

Technology Plan

Girard Unified School District 248



2009-2010

Committee Membership

Dick Fogliasso	Technology/Parent
Rick Duling	Technology/Parent/Community Member
Dan Duling	Parent/Community Member
Randy Heatherly	Administrator/Parent/Community Member
Blaise Bauer	Administrator/Parent/Community Member
Tom Stegman	Administrator/Parent/Community Member
Leah Gottlob	Elementary/Parent/Community Member
Laura Eckler	Elementary
Donna Martin	Elementary-Reading Specialist/Parent/Community Member
Wyndee Arneson	Middle School - Math/Parent
Peggy Marshall	Middle School - Technology/Parent/Community Member
Terry Johnson	High School - English/Parent/Community Member
Kelly Burnick	High School - Business/Parent
Steve Curran	High School - Math/Parent/Community Member
Mary Jane Dent	Middle/High Media Specialist/Parent/Community Member
Gary Pernot	Parent/Community Member
Kim Smith	Parent/Community Member

Note: Committee members represent grade levels or major curricular areas and are both parents and local community members. Selection of an individual is usually indicative of a willingness to promote technology education and/or a demonstration of involvement in classroom technology.

Technology Needs Assessment

Technology acquisition needs within the district are assessed by two major methods. The first involves utilizing input from staff members who are encouraged to submit requests for software, hardware and special projects to the technology coordinator or administration. These requests are evaluated, funding sources are explored, feasibility is considered, and student impact issues are discussed. This method has worked well—as teachers who take the initiative to submit requests are usually motivated and more likely to insure the success of a project in which they have ownership. Many times, projects are requested by groups who elect a lead teacher willing to work directly with the technology coordinator to define the necessary hardware and software for the project. This procedure allows teachers to have direct input on the project parameters and takes advantage of instructors' expertise in their respective areas.

The second method of technology acquisition in our district that usually involves larger purchases includes discussions between the technology coordinator and the administration. In this method, the technology usually involves building or district-wide impact. Examples include enhancements to the district-wide network, placement of computers in a particular building, replacement of 'outdated' computers in a given building, or implementation of a major new technology. In these cases, expertise and funding are critical issues, and instructor input may have limited value.

District Mission Statement

USD 248 is committed to excellence in education by providing:

- A warm, positive environment that encourages maximum academic, social, and personal growth for all students.
- Learning experiences that promote successful integration into today's society, meeting 21st century challenges.

Technology Vision Statement

USD 248 is committed to excellence in education by providing a learning environment rich in instructional technology that spans all grades. USD 248 is committed to providing District students and staff with the training and tools necessary to lead productive lives in our rapidly changing world.

Alignment to Vision

USD 248 is committed to the infusion of technology into education, thereby assisting teachers in facilitating the educational process and students in becoming lifelong learners so they may enhance the quality of their lives. Instructional technology use begins in the elementary grades, with a concentrated effort to integrate technology into the curriculum. Technology resources are used to enhance classroom activities by serving as tools for writing, reading, problem solving, decision making, and creative expression. This plan's purpose is to organize, define, and focus efforts to develop our technology education program thereby leading the District into the future. The District School Improvement Plan and the North Central Accreditation plan establish similar goals for all District schools, although the evaluation and data collection vary somewhat from school to school. To achieve this mission, the District Technology goals and objectives are listed below.

GOAL 1: Students and staff will have a basic knowledge of technology.

OBJECTIVES:

Encourage student use of appropriate technology hardware and software in the classroom.
Continue to define and refine 'basic' technology knowledge indicators.

GOAL 2: Students and staff will have access to current technology.

OBJECTIVES:

Provide current hardware and software to students and staff.
Provide access to Internet resources to students and staff.

GOAL 3: Students and staff will be provided with technical training and support.

OBJECTIVES:

Provide staff development to allow effective use of the Internet for instruction, preparation, and research.
Provide staff with grade management software and training to allow monitoring of student progress.
Provide students & staff with training to enable appropriate technology use and curriculum integration.

GOAL 4: Develop the Media Centers as an instructional resource for the District.

OBJECTIVES:

Promote Media Center use while continuing to upgrade Media Center technology.
Establish a unified program of available services between both Media Centers in the District.
Maintain an inventory of current versions of software, training, and resource materials.

GOAL 5: Develop a plan for the use/disposal of outdated technology hardware.

OBJECTIVES:

Assess hardware needs within the District and match those needs with existing hardware.
Develop a program for upgrading of technology hardware and disposal of obsolete hardware.

Technology Use Assessment

The previously listed goals and objectives have been established as a part of the overall technology curriculum. In addition, the following describes the assessment tools and methods used to collect qualitative data. This data will be utilized to evaluate the effectiveness of technology and assist in both current and future technology acquisition and decision making.

Student: Quantitative data is collected periodically in the form of local district assessments including technology baseline data and state assessment tests and is charted as a part of both the School Improvement Plan and North Central Accreditation. The compiled data helps evaluate the effectiveness of both academic and technology-related programs. Assessment of outcome effectiveness is also evident in the pass/fail rates of students completing courses dealing primarily with technology outcomes. Currently, using 2007-2008 data, there are 5 failing students of 135 students enrolled in technology classes targeting basic outcomes at the secondary level, which translates to a 0.03% failure rate. This figure has been consistent over past semesters. Comparatively, the failure rate for individual courses in the entire school is approximately 11.5%.

Staff: Baseline data is to be collected using a staff technology survey. A proposed teacher evaluation tool that includes the effective use of technology will also produce qualitative data.

Community: Baseline quantitative data will be collected in two manners: (1) by utilizing the hit count on the district PowerSchool® server, and (2) through the use of community-based surveys given as a part of the School Improvement Plan which produce qualitative data. Future plans call for additional evaluations using the AR (Accelerated Reader), S.T.A.R. (Standardized Test for Assessment of Reading), MAP (Measures of Academic Progress) and Kansas Assessment tests. The District's school-wide improvement plan is currently in Cycle IV, year three of the North Central Association Performance Accreditation plan. Our goal is to collect and use this data as a part of the school improvement plan as we near the end of the five year cycle.

Curriculum Integration & Enhancement

The following are District technology outcomes for each school. These outcomes are a primary source of technology integration into the general curriculum.

Instructional Computer Outcomes - Elementary [K-5]

1. Understand and be able to properly use the keyboard. [K-5]
 - Use a computer keyboard (Enter/Return, ESC, Alt, Numbers, Arrows). [Primary]
 - Use proper posture and placement of hands on keyboard. [Intermediate]
 - Keyboard using the touch system. [Intermediate]
2. Understand basic computer operations. [K-5]
 - Know basic computer terminology. [Primary]
 - Use menu-driven software. [Intermediate]
3. Use a word processor. [4-5]
 - Create, edit, save, load and print documents.
4. Use hardware and software safely and properly. [K-2]
 - Turn on/off the CPU.
 - Properly use input devices (mouse, keyboard).
 - Insert and access information from a CD.
5. Use a computer as an educational tool. [K-5]
 - Be able to use databases to access, retrieve, and manipulate information. [Intermediate]
 - Be able to access the Internet to research topics. [Intermediate]

Instructional Computer Outcomes - Middle School [6-8]

1. Keyboard with speed and accuracy.
 - Use proper posture and placement and position of fingers.
 - Use proper keyboard techniques for touch control of alphabetic and symbol keys.
 - Keyboard for speed accuracy.
2. Complete applications with word processing programs.
 - Be able to set and change margins and tabs, format styles, and set up columns.
 - Be able to create, save, retrieve, format, and print a document.
3. Create products using various computer applications.
 - Be able to use a spreadsheet (charts, graphs, basic math operations).
 - Use drawing/paint and desktop publishing applications.
4. Use current and additional technologies.
 - Operate a scanner and laser disc player.
 - Use video capture.
 - Store and access data on a network server.
5. Be able to be a responsible computer user.
 - Use CDs/disks properly.
 - Be able to boot the system, log in and out of a server, and shut down.
 - Know and apply software copyright, privacy rights and general netiquette rules.
 - Be able to utilize a basic troubleshooting routine.

Instructional Computer Outcomes - High School [9-12] - Basic

1. Be computer literate.
 - Know and apply computer terminology.
 - Start up and access computer software through network or stand-alone systems.
 - Apply basic operating system commands (format, change directories/drives, copy files).
2. Use a word processor.
 - Create and format documents (font, size, type, justification) and set/change margins & tabs.
 - Create and import graphics.
 - Use special features (enlarge/reduce, outline, shadow, change paper size).
 - Change default printer settings.
3. Use a spreadsheet.
 - Use spreadsheet formulas (add/subtract columns & rows, compute calculations) to problem solve.
 - Import and export information from and to a spreadsheet.
 - Create charts/graphs.
4. Apply integration activities.
 - Import and export information between various applications (spreadsheet/word processor).
5. Apply creative graphics concepts and skills.
 - Use various graphic tools (zoom, rotation, 3-D features, scaling, shading, etc.).
6. Create a multimedia presentation.
 - Incorporate current audiovisual technologies with computer productions.
7. Use desktop publishing.
 - Format documents (font, size, type, justification) and set & change margins and tabs.
 - Publish newsletters with graphics & special features (enlarge/reduce, outline, shadow, change page size).

Curriculum Integration Assessment

As part of its technology program, USD 248 links technology with existing programs at various grade levels. Existing programs that have been infused with a level of technology include Academy of Reading, Academy of Math, Accelerated Reader and a companion program S.T.A.R. (Standardized Test for Assessment of Reading), which is used to evaluate student-reading levels. In addition, the District implemented the M.A.P. (Measures of Academic Progress) test during the 2006-2007 school year. In the near future, these test results may also be used in the assessment process. The scores obtained with S.T.A.R. are used for student placement in various reading programs. Another use of technology within the District includes the utilization of the PowerSchool[®] Student Information System to track absenteeism and conduct. These two behaviors are used in the Kansas Quality Performance Accreditation report, the Girard Building Report, as a target goal in the School Improvement Plan, and in the North Central Accreditation plan.

USD 248 has had an ongoing commitment to technological integration in both curriculum and management areas of education since 1982. The Girard School District has been and continues to be an innovator in the utilization of educational technologies. Many teachers have embraced and readily accepted numerous forms of educational technologies, including computers, audio/video equipment, and a variety of other educational technologies. Examples of these programs include elementary keyboarding training, a middle school technology facility, a secondary writing center, a well-equipped modern media center, and other classroom opportunities for students and staff to use technology as an educational tool.

USD 248 has participated in the National School Boards Association's Technology Leadership Network (TLN) since 1986 and was selected for special recognition at the NSBA's Technology + Learning Conference in Dallas, Texas. Girard was one of three school districts in the United States to have its technological programs showcased at the conference and the first Kansas school district to be recognized by the Conference for Excellence in Educational Technology Programs. The Girard community takes pride in and supports technology in its schools.

As part of technology integration into the curriculum, students use various technologies that have been integrated into the curriculum to augment the learning process:

Students use the Media Center web page to access Internet-based research tools on subscription services.
Students take Accelerated Reader & S.T.A.R. Assessments using district-wide server-based testing.
Students in all levels improve their reading skills using Academy of Reading.

Students in grades 5-12 utilize presentation software to product video presentations.
Students perform Internet-based research in most classes.
Students in middle/high multimedia classes produce video presentations using digital video software.
Students in writing classes use word processors to compose, edit, print and present writings.
Students in computer/math courses use word processors & spreadsheets to prepare assignments.

In a continuing effort to develop technology skills, teachers participate in training in-services held during the school year and are encouraged to attend specific application training sessions held at the Southeast Kansas Education Service Center. Pittsburg State University also schedules classes at the Girard location dealing with various technology topics.

Staff development is essential for the success of any program, and technology is no exception. While some of the faculty members at USD 248 are adept at utilizing computers and technology, a number have been more reluctant to embrace educational technology. As researchers say, "Our overall experience suggests that lasting, significant change—in teachers' beliefs about their role, in instructional practices, and in student outcomes—will not occur simply by giving teachers the latest technological tools" (Sandholtz, J.H, and Ringstaff, C. "Student Engagement Revisited: Views from Technology-Rich Classrooms," ACOT Report # 21). Staff development occurs not only at District-sponsored inservice but also in several fashions:

Staff are encouraged to attend technology-related conferences.

Several staff members attend the National School Board Association (NSBA) - Institute for the Transfer of Technology to Education (ITTE) national meeting annually.

Staff members attend technology training held at the Southeast Kansas Education Service Center.

Plans call for a more detailed assessment to incorporate strategies now being developed as a part of the school-wide improvement plan. These strategies include the use of Accelerated Reader, S.T.A.R., writing assessments, and a basic skills survey. The baseline data used in the improvement plan will be collected in the near future as we continue with a new five-year cycle for Quality Performance Accreditation.

Following is a list of data sources, assessment methods, and comparison criteria.

Data:

- | | | |
|---------------------------|---------------------|---|
| •Kansas Assessment | •Academy of Reading | •Measures of Academic Progress (M.A.P.) |
| •School Improvement Plan | •School Report Card | •Standardized Tests (A.C.T.) |
| •AR Reading Comprehension | •Vocational reports | •PowerSchool |

Improvements Assessment:

- Survey

Criteria:

- Measure of success will be by increased use of technology, enhanced technology skills, a positive attitude toward technology, and overall student achievement.

Professional Development - Teachers and Administrators

Staff development in the area of technology is a priority need in the District. To maximize the benefit of technology in the teaching/learning process, teacher needs include training to:

- Provide staff development to allow teachers effective Internet use to enhance the teaching and learning process.
- Assist teachers in utilizing the Internet for instruction, instructional preparation, and research.
- Utilize grade management software and training for teachers to monitor student progress.
- Provide training to integrate technology into the curriculum while continually assessing additional needs.
- Understand the uses of various application software packages.
- Learn to manage student computer use while conducting other class activities.
- Integrate a multimedia approach to the teaching process.
- Become aware of security and ethical issues regarding technology use.
- Perform minor maintenance on classroom technology equipment.
- Know where and when to go for help.

Current Status:

While all Girard USD 248 staff have adequate equipment to begin the process of incorporating technology into their curriculum, there has been a reluctance to do so partly because of the need for technology-based training. Although classes from the local university (Pittsburg State University) and the Education Service Center in Greenbush are a viable option, many staff members have been reluctant to participate for a variety of reasons. It is felt that staff development must be mandatory and take place in a manner that will impact all staff over an extended period of time. Research indicates that a good staff development program allows the incorporation of technology into the curriculum that would normally occur in five years to occur in approximately eighteen months. Next, providing teachers with computer skills allows them to become familiar with technology using a hands-on approach. Finally, providing instructors with current technology allows use of newer software, thereby providing another avenue for promoting the incorporation of technology into the curriculum. Accessibility, combined with appropriate training, will help insure the successful integration of technology into classrooms and provide instructors with e-mail, grade management, and lesson development. To help with this incorporation, Girard Schools has begun to purchase equipment necessary for this process to occur. During the 2007-2008 school year, all classrooms had ceiling-mount projectors and document cameras installed. This is in addition to the transition from workstations to laptop computers for the majority of staff during the same time period. This transition continues and will eventually provide all staff with a laptop.

Plans:

To accomplish the planned training goals, a three-year program involving approximately four half-days of formal training each year would be required, with adjustments to the training time as needed. At the end of three years, all teachers should be trained. Follow-up training will be scheduled as needed for specific applications as well as special sessions for new staff. Training would be provided by a variety of sources, including expert trainers, District staff, vendors, and the local Education Service Center.

The content areas deemed most beneficial to staff include: (1) computer basics, (2) internet, (3) word processing, (4) spreadsheets, (5) computer maintenance, (6) computer networks, (7) electronic grading, (8) desktop presentation, (9) multimedia, (10) e-mail services, (11) technology and curriculum integration, (12) technology ethics. Prior to implementing first year training, the staff will be surveyed to determine their preferences in planning the session content as well as forming small groups for a more individualized approach. Second-year courses will be determined by surveying the staff after completion of the first year's training. The logistics of training all staff members simultaneously exceed District capabilities; therefore, 3-4 sessions of the above 12 topics would be offered concurrently in a breakout manner and repeated allowing staff to attend all sessions.

Finally, two other areas necessary to improve staff development plans include: (1) an emphasis on acquiring skills from other sources, including college/university classes, the local Education Service Center, and self-study; and (2) evident administrative support for teachers incorporating technology into their curriculum areas, use technology to improve their delivery method, and/or implement other classroom technologies. A portion of teacher evaluation will be tied to the effective use of technologies.

Professional Development - Assessment

Professional development is evaluated using a variety of methods. First, when staff are provided with technology training, students should experience increased achievement—which becomes evident on standardized achievement tests and other student evaluation tools. Since achievement test scores are used in the District's School Improvement Plan, the results will be available on that document. Finally, use of the following tools will establish assessment baseline data:

Assessment:

- Surveys
- Observation
- Kansas Assessment

Criteria:

- Increase in use of classroom technologies
- Increase in student technology skills
- Increase in use of Internet resources

Addendums

Copyright Policy - Copyright and Computer Software Guidelines

The Copyright Act of 1976 and the Computer Software Copyright Act of 1980 give educators guidelines as to when computer software may be copied. Interpretations of the law have been made by several experts and the following is a summary of those interpretations.

Backup Copy

You may make an archival/backup copy of a software program that you own to be used only if the original fails. You may not use the copy on a second computer at the same time as the original. Since a backup is allowed by law, a copy may be made if the vendor does not provide one. However, its use is restricted as stated above.

You May...

- make a copy for archival purposes.
- adapt a computer program to your use by adding to the content or adapting it to another language although you can't sell, distribute, or transfer the adapted version.
- loan the software in the school media center.
- negotiate site licenses to enable multiple copy use.

You May Not...

- make multiple backup copies.
- make a copy for both home and school use (unless specified by the copyright holder or distributor).
- make a copy for a friend (unless it's public domain).
- transmit the program through a network outside of a school building.

Fair Use and Software

Educators are concerned about their rights under the provision of Fair Use. Section 107 of the 1976 Copyright Act discusses four factors that determine whether copying can be done legally. ALL FOUR of the factors must be considered in determining fair use. All four criteria must be met before copying of any materials is allowed. The law does not give one factor more weight over another. However, the courts have generally placed the most emphasis on the last factor while the second factor is generally accorded the least importance and is also the most unclear of the four.

1. The purpose and character of use, including whether use is for commercial or nonprofit educational purposes.
2. The nature of the copyrighted work.
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole.
4. The effect of the use upon the potential market for or value of the copyrighted work.

A review of the literature indicates copying computer software for short-term, emergency use may be allowed.

Computer Labs

Software use in computer labs is a gray area in some regards. There are differing views of what is allowable. The basic difference in opinion stems from the misunderstanding of what constitutes a copy of computer software. There are two definitions of making a copy of computer software: Under the law educators are allowed to make a backup copy; however, this copy cannot be used at the time the original is being used. You cannot make several copies of one program for students to use in a lab. Even though you purchase a program, you have not purchased the right to copy the program. A copy of a computer program is also being made when loaded into the memory of a computer. If you load one program into several computers to be used at the same time, you are making illegal copies and are violating the law. This instance of copying is often overlooked by educators because it produces an intangible copy. This interpretation of copying, although difficult to understand, is accepted by many legal experts whose articles were reviewed for this publication.

You May Not...

It would likely be IN VIOLATION of the copyright law if one program is loaded into several computers for use at the same time (assuming the program was not packaged and sold for that purpose and assuming there was no license granting permission to do so). The key is simultaneous use. To get around this problem of multiple loads for simultaneous use, some companies are using multi-copy pricing and licensing provisions.

You May...

You may use one program sequentially on several computers (that is, load in one computer, use it, turn off the computer, then load it into another computer, etc). The key is simultaneous use. Simultaneous use is likely in violation of the copyright law; sequential use is not.

Networks

In the absence of a network license, you would likely be in violation of copyright laws if a program is downloaded to multiple stations at the same time on a network, be it a hard disk or floppy disk network.

Compact Discs

Networking optical products on multiple CD players requires a network license, as with other software.

Databases and Database Downloading

Automated databases are copyrightable. Legal experts agree that downloading much data from a host computer is an infringement of copyright laws while downloading a few records is not. The dividing point is undefined. However, temporary storage is generally considered part of the host computer lease agreement. Long-term storage will vary with the license. Other uses, such as multiple copying of data, specialized database construction, distribution, etc., are subject to individual permission.

Software Rental

The Computer Software Rental Act signed into law December 1, 1990, states computer programs may not be rented, leased, or lent commercially; an exemption is provided for nonprofit libraries and educational institutions. The House Judiciary Committee stated, "...all copies of software lent by nonprofit libraries [shall] bear a notice warning borrowers that unauthorized copying may violate copyright laws."

Penalties for Infringement

The copyright owner is entitled to actual and statutory damages. Criminal charges may also be filed. Monetary penalties may range from \$250 to \$10,000 per infringement and one year's imprisonment is possible for willful infringement that results in commercial or private financial gain.

OFF-AIR RECORDING GUIDELINES

Section 107 of the Copyright Act, Amended 10-14-81

These guidelines were developed to apply only to off-air recording by nonprofit educational institutions.

1. A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable retransmission) and retained by a nonprofit educational institution for a period not to exceed the first forty-five (45) consecutive calendar days after date of recording. Upon conclusion of such retention period, all off-air recordings must be erased or destroyed immediately. "Broadcast programs" are television programs transmitted by television stations for reception by the general public without charge.

2. Off-air recordings may be used once by individual teachers in the course of relevant teaching activities, and repeated once only when instructional reinforcement is necessary, in classrooms and similar places devoted to instruction within a single building, cluster or campus, as well as in the homes of students receiving formalized home instruction, during the first ten (10) consecutive school days in the forty-five (45) calendar day retention period. "School days" are school session days—not counting weekends, holidays, vacations, examination periods, or other scheduled interruptions—within the forty-five (45) calendar day retention period.

3. Off-air recordings may be made only at the request of and used by individual teachers, and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.
4. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy shall be subject to all provisions governing the original recording.
5. After the first ten (10) consecutive school days, off-air recordings may be used up to the end of the forty-five (45) calendar day retention period only for teacher evaluation purposes, i.e. to determine whether or not to include the broadcast program in the teaching curriculum, and may not be used in the recording institution for student exhibition of any other non-evaluation purpose without authorization.
6. Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.
7. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.
8. Educational institutions are expected to establish appropriate control procedures to maintain the integrity of these guidelines.

Girard Unified School District 248

Computer/Network/Internet

APPROPRIATE USE POLICY

The Girard School District provides access for students and staff to state-of-the-art computer technology, electronic mail, and the World Wide Web via the Internet—a worldwide network of networks. All users must share the responsibility for seeing that our computer facilities are used in an effective, efficient, ethical, and lawful manner. It is a privilege to have access to these extraordinary resources. It is understood that all USD 248 students will comply with this policy.

Students utilizing District-provided computer network and/or Internet access must first have the permission of and must be supervised by District faculty. Students utilizing District-provided Internet access are responsible for good behavior just as they are in a classroom or other area of the school. The same general rules for behavior and communications apply.

The purpose of District-provided computer network and/or Internet access is to facilitate communications in support of research and education. To remain eligible users, students' use must be in support of and consistent with the educational objectives of the Girard Unified School District. Access is a privilege, not a right. Access entails responsibility.

Users should not expect that files stored on school-based computers/servers will always be private. Electronic messages and files stored on school-based computers may be reviewed by administrators and faculty to maintain system integrity and insure that users are acting responsibly.

The Girard Unified School District makes no warranties of any kind, neither expressed nor implied, for the computer network/Internet access it provides. The District will not be responsible for any damages users suffer, including—but not limited to—loss of data or interruptions in service. The District will not be responsible for the accuracy, nature or quality of information stored on any form of media; nor for the accuracy, nature, or quality of information gathered through the District-provided computer network and/or Internet access. The District will not be responsible for financial obligations resulting from District-provided access to the computer network and/or Internet.

Users are responsible for adhering to the following guidelines:

- Users will respect the integrity of the computers and network system. The computer systems are set up by the system administrator and are not to be altered in any way.
- Users will display appropriate conduct and observe the rules of "netiquette." Users will respect the rights and privacy of others and not gain unauthorized access to resources of others, vandalize the data of another person or entity, or bypass the use of internet filtering (required by the Federal Children's Internet Protection Act –C.I.P.A) by proxy sites or any other means.
- E-mail sent to others must be signed by the sender and must use appropriate language which is not abusive, profane, or offensive. E-mail will not be used to distribute hate mail, make discriminatory remarks, exhibit antisocial behavior, contain profanity, or distribute viruses or other security threats.
- Users will respect the legal protection provided by copyright license to programs, books, data, articles, photography, artwork, etc.
- The Internet will be used in support of education and research consistent with the policies of the District including accessing, saving, or using only appropriate language, graphics, or text. Users agree not to access/transmit materials considered obscene/pornographic or offensive.
- Use of the computer network/Internet will only be for lawful & school related purposes and not for illegal activities, commercial purposes, advertising, or posting anonymous messages.
- Personal (non-school owned) computers are not allowed access to the school network/Internet without permission from the superintendent or technology staff.
- The computer network/Internet is not to be used for 'chat' areas and gaming zones.
- All users agree to the following equipment/lab guidelines:
 - adhere to general printing and file-saving instructions.
 - use equipment with care and keep the lab/computer area clean & orderly.

- use only software which has been assigned by staff.
- report equipment or software problems to a staff member.
- leave all computer materials and equipment in the lab/computer area.
- keep all food and drinks out of the lab/computer area.

Consequences:

Disciplinary action may be determined at the building level in accordance with existing procedures and practices regarding inappropriate language or behavior. Any violation of the above policy may result in loss of District-provided access to the computer network/Internet. When and where applicable, law enforcement agencies may be involved.

**USD 248 BOARD OF EDUCATION POLICY
"USE OF COMMUNICATIONS TECHNOLOGIES BY STUDENTS"**

Use of technology is an important part of the education experience of Girard students. Communications technologies, including District-operated computer networks, District-provided Internet, and other District-provided services afford exciting learning opportunities for the student. These services are provided solely for the educational benefit of the student.

Student use of these services is a privilege which may be restricted or denied. Any student who uses District-provided communications technology services in an inappropriate or unacceptable manner or in violation of Board policy or Administrative guidelines will be subject to disciplinary action which may include temporary or permanent loss of use.

**USD 248 BOARD OF EDUCATION POLICY
"USE OF COMMUNICATIONS TECHNOLOGIES BY EMPLOYEES"**

Technology is an important part of the teaching, administrative, communicative, and professional development process of District employees. Communications technologies, including District-operated computer networks, District-provided Internet, and other District provided services are provided for the professional use of District employees.

Use of these services is a privilege which may be restricted or denied. Any employee who uses District-provided communications technology services in an inappropriate or unacceptable manner or in violation of Board policy or Administrative guidelines will be subject to disciplinary action which may include temporary or permanent loss of use.

School Statistics

Unified School District 248 is a rural school located in the southeast corner of Kansas whose enrollment is approximately 1,100 students. Girard High School is a fully accredited high school incorporating grades 9-12 and has approximately 350 students. Girard Middle School consists of grades 6-7-8 and has approximately 250 students enrolled. Haderlein Elementary School includes grades K-5 and has approximately 500 students.

Contacts

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