

CHATFIELD SCHOOL

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A Public School Academy authorized by
Saginaw Valley State University

Located within the Lapeer Intermediate School District

Technology Plan **7/1/2006 – 6/30/2009**

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Additional information regarding the Chatfield School, including its technology applications, may be found at <http://schools.lapeer.org/chatfield>

The Chatfield School Mission

The Chatfield School is dedicated to building a partnership between parents and school staff to assure each child the best educational environment, the best teaching practices and the highest expectations for mastering skills and acquiring the knowledge to be successful in today's world. Partners in the Chatfield School believe that children learn best and that all children can be successful in a community of caring, support, and encouragement.

The Chatfield School uses a multiage instruction organization that emphasizes individualized instruction. Teachers work in teams as they share responsibilities for teaching and for supporting children as they learn.

The Chatfield School Description

The Chatfield School opened in 1997. Chatfield School now enrolls approximately 300 children in grades K-6. The school is organized into Lower, Middle, and Upper Elementary units. Each unit has three or four full time teachers and an equal number of full time Assistants. Students are residents of as many as five area traditional public school districts.

The student population is demographically similar to area schools. Approximately ten percent of the Chatfield students are from families that meet the federal guidelines for economically-disadvantage families. Approximately ten percent of the children receive Special Education services.

Technology Planning and Implementation at Chatfield School

The school's entire teaching staff is expected to participate in and contribute to all planning and evaluation activities including School Improvement; technology planning, and professional development needs assessments. The teaching staff meets weekly. The school Directors report regularly to the parents' organization and encourage parent participation in general planning. Two different teacher committees—Math & Technology Curriculum and Technology Equipment—work specifically on technology planning and implementation and create a continuous process for evaluating and responding to changing needs. Both the teaching staff and the Teacher Assistants participate in training provided at the school and all are encouraged to consider conferences and other sources of professional development related to technology.

Chatfield's Vision for Technology

At the Chatfield School, technology is perceived as a collection of tools and systems for learning and for teaching. All Chatfield staff and students are expected to be continuously learning to use and to expand their applications for using the tools and the electronic information that the tools make available. Teachers use technology to enhance their teaching and to manage the student assessment data necessary for individualizing instruction. Parents are able to use the technology to keep informed of their child's progress and to be a partner in the educational process. E mail and telephones are readily available as a tool for communicating.

Students use technology for processing and acquiring information, for expressing their ideas and creative talent, and for practicing skills. Although children are encouraged to use the full potential of electronic information, the staff and parent community shares an equal concern for protecting children from unseemly content and improper uses of technology. The School Board has adopted and annually reviews an Acceptable Use Policy (attachment) that must be signed by parents and reviewed with children.

Goals For Incorporating Technology To Benefit the Stakeholders of Chatfield School

- ✍ Students --- more information and learning opportunities; individualized instruction and teacher/learning programs and practices that allow differentiated instruction from remedial to accelerated; become independent, responsible learners who recognize and utilize the benefits of technology to their learning
- ✍ Parents and community --- access information about school; be able to participate more fully in the school programs; parents to have access to evaluation materials and homework information
- ✍ Administration --- create the best school environment; control inventory and supplies; provide information to support teachers; provide data to teachers
- ✍ Teachers --- analyze data; determine individual needs, and prescribe accordingly; open a wealth of support and resources for their instructional planning

Technology—On-going evaluation and planning

The accessibility and applications of technology are reviewed annually as part of the School Improvement Process. More significant are the regular teacher meetings where staff discuss and develop the means for enriching and accelerating learning, ways to effectively incorporate and to configure technology for cooperative and problem-based learning. Student study teams consider adaptive technology for children who have special needs. Staff's meeting agendas regularly include sharing of successes with technology tools and resources that are available on the Internet.

I. Curriculum Components

A. Curriculum Integration

At Chatfield Technology is a collection of tools and a system integrated into the entire school program to enhance learning and instruction; it is also an objectives-based curriculum in and of itself.

General Goals for All Students:

1. Students are to learn proper terminology and procedures for the use and care of equipment
2. Students are to understand and practice ethical behavior and respect for people's privacy related to technology
3. Students are to recognize the role of technology in careers and in their own career planning
4. Students are to recognize the uses of technology for their becoming independent, responsible learners
5. Students are to learn how to use specific applications and specific equipment in their learning, presentation, and assessments.

Specific Objectives for Students:

The Chatfield teaching staff has reviewed and adopted the Michigan Grade Level Content Expectations and Benchmarks as its curriculum objectives for technology learning for students. The teachers decided that whenever possible and practical the objectives are to be achieved within the instructional activities of the other curriculum areas—particularly the core subjects—social studies, math, science and literacy.

The staff is currently engaged in identifying opportunities within the existing instruction where specific technology learning and applications are appropriate. The curriculum maps and planning records are being revised to include these opportunities when the technology learning can be integrated into the products and assessments of student learning.

The ease of integrating technology learning and practice into all the elements of the curriculum is enhanced by the school's technology being available in the classrooms for immediate and regular use by students as well as having a separate laboratory for working with groups of students learning new technologies or practicing applications.

B. Student Achievement

Basic Strategies for Using Technology to Increase Student Achievement

- ? For teachers to collect, manipulate, and interpret student achievement data so that overall instruction can be improved and individualized, prescriptive teaching objectives can be developed to meet each learner's specific needs
- ? For teachers enhancing their instruction plan with resources for creating better plans, providing students more informative information, and providing more opportunities for differentiated instruction
- ? For students to more enthusiastically be involved in learning and to be provided specific software and applications tools that address their unique learning needs and learning styles

Process for Planning Technology Changes to Fulfill the Basic Strategies

- ? Maintain a continuous partnership with the Lapeer County Intermediate School District Staff, the Saginaw Valley University Partnership Office, and other agencies that provide support and disseminate information on best practices
- ? Teachers engage in supportive professional development
- ? Frequently review MDE and NCREL and the other websites for information and use resources

Implementation Goals to Fulfill Basic Strategies

Current

- ? Effectively use the currently installed Star Math, Accelerated Reader, Grade Quick, and other programs providing the necessary support for staff and students
- ? Complete the creation of data bases for monitoring student mastery of basic objectives
- ? Continue training and committee activities to ensure that all students and teachers are using the technology as planned

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- ? Convert the entire curriculum objectives and content system from a paper-based collection to a computer system
- ? Create a website and access system to provide parents with access to student achievement information
- ? Maintain equipment and provide training to teachers to ensure that the plans are being implemented properly

Specific Strategies for students

At the Early Elementary Level (Grades K – 2)

Students will, as they are developmentally and academically ready, receive instruction in the basics of computer use in the Lower Elementary Computer Bay learning to correctly:

1. access the network-installed Accelerated Reader system to complete the self-evaluations of their reading selections
2. access the network-installed Star Math system to assess their math competency

3. select and use the available software for independent learning, particularly the Kidspiration software
4. access the network-installed Encarta program for researching topics for science and social studies writing assignments
5. begin to develop keyboarding skills using the installed keyboarding instruction in the classroom's QuickPads

At the Middle Elementary Level (Grades 3 – 4)

Students will continue to use and develop the skills introduced in the Lower Elementary and will extend their use of technology by learning to:

1. Access and use effective Internet techniques for research on topics and projects arising in their classroom assignments
2. use PowerPoint and other presentation programs for classroom reports
3. use Word for word processing and presentation
4. create and maintain an electronic portfolio

At the Upper Elementary Level (Grades 5 – 6)

Student will build upon previously learned technology applications and learn to:

1. enhance presentations applications by using PowerPoint and other programs with various other media components in the building, particularly the video production system and digital camera applications
2. enhance word processing skills and increase applications of word processing and publishing programs
3. extend the use of the Internet for research and learning and in very-controlled circumstances use email for school related communications
4. use Excel to create data bases and make a graphical representations

Specific strategies for Teachers

All teachers will

1. Participate as appropriate in the conversion of student data, the school curriculum, and the assessment practices to the Grade Quick and CIMS programs
2. Continue to participate in the professional development necessary to accomplish the task of converting and accumulating data and to learn the techniques for effectively using the technology based system for instructional planning and assessment to improve teaching and increase student learning
3. Identify their professional development needs for effectively incorporating technology into their instructional plans

Curriculum: C. Technology Delivery

The fundamental strategy for technology delivery is flexibility in configurations, systems, and equipment to be able to respond to and incorporate improvements. The primary goal is getting the benefits of technology to the classroom level—to have the benefits immediately accessible to students and teachers. Resources expand constantly and applications and needs change. The planning process drives delivery changes. The school's technology configuration offers both immediate classroom use and laboratory settings for training and group instruction.

Specifically:

1. Working with the Lapeer County ISD and REMC the school staff will continue to expand its resources for students by continuing to incorporate Video-Streaming and Virtual Field Trips opportunities offered by these resources. Staff representatives attend various technology conferences, including the MACAUL annual conference.
2. Staff has and will continue to participate in professional development opportunities offered through the LCISD, the REMC, and various universities through the Lapeer Interactive Telecommunications Educational System (LITES).
3. Cable in the Classroom resources and programming will continue to be used regularly using the building-wide video presentation system, and the creation of programs by students will be increased.
4. Opportunities for expanding the curriculum for students via distance learning opportunities will be evaluated and incorporated as appropriate to the needs of the students and Mission of the school.
5. The primary enhancement being implemented and scheduled to be expanded is use of projectors, video presenters, and interactive devices to improve instruction.

Curriculum D. Parental Communications & Community Relations

The Chatfield School has a multifaceted communications program with parents including weekly newsletters, published annual reports, an annual parent information book, and frequent general and parent organization meetings. Each of these advises parents of curriculum, instructional activities, and technology applications. Parents are urged to participate in planning for technology including development and maintenance of the school's website.

The Chatfield School is currently in the planning stages for incorporating the LCISD's Ascent Schoolwork program into the school's instructional and communication activities. Parents now have access to all staff via e mail and telephone. Each teachers has his/her own computer.

The district's website is at <http://schools.lapeer.org/chatfield/>. A primary goal is to convert all existing information to the website and to routinely update information. Parents are encouraged and do use school technology with their children at the school and children may borrow Quick Pads for use at home. The school is currently working with the support of a federal grant to update the website into an interactive site used for disseminating information about the school's "Outdoor Education" program as well as information for the community about the school itself.

The school's parent organization is directly involved in the technology planning and implementation of plans. In 2005-06 the organization donated \$20,000 to the school for technology upgrading and expansion.

Curriculum E: Collaboration

Chatfield School is a K – 6 school and does not have collaborative programs directly related to adult education; however, the Chatfield School has collaborative relationships with the Mott Community College, the City of Lapeer, the Lapeer County Intermediate School District, and the Lapeer County Library. Technology applications, particularly the Internet connections and the school website, are directly related to the relationships with the county school and library authorities. The Chatfield School is currently working with the Intermediate School District and the City of Lapeer to develop an environmental science facility at the site that will be very dependent upon technology applications that will be mutually developed. The facility is scheduled to open during the 2006-07 school year.

II. Professional Development Components

F. Professional Development

Current Strategies for Assuring Staff Competency and for Expanding Applications

- ? Establish and maintain a school wide expectation for all staff to be competent in technology uses and to expect to constantly upgrade skills
- ? New staff orientation to equipment and applications
- ? Encourage and support teachers training teachers: modeling for others, providing demonstrations, and sharing resources
- ? Provide regularly technology-related professional development and make budget allocations for supporting the technology interests of staff for professional development
- ? Recruit and employ new staff who are trained and interested in technology application as vacancies may occur
- ? Have staff teams visit other schools that are technology enriched and operating successful programs
- ? Maintain a special teacher committee specifically empowered to provide leadership for both the vision of technology and the plans for addressing the barriers to vision

G: Supporting Resources

The Chatfield School plan is to support technology applications by providing resources within the building, electronically, and through consultant resources for the purpose of immediate problem solving and for longer-term instructional and learning applications.

- ? Within the building a library of guides, manuals, and application texts are maintained in the technology center
- ? A part time technician is available on a regular schedule and on-call to assist with technical problems and maintenance as well as assisting with applications
- ? Training is provided as needed using Intermediate School District staff and other resources
- ? Opportunities are provided at weekly meetings for teachers to share ideas, resources, problems, and solutions that have arisen in their teaching

III. Infrastructure, Hardware, Technical Support and Software

H: Infrastructure Needs/Technical Specification and Design

Current Technology Base

- ✍ Eighty computer stations configured to provide teacher station use, classroom use and applications by students, a lab teaching situation, and office administrative functions; the systems entirely Dell computers
- ✍ Novell Network design connecting all stations
- ✍ Fiber connection for all stations to Internet resources
- ✍ Building-wide video system for classroom use and video production
- ✍ Thirty Quick pads
- ✍ Eight lap top computers
- ✍ Four projectors
- ✍ 12 Video presentation devices

Goals for Upgrading the Technology Base and Applications

- ✍ Additional printer stations for immediate access for all users
- ✍ Replacing ink-jet printers with laser printers and increasing color capabilities for printing
- ✍ Upgrade website and e-mail domain status
- ✍ Upgrade wired connections among components, including hubs, and routers
- ✍ Migrating from a Novell network operating system to a Microsoft system
- ✍ Upgrading operating systems from Microsoft XP to the next version as needs and finances allow
- ✍ Upgrading all software systems—Grade Quick, Office Professional 2000, and similar software as new versions are available and affordable or have to be replaced due to operating problems
- ✍ The present network servers will need to be replaced in the next five years
- ✍ Hand-held devices will be evaluated to determine if their use can increase student learning

Considerations for Future Interoperability and Security to be Addressed

- ✍ Integrating wireless technology and components when benefits clearly justify the initial investment
- ✍ Security issues both for protecting children and other users and the equipment and system
- ✍ Increasing technical assistance needs and the availability and expense of providing support

Technical Support

Resources Currently Being Used

1. Intermediate School District staff
2. An on-staff part time technical support person
3. Specific technology contractors

I. Increase Access

Chatfield School currently provides at-their-desk access to technology to all teaching and administrative staff and fifty-networked computer stations integrated into the classroom and media center configured as individual work stations and in computer bays for group instruction provides access for all students. All technology stations and applications are accessible to persons with disabilities.

The school has a classroom set of QuickPads for use by students in the school and the QuickPads are available for home-use by students. Currently the school has two laptop computers for staff or student use and additional laptop computers are to be purchased in each of the next two years. As additional Elmo projector will be purchased in 2003-04 to increase the use of technology applications in the classroom and for special programs.

The school operates an extended school day program based in the Media Center and all teachers work for one hour after the end of the student day, and students are welcomed and frequently use the technology after school.

Assistive technology is used when appropriate to the needs of students. The LCISD provides consultative services and either loaned devices or recommendations for purchases when a need is identified.

Wireless applications and hand-held devices are being evaluated for appropriate uses and as extensions of technology.

IV: Funding & Budget

J: Timetable

The specific timetable for enhancements is dependent upon specific costs, unanticipated replacement needs, and the continuing availability of funds. The Chatfield School has benefited from the commitment of its parent organization—Partners in Education—to fund maintaining and enhancing the technology of the school. The parent organization is optimistic that its fund-raising activities will allow at least a \$10,000 donation in each of the next three years.

The Chatfield Board of Directors adopts an annual budget to meet all the needs of the school. The Chatfield Directors constantly seek grants and special funding for technology. The goal of staff and the Board is to dedicate at 1.5 percent of the annual state funding to technology maintenance and enhancement. The parent organization is expected to continue to support the technology program.

Budget Plans for 2006-07 through 2008-09

Annual Board Allocation	\$25,000 (approximately)
Annual Parent Organization Donation	\$10,000 (estimated)
Available to allocate annually	\$35,000

2006-07 Expenditure Priorities

\$7,500	Fee to LCISD for LITES services (Internet and related services)
\$3,000	Hourly costs for technology system maintenance/installation needs
\$4,000	Replacement of base server for Internet communications
\$2,500	Professional Development training sessions
\$9,000	Replace last of Cyberstar computers
\$4,000	Software upgrades, migrate to Office 2003
\$5,000	Undesignated—possibly teacher lap tops or interactive white board system

2007-08 Expenditure Priorities

\$7,500	Fee to LCISD for LITES services (Internet and related services)
\$3,000	Hourly costs for technology system maintenance/installation needs
\$5,000	Complete the upgrade of routers, hubs, and wireless items to eliminate “bottlenecks” and extend installation into the new Willows Earth Education Center
\$15,000	Either computers for the Willows Center or an upgrade of the telephone system in conjunction with LCISD project
\$6,000	Purchase of new network software (Novell system being replaced with Microsoft system) and programming of new system

2008-2009

\$7,500 Fee to LCISD for LITES services (Internet and related services)
All remaining annual funds and funds available from a special building fund will be dedicated to providing technology systems to the new seventh and eighth grade building

K: Coordination of Resources

The Chatfield School participates with all area educational and public agencies to coordinate resources and applications to the full extent possible

V: Monitoring & Evaluation

L: Evaluation

Evaluation is an on-going and continuous process. Specifically:

- ✍ Staff meets weekly and technology is regularly an agenda topic
- ✍ The School Improvement process specifically addresses technology in its work
- ✍ School Directors and other staff regularly participate in professional development opportunities that provide resources for planning and evaluation
- ✍ The technology system is evaluated annually by the Board of Directors for reaffirming priorities and adjusting budget allocations
- ✍ Two teacher committees meet at least monthly to evaluate the technology curriculum (Math/Tech Committee) and the SI Plan requires routine reporting of staff on the fulfillment of technology curriculum objectives; in addition, the Tech Equipment Committee meets regularly to determine problems with technology applications and equipment and to set priorities for professional development and equipment maintenance

M: Acceptable Use Policy

All access to the Internet at the Chatfield School is by the fiber-optic connection through the Lapeer County Intermediate School District. The LCISD provides filtering software (WatchGuard) and connection devices to ensure that inappropriate materials cannot be accessed and is fully compliant with CIPA. In addition, the open design of the building and the integration of all computers directly into classroom environments provides supervision of all users. The school's Acceptable Use Policy clearly specifies inappropriate content and uses. The policy is reviewed annually and each year parents and students must review and sign a copy of the Policy. Signed copies are maintained in teacher classroom files.

GD Telecommunications Acceptable Use Policy GD

The purpose of the Chatfield telecommunication network is to facilitate information exchange in support of Chatfield functions. Internet and Network services are provided on school owned computing and networking systems to further the school's mission of research, instruction and public service.

Employee use of the network must be consistent with this mission and this policy. The school reserves the right to monitor and log all network activity, including e-mail, with or without notice, and therefore employees should have no expectations of privacy in the use of these resources.

Use of the school telecommunications network is a revocable privilege, requiring compliance and conformity with this acceptable use policy. Administrators must enforce this policy and inform their employees and contractors of this policy.

Communications in this medium are protected by the same laws and policies and are subject to the same limitations as communications in other media. However, employees must exercise caution when committing confidential information to electronic media because the confidentiality of such material cannot be guaranteed. For example, e-mail messages can be saved indefinitely on the receiving computer and copies can easily be made and forwarded to others either electronically or on paper.

Additionally, under the Michigan Freedom of Information Act (Public Act 442 of 1976 as amended), electronic files are treated in the same manner as paper files. Any official school documents (as defined by law) in the files of employees of The Chatfield School are considered to be public documents and may be subject to inspection through FOIA. In such cases, the Freedom of Information coordinator should inspect files to determine which portions may be exempt from disclosure. Any inspection of electronic files, and any action based upon such inspection, will be governed by all applicable U.S. and Michigan laws and by School policies.

Acceptable Uses of the Telecommunication Network

1. Communication and exchange directly relating to the mission and professional work activities of the Chatfield School.
2. Announcements of school procedures, policies, services or activities, but not commercial advertising.
3. Use for advisory, standards, research, analysis and professional society activities related to the user's duties as a school employee.
4. Use in applying for or administering grants or contracts for school research or programs, but not for non-school related fund-raising or public relations activities.
5. Communication and exchange for professional development, to maintain currency or research issues related to the users assigned school activities.

Prohibited Uses of the Telecommunication Network

1. Use which is illegal.
2. Use which violates the security, privacy, and confidentiality of policies, practices of the school and applicable laws of the State of Michigan and release of material which is exempt from disclosure as listed in section 13 of the Freedom of Information Act.
3. Use for access to, display of or distribution of (a) indecent or obscene material; (b) pornographic material; or (c) material in violation of the school policy prohibiting sexual or other forms of harassment.
4. Use for profit activities unless specific to the mission of the school.

5. Use for private and personal business transactions, or for partisan or non-partisan political activities.
6. Use for playing games or non-business related computer activities which generates traffic.

Procedures

Administrators are responsible for staff compliance with provisions of this policy and for investigating suspected non-compliance with assistance from the personnel director. These responsibilities include:

1. Investigation of alleged or suspected non-compliance with the provisions of this policy. These are to be conducted with due regard for the privacy rights of all persons and users involved.
2. Suspension of service to users when deemed necessary for the operation and/or integrity of the network. Use privileges, and/or password access may be withdrawn without notice.
3. Progressive discipline, up to and including discharge, may be appropriate in some cases of non-compliance with this policy. Criminal or civil action may be initiated in appropriate instances.

Student/Parent Compact for Use of Telecommunications

A – GENERAL

1. Telecommunications access sites in all buildings will be identified and their utilization regularly monitored.
2. Telecommunications access sites are to be supervised by instructional staff at all times when students are scheduled to be present.
3. Security of telecommunications equipment will be a priority at all times to prevent unauthorized use.
4. All students will be allowed direct access to on-line resources at the discretion of appropriate school staff and with the express written permission of a parent/guardian on the Policy for Acceptable Use of Online Resources document which will be retained. Parents will be informed of this policy in building handbooks as well as in newsletters at least once each year.
5. Use of telecommunications facilities or on-line resources, by staff or students, that does not meet the district's Specific Use Guidelines will be considered a matter for disciplinary action, including suspension of access and other punitive measures as deemed necessary.
6. Students are to be informed of and reminded regularly regarding the Specific Use Guidelines by appropriate handbook information and by direct instruction by teachers.

B – SPECIFIC USE GUIDELINES

1. All use of telecommunications and on-line information resources must be in support of education and research and consistent with the purposes and activities of The Chatfield School.
2. Any use of telecommunications in the district for commercial or for-profit purposes, for personal and private business, or for product advertisement or political lobbying is prohibited.

3. All communications and information accessible via telecommunications should be assumed to be private property and not legal to further copy or disseminate except as permitted by copyright law.
4. No use of telecommunications is to disrupt its use by others. Hardware and software shall not be destroyed, modified, or abused in any way.
5. Accessing multi-user talk sessions or games except as part of a teacher-directed classroom activity is not allowed.
6. Malicious use of telecommunications to develop files that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system is prohibited.
7. The illegal installation or transfer of copyrighted software or files for use on school computers is prohibited. Users may not transfer files, shareware, or software from information services and electronic bulletin boards without the permission of the appropriate district personnel. The user will be liable to pay the cost of any file, shareware, or software transferred, whether intentional or accidental, without such permission.
8. Hate mail, harassment, discriminatory remarks and other antisocial behaviors are prohibited. The user specifically agrees not to submit, publish, or display on the system any defamatory, inaccurate, abusive, obscene, profane, sexually-oriented, threatening, racially offensive, or illegal information, or software in violation of any local, state, or federal law. Such action is a breach of School Policies subjecting the user to disciplinary action, and the user may be responsible for any loss, costs, or damages, including reasonable attorney's fees incurred by the system, the district, and the system administrators relating to, or arising out of any breach of this sections by the user.
9. Use of telecommunications to access or process pornographic material, inappropriate text or other files, or files dangerous to the integrity of the system or material not specifically made available by the district is prohibited.
10. Subscriptions to Listservs in schools are restricted to instructional staff. Mail from Listservs must be monitored regularly and deleted from the personal mail directory to avoid excessive use of file space.
11. Telecommunications accounts are to be used only by the authorized owner of the account for the authorized purpose. Users shall not intentionally seek information about, obtain copies of, or modify files, other data or passwords belonging to other users, or misrepresent other users on the system.

C – PARENT NOTICE

Students may have access to information using telecommunications equipment. Since not all Internet materials are suitable for school-age children, the school will implement several practices to assure that students have appropriate experiences with on-line resources:

- ? All telecommunications access sites in school buildings will be monitored, students will only work in those areas under adult supervision, and security in them will be maintained to assure that computers with modems are not used without permission.
- ? On-line resources will not be available to students unless access is allowed by a written parent statement on the Policy for Acceptable Use of Online Resources document. This Policy and the parent consents will be reviewed annually. Users will not be allowed to share user accounts. Furthermore, misuse of computer hardware or software of any type will be dealt with as a serious disciplinary offense. Agreement to abide by the stipulations of the district's acceptable use policy will be required of users before access to the Internet is allowed.

D – TELECOMMUNICATIONS CONSENT

I have read, understand, and agree to abide by the Telecommunications Policy for Acceptable Use of On-line Resources at Chatfield School.

Student Signature _____ Date _____

I have read, understand and give my permission for the above-named student to have access to on-line resources provided by The Chatfield School. I agree 1) that this student will abide by the Policy for Acceptable Use of On-line Resources, 2) that Chatfield School will not be held responsible for any effect of the student's use of the system, and that 3) I will accept responsibility for any effect of the student's use of the system.

Parent/Guardian Signature _____ Date _____