Faith Community Christian School
Technology Plan

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Faith Community Christian School
TECHNOLOGY PLAN

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Section 2

MISSION STATEMENT
Faith Community Christian School prepares students spiritually, academically, and socially to be effective servants of Christ.

SCHOOL PROFILE
Faith Community Christian School (FCCS) is a private, non-profit organization governed by a parent-elected board of trustees. Currently, FCCS educates 60 Kindergarten through sixth grade students at our facility located at 9614 West Fisk Road in Belding, MI 48809. FCCS employs 5 full-time teachers/staff members and 3 part-time teachers/staff members.

Faith Community Christian School is located in West Michigan 25 miles northeast of Grand Rapids in the northwest corner of Ionia County. Faith draws its student population from the communities of Belding, Greenville, and other nearby outlaying communities. The population of our school is primarily white (97%) with 3% of students from an Asian descent. FCCS proportion of students who are eligible for reduced-plan lunch is approximately 5%.

VISION AND GOALS
Section 3

Background of technology planning:
Faith Community Christian Schools' first technology plan was developed in 1998 and presented to our Association at the Spring meeting. In June of 2005, we realized a 90% completion of goals. This plan, our second Technology Plan, reflects input from community and a committed technology committee. This plan will ensure the commitment to using technology to improve teaching and learning while meeting established core academic standards.

VISION STATEMENT:
Technology at Faith Community Christian School will be integrated into all aspects of a student's education. This will prepare them to be life-long learners and enable them to be effective servants of Christ in a rapidly changing technological society. By pairing effective teachers with the power of technology we will realize an optimal learning environment.

MAJOR GOALS OF TECHNOLOGY PLAN:
- Technology is not a separate curriculum, but an appropriate part of every curricula at each level of instruction.
- Students must be provided with opportunities to use technology to equip them to live in an age of information and reach out for information for learning beyond the walls of FCCS.
- Technology will enhance our efforts to expand the curricula to address authentic problems and enable students to generate products that have use outside the context of the classroom.
- Technology will enhance home-school connections, communication, and collaboration in learning.
- Technology is an important tool or strategy that will be used to improve and enhance the structure management of school, instruction, and learning.
- Technology will advance the diversity of student learning.
- Effective integration of technology is a process that occurs gradually and is constantly changing; struggles with new technologies are a normal part of the implementation process.
- Effective integration of technology into the educational program requires teacher initiative, ongoing staff development, up-to-date technological tools and technical support.
- Technology's varied impact must be evaluated and critiqued by students and staff.

TECHNOLOGY PLANNING COMMITTEE

David Dutmers, parent

Beth Hunting, bookkeeper

Gil Jensen, parent

TriciaMcGovern, administrator

John Niewoonder, parent & board member

Sharon Scott, teacher

Jeff Stowitts, parent

CURRICULUM

CURRICULUM INTEGRATION - Section 4

Technology should become an integral part of how a classroom functions. Technology integration is incorporation of technology resources and technology-based practices into the daily routines, work, & management of a school. FCCS priority is to ensure technology integration across the curriculum.

FCCS will develop a series of lesson plans and templates for teachers that will blend technology curriculum benchmarks with existing core area curriculum. Multimedia, software, and Internet tools will allow teachers to integrate in a variety of ways increasing student levels of critical thinking.

The current challenge for FCCS is ensuring that all teachers use the technology to enhance teaching and student learning. FCCS recognizes that for integration to be successful, staff needs to be comfortable with various tools and be equipped to effectively prepare students to use such tools. FCCS will develop strategies for equipping staff to master these skills. Training opportunities will be provided as outlined in the professional development section of this plan to tackle this challenge.

Basic Use and Literacy – STUDENT

Educational technology will be appropriately and equitably integrated into instruction and management and used by all students. Curricular adjustments and additions will be made to enable students to use technology to enhance and facilitate learning. The technology components include:

- Keyboarding
- Multimedia presentations
- Word processing
- Database management
- Information processing
- Spreadsheets
- Media literacy
- Desktop publishing
- Computer literacy
- Video production
- Technology's impact on society

Basic Use and Literacy - STAFF

Educational technology will be appropriately and equitably integrated into instruction and management and used by all staff for:

- Lesson preparation and presentation
- Communication with staff, parents, students
- Information processing

- Word processing
- Grading and record keeping
- Varied learning experiences for students
- Data management
- Technological instructional strategies
- Authentic products

Basic Use and Literacy - ADMINISTRATION

Technology will be appropriately used by administrative staff for:

- Word processing
- School management tasks, such as, financial record keeping, etc.
- Student management information, such as, attendance, scheduling, discipline, learning needs
- Curriculum data management
- Communication with students, staff, parents
- Accessing information
- Presentation purposes

Basic Use and Literacy - COMMUNITY

Technology will be made accessible for use by the school community for:

- Accessing media center resources
- Electronic communication with school personnel and board members
- Accessing individual student files
- Accessing FCCS individual school data, calendars, policies, homework listings, etc.
- Development of technology workshops in collaboration with Community Education and other district resources.

Specific uses of technology are identified in Appendix A.

STUDENT ACHIEVEMENT – Section 5

Technology can be a powerful tool for engaging students with authentic content. Technology can connect students with information and resources from around the globe. Technology can be an effective instruction tool when it is thoroughly integrated into the curriculum to engage the learner.
It is our goal that all students will achieve proficiency in the grade level benchmarks (see Appendix A), which encompasses all areas of study. Implementation of an electronic grade book system is a desire of FCCS. This would allow for consistent grading/assessing and would be aligned to support curriculum benchmarks. The system would allow parents and staff access to student grades, attendance, and discipline data as well.

TECHNOLOGY DELIVERY – Section 6

FCCS is wired and equipped to deliver specialized, rigorous courses retrieved or accessed through the Internet. The technology committee will explore distance-learning opportunities in which students could explore areas of interest and areas of challenge for students not available on site at FCCS.

PARENTAL COMMUNICATION & COMMUNITY RELATIONS - Section 7

Dissemination

Our completed Technology Plan will be posted on the FCCS website and will be available as hard copy upon request.

Parent-Teacher Communication

Teachers are expected to use technology to increase and maintain communication with parents. Weekly school and classroom newsletters will be sent via email. For those without email, communication will be conveyed in traditional ways such as telephoning and notes sent home.

COLLABORATION - Section 8

FCCS believes that students are not likely to utilize technology unless parents, grandparents, and peers encourage its use. Access to FCCS greater community will increase confidence and prompt those impacted to help students utilize technology for classroom assignments. As well as opening our doors to our own families, FCCS will continue to make efforts to allow for our facility and technology to be utilized by other organizations in our community.

PROFESSIONAL DEVELOPMENT

PROFESSIONAL DEVELOPMENT – Section 9

Professional development and resources will be provided to ensure that staff has the appropriate competencies needed to use educational technology resources. Required and encouraged training options include: FCCS technology training sessions, Ionia & Kent Intermediate School Districts, Michigan Association of Computer Users in Learning (MACUL), college/university courses, and collaborating with other school systems. All staff will be trained as new products and services are added.
The FCCS Technology and Education Committees are responsible for recommendation of FCCS technology training sessions.

Staff Training Participants

- Administrators
- Office staff
- Teaching staff: part-time and full-time
- Teacher assistant staff

Technology Training Goals

Appropriate integration of technology into curriculum is dependent on a strong staff development program. Our goal is to provide training so that all staff will be able to achieve the integration guidelines (Appendix C) as well as use the technologies to assist in their work and delivery of curriculum. Priorities for training will be determined through staff surveys and collaboration between technology staff, teaching staff, and administrators. The following components of technology training will be included in all FCCS training sessions:

- Connection to state and national standards for teacher and administrator competencies
- Basic use of specific software/hardware
- Integration techniques for use of technology with curriculum
- Access to follow up support.

FCCS will seek to identify _____ of the technology hardware/software budget for staff development based on training priorities, level of need, and curriculum needs. This cost includes training materials, trainer , and payment for substitute teachers, and administrative costs.

District Staff Technology Training Opportunities

- FCCS will have two Professional Development Days each year in which one-half of the day will be devoted to technology training.

- Summer workshops for technology training will be organized to enhance curriculum integration.
- All classroom teachers are required to be with their students in the computer lab to support the curriculum instruction and technology integration. Classroom teachers have access to training, along with their students, provided by the lab instructors through the Belding Area Schools Shared-Time program.
- The Technology Committee, when requested, provides individual and small group training.

SUPPORTING RESOURCES – Section 10

FCCS is committed to providing the following resources to support teaching and learning using technology. Professional development in technology will include utilizing a variety of resources: Ionia/Kent ISD, MACUL, higher education offerings, on-site hands on training, video & print training materials have been used in past technology training sessions. As new hardware and software programs are added, FCCS will adequately train staff to maximize use of technology.

INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE

INFRASTRUCTURE NEEDS/TECHNICAL SPECFICATION – Section 11 / 12

Effective educational use of technology requires up-to-date technological tools and the technical support that allows for consistent, planned use by staff, students, administrators, and parents. As resources become available, the school will be provided with the necessary hardware and software to implement this plan. The FCCS Technology Plan includes three major phases of hardware/software development: voice, video, data infrastructure, classroom technologies, and video broadcast distribution (Appendix D). All hardware purchases must meet school standards. The review, evaluation and purchase of computer hardware are a collaborative process between building Technology Committee, Administrator, and Education Committee. When technical support issues arise, FCCS relies heavily on its own community to provided needed support. Funding is available should needs go beyond that of its own community.

Phase IV

By Fall 2008, Phase I infrastructure was completed in the building. The following voice, video, data foundation level technologies were implemented:

- Local Area Networks (LAN) with voice, video, and data connections in offices and classrooms, with the following wired computer workstation specifications:
  - K- 4 classrooms - 1 stations
  - 5-6 classrooms – 2 stations
  - Media Center Computer lab (K-6) - 15 stations per 60 students
- Internal fiber connectivity between technology closets
- E-911 access from all classroom phones
- School-wide email system
- Building paging systems
- On-line grading program
- Filtered Internet access to all networked locations
- File Server
- Coax cabling for Cable TV and broadcast access to all classrooms and viewing locations
- Faith Community Christian School Web Site: www.FCCSnet.org
- Monitor with DVD/VCR in every classroom (K - 6)

Phase V and VI Hardware

Phase II and III new hardware is being implemented throughout school based on funding through the Capital Fund expenditures, Boosters, donations, and

designated gifts. FCCS originally determined developments in these phases, which will continue to be revised as the FCCS Technology Plan is implemented.

The recommended hardware includes:

- Voice mail system
- Networking Software – in place
- 1 teacher workstation in every classroom
- 1 to 5 student workstations in every classroom or, availability of portable wireless computer workstations.
- Library Circulation Software
- Pass over phone lines
- Access to:
  - Digital cameras –in place Winter 2005
  - Scanners
  - Printers – in place in all classrooms
  - Data/Video projectors
  - Digital video recorders – in place winter 2005

District Software Integration

All software purchases must meet district standards. The review, evaluation and purchase of software is a collaborative process between teaching staff, Technology Coordinators, Administrators, and Computer Systems Administrator. The FCCS Technology Plan includes the following software and resource standards:

1. **Server Software**
   - Server OS: *Novell Netware* system software
   - Firewall
   - Internet filtering software: *Blue Coat Web Filtering*
   - Virus Protection: Symantec *Norton AntiVirus* software for fileservers

2. **Student Management Software**

   The school will evaluate vendors when funding becomes available.

3. **Software at each location** includes, but is not limited to the following list:
   - Virus Protection: Symantec *Norton Anti-virus* software for PC workstations
   - Browser software: *Microsoft Explorer*
   - Word Processing, Spreadsheet, Data Base:
   - *Microsoft Office: Word, Excel, Access, Publisher, PowerPoint*
   - *Claris/AppleWorks; Microsoft Works; Microsoft Office*
   - Keyboarding
   - Multimedia
     - *KidPix*
     - *PowerPoint*
   - Other software for integration with curriculum

4. **Administrative Software**
   - GroupWare: Novell *GroupWise* (calendar, email)

- Word Processing, Spreadsheet, Data Base – *Microsoft Office*
- Library Circulation Software

  The school will evaluate vendors when funding becomes available.

5. Other Resources
   - FCCS WebSite: Educational links that coordinate with curriculum standards will be provided on the FCCS website (www.FCCSnet.org).
   - On-line textbook resources

FUNDING AND BUDGET

BUDGET AND TIMETABLE – Section 13

Year 1

Maintenance/repair	$ 500.00
Upgrade/replacements	$3000.00
Internet Connection	$ 600.00
Internet Filtering	$ 100.00
AntiVirus	$ 150.00
Web Hosting	$ 100.00
On-line grading program	$ 150.00
Professional Development	$ 200.00
Telephone	$_____

Year 2

Maintenance/repair	$ 500.00
Upgrade/replacements	$3000.00
Internet Connection	$ 500.00
Internet Filtering	$ 75.00
AntiVirus	$ 150.00
Web Hosting	$ 150.00
Software	$ 300.00
On-line Grading Program	$ 150.00
Data Projector	$1000.00
Professional Development	$1000.00
Telephone	$2500.00

Year 3

Maintenance/repair	$ 500.00
Upgrade/replacements	$ 3000.00
Laptop lab W/ cart	$10000.00
Internet Connection	$ 500.00
Internet Filtering	$ 75.00
AntiVirus	$ 150.00
Web Hosting	$ 150.00
Software	$ 500.00
On-line Grading Program	$ 150.00
Professional Development	$ 1000.00
Telephone	$ 2500.00

COORDINATION OF RESOURCES – Section 14

In addition to yearly budget allocations for technology, resources for the purchase of hardware, software, and continued training will come from a variety of sources:

- Line item in annual operating budget
- Gifts from supporters earmarked for technology
- Title funding
- Universal Service Fund
- Grants designated for technology acquisition, upgrades, and training
- Contingency fund for major repairs, misc. needs
- Parents/supporter for donation of services — FCCS relies heavily on the support of its families.

MONITORING AND EVALUATION

EVALUATION – Section 15

The technology committee will be responsible for annual review and evaluation of the technology plan. The committee will also use the rubric as recommended by the Michigan Department of Education. The technology committee will measure and report the effectiveness of FCCS use and integration of technology. In addition, the committee will assess the amount and type of computers, network services, use of other technological tools, etc. The results of these assessments will be utilized to generate strategies to address unmet goals of the plan.

ACCEPTABLE USE POLICY – Section 16

The use of technology at Faith Community Christian School is a privilege extended to students, staff, and community to enhance learning and exchange information. You will note that FCCS meets all the requirements of the Federal Children's Internet Protection Act (C.I.P.A.). Guidelines for use of technology will be published in the Student/Parent Handbook for each school. The policies and guidelines are located in Appendix C.

Without equitable access to information and communication, disparities in educational opportunities occur. Students at FCCS will have equitable access and be provided with educational opportunities to learn how to use these technologies.

Appendix A

Appendix A

Student Use

1. Students will have access to a computer lab where they will be taught basic computer use, keyboarding, word processing, along with use of multimedia tools, databases, spreadsheets, research and communication tools.
2. Students will have immediate access to the school's learning resource databases from classrooms and the media center.
3. Students will have access to outside resources from classrooms and the media centers.
4. Students will be able to participate in collaborative projects with their peers in other schools across nation and around the world.
5. Students will be able to communicate with experts in various fields to obtain information.
6. Students will have access to individual educational plans and lessons for certain aspects of the educational process.
7. Students will use technology to create a variety of products as a result of their study and research (papers, graphics, videos, multimedia products, broadcasts, visuals, etc.).
8. Students will be able to participate in distance learning classes not available at local schools.
9. Students will have access to listings of assignments, school events, notices, reminders, etc. from their homes.
10. Students will use a variety of special technological applications, i.e., physical science, life science, art, music, mathematics, applied technology, etc.

Staff Use

1. Teachers will use technology as an integral part of their classroom for instruction, communication, and management.
2. Teachers will use appropriate technology to present lessons and information and to create varied and authentic learning experiences for students.
3. Teachers will use technology to enhance students' learning and engage them in the learning process, i.e., problem solving, simulations, demonstrations, tutorials, drill and practice, multimedia presentations, authentic products, etc.
4. Teachers will have immediate access to a database of FCCS curriculum goals, objectives, theme/unit plans, course syllabus, assessments, etc.
5. Teachers will have access to a student database with pertinent information about students' learning styles, special needs, special interests, curriculum accommodations, health data, emergency information, test scores, course registration, discipline records, etc.
6. Attendance and grading will be done electronically.
7. Teachers will communicate electronically with colleagues within the school, the district, and across the nation for input, assistance, and exchange of ideas.

8. Teachers will have access to a wide range of databases containing theme/unit plans and other educational resources.
9. Teachers will be able to engage in staff development programs delivered electronically.
10. Teachers will use electronic mail for access to FCCS and local school announcements, memos, calendars of committees and facilities, and each other.
11. Staff voice and/or electronic mail will be available to all staff, students, and parents.
12. Teachers will be able to use technology for student portfolio assessment.
13. Administrators will use electronic technologies to facilitate productivity, access information for decision-making and professional growth, and perform school management tasks.
14. Administrators will use technology to manage information relative to curriculum implementation, student activity, and student and teacher performance.
15. Administrators will use technology to conduct research regarding district-wide needs and learning trends.
16. The use of technology will enable administrators to communicate easily and frequently with parents, peers, students and staff.

Community Use

1. The school community will use technology to participate in district learning and information resources for on-going personal development.
2. Parents will be able to communicate frequently and efficiently with school personnel and board members regarding relevant issues.
3. Parents will be able to retrieve information about district-wide activities, local school activities, policies, and student progress.
4. Through technology, the school community will be able to serve as a resource to our schools through collaborative projects and enhanced communication and resource management.

(adapted from other technology plans)

Appendix B

APPENDIX B

TECHNOLOGY INTEGRATION GRAVE LEVEL GUIDELINES

The following document is designed to be a guide for the classroom teacher in the integration of technology in curriculum. Faith Community Christian School uses technology as a tool to strengthen student learning in curriculum areas. Technology is not a curriculum in itself.

The resources used to develop the Middle School Project Guidelines are as follows:

- International Society for Technology in Education, National Educational Technology Standards (ISTE NETS)
- Michigan Educational Technology Standards (METS)
- Michigan Department of Education Instructional Technology Across the Curriculum (ITAC)
- The Michigan Department of Education Technology Plan
- Evaluation of several other school district technology plans

The following guidelines indicate grade level category, and the computer skill to be learned.

G	**G**eneral computer Skills/knowledge
K	**K**eyboarding
WP	**W**ord **P**rocessing
MM	**M**ulti**M**edia
SS	**S**preadsheet
DB	**D**atabase
T	**T**elecommunications

Kindergarten:

Grade Level Projects May Include:
Use of specific software that connects with curriculum
Create drawings with written text
Class ABC Book
Number Book

By the end of Kindergarten the student will be able to:
K G Learn the terms: monitor, mouse, and keyboard, CPU
K G Operate a mouse
K G Click an icon to start a program
K G Use the space bar, return or enter key, caps, delete, and shift key.
K MM Use a paint program to create a picture

1st Grade

Grade Level Projects May Include:
Use of specific software that connects with curriculum
Clip art/drawings with written text
Class Books using drawing/text software
Multimedia slide show
One or more times on the Internet connecting with curriculum

By the end of First Grade the student will be able to:
G Locate and use the following keys: space bar, return key, delete key, shift key, caps lock, tab, Command or Ctrl key
G Open and quit software programs
G Save a file with assistance
WP Use periods and question marks at the end of sentences
WP Space between words
WP Use capital letters
MM Use a paint program to create a picture
T Use a pre-selected Web Site
G Use the scroll bar features (up, down, drag, click off bar)

2nd Grade

Grade Level Projects May Include:
Use of specific software that connects with curriculum
Creating Electronic books Slide show
Using Pre-selected sites on the Internet that connect with curriculum

By the end of Second Grade the student will be able to:
G Open and quit software programs
G Master the use of the following keys: space bar, return key, delete key, shift key, caps lock, tab, Command or Ctrl key

G Save a file to a specified location
K Learn to use the proper fingering position for home row - asdf jkl;
K Use numbers and/or the number pad
WP Use word processing to type and edit sentences using the space bar, capital letters, periods and question marks
MM Use a paint program to create drawings
T Access pre-selected Web Sites for use in curriculum
G Awareness of electronic databases to locate information (i.e. Library Browser)

3rd Grade

Grade Level Projects May Include:

Create drawings with written text
Slide show presentations
Documents using simple publishing programs
Using Pre-selected sites on the Internet that connect with curriculum
ABC's of Michigan Booklet/flyer
Basic research projects using print and non-print resources

By the end of Third Grade the student will be able to:

K Demonstrate proper keyboard techniques
K Can use proper fingering for asdf jkl; (home row)
K Begin to work on keyboarding speed to reach 10 WPM
K Type sentences without looking at their hands
K Locate number keys on a standard computer keyboard
K Use punctuation keys: period, comma, question mark, and exclamation mark
WP Space correctly after end punctuation
G Use the mouse to insert corrections
G Use the spell checker
WP Use tab to indent paragraph
WP Preview and edit products before printing
MM Learn how to insert sound and slide transitions
T Access pre-selected web sites for use in curriculum
G Use an electronic encyclopedia
G Cite web site sources
G Evaluate the accuracy of web resources

4th Grade

Grade Level Projects May Include:

Multimedia presentation with imported sound and graphics
Use of appropriate web sites for research that connects with curriculum
Book reports using word processing software
Creating a basic spreadsheet with a graph
Classroom Newspaper or based on a curriculum topic
Research using print and non-print resources
Word Processing Practice

By the end of Fourth Grade the student will be able to:

K Demonstrate proper keyboard techniques
K Begin to work on keyboarding speed to reach 12 WPM
K Type sentences without looking at their hands
WP Use edit features: insert, cut, copy, paste,
WP Apply style changes: bold, underline, size, and font
WP Use justification; center titles, left or right justify
WP Change line spacing, double space, single space

WP Preview and edit products before printing
G Copy/paste or import graphics from one program to another
MM Organize and arrange information for a multimedia presentation
T Understand the basics of the web and browser usage
T Independently use electronic links

5th Grade

Grade Level Projects May Include:

Designing multimedia presentations with imported sound and graphics
Use of appropriate web sites for research that connects with curriculum
Book reports using word processing or multimedia software
Creating a database
Use a spreadsheet
Designing a Classroom Newspaper

By the end of Fifth Grade the student will be able to:

K Demonstrate proper keyboard techniques
K Begin to work on keyboarding skills to reach 15 WPM
K Type a paragraph without looking at their hands
WP Insert headers and footers
WP Manipulate graphics within a text document (text wrap)
MM Import graphics from other resources (CD selection, picture libraries)
MM Organize and arrange information for a multimedia presentation
G Move data between two documents or two applications
SS Create a simple spreadsheet
SS Enter simple formulas in a spreadsheet
SS Create graphs from spreadsheet data
SS Edit information in cells
SS Answer questions using a spreadsheet graph
SS Enter data on a formatted template
SS Know the basic spreadsheet elements, i.e., columns, rows, cells, functions, formulas, etc.
DB Interpret data; answer questions using a database
DB Browse records by scrolling
DB Search for one attribute
DB Sort, find, match data
DB Create a simple database

DB Use database resources to search for a topic and print the information
T Understand the basics of the web and browser usage
T Learn acceptable use of communication on the Internet
G Cite Internet resources

6th Grade

Grade Level Projects May Include:

Designing multimedia presentations with imported sound and graphics
Use of appropriate web sites for research that connects with curriculum
Book reports using word processing or multimedia software
Creating a database
Use a spreadsheet

By the end of Sixth Grade the student will be able to:

G Continue to demonstrate proficiency in use of technology equipment
K Demonstrate proper keyboard techniques
K Begin to work on keyboarding speed to reach a speed of 20 WPM
WP Use and improve skills used in earlier grades.
WP Set margins
WP Insert date and page numbers correct in a multi-page document
WP Use correct bibliography format
MM Use and improve skills used in earlier grades
SS Use and improve skills used in earlier grades
DB Use and improve skills used in earlier grades
T Select and use search engines for research
T Use and improve skills used in earlier grades

Appendix C

APPENDIX C

Technology Acceptable Use Policy

1. **Opportunities/Privileges**
   a) Students will have access to technology that will facilitate learning and enhance communication.
   b) Students will have access to information from outside resources, including monitored access to the Internet (direct supervision or electronic filtering).
2. **Responsibilities**
   a) Students are responsible for using the technology in their school to facilitate learning and for purposes consistent with the school's program.
   b) Students are responsible for adhering to the guidelines and standards established by the school for use of the equipment, programs, labs, and networks.
   c) Students are responsible for obtaining permission from the building Technology Coordinator or their designate before using their own software on school equipment.
   d) Students are responsible for keeping equipment, programs, and files from being relocated, removed from school premises, corrupted, or modified without the permission of the building Technology Coordinator or their designate.
   e) Students are responsible for maintaining the privacy of passwords and the integrity of electronic mail systems.
   f) Students are responsible for using Internet and other telecommunication access only for appropriate school learning experiences.
   g) Students are responsible for adhering to all copyright guidelines.
   h) Students are responsible for avoiding sites that are profane, obscene, or that advocate illegal acts, violence or discrimination toward other people.
3. **Disciplinary Action**
   Violations may result in:
   a. suspended use from equipment or the system,
   b. restricted access,
   c. financial restitution, and/or
   d. other appropriate disciplinary measures.

Internet Use Guidelines

In accordance with the Children's Internet Protection Act (CIPA), all Internet access is filtered through Blue Coat Web Filtering.

Internet Use Guidelines

1. Students will use the Internet as one information source for specific assignments. Students will also continue to use other information resources such as books, magazines, and CDs.
2. Students will use the Internet to access sites, including search engines, that have been preplanned by their teachers and media center staff.
3. Staff in the library, computer lab, and classroom should supervise student use of the Internet.
4. Students who need to print information from the Internet must have pre-approval by the supervising staff.
5. Students are responsible for adhering to copyright guidelines.
6. Students will be allowed, with staff supervision, to access the Internet during non-class times such as before school, lunch hour, and study halls keeping in mind that the Technology Acceptable Use Policy states that use of the Internet is for direct school learning experiences. The Internet is to be used for curriculum-related projects. General subject browsing, personal printing, personal e-mail, non-educational games, personal chat rooms, and downloading will not be allowed.
7. Violation of these Internet guidelines may include the immediate loss of computer use privileges to the loss of computer privileges for the remainder of the year.

Elementary Online Information Access and Use Policy

Use of technology is a privilege given to all students. Every student using computers in the Faith Community Christian School needs to follow certain rules. These rules keep you safe. If you do not choose to follow these rules, you may lose your opportunity to use computer technology.

STUDENT – I promise:

- To be polite, use proper language, and be respectful both online and to others using computers.
- To tell the teacher or the Computer Lab Assistant if something is broken or not working.
- To tell the teacher if someone else is not using the technology in the right way.
- To keep all hardware and software in the school and to use it properly.
- To use the Internet for getting information only for my school projects.
- To give credit (the location and author) for information I find that I use in my writing.
- Not to reveal my address or phone number to anyone online.
- Not to have food or drink near the computer.
- To keep my password private.

I understand the rules above and agree to follow them.

Student signature _____ Grade: _____

PARENT/GUARDIAN

With this notice, I understand that the schools computer system will potentially allow my child online access to external computer networks (Internet) not controlled by the school district. Although FCCS is compliant with the Children's Internet Protection Act and has strong filtering software, some materials on these external networks may be inappropriate. I realize that as children are learning how to use the network in a responsible way, errors could result in accessing objectionable material.

I agree to release Faith Community Christian School, the School Board, its agents and employees from any claims arising from my son/daughter's use of the FCCS computer system. **(All students at Faith Community Christian School must have a parent or guardian signature on this agreement to utilize the internet.)**

(Please print)
Parent / Guardian Name: _____

Parent / Guardian Signature: _____ Date: _____