

The da Vinci Institute

da Vinci High School
2255 Emmons Road
Jackson, MI 49201

da Vinci Middle & Primary
559 Murphy Drive
Jackson, MI 49202

TECHNOLOGY PLAN 2008

The da Vinci Institute
Three Year Technology Plan

Prepared by The da Vinci Institute
Technology Planning Committee

Approved By: *Donald R. Tassie, Superintendent*

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The da Vinci Institute
School District Code: 38901

Section 1: TECHNOLOGY PLAN SUMMARY

School Name: The da Vinci Institute

Intermediate School District: Jackson County Intermediate School District

Address: High School Site Primary (K-8) Site
2255 Emmons Road 559 Murphy Street
Jackson, Michigan, 49201 Jackson, Michigan 49202

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Technology Plan Start Date: July 1, 2008

Technology Plan End Date: June 30, 2011

Date this Plan Created: April 7, 2008

Technology Coordinator: Bill Dreyer (Bill.Dreyer@davinciinstitute.org)

Technology Plan URL: www.davinciinstitute.org

Technology Planning Team Membership:

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Section 2: Introductory Material

Mission Statement:

The purpose of the DA Vinci Institute is to prepare students to be well-educated, thoughtful young adults who are reasonable, responsible, and respectful citizens of a global society.

Introduction:

The da Vinci Institute is a charter school, chartered by Central Michigan University, located in Jackson, Michigan. Approximately 280 students attend Da Vinci, covering grades K-12. The school has two sites, the High School, located at 2255 Emmons Road, adjacent to Jackson Community College and a Primary/Middle School site located at 559 Murphy Drive, in the northern portion of Jackson. Each location has approximately 140 students attending, from a broad range of ethnic and socioeconomic groups.

The school offers students a unique environment emphasizing a hands-on, team oriented approach to learning as contrasted to the lecture/blackboard approach to teaching.

Evaluation of Past Progress:

The da Vinci Institute's previous technology plan (Technology Plan 2005) included a number of technology related projects. The following projects were completed either directly or indirectly as a result of the prior plan:

1. As a result of developing a technology relationship with the Jackson County Intermediate School District (JCISD), we were able to transfer our E-Mail and Website to an ISD server and take advantage of Outlook Web Access, a means of accessing e-mail, calendar, task, and contact information from any computer by our teachers and administrators. This simplifies

setting up meetings and improves overall communications. This was a cost savings to the da Vinci Institute.(2008)

2. Because of our community relationships, we were able to obtain a \$25,000 grant from the John George Fund. These funds enabled us to install video projectors in each classroom and connect them to teacher computers so as to provide tools necessary to transform learning through access to new educational technologies. We were also able to purchase on-line access to Accelerated Reading and Accelerated Math programs to enhance student learning for levels k-12. (2008)
3. The internet line speed at the High School was upgraded from 768 kbps to 3.0 mbps by changing from fractional T-1 lines to multiple T-1 lines. Similarly the internet speed at the Primary School was increased from 768 kbps to 6.0 mbps. This has resulted in a significant productivity improvement for students, teachers and administrators in their ability to access information including streaming video material..(2007)
4. As part of the prior technology plan, we established a leasing arrangement to enable replacing all student, teacher, and administrator computers on a four year cycle. In 2007 we replaced 47 computers at the Primary School, and expanded the availability to students by adding two student computers to every school classroom .
5. We expanded the High School Art room student computers from two to four, added new photographic software (Adobe CS2) and installed a video projection system so as to more effectively present clear, detailed art images to the students. This replaced the earlier TV monitor approach to presentations. (2008)
6. In 2007, we added portable video projectors to both sites so as to enable student, teacher, and administration presentations and shared these projection systems so as to stimulate increased use of technology tools.
7. In 2006, we redesigned the da Vinci Website (www.davinciinstitute.org) and added significant improvements to it. The site enables parental access to our student management system public area, contains applications, policies, and financial information of interest to the public.
8. Other hardware replacements included use of industrial strength network based copier/printer/scanners, and flat screen LCD monitors for use in administrative areas. Network based cameras were also installed at both sites to provide an increased level of security. (2006)
9. The school currently has eighteen certified teachers, five paraprofessionals, and seven administrative staff members delivering knowledge in a non-graded charter school environment.

Section 3: Vision and Goals

Vision: To provide the ability to safely and responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning.

- Goals:**
1. Integrate technology into school curriculum.
 2. Enable students to become competent users of technology.
 3. Improve student achievement.
 4. Provide connectivity between classrooms, buildings, home, and the community.
 5. Provide student, parent, staff, and teacher access to the Internet within District facilities, and
 6. Provide continuous and comprehensive professional development training.

Section 4: CURRICULUM

TECHNOLOGY CURRICULUM GOALS

- A. Technology standards and benchmarks will be integrated into existing content standards and applied to established district curricular content.
- B. Technology skills will be demonstrated in all curricular areas throughout the K-12 experience of all students.
- C. Grade level teachers will apply technology standards and benchmarks.
- D. Technology integration will result in increased achievement for all students.
- E. Assessment software will be used to measure student achievement in order to make data-driven decisions.
- F. Increased online methods of communication between students, teachers and parents will occur.
- G. Teachers and staff will become aware of the importance of technology integration including assistive technology to promote student and professional learning.

TECHNOLOGY STRATEGIES

- A. Grade level teachers will be provided with the appropriate training and resources to incorporate technology standards into the curriculum, including partnership with the Jackson County Intermediate School District for professional development.
- B. Increased student achievement will be obtained with the development of problem solving strategies that incorporate higher order thinking skills. The following skills will be fully addressed and implemented no later than June 30, 2011.
- C. Ongoing curriculum development processes will include technology components and skills for each core curriculum area being reviewed.

BASIC OPERATIONS AND CONCEPTS

By the end of 2nd grade each student will:

- 1. Understand that people use many types of technologies in their daily lives.
- 2. Identify common uses of technology found in daily life.
- 3. Recognize, name and label the major hardware components in a computer system.
- 4. Identify the functions of the major hardware components in a computer system.
- 5. Discuss the basic care of computer hardware and media types.
- 6. Use various age-appropriate technologies for gathering information.
- 7. Use a variety of age-appropriate technologies for sharing information.
- 8. Recognize the functions of basic file menu commands.
- 9. Proofread and edit their writing using appropriate resources including dictionaries and a class developed checklist both individually and as a group.

By the end of 5th grade each student will:

- 1. Know proper keyboarding positions and touch-typing techniques.
- 2. Manage and maintain files on a hard drive or the network.
- 3. Demonstrate proper care in the use of hardware, software, peripherals, and storage media.
- 4. Know how to exchange files with other students using technology.

By the end of 8th grade each student will:

- 1. Use proper keyboarding posture, finger positions and touch-typing techniques to improve accuracy, speed and general efficiency in operating a computer.
- 2. Use a variety of technology tools.
- 3. Describe strategies for identifying and preventing routine hardware and software problems that may occur during everyday technology use.
- 4. Discuss common hardware and software difficulties and identify strategies for trouble-shooting and problem solving.
- 5. Identify technology resources that assist with various consumer-related activities.
- 6. Identify appropriate file formats for a variety of applications.
- 7. Use basic utility programs or built-in application functions to convert file formats.

By the end of 12th grade each student will:

- 1. Discuss emerging technology resources.
- 2. Identify the capabilities and limitations of emerging communication resources.
- 3. Understand the importance of both the predictable and unpredictable impacts of technology.
- 4. Identify changes in hardware and software systems over time and discuss how these changes might affect the individual personally in his/her role as a lifelong learner.

5. Be provided with the opportunity to learn in a virtual environment as a strategy to build 21st century learning skills.
6. Routinely apply touch-typing techniques with advanced accuracy, speed and efficiency.
7. Proofread and edit a document using an application's spelling and grammar checking functions.

SOCIAL, ETHICAL AND HUMAN ISSUES

By the end of 2nd grade each student will:

1. Identify common uses of information and communication technologies.
2. Discuss advantages and disadvantages of using technology.
3. Recognize that using a password helps protect the privacy of information.
4. Discuss scenarios describing acceptable and unacceptable uses of age-appropriate technology.
5. Discuss the consequences of irresponsible uses of technology resources at home or at school.
6. Understand that technology is a tool to help complete a task.
7. Understand that technology is a source of information, learning and entertainment.
8. Identify places in the community where one can access technology.

By the end of 5th grade each student will:

1. Discuss the accuracy, relevance, appropriateness and bias of electronic information sources.
2. Discuss scenarios describing acceptable and unacceptable uses of technology.
3. Discuss basic issues regarding appropriate and inappropriate uses of technology.
4. Use age-appropriate citing of sources for electronic reports.
5. Identify safety precautions that should be taken while on-line.

By the end of 8th grade each student will:

1. Understand the potential risks and dangers associated with on-line communications.
2. Discuss issues related to acceptable and responsible use of technology.
3. Describe possible consequences and costs related to unethical use of information and communication technologies.
4. Provide accurate citations when referencing information from outside sources in electronic reports.
5. Use technology to identify and explore various occupations or careers.
6. Identify uses of technology to support communication with peers, family or school personnel.

By the end of 12th grade each student will:

1. Discuss possible long-range effects of unethical uses of technology.
2. Discuss the possible consequences and costs of unethical uses of information and computer technology.
3. Demonstrate the ethical use of technology as a digital citizen and lifelong learner.
4. Adhere to fair use and copyright guidelines.
5. Create appropriate citations for resources when presenting research findings.
6. Explore career opportunities and identify their related technology skill requirements.
7. Design and implement a personal learning plan that includes technology to support his/her lifelong learning goals.

TECHNOLOGY PRODUCTIVITY TOOLS

By the end 2nd grade each student will:

1. Know how to use a variety of productivity software.
2. Be able to recognize the best type of productivity software to use for certain age-appropriate tasks.
3. Be aware of how to work with others when using technology tools.

By the end of 5th grade each student will:

1. Know how to use menu options in applications to print, format, add multimedia features, open, save, manage files, and use various grammar tools.
2. Know how to insert various objects.
3. Use a variety of technology tools and applications to promote creativity.
4. Collaborate with classmates using a variety of technology tools to plan, organize and create a group project.

By the end of 8th grade each student will:

1. Apply common software features.
2. Use a variety of technology resources, including the internet, to increase learning and productivity.
3. Explore basic applications that promote creativity.
4. Use available utilities for editing pictures, images or charts.
5. Use collaborative tools to design, develop and enhance materials, publications or presentations.

By the end of 12th grade each student will:

1. Complete at least one online credit, non-credit course or online learning experience.
2. Use technology tools for managing and communicating personal information.
3. Apply advanced software features such as an application's built-in thesaurus, templates, and styles to improve the appearance of word processing documents, spreadsheets, and presentations.
4. Identify technology tools.
5. Develop a document or file for inclusion into a web site or web page.
6. Use a variety of applications to plan, create, and edit a multimedia product.
7. Have the opportunity to participate in real-life experiences associated with technology-related careers.

TECHNOLOGY COMMUNICATION TOOLS

By the end 2nd grade each student will:

1. Identify procedures for safely using basic telecommunication tools.
2. Know how to use age-appropriate media.
3. Know how to select media formats with assistance from teachers, parents, or student partners, to communicate and share ideas with classmates, families and others.

By the end of 5th grade each student will:

4. Use basic telecommunications tools for collaborative projects with other students.

5. Use a variety of media and formats to create and edit products to communicate information and ideas to various audiences.

By the end of 8th grade each student will:

1. Use a variety of telecommunication tools or other online resources to collaborate interactively with peers, experts and other audiences.
2. Create a project using a variety of media and formats to present content information to an audience.

By the end of 12th grade each student will:

1. Use available technologies to communicate with others on a class assignment or project.
2. Use a variety of media and formats to design, develop, publish and present products to communicate original ideas to multiple audiences.
3. Collaborate in content-related project that integrate a variety of media with presentation, word processing, publishing, database, graphics design or spreadsheet applications.

TECHNOLOGY RESEARCH TOOLS

By the end 2nd grade each student will:

1. Know how to recognize the Web browser and associate it with accessing resources on the internet.
2. Use a variety of technology resources to locate or collect information relating to a specific curricular topic with assistance from teachers, parents, or student partners.
3. Interpret simple information from existing age-appropriate electronic databases with assistance from teachers, parents, or student partners.

By the end of 5th grade each student will:

1. Use Web search engines and built-in search functions of other various resources to locate information.
2. Describe basic guidelines for determining the validity of information accessed from various sources.
3. Know how to independently use existing databases to locate, sort and interpret information on an assigned topic.
4. Perform simple queries on existing databases and report results on an assigned topic.

By the end of 8th grade each student will:

1. Use a variety of Web search engines to locate information.
2. Identify types of internet sites based on their domain names.

By the end of 12th grade each student will:

1. Compare, evaluate and select appropriate internet search engines to locate information.
2. Determine if online sources are authoritative, valid, reliable, relevant and comprehensive.
3. Distinguish between fact, opinion, point of view and inference.
4. Evaluate resources for stereotyping, prejudice and misrepresentation.

TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS

By the end 2nd grade each student will:

1. Discuss how to use technology resources to solve age-appropriate problems.
2. Identify ways that technology has been used to address real-world problems (personal or community).

By the end of 5th grade each student will:

1. Use technology resources to access information that can assist in making informed decisions about everyday matters.
2. Use information and communication technology tools to collect, organize, and evaluate information to assist with solving real-life problems (personal or community).

By the end of 8th grade each student will:

1. Use database or spreadsheet information to make predictions, develop strategies and evaluate decisions to assist with solving a basic problem.
2. Describe the information and communication technology tools to use for collecting information from different sources, analyze findings, and draw conclusions for addressing real-world problems.

By the end of 12th grade each student will:

1. Use a variety of technology resources for problem solving and independent learning.

Section 5: CURRICULUM: STUDENT ACHIEVEMENT

The daVinci Institute will integrate technology into curricula and instruction in the following ways:

- Individual technology-related courses at the Primary and High School levels.
- Integration into core academic subjects at all levels.
- Inclusion in center based activities and other project based learning initiatives.

The da Vinci Institute uses a mastery-learning approach to assess student skills. Technology skills will be measured no differently than other core subject skills. A numeric rating is given each skill as a student progresses through various courses at all grade levels.

In addition, da Vinci will participate in the 8th Grade Technology Literacy assessment given each spring to all Jackson County 8th graders. Students will have experience with online assessment through participation in the Performance Series Test at least twice a year in reading and math while in grades 3-12.

A partial listing of software for technology integration throughout grades K-12 includes:

Accelerated Reader
Accelerated Math
Geometer's Sketchpad
Image J Software
Math Facts in a Flash
Mavis Beacon Typing
Michigan Virtual High School
Moodle –Course Management System for Online Learning
Orion's Quest
PhotoShop
Reader Rabbit
United Streaming
Using Technology in Career Exploration
Virtual Field Trips

To allow daVinci students the opportunity to achieve proficiency with technology skills, the following activities will be provided:

BASIC OPERATIONS AND CONCEPTS

- Regular, ongoing and flexible access to computers throughout the school year.
- Keyboarding instruction and practice. Key emphasis on grades 3-4, with annual practice sessions conducted from elementary classrooms and English classes.

SOCIAL, ETHICAL AND HUMAN ISSUES

- Continuous emphasis on responsibility and ethics (as part of Glasser's district-wide discipline strategies).
- Copyright recognition and citations used properly in research and projects.

TECHNOLOGY PRODUCTIVITY TOOLS

- Planned use of variety of media throughout the curriculum.
- Multiple writing experiences using technology for the full writing process each year.

TECHNOLOGY COMMUNICATIONS TOOLS

- Regular use of required technology-related communication within and outside of school community.
- No misuse of school technology and internet policies.

TECHNOLOGY RESEARCH TOOLS

- Technology available and a regular part of lesson plans (project-based learning).
- Use of spreadsheets, databases and other tools for understanding and production.

TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS

- Students complete at least one research project each trimester.

Section 6: Technology Delivery

To meet the New Michigan High School Graduation Requirements, we are investigating online courses including Michigan Virtual High School and/or Michigan Virtual University. These courses would be provided in the same way that dual enrollment classes are available through Jackson Community College. We are also investigating collaboration through the Intermediate School District and other local districts for Distance Learning Courses, especially those classes where a High Qualified Teacher is not available (i.e. Foreign Language).

With an upgrade to our current webpage, we are adding online education links to provide valuable online skill improvement and educational games for students to access, i.e. Accelerated Reader and Accelerated Math.

Section 7: Parental Communication & Community Relations:

The Educational Technology Plan for The da Vinci Institute will be disseminated to the community through a variety of venues. Following is a list of initial approaches:

- Board of Education meetings
- School website link
- Building Annual Report
- School Improvement meetings

Additionally, messages to parents regarding general school or specific technology issues will be shared through the message board on our PowerSchool Parent Access site. Parents will be able to gain accurate data regarding student grades and assignments, as well as read general messages regarding school and/or technology information. The building principals also send home weekly (Primary School) or monthly (High School) "News and Notes" to families. These notes include all upcoming events, important da Vinci news and general information about student success. Teachers at the Primary and Intermediate Schools also send home weekly newsletters to parents and guardians to update them on assignments and happenings in the classrooms. Other communication tools include: PTO meetings, PowerSchool Link, Parent University Meetings, E-mail, and conferences.

We are currently implementing a phone notification service due to the number of our families who do not have access to a computer at home. This phone communication will allow us to notify parents and guardians of school closings, special events and conferences, projects and exams, and attendance.

At the Primary and Intermediate Schools most parents pick students up from school where teachers are waiting with them. This allows for almost daily contact between teachers and parents.

Each building will include the Technology Plan and other technology-related concerns as part of their School Improvement process. Parent, student and teacher involvement in the School Improvement Team ensures that all stakeholders have a say in the progression of technology and the subsequent assessment of the Technology Plan in an on-going fashion.

Section 8: Collaboration:

The da Vinci strategy for supporting adult learning is to refer individuals to adult literacy services provided by Jackson Community College, the Jackson County Intermediate School District, the Jackson Area Career Center, and other adult learning providers in Jackson County and local communities.

In addition, we are looking into two GED Web-based preparation programs to see if they are cost effective compared to students taking a GED Preparation class through Jackson Community College.

Section 9: Professional Development

Professional Development Goals:

Our overall three year plan objective is to have all Administrators, Teachers, and Paraprofessionals meet the appropriate standards for their respective fields. (NETSA, NETS)

By focusing on experimentation and use of technology related skills in our classroom environments we expect that the professional development of our staff members will establish the groundwork for integration of technology into our classrooms.

PROFESSIONAL DEVELOPMENT STRATEGIES:

The da Vinci Institute has a two-pronged professional development strategy:

1. Provide training opportunities for teachers and administrative personnel to improve their professional skills in areas where specific technology skills are required in order to effectively perform their jobs.
2. Encourage the experimentation and use of available and new technologies in teaching students in all academic areas.
3. Specialized software training seminars that relate to curriculum.

In addition to training existing personnel, all new hires will be evaluated for technology skills on an equal level to their teaching/job related skills and experiences.

The overall effectiveness of da Vinci training programs will be assessed annually by means of the Teacher/Administrator Technology Survey (See Monitoring and Evaluation section).

Goals for the 2008-2009 School Year:

- Identify teacher and administrative staff technology skill requirements by job classifications. As a minimum identify skills for the following groups
 - Key Administrator Group (Superintendent, Principals)
 - Business Operations Group (Business Manager)
 - Administrative Staff (Secretaries, full and part time)
 - Teachers (Full and Part time)
 - Paraprofessionals (Full and Part time)

- Identify and prioritize key technology training needs for all groups.
- Hold monthly or bi-monthly technology training (1-2 Hours Duration) at High School and Primary School staff meetings. Many of these trainings can be facilitated by our own staff.
- Publish available outside formal training to all administrators and teachers on a regular basis.
- Publish and maintain a list of training sites on the internet to all staff personnel identifying types of training available and associated costs.
- Provide substantial training funds and time for teachers and administrators to attend key training as needed to bring staff up to speed, and for their future professional growth.
- Create start up technology training manual for all school specific programs, i.e. PowerGrade, email, etc.

Goals for the 2009-2010 School Year:

- Publish a new employee technology-training guide to assist school employees in the determination of their training needs.
- Provide “basic training” for all new employees.

- Provide a technology handbook to all school employees containing basic procedures for using the technologies at da Vinci (E- Mail usage, Passwords, UserID, using various programs, etc)
- Annual review of current technologies and new training needs.

Goals for the 2010-2011 School Year:

- Annual training needs assessment.

Section 10: Supporting Resources

The da Vinci Institute utilizes computers and other related technologies in order to effectively accomplish its educational mission.

Specific technologies utilized by students, administrators and teachers include:

- Word Processing (Example: MS Word/Office 2003, 2007)
- Spreadsheets (Example: MS Excel 2003, 2007)
- Databases (Example: MS Access 2003, 2007)
- Presentation Software (Example: MS PowerPoint 2003, 2007)
- Desktop Publishing Software (MS Publisher 2003, 2007; Photoshop; In Design Illustrator)
- Web Site Software (Example: MS FrontPage 2003)
- Web Search Software and Images Access (Example: Google)
- E-Mail Software (Example: Web Outlook 2003, 2007)
- School Finance Software (Example: Skyward, QuickBooks)
- School Student Management Software (Example: PowerSchool)
- Teacher Gradebook and Attendance Software (PowerGrade)
- Windows Operating Systems (Example: Windows XP, Windows 2000)

- Peripheral Computer Tools (Scanners, Cameras, Video Projectors, DVD Burners, for all classrooms; and thumb drives for students.)

Other supporting resources include:

- **Jackson County Intermediate School District**
 - Special Education IEP Software Support
 - WebHosting/E-Mail Support
 - Technology Technical Group Support (TACC)
 - Video Lending Library
 - REMC Support
 - Data Warehousing Support
 - Software Training for Teachers and Administrators
- **Central Michigan University**
 - Edperformance Software Support
 - AOIS Communications Link
- **Jackson Community College**
 - Educational Support/Training for Technology related classes.
 - Concurrent Student Classes
- **Jackson Area Career Center**
 - Technology related classes for students

In addition to the external resources, our da Vinci Institute policies and administrative procedures manuals are utilized to support our technology utilization and initiatives.

Process: NEW TECHNOLOGY INITIATIVES:

In order to facilitate the introduction of new technology into the student learning environment, we will be using the following process to assure that new technology ideas/initiatives improve student learning:

1. Idea is conceived by either an Administrator, Teacher, Technology Coordinator, or Student.

2. Idea is researched by assigned Project Manager (Typically a Teacher)
 - a. Research conducted to determine impact upon learning. If result is positive, hardware/software requirements given to Technology Coordinator.
3. Technology Coordinator and Project Manager identify specific hardware/software that will accomplish project objectives and obtain quotes on costs.
4. Project Manager, Technology Coordinator, Administrator meet and discuss feasibility of pilot project and timing. If deemed technologically and financially feasible, Project plan created and presented to Superintendent for approval.
5. Prototype of planned project is created and implemented and assessment made as to impact upon student learning outcomes by using new technology initiative.
6. If outcome is positive, and cost benefit is acceptable, technology is implemented.

Section 11: Infrastructure Needs, Technical Specification and Design

Technology Inventory:

1. COMPUTERS

A. PRIMARY SCHOOL/ MIDDLE SCHOOL

	In Classrooms	In Computer Labs	In Administrative Offices	Total
Multimedia with Internet	30	12	4	46
Multimedia W/O Internet	0	0	0	0
Scanners	0	0	1	1
Printers	9	1	4	14

B. HIGH SCHOOL

	In Classrooms	In Computer Labs	In administrative offices	Total

Multimedia with Internet	23	16	6	45
Multimedia W/O Internet	0	0	0	0
Scanners	1	0	1	2
Printers	2	1	3	6

2. PERIPHERALS

	Primary/Middle School	High School	Total
Digital Camera's	2	1	3
VCR/DVD Units	8	7	15
Video Camera's	0	1	0
Calculators (Incl. Graphing)	10	25	35
TV/Monitors	8	7	15
Video Projectors	10	9	19

3. PRODUCTIVITY TOOLS

<i>Tools/Quantities</i>	Primary/Middle School	High School	Total
MS Office Software	46	45	91
Educational Software	14	2	16
Financial software	1	2	3
Student Mgt. Software	1	1	2
Digital Imaging Software	0	5	5
Web Mgt. Software.	0	1	1

Other..._____			
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4. SITE NETWORKS & CONNECTIVITY

	Primary/Middle School	High School	Total
Number of Servers	1	1	2
Type of Server	NT4.0	NT4.0	
Internet Connection Type	Comcast Cable	Multiple (2) T-1	
Internet Connection Speed	6.0 Mbps	3.0 Mbps	
No. of Connected Classrooms	10	9	19
Avg. Connections per Classroom	3	3	
Backup Frequency	Daily	Daily	
Routers	1	1	2
Hubs/Switches	8	7	15
Open Hub/Switch Ports	1	6	7

Infrastructure Needs/Technical Specification/Design:

The following technology infrastructure needs have been identified and improvements planned:

- Linking of the two sites via a private network connection (VPN), so as to enable common storage and access of data and a single backup system.
- Upgrade the physical network server computer to current technology and upgrade the server management software from NT Server 4.0 to Microsoft Server 2003 or better. This will provide enhanced capabilities, including remote maintenance access for all computers on the network, ability to host student websites, ability to have each student “own” a file saving area, and improved ability to monitor student internet access.
- Development and implementation of an inventory database to maintain a single online record of all technology related assets, program licenses, programs, and maintenance records.
- Continue the pursuit of collaborative activities with Jackson Community College and the Jackson County Intermediate School District related to sharing technology infrastructure assets so as to utilize state aid funds in a cost effective manner. Among projects under investigation at the present time are:
 - Investigate feasibility of optical fiber connection to JCC so as to increase High School internet bandwidth to 25 mbps and fully enable streaming video.
 - Investigate feasibility of JCISD hosted PowerSchool Student Management software so as to minimize annual maintenance and support costs.

The current da Vinci Computer network is shown in Appendix A of this technology plan.

All maintenance and improvements to the equipment and infrastructure is accomplished by means of an outside contractor (Dreyer Technical Services). This includes involvement in Jackson County ISD Technology (TACC) Committee meetings so as to assure da Vinci involvement/compliance with ISD policies. Use of an outside professional contractor provides for a cost effective means for the da Vinci Institute to continually improve technologically while maintaining focus on excellence in education and minimizing personnel costs.

Section 12: Increase Access:

Increased access is defined in Professional Development and Curriculum Integration. In addition, expanded computer labs are opened to tutoring and after school programs. State and federal grants have made this possible and are being actively pursued.

A technology survey was given to all staff. Results were used to plan professional development that will impact all students, including at-risk and special needs students.

Section 13: Funding and Budget

Budget and Timetable:

NewTechnology Infrastructure	Total Amount	Year 2008	Cost 2009	Cost 2010	Cost 2011
HS/PM Server Upgrade	\$6,000	\$6,000			
Fiber Network (HS)	\$5,000		\$5,000		
Professional Development	\$20,000		\$10,000	\$5,000	\$5,000
Webpage Upgrade	\$3,000		\$3,000		
SmartBoard	\$40,000			\$20,000	\$20,000
SynreVoice	\$1,125		\$1,125		
AlphaSmart Assist. Tech. (6)	\$3000		\$3000		
Phys. Inventory Program	\$500	\$500			
Camera's w/Video (10)	\$1500		\$1500		
Total New Technology Infrastructure	\$80,125 Over 4 years	\$6,500	\$23,625	\$25,000	\$25,000

Yearly Current Technology Budget	Total Amount	Year 2008	Cost 2009	Cost 2010	Cost 2011
Business Software Skyward Lic. ISCorp ASP	\$2077 \$600	\$2077 \$600	\$2077 \$600	\$2077 \$600	\$2077 \$600
School Mgt. Software Soft Maint. Secant Support.	\$3825 \$7,500	\$4000 \$8000	\$4000 \$8000	\$4000 \$8000	\$4000 \$8000
Internet Related costs	\$1,500	\$2000	\$2000	\$2000	\$2000
Software Non Curr. Related Virus Prot. CIPA Filter	\$3100	\$3100	\$500	\$500	\$500
Software Curr. Related Renn. Lrn	\$1080	\$1080	\$3000	\$3000	\$3000
Hardware Maintenance		\$750	\$1,000	\$1,000	\$1,000
Add Ptr/Copier/scanner (lease)	\$3000	\$3000	\$3000	\$3000	\$3000
Contract Maint. (DTS)	\$114,000	\$24,000	\$30,000	\$30,000	\$30,000
Computer Lease Cost	\$14,400	\$14,400	\$18000	\$18000	\$18000
Total Technology Related Operations Budget	\$33,002	\$59,327	\$72,177	\$72,177	\$72,177
Grand Total Expenditures Annual Maint. + New Technology	\$355,983 Over Plan Period	\$65,827	\$95,802	\$97,177	\$97,177

Budget Estimate (Detail) 2008-2009 For Ongoing Items in Technology Budget
(In addition to Major Technology Items in Technology Plan)

1. Business Software (Annual)

a. Financial Management Software (Skyward)	
i. License Fee	\$2,077.00
ii. IS Corp. (ASP)	\$600.00
iii. Inventory	\$TBD
iv. REP	\$TBD
	Total: \$2,677.00

2. School Student Management Software (Annual)

a. Student Management Software (PowerSchool)	
i. License Fee	\$4,000.00
ii. Reporting	\$TBD
iii. Secant Support	\$8,000.00
	Total: \$12,000.00

3. Internet Related Costs

a. Internet Connection Cost	\$2,000.00 (after E-Rate discount)
	Total: \$2,000.00

4. Software (Non-Curriculum Related)

a. Cipa & Virus Protection Updates	\$3,100.00
	Total: \$ 3,100.00

5. Software (Curriculum Related)

a. Adobe InDesign software to Use as part of HS curriculum Implementation	\$380.00
b. Misc. Teacher Software	\$700.00
	Total: \$1,080.00

6. Hardware Maintenance

Repair Parts (Misc.)	Total: \$ 750.00
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7. Printer Copier/Scanner Leases

a. AOS Maintenance Costs.....	\$3000.00
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8. Contract Maint/I.T. Consulting..... \$24,000.00

9. Computer Lease Costs

a. Leaf Financial.....	\$14,400.00
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Overall 2008 Technology Budget: \$65,827.00

Section 14: Coordination of Resources:

The administrative staff of The da Vinci Institute will continuously monitor available opportunities for technology related grants and for other programs that may enhance the use of technology in meeting its goals for teachers, administrators, and students.

1. We have a curriculum director that looks for grants for da Vinci as part of her job.
2. We take advantage of opportunities offered by the Jackson County Intermediate school district to reduce our technology related costs by sharing their technology resources.

Section 15: Monitoring and Evaluation

Evaluation:

A Technology Committee will be fully assembled to conduct annual (at a minimum) meetings. The purpose of these meetings will be to evaluate the extent to which da Vinci activities are effective in integrating technology into curricula and instruction. The overriding goal of this committee is to ensure that our technology use is increasing the ability of teachers to teach, and enabling students to reach state and national academic standards.

Pre and post surveys will be conducted each year for all staff, parents and students. Building principals will ensure that this process is followed and that the surveys are tallied and results shared. Any unmet goals will be discussed once a month at the School Improvement portion of weekly staff meetings. Those discussions will center around the need for hardware/software to accomplish the goal, professional development needed for staff and/or maintenance required in order to make the technology process either possible or operate more smoothly.

The focus of making improvements in accomplishing the goals of the plan will always be on the progress of the district as a group of individuals, not in ranking or measuring individuals. The first survey used to determine the group needs will begin with the following anonymous individual self-assessment survey:

Teacher Technology Survey

- 1) How has technology impacted your students' achievement?
 - a) Please check all of the technologies which you employ **with your students**.
 Word Processors

- Integrated Learning System (e.g., Jostens, Storybook Weaver, The Phonics Game, text enhancement software, etc.)
- Spreadsheets
- Tutorial and basic skills development programs
- Special Applications for Reading, Math, etc. (e.g., Accelerated Reader)
- E-mail
- World Wide Web/Internet
- Presentation Software (e.g., PowerPoint)
- Hyperstudio
- CD-ROM Encyclopedias
- Graphing Calculators
- Probes for data acquisition (temperature, mass, etc.)

b) My students use technology primarily for these purposes. Choose three.

- Technology increases my students' motivation
- My students use technology to acquire basic skills
- My students use technology to become more critical thinkers
- My students use technology to help them construct new knowledge
- My students use technology to solve relevant, real-life, problems
- My students use technology to discover concepts and prove relationships
- My students use technology to communicate knowledge and information

2) The following questions deal with **your own** use of technology.

a) Please check all of the statements with which you agree.

- I use technology applications such as word processors and spreadsheets to produce materials for use with my students
- I use online resources to find materials relevant to my curriculum
- I use e-mail to communicate with parents and students
- I use presentation software and hardware within my classroom
- I use e-mail to contact peers and experts both inside and outside of the district
- I use technology to monitor student performance (e.g., electronic portfolios)
- I believe that I can recognize the ethical use of technology
- I model the ethical use of technology with my students
- I use technology to maintain student records (e.g., electronic grade book, etc.)
- My building technology coordinator has helped me implement the district technology standards
- My building technology coordinator has assisted me in finding ways to integrate technology within my curriculum

b) I use a variety of teaching strategies that incorporate technology use (Please list):

c) The learning activities I develop seldom require students to use technology. Yes or No

d) Please estimate the percentage of your written communication (to all individuals in the course of your professional work) that takes place electronically.

3) Finally, we are interested in your opinion on the following:

The technology plan for my school is frequently monitored. Yes or No

The administrator in my school is involved in technology professional development.

Yes or No

- 4) If you have additional comments you would like to add, you can use this area to write them.

Success will be determined by monitoring feedback from our students, faculty, and staff using the survey and by evaluating our effectiveness in meeting goals and timelines outlined in this plan on an annual basis (at the end of each school year), such that improvements can be implemented at the start of the new school year.

Section 16: Acceptable Use Policy:

The acceptable use policy for Computers and related technology is attached as Appendix B

The acceptable use policy for da Vinci web sites is attached as appendix C.

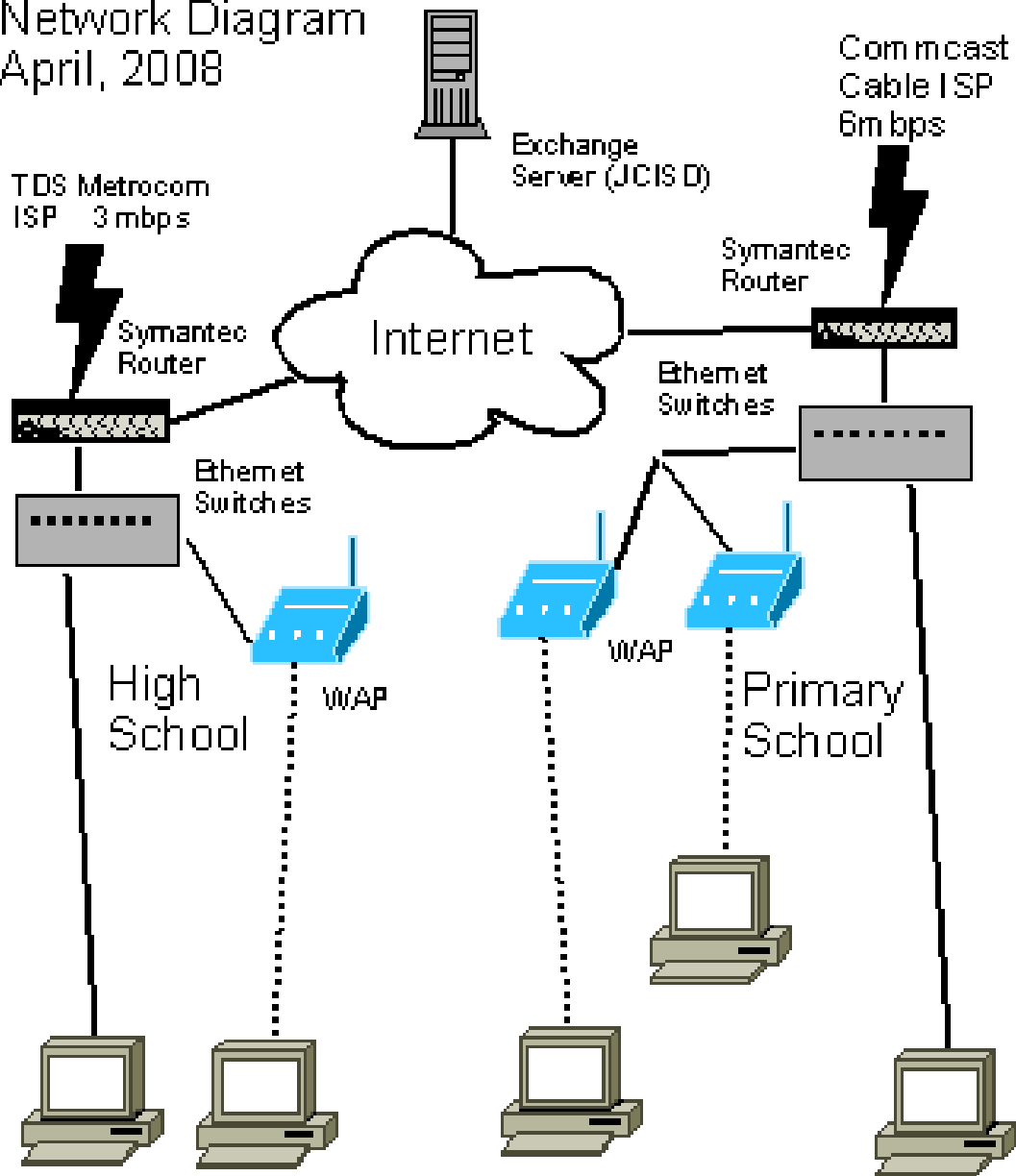
The da Vinci Institute recognizes the federal requirements for Internet Safety and Privacy (CIPA) and has implemented a filtering technology (BsafeOnline) on all computers used by students. This technology, using a remote server at the Bsafe site, provides filtering without significantly reducing Internet response times.

Appendix A

The Da Vinci Institute

Computer Network Configuration

Da Vinci Institute
Network Diagram
April, 2008



Appendix B

The Da Vinci Institute
Acceptable Computer Use Policy

The da Vinci Institute Computer Acceptable Use Policy

Parent or Guardian Letter: (To be signed annually by students and parents)

I have read the District's Student Internet Policy.

I hereby release the district, its personnel, and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from my child's use of, or inability to use, the District computer system, including, but not limited to claims that may arise from the unauthorized use of the system to purchase products or services. I understand that I can be held liable for damages caused by my child's intentional misuse of the system.

I will instruct my child regarding any restrictions against accessing specific materials that are in addition to the restrictions set forth in the District Internet Use Policy. I will emphasize to my child the importance of following the rules for personal safety.

I **do** / **do not** (please circle one) give permission for Internet Access for my child.

Student Name (s) _____

Parent Signature _____

Date _____

Parent Name _____

Home Address _____

Phone _____

STUDENT ACCESS POLICY:

The da Vinci Institute has the right to place reasonable restrictions on the material students access or post through the system. Students are also expected to follow the rules set forth in our acceptable use policy and the law with respect to students use of this system.

A. Access

The following levels of access will be provided:

Student Access:

A written agreement will be required for all student internet access. This agreement must be signed by the student and his or her parent and contains an agreement to comply with all da Vinci Internet Acceptable Use Policies.

Access to the Internet by Primary students will be monitored by their teacher. The middle school and high school will establish a process that will enable staff to monitor authorized student access.

Individual Accounts for District Employees:

. District employees will be provided with an individual account and may have dial-up access to the system through a secure system. No written agreement will be required, but compliance to this acceptable use policy, as appropriate for employees is understood as part of the employment agreement.

B. Unacceptable Uses

The following restrictions on the use of The da Vinci Institute computer system are adopted as policy:

1. Personal Safety

a. Students will not post personal contact information about themselves or other people. (Personal contact information includes your address, telephone, school address, work address, etc.)

b. Students will promptly disclose to their teacher or other school employee any

message they receive that is inappropriate or makes them feel uncomfortable.

2. Illegal Activities

- a. Students may not use this access for commercial purposes. This means students may not offer, provide, or purchase products or services through this system.
- b. Students may not use this system for political lobbying. But students may use the system to communicate with elected representatives and to express student's opinion on political issues.
- c. Students will not attempt to gain unauthorized access to The da Vinci Institute computer system or to any other computer system through this system or go beyond your authorized access.
- d. Students/district employees are responsible for their individual accounts (if issued) and should take all reasonable precautions to prevent other unauthorized users from being able to access their account. A standard user id and password is normally used by da Vinci students for Internet access.
- e. Students will immediately notify a teacher or the system administrator if they have identified a possible security problem. Individuals should not go looking for security problems, because this may be construed as an illegal attempt to gain access.
- f. Students will avoid the inadvertent spread of computer viruses by following the District virus protection procedures if they download software. Software is only allowed to be downloaded with specific permission from a teacher.

3. Inappropriate Language

- a. Restrictions against Inappropriate Language apply to public messages, private messages, and material posted on Web pages.
- b. Students will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language on the computer systems or on Internet sites.
- c. Students will not post information or threats that could cause damage or a danger of disruption of school activities.
- d. Students will not engage in personal attacks, including prejudicial or discriminatory attacks.
- e. Students will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If you are told by a person to stop sending them messages, you must stop.

f. Students will not knowingly or recklessly post false or defamatory information about a person or organization.

4. Respect for Privacy

a. Students will not repost a message that was sent to them privately without permission of the person who sent you the message.

b. Students will not post private information about another person.

5. Respecting Resource Limits.

a. Students will use the system only for educational and career development activities and limited, high-quality, personal research. Use of the internet for music, music video, online games, or other non-academic uses is prohibited.

b. Students will respect the rights of copyright owners. Copyright infringement occurs when you inappropriately reproduce a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, you should follow the expressed requirements. If you are unsure whether or not you can use a work, you should request permission from the copyright owner. Copyright law can be very confusing. If you have questions ask a teacher.

6. Inappropriate Access to Material

a. Students will not use this system to access material that is profane or obscene (pornography) that advocates illegal or dangerous acts, or that advocates violence or discrimination towards other people (hate literature). A special exception may be made if the purpose of your access is to conduct research and both your teacher and parent have approved.

b. If students mistakenly access inappropriate information, they should immediately tell their teacher. This will protect students against a claim that they have intentionally violated this Policy.

c. Your parents should instruct you if there is additional material that they think it would be inappropriate for you to access. The district fully expects that you will follow your parent's instructions in this matter.

C. Your Rights

1. Free Speech

Your right to free speech applies to student communication on the Internet. The da Vinci Institute computer system is considered a limited forum, similar to the school newspaper, and therefore The da Vinci Institute may restrict your speech for valid educational reasons. The da Vinci Institute will not restrict your speech on the basis of a disagreement with the opinions you are expressing.

2. Search and Seizure.

- a. Students should expect only limited privacy in the contents of your personal files on this computer system and records of your online activity.
- b. Routine maintenance and monitoring of The da Vinci Institute computer system may lead to discovery that the you have violated this Policy or the law. In such cases the due process section of this policy will apply.

D. Limitation of Liability

The District makes no guarantee that the functions or the services provided by or through the District system will be error-free or without defect. The District will not be responsible for any damage you may suffer, including but not limited to, loss of data or interruptions of service. The District is not responsible for the accuracy or quality of the information obtained through or stored on the system. The District will not be responsible for financial obligations arising through the unauthorized use of the system. Your parents can be held financially responsible for any harm to the system as a result of intentional misuse.

1. The computer system has a limited educational purpose. The term “educational purpose” includes use of the system for classroom activities, professional or career development, and limited high-quality personal research.
2. Student use of the system will also be governed by the student disciplinary code. Employee use will also be governed by District employment policy. All use will be in compliance with the acceptable use provisions of the Internet service provider.

E. Responsibilities

1. The Superintendent, or his/her designee, will serve as the coordinator to oversee the District system and will work with other state organizations, as necessary.
2. The building Principals and Technology Coordinators will serve as the building-level coordinators for the system, will approve building-level activities, ensure teachers receive proper training in the use of the system and the requirements of this policy, establish a system to ensure adequate supervision of students using the system, maintain executed user agreements, and be responsible for interpreting the Internet Use Policy at the building level.
3. District staff is authorized to develop regulations and agreements for the use of the computer systems and technology that are in accord with this policy statement and other District policies, including the student disciplinary code. These regulations can include, but are not limited to:
 - a. Internet use policies for students, staff and board members.
 - b. The level of access that will be provided at various grade levels.

- c. A district Web policy.
- d. Agreements for students and employees and informational material for parents.

F. Due Process

1. The District will cooperate fully with local, state, or federal officials in any investigation concerning to or relating to any illegal activities conducted through the District system.
2. In the event there is an allegation that a student has violated the District Internet Use Policy, the student will be provided with a notice and opportunity to be heard in the manner set forth in the student disciplinary code.
3. Disciplinary actions will be tailored to meet specific concerns related to the violation and to assist the student in gaining the self-discipline necessary to behave appropriately on an electronic network. If the alleged violation also involves a violation of other provisions of the student disciplinary code, the violation will be handled in accord with the applicable provision of the code.
4. Employee violations of the District Internet Use Policy will be handled in accord with District policy.
5. Any District administrator may terminate the account privileges of a student user by providing notice to the user.

G. Parental Notification and Responsibility

1. The District will notify the parents about the District network and the policies governing its use. Parents must sign an agreement to allow their student to have an individual account. Parents may request alternative activities for their child(ren) that do not require Internet access.
2. Parents have the right to request the termination of their child(ren)'s individual account at any time.
3. The District Internet Use Policy contains restrictions on accessing inappropriate material and student use will be supervised. However, there is a wide range of material available on the Internet, some of which may not be fitting with the particular values of the families of the students. It is not practically possible for the District to monitor and enforce a wide range of social values in student use of the Internet. Further, the District recognizes that parents bear primary responsibility for transmitting their particular set of family values to their children. The District will encourage parents to specify to their child(ren) what material is and is not acceptable for their child(ren) to access through the District system.

4. The District will provide students and parents with guidelines for student safety while using the Internet.

Appendix C

The Da Vinci Institute

Web Site Acceptable Use Policy

The district will maintain an Internet web site to enhance student learning and communication with the community. Content will relate to curriculum and instruction, educational programs, opportunities, and services available from The da Vinci Institute (hereinafter (DVI)).

Departments, classes, and educational programs that wish to publish web pages for their individual schools must post them on the server designated by the district. These affiliated groups must be authorized to publish web pages by the district's web site administrator. Each group will make every effort to maintain a high quality web site with verified links, updated information, proper grammar, and accurate spelling.

All district pages must conform to board policies and administrative procedures for web pages.

The da Vinci Institute Web Site Administrative Procedures

- 1) DVI Web Pages
 - a) All district sponsored web pages will be hosted on the DVI server or a service provided by the district.
 - b) DVI will host a district web site. Schools, departments, classes, and educational programs that wish to publish individual web pages must have them hosted by DVI or a service provided by the district.
 - c) Neither staff nor students may publish personal web pages hosted by DVI or a service provided by the district.
 - d) "Unofficial" web sites, managed by teachers, not residing on the districts web host are allowed, if permission is granted by the appropriate principal, and the site adheres to these web policies. The principal is responsible for assuring compliance.

- 2) Required Links
 - a) All school web pages will link to the district's official homepage.
 - b) All web pages of groups and individuals within a school will link to the school's homepage.
 - c) To provide a convenient form of communication, the district home page will provide a DVI e-mail link to a designated contact person.

- d) Each affiliated groups' web presence will contain a link to a designated contact person.

3) Advertisements

- a) Advertising for personal, political, or commercial purposes is prohibited.

4) Student Images and Work

The following restrictions are to protect the safety and privacy of students.

- a) Photographs, video and audio clips of individual students, and individual student's work in any format are prohibited if a signed Media Exclusion Form is on file.
- b) At the parent's/guardian's/student's request, all photographs, and/or video and audio clips will be removed.
- c) Photographs of special education students may only be used with a signed release from a parent or guardian.

5) Adult Names and Images

- a) Photographs, video and audio clips of individual staff members, and individual staff member's work in any format are prohibited if a signed Media Exclusion Form is on file.
- b) At the staff member's request, all photographs, and/or video and audio clips will be removed.

6) District Web Site

- a) The district web site will be managed by the Superintendent's designee, hereinafter the district's web site administrator.
- b) The district web site administrator reserves the right to monitor all web pages and revise and/or remove inappropriate content.
- c) The district web site administrator will maintain a file with names of each school's web site administrators and their pass codes.

7) School Web Sites

- a) Principals choosing to have their web site published by staff members of their school building must designate an employee(s), who will be authorized to edit and post information.
- b) Only designated persons will be authorized to access the district's web server to update a department's web site.
- c) All schools must utilize a standardized home page template for their school and address the following specifications: school address and contact names, school calendar, and feedback/e-mail address.

8) Web Page Approval -

- a) Before web pages are published, updated, or revised, the school web site administrator is responsible for approving the content and design according to these procedures and the district web page editorial and design guidelines.
- b) Only one designated school web site administrator per building will be authorized to access the district's web server to update a school's web site.
- c) A school's web site includes web pages published by teachers, classes, departments, and other approved school groups.

9) Web Page Audit

- a) The district may review all content placed on the district web site and remove content.

10) Approved Affiliated Groups

- a) Web pages of approved affiliated groups hosted on the district-designated server are subject to the same policies, procedures, and guidelines as all other school/district web pages.

11) Content

- a) All pages must conform to the student and staffs access policies and all other da Vinci Institute policies, and they must adhere to copyright laws.

- b) All content must relate to curriculum and instruction, school authorized activities, or information about the school/district.
- c) Student work may be published anonymously or identified by first name only if no signed Media Exclusion Form is on file.
- d) No personal information about a student is permitted. Examples include: home telephone numbers, home addresses, e-mail addresses, passwords, parental information, or any information that could be useful in locating a student.
- e) No personal information about an employee is permitted. Examples include: home telephone number, home address, home e-mail address, or any information that could be used to locate the staff member outside the workplace.
- f) Newsletters and other documents published on a school/district web site are subject to the same restrictions as other information included on the web site.
- g) Students who do not have signed Media Exclusion Forms on file will be identified by first name only.
- h) Links to any web site outside the district must support curriculum objectives or be of informational value to our educational community.
- i) Any web page containing links to external sites must have the following statement disclaiming liability as to its contents.

"The da Vinci Institute makes every effort to provide a high quality web site with information and links that facilitate the accomplishment of our educational mission. Because of the unpredictable nature of the Internet however, we cannot be responsible for the content of pages not directly linked to this web site."

- j) Web pages will be reviewed regularly and kept current.
- k) Web pages will strive for high standards of professionalism with current and accurate information; correct grammar and spelling; and with no inappropriate reference to race, gender, religion, politics, alcohol, drugs, firearms, or sex.

- 1) No copyrighted text, graphics, or sound files will be used on District web pages without the express consent of the originator.

12) Consequences

Violations of the above policies are subject the district disciplinary policy and procedures, which may include termination of web publishing permissions.