create, and convey original ideas or illustrate concepts

PK-2.CC. Communication and Collaboration—By the end of grade 2 each student will:
PK-2.CC.1. work together when using digital tools (e.g., word processor, drawing, presentation software) to convey ideas or illustrate simple concepts relating to a specified project
PK-2.CC.2. use a variety of developmentally appropriate digital tools (e.g., word processors, paint programs) to communicate ideas to classmates, families, and others

PK-2.RI. Research and Information Literacy—By the end of grade 2 each student will:

PK-2.RI.1. interact with Internet based resources
PK-2.RI.2. use digital resources (e.g., dictionaries, encyclopedias, graphs, graphical organizers) to locate and interpret information relating to a specific curricular topic, with assistance from teachers, school library media specialists, parents, or student partners

PK-2.CT. Critical Thinking, Problem Solving, and Decision Making —By the end of grade 2 each student will:

PK-2.CT.1. explain ways that technology can be used to solve problems (e.g., cell phones, traffic lights, GPS units) PK-2.CT.2. use digital resources (e.g., dictionaries, encyclopedias, search engines, web sites) to solve developmentally appropriate problems, with assistance from teachers, parents, school media specialists, or student partners

PK-2.DC. Digital Citizenship—By the end of grade 2 each student will:

PK-2.DC.1. describe appropriate and inappropriate uses of technology (e.g., computers, Internet, e-mail, cell phones) and describe consequences of inappropriate uses
PK-2.DC.2. know the Michigan Cyber Safety Initiative's three rules (Keep Safe, Keep Away, Keep Telling)
PK-2.DC.3. identify personal information that should not be shared on the Internet (e.g. name, address, phone)
PK-2.DC.4. know to inform a trusted adult if he/she receives or views an online communication which makes him/her feel uncomfortable, or if someone whom he/she doesn't know is trying to communicate with him/her or asking for personal information

PK-2.TC. Technology Operations and Concepts—By the end of grade 2 each student will:

PK-2.TC.1. discuss advantages and disadvantages of using technology
PK-2.TC.2. be able to use basic menu commands to perform common operations (e.g., open, close, save, print)
PK-2.TC.3. recognize and name the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, printer)
PK-2.TC.4. discuss the basic care for computer hardware and various media types (e.g., CDs, DVDs)
PK-2.TC.5. use developmentally appropriate and accurate terminology when talking about technology
PK-2.TC.6. understand that technology is a tool to help him/her complete a task, and is a source of information, learning, and entertainment
PK-2.TC.7. demonstrate the ability to navigate in virtual environments (e.g., electronic books, games, simulation software, web sites)

3-5.CI. Creativity and Innovation—By the end of grade 5 each student will:

3-5.CI.1. produce a media-rich digital project aligned to state curriculum standards (e.g., fable, folk tale, mystery, tall tale, historical fiction)
3-5.CI.2. use a variety of technology tools and applications to demonstrate his/her creativity by creating or modifying works of art, music, movies, or presentations
3-5.CI.3. participate in discussions about technologies (past, present, and future) to understand these technologies are the result of human creativity

3-5.CC. Communication and Collaboration—By the end of grade 5 each student will:

3-5.CC.1. use digital communication tools (e.g., e-mail, wikis, blogs, IM, chat rooms, videoconferencing, Moodle, Blackboard) and online resources for group learning projects
3-5-2.CC.2. identify how different software applications may be used to share similar information, based on the intended audience (e.g., presentations for classmates, newsletters for parents)
3-5-2.CC.3. use a variety of media and formats to create and edit products (e.g., presentations, newsletters, brochures, web pages) to communicate information and ideas to various audiences

3-5.RI. Research and Information Literacy—By the end of grade 5 each student will:

3-5.RI.1. identify search strategies for locating information with support from teachers or library media specialists
3-5.RI.2. use digital tools to find, organize, analyze, synthesize, and evaluate information
3-5.RI.3. understand and discuss that web sites and digital resources may contain inaccurate or biased information
3-5.RI.4. understand that using information from a single Internet source might result in the reporting of erroneous facts and that multiple sources should always be researched

3-5.CT. Critical Thinking, Problem Solving, and Decision Making —By the end of grade 5 each student will:

3-5.CT.1. use digital resources to access information that can assist in making informed decisions about everyday matters (e.g., which movie to see, which product to purchase)
3-5.CT.2. use information and communication technology tools (e.g., calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist with solving problems
3-5.CT.3. use digital resources to identify and investigate a state, national, or global issue (e.g., global warming, economy, environment)

3-5.DC. Digital Citizenship—By the end of grade 5 each student will:

3-5.DC.1. discuss scenarios involving acceptable and unacceptable uses of technology (e.g., file-sharing, social networking, text messaging, cyber bullying, plagiarism)
3-5.DC.2. recognize issues involving ethical use of information (e.g., copyright adherence, source citation)
3-5.DC.3. describe precautions surrounding personal safety that should be taken when online
3-5.DC.4. identify the types of personal information that should not be given out on the Internet (name, address, phone number, picture, school name)

3-5.TC. Technology Operations and Concepts—By the end of grade 5 each student will:

3-5.TC.1. use basic input and output devices (e.g., printers, scanners, digital cameras, video recorders, projectors)
3-5.TC.2. describe ways technology has changed life at school and at home
3-5.TC.3. understand and discuss how assistive technologies can benefit all individuals
3-5.TC.4. demonstrate proper care in the use of computer hardware, software, peripherals, and storage media
3-5.TC.5. know how to exchange files with other students using technology (e.g., network file sharing, flash drives)

6-8.CI. Creativity and Innovation—By the end of grade 8 each student will:

6-8.CI.1. apply common software features (e.g., spellchecker, thesaurus, formulas, charts, graphics, sounds) to enhance communication with an audience and to support creativity
6-8.CI.2. create an original project (e.g., presentation, web page, newsletter, information brochure) using a variety of media (e.g., animations, graphs, charts, audio, graphics, video) to present content information to an audience
6-8.CI.3. illustrate a content-related concept using a model, simulation, or concept-mapping software

6-8.CC. Communication and Collaboration—By the end of grade 8 each student will:

6-8.CC.1. use digital resources (e.g., discussion groups, blogs, podcasts, videoconferences, Moodle, Blackboard) to collaborate with peers, experts, and other audiences
6-8.CC.2. use collaborative digital tools to explore common curriculum content with learners from other cultures
6-8.CC.3. identify effective uses of technology to support communication with peers, family, or school personnel

6-8.RI. Research and Information Literacy—By the end of grade 8 each student will:

6-8.RI.1. use a variety of digital resources to locate information
6-8.RI.2. evaluate information from online information resources for accuracy and bias
6-8.RI.3. understand that using information from a single Internet source might result in the reporting of erroneous facts and that multiple sources should always be researched
6-8.RI.4. identify types of web sites based on their domain names (e.g., edu, com, org, gov, net)
6-8.RI.5. employ data-collection technologies (e.g., probes, handheld devices, GPS units, geographic mapping systems) to gather, view, and analyze the results for a content-related problem

6-8.CT. Critical Thinking, Problem Solving, and Decision Making —By the end of grade 8 each student will:

6-8.CT.1. use databases or spreadsheets to make predictions, develop strategies, and evaluate decisions to assist with solving a problem
6-8.CT.2. evaluate available digital resources and select the most appropriate application to accomplish a specific task (e, g., word processor, table, outline, spreadsheet, presentation program)
6-8.CT.3. gather data, examine patterns, and apply information for decision making using available digital resources
6-8.CT.4. describe strategies for solving routine hardware and software problems

6-8.DC. Digital Citizenship—By the end of grade 8 each student will:

6-8.DC.1. provide accurate citations when referencing information sources
6-8.DC.2. discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, viruses, file-sharing)
6-8.DC.3. discuss the consequences related to unethical use of information and communication technologies
6-8.DC.4. discuss possible societal impact of technology in the future and reflect on the importance of technology in
the past
6-8.DC.5. create media-rich presentations on the appropriate and ethical use of digital tools and resources
6-8.DC.6. discuss the long term ramifications (digital footprint) of participating in questionable online activities (e.g.,
posting photos of risqué poses or underage drinking, making threats to others)
6-8.DC.7. describe the potential risks and dangers associated with online communications

9-12.CI. Creativity and Innovation—By the end of grade 12 each student will:

9-12.CI.1. apply advanced software features (e.g. built-in thesaurus, templates, styles) to redesign the appearance of word processing documents, spreadsheets, and presentations
9-12.CI.2. create a web page (e.g., Dreamweaver, iGoogle, Kompozer)
9-12.CI.3. use a variety of media and formats to design, develop, publish, and present projects (e.g., newsletters, web sites, presentations, photo galleries)

9-12.CC. Communication and Collaboration—By the end of grade 12 each student will:

9-12.CC.1. identify various collaboration technologies and describe their use (e.g., desktop conferencing, webinar, listserv,
blog, wiki)
9-12.CC.2. use available technologies (e.g., desktop conferencing, e-mail, videoconferencing, instant messaging) to communicate with others on a class assignment or project
9-12.CC.3. collaborate in content-related projects that integrate a variety of media (e.g., print, audio, video, graphic, simulations, and models)
9-12.CC.4. plan and implement a collaborative project using telecommunications tools (e.g., ePals, discussion boards, online groups, interactive web sites, videoconferencing)
9-12.CC.5. describe the potential risks and dangers associated with online communications
9-12.CC.6. use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence)

9-12.RI. Research and Information Literacy—By the end of grade 12 each student will:

9-12.RI.1. develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys)
9-12.RI.2. identify, evaluate, and select appropriate online sources to answer content related questions
9-12.RI.3. demonstrate the ability to use library and online databases for accessing information (e.g., MEL, Proquest, Infosource, United Streaming)
9-12.RI.4. distinguish between fact, opinion, point of view, and inference
9-12.RI.5 evaluate information found in selected online sources on the basis of accuracy and validity
9-12.RI.6. evaluate resources for stereotyping, prejudice, and misrepresentation
9-12.RI.7. understand that using information from a single internet source might result in the reporting of erroneous facts and that multiple sources must always be researched
9-12.RI.8. research examples of inappropriate use of technologies and participate in related classroom activities (e.g., debates, reports, mock trials, presentations)

9-12.CT. Critical Thinking, Problem Solving, and Decision Making —By the end of grade 12 each student will:

9-12.CT.1. use digital resources (e.g., educational software, simulations, models) for problem solving and independent learning
9-12.CT.2. analyze the capabilities and limitations of digital resources and evaluate their potential to address personal, social, lifelong learning, and career needs
9-12.CT.3. devise a research question or hypothesis using information and communication technology resources, analyze the findings to make a decision based on the findings, and report the results

9-12.DC. Digital Citizenship—By the end of grade 12 each student will:

9-12.DC.1. identify legal and ethical issues related to the use of information and communication technologies (e.g., properly selecting and citing resources)
9-12.DC.2. discuss possible long-range effects of unethical uses of technology (e.g., virus spreading, file pirating, hacking) on cultures and society
9-12.DC.3. discuss and demonstrate proper netiquette in online communications
9-12.DC.4. identify ways that individuals can protect their technology systems from unethical or unscrupulous users
9-12.DC.5. create appropriate citations for resources when presenting research findings
9-12.DC.6. discuss and adhere to fair use policies and copyright guidelines

9-12.TC. Technology Operations and Concepts—By the end of grade 12 each student will:

9-12.TC.1. complete at least one online credit, or non-credit, course or online learning experience
9-12.TC.2. use an online tutorial and discuss the benefits and disadvantages of this method of learning

9-12.TC.3. explore career opportunities, especially those related to science, technology, engineering, and mathematics
and identify their related technology skill requirements
9-12.TC.4. describe uses of various existing or emerging technology resources (e.g., podcasting, webcasting, videoconferencing,
, online file sharing, global positioning software)
9-12.TC.5. identify an example of an assistive technology and describe its potential purpose and use
9-12.TC.6. participate in a virtual environment as a strategy to build 21st century learning skills
9-12.TC.7. assess and solve hardware and software problems by using online help or other user documentation
9-12.TC.8. explain the differences between freeware, shareware, open source, and commercial software
9-12.TC.9. participate in experiences associated with technology-related careers
9-12.TC.10. identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav, wmv, mp3, avi, pdf)
9-12.TC.11. understand and discuss how assistive technologies can benefit all individuals
9-12.TC.12. demonstrate how to import/export text, graphics, or audio files
9-12.TC.13. proofread and edit a document using an application's spelling and grammar checking functions