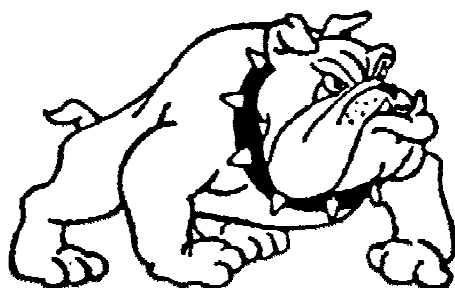


**Covert Public School District  
Telecommunications and Technology Plan  
July 2014 – June 2017**

**35323 M-140 Highway  
Covert, Michigan 49043  
Phone: (269) 764-3701  
District Code: 80040**



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**Covert Public School District is served by:  
Van Buren Intermediate School District  
Kalamazoo Regional Educational Service Agency  
REMC 12**

This plan can be found at:

<http://www.covertpublicschools.org/attachments/article/176/techplan.pdf>

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## GUIDING DOCUMENTS FOR PLAN

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1. Michigan Department of Education Approval Checklist  
<http://www.techplan.org/ETPAChecklist%20Release%20V1.pdf>
2. 2010 Michigan Educational Technology Plan  
<http://techplan.org/STP%202010%20Final.pdf>
3. Twenty-One Things for the 21<sup>st</sup> Century Educator  
<http://www.21things4teachers.net/>
4. Michigan Department of Education Technology Grade-Level Content Expectations  
[http://www.michigan.gov/mde/0,1607,7-140-28753\\_33232\\_37328---,00.html](http://www.michigan.gov/mde/0,1607,7-140-28753_33232_37328---,00.html)
5. International Society for Technology in Education (ISTE):  
National Technology Standards for K-12 Education
6. Elementary, Middle, High and District School Improvement Plans
7. District Curriculum Plan
8. Michigan Public School Select Financial Information.  
[http://www.michigan.gov/mde/0,4615,7-140-6530\\_6605-21514--,00.html](http://www.michigan.gov/mde/0,4615,7-140-6530_6605-21514--,00.html)

## DISTRICT TECHNOLOGY PLANNING TEAM

<b>Name</b>	<b>Position</b>
➤ Jeremy Payne	➤ Technology Director
➤ Bobbi Morehead	➤ Superintendent
➤ Tyrone Brown	➤ Principal
➤ Celinda Gilmore	➤ Business Manager
➤ Geoffrey Rose	➤ Maintenance and Grounds Supervisor

### INTRODUCTION

#### Section 2

#### **DISTRICT MISSION STATEMENT**

*Covert Public Schools is a community-minded organization dedicated to the education of students from early childhood to adulthood. We will:*

- *Provide educational leadership through instruction.*
- *Implement an academically sound, standards-based curriculum.*
- *Support Students in meeting grade-level benchmarks for District and State standards.*

#### **TECHNOLOGY MISSION STATEMENT**

*Covert Public Schools provides learning opportunities to promote academic excellence, digital citizenship and global responsibility in a media-rich society.*

#### **Demographic Data**

Covert Public Schools is located in southwest Michigan in western Van Buren County. The school is in the Township of Covert. Covert Township is 7 miles north of Watervliet on M-140 Highway. The district is bordered by Lake Michigan on the west, South Haven to the north, Bangor and Hartford on the east and Watervliet to the south.

Covert Public School District is carved from five different townships or communities. The district is a rural area of fruit farmland and beach resort sites. Entergy Nuclear Plant, Covert Generating Plant, Whirlpool Corporation, and Swing-Lo Systems comprise the majority of the tax base. This local tax base however has been reduced by recent

changes in the school funding laws. Accompanied with this tax base, over 90% of the student population receives free or reduced lunches.

### Statistics

School Year	F & R Lunch	Pupils	Tchr/Std Ratio	Found Allow	Per-Pupil Rev Loc Tx	Per-Pupil Exp Sum	Average Teacher Salary
2010-2011		579	1:19	6,759.00	13,733.00	20,518.00	66,553.00
2011-2012	87%	531	1:16	9,598.00	12,747.00	26,508.00	55,551.00
2012-2013	91%	485	1:18	9,598.00	10,106.00	18,074	63,069.00

### Student Demographics

Year	Total	Male	Female	% Black	Black	% White	White	% Hispanic	Hisp	% Other	Oth
2012	531	286	245	33%	174	13%	68	51%	269	3%	20
2013	485	274	214	26%	124	14%	67	56%	270	4%	24
2014	342	187	155	25%	86	11%	39	54%	186	10%	29

### Staff

Administrators	1
Teachers	16
Support Staff	29
Business Office	2
Food Services	5
Maintenance and Custodial	2
Paraprofessionals	6
Secretarial	4
Student Services	2
Technology	1
Transportation	8

### Buildings

The school complex is an interconnected structure. All five units are accessible and interconnected under one roofing system.

- Covert High School: built 1974, addition 2010
- Covert Middle School: built 1974, addition 2010
- Covert Elementary School: built 1958, addition 1974 and 1992
- Covert District Office: built 1974
- Covert Child Care Center: built 1992, closed 2011

<b>VISION AND GOALS</b>
Section 3

**DISTRICT VISION**

*We put your children first by ensuring academic excellence, civic responsibility and developing life-long learners.*

**TECHNOLOGY VISION**

*To provide students with educational experiences which will equip them to meet the demands of an ever-changing global society.*

**TECHNOLOGY GOALS**

Technological literacy enables students to make informed choices about future work and education. Improving education and the necessary training to take advantage of the new opportunities that technology provides is a challenge that must be met by all components of society. In order to meet this challenge within the school system, school board members and administration have worked with a range of partners to develop a vision for future. The goals of the technology plan will be:

**Curriculum Goals:**

- Demonstrate technology skills in curricular areas throughout the student’s K-12 experience.
- Increase student achievement through technology integration.
- Increase communication between students, teachers, and parents through the use of technology.
- Make students aware of technology that is available in the marketplace.
- Give students and staff the capacity to create products using various technological resources.

<b>CURRICULUM</b>
Section 4
<b>A. CURRICULUM INTEGRATION</b>

**Elementary Overview: Grades K-5**

The following curriculum sets criteria for the Covert Elementary School. Students will be introduced to the computer as early as pre-kindergarten with exit outcomes identified at each grade level.

K-5 students will have experiences in word processing, project development, interactive video and distance learning experiences, as well as the introduction of desktop publishing and interactive presentations to students in grades 2-5.

- Exposure to various levels of technology
- Understand that people use many types of technology in their daily lives
- Identify common uses of technology found in daily life
- Recognize, name, and label the major hardware components of a computer system (e.g., computer, monitor, keyboard, mouse, printer)
- Use various age-appropriate technologies for gathering information (e.g., dictionaries, encyclopedias, electronic books, internet resources)
- Know proper keyboarding positions and touch-typing techniques
- Manage and maintain files on a hard drive or the network
- Identify software used for various audiences and purposes (data collection, information needs, communication tools, etc.)
- Proofread and use appropriate resources by grade level and curricular structure

### **Middle School Overview Grades 6-8**

The middle school curriculum will build on the skills learned at the elementary level. The middle school will integrate typing throughout the curriculum to reinforce these skills. Students will further their knowledge by completing courses in word processing, multimedia presentations, databases, and spreadsheets.

- Use proper keyboarding posture, finger positions, and touch-typing techniques to improve accuracy, speed, and general efficiency in operating a computer
- Use appropriate technology terminology
- Understand that new technology tools can be developed to do what could not be done without the use of technology
- Identify appropriate file formats for a variety of applications
- Understand the potential risks and dangers associated with on-line communications
- Discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, spam, viruses, file-sharing)
- Describe possible consequences and costs related to unethical use of information and communication technologies
- Use technology to identify and explore various occupations or careers
- Use a variety of technology resources to increase learning and productivity, and to maximize the accuracy of technology-created products
- Explore basic applications that promote creativity (e.g., graphics, presentation, photo-editing, programming, video recording and editing, audio recording and editing)
- Create a project (e.g., presentation, web page, newsletter, information brochure, video) using a variety of media formats (e.g., graphs, charts, audio, graphics, video) to present content information to an audience
- Evaluate new technology tools and resources and determine the most appropriate tool to use to accomplish a specific task

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

### **High School Overview Grades 9-12**

Covert High School will employ alternative methods of instructional delivery through distance learning using various technologies (when/if available), including (but not limited to):

- **Michigan Virtual High School**  
Classes via web access which offer courses not currently available in our district.
- **Video-Streaming**  
Where sufficient network bandwidth allows, video-streaming resources such as United Streaming will be used to enhance existing curricular areas at all grade levels. The “play now” or “download and play later” service provided by United Streaming satisfies all four reform principles designated by the “No Child Left Behind” legislation.
- **Virtual Classes**  
A distance learning unit that transmits incoming and outgoing video and audio through IP (Internet Protocol) will provide students with classes that are not taught at Covert Public Schools.

Technology will be integrated into required secondary courses. The use of online resources will be integrated into curricular areas for the exchange of ideas. Elective courses at the Van Buren Intermediate School District (VBISD) and Lake Michigan College will provide additional technological skills, including CAD/CAM, advanced programming, computerized accounting and web design.

- Discuss emerging technology resources (e.g., podcasting, webcasting, compressed video delivery, online file sharing, graphing calculators, global positioning software)
- Understand the importance of both the predictable and unpredictable impacts of technology
- Understand the purpose, scope, and use of assistive technology
- Be provided with the opportunity to learn in a virtual environment as a strategy to build 21st century learning skills
- Assess and solve hardware and software problems by using online help or other user documentation and support
- Identify common file formats
- Demonstrate how to import/export text, graphics, or audio files and video files
- Analyze current trends in information and communication technology and assess the potential of emerging technologies for ethical and unethical uses



- Discuss the possible consequences and costs of unethical uses of information and computer technology
- Identify ways that individuals can protect their technology systems from unethical users
- Demonstrate the ethical use of technology
- Design and implement a personal learning plan to support lifelong learning goals
- Have access to and utilize assistive technology tools
- Use an online tutorial and discuss the benefits and disadvantages of this method of learning
- Have the opportunity to participate in real-life experiences associated with technology-related careers
- Identify and describe various online technologies (e.g., blogs, social networks, virtual reality environments)
- Use technology resources to collaborate with peers, community members, and/or field experts
- Collaborate with peers to create projects using technology resources
- Formulate and use evaluation criteria (authority, accuracy, relevancy, timeliness) for information located on the internet to present research findings
- Develop a plan to gather information using various research strategies

### **Strategies to Improve Academic Achievement**

- Use computer-based software to promote interest and improve motivation of students to attend to challenging academic tasks.
- Use technology tools to provide students with experiences which will assist them in reaching mastery of academic skills independently of the teacher
- Develop Educational Development Plans which include specific technology goals leading to learning outcomes of 21<sup>st</sup> Century skills.
- Use web-based and computer-based assessment software to measure student achievement in order to make data driven decisions.

### **Monitoring and Evaluating Strategies**

The district will require an annual review of technological progress related to student achievement and instructional practices; this report will be sent to the superintendent at the end of each academic year.

## CURRICULUM

### Section 5

#### **B. STUDENT ACHIEVEMENT**

Covert Public School District uses several technology-based strategies to assist with student instruction, student assessment and student achievement. These applications have been approved by our School Improvement Teams.

- **A+ Anywhere Learning System**  
A+ is an objective-based, problem-solving courseware which can assess students and allow teachers to create placement tests. The system also has alignment and curriculum management tools.
- **Accelerated Math (Local) and Accelerated Math (Renaissance Place)**  
Accelerated Math is an individualized application that generates customized worksheets for each student, gives immediate feedback, and informs the teacher of all objectives that are being mastered.
- **Classroom Performance System**  
CPS consists of a response pad used by students, to respond to questions delivered by the teacher. The students' responses are recorded by a receiver module, which allows the teacher to assess the students' performance results.
- **ETS Criterion (Grades 9-12)**  
Online automated essay editing software
- **North West Evaluation Assessment Program**  
NWEA is a computerized assessment system administered in the fall and spring. Students are tested in Language Arts, Math, Science, and Reading. Spanish Math tests which provide audio assistance are available for ESL and Limited English Proficient students.
- **Scholastic Read 180**  
READ 180 is a comprehensive system of curriculum, instruction, assessment and professional development designed to maximize student engagement, teacher effectiveness, and leader empowerment. Read 180 is proven to raise reading achievement for struggling readers in Grades 4–12+. READ 180.
- **Orchard**  
The Orchard system combines state-specific assessments with targeted instruction and data-driven management tools. Teachers assign specific skill building activities and concepts to their students. When students complete

lessons they are assigned subsequent lessons based upon outcomes. Students are instructed in the following areas:

- Language Arts (Grades K-12)
- Math (Grades K-12)
- Science (Grades 4-10)
- Reading
  - Reading Realities (Grades 1-6)
  - Developmental (Grades 6-12, Level 1-3 used for ESL Students)
  - Vocabulary Builder (Grades K-6)

## B. STUDENT ACHIEVEMENT

Standard	K	1	2	3	4	5	6	7	8
<p>Standard 1: Basic Operations and Concepts</p> <p>a. Students demonstrate a sound understanding of the nature and operation of technology</p> <p>b. Students are proficient in the use of technology.</p>	<ul style="list-style-type: none"> <li>- Students identify the functions and care of the major hardware components in a computer system.</li> <li>- Students identify simple functions represented by symbols and icons commonly found in application programs (e.g. font, size, bold, alignment, color).</li> <li>- Students discuss basic care for computer hardware and various media types (e.g. diskettes, CDs, DVDs, videotapes).</li> </ul>			<ul style="list-style-type: none"> <li>- Students know how to use basic input and output devices; access network resources (e.g. printer, servers); and use various peripherals (e.g. scanners, digital cameras, video projectors).</li> <li>- Students recognize and discuss the need for security applications (e.g. virus detection, spam defense, pop-up blockers, firewalls) to protect information and to keep the system functioning properly.</li> </ul>			<ul style="list-style-type: none"> <li>- Students discuss common hardware and software problems and identify strategies for troubleshooting and solving minor hardware and software programs.</li> <li>- Students understand that new technology tools can be developed to do what could not be done without the use of technology.</li> </ul>		
<p>Standard 2:</p> <p>a. Students practice responsible use of technology systems, information, and software.</p>	<ul style="list-style-type: none"> <li>- Students recognize that using a password protects the privacy of information.</li> <li>- Students describe appropriate and inappropriate uses of technology in the classroom and at home.</li> <li>- Students describe the consequences of irresponsible use of technology resources at home and at school.</li> </ul>			<ul style="list-style-type: none"> <li>- Students discuss scenarios describing acceptable and unacceptable uses of technology (e.g. computers, digital cameras, cell phones, PDAs, wireless connectivity) and describe consequences of inappropriate use.</li> <li>- Students discuss basic issues regarding appropriate and inappropriate uses of technology (e.g. copyright, privacy, file sharing, plagiarism) and related laws.</li> </ul>			<ul style="list-style-type: none"> <li>- Students provide accurate citations when referencing information from outside sources.</li> <li>- Students discuss issues related to acceptable and responsible use of technology (e.g. privacy, security, copyright, plagiarism, file-sharing).</li> <li>- Students discuss the consequences and costs related to unethical use of information and communication technology.</li> </ul>		

## B. STUDENT ACHIEVEMENT

Standard	K	1	2	3	4	5	6	7	8
<p>b. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.</p>	<ul style="list-style-type: none"> <li>- Students understand that technology is a tool to help them complete a task and is a source of information, learning, and entertainment.</li> <li>- Students identify places in the community where one can access technology.</li> </ul>			<ul style="list-style-type: none"> <li>- Students identify software or technology-delivered access that is valuable to them and describe how it improves their ability to communicate, be productive, or achieve personal goals.</li> <li>- Students identify their personal goals or pursuits and explore technology resources that may assist them in identifying paths leading to their goals or pursuits.</li> </ul>			<ul style="list-style-type: none"> <li>- Students use technology to identify and explore various occupations or careers.</li> <li>- Students identify effective uses of technology to support effective communication with peers, family, or school personnel.</li> <li>- Students discuss possible societal impact of technology in the future.</li> </ul>		
<p>Standard 3: Technology productivity tools</p> <p>a. Students use technology tools to enhance learning, increase productivity, and promote creativity.</p> <p>b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.</p>	<ul style="list-style-type: none"> <li>- Students know how to use a variety of productivity software (e.g. word processors, drawing tools, presentation software) to convey ideas and illustrate concepts.</li> <li>- Students identify the best type of productivity software to use for a certain task.</li> </ul>			<ul style="list-style-type: none"> <li>- Students know how to use menu options in application to print, format, add multimedia features; open, save, manage files; and use various grammar tools (e.g. dictionary, thesaurus, spellchecker).</li> <li>- Students know how to insert various objects (e.g. photos, graphics, sound, video) into word processing documents, presentations, or web documents.</li> <li>- Students use a variety of technology tools and applications to promote their creativity.</li> <li>- Students understand that existing (and future) technologies are the result of human creativity.</li> </ul>			<ul style="list-style-type: none"> <li>- Students apply common software features (e.g. spellchecker, thesaurus, formulas, charts, graphics, sounds) to enhance communication to an audience and to support creativity.</li> <li>- Students use a variety of resources, including the internet, to enhance learning and increase productive.</li> <li>- Students explore basic applications that promote creativity (e.g. graphics, presentation, photo editing, programming, video editing).</li> <li>- Students use available utilities for editing pictures, images, or charts.</li> </ul>		

**B. STUDENT ACHIEVEMENT**

Standard	K	1	2	3	4	5	6	7	8
<p>Standard 4: Technology communications tools</p> <p>a. Students use telecommunication to collaborate, publish, and interact with peers, experts, and other audiences.</p> <p>b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.</p>	<ul style="list-style-type: none"> <li>- Students, with assistance from teachers, parents, or student partners, identify procedures for safely using basic telecommunication tools (e.g. e-mail, discussion groups, video conferences) to read or send information.</li> </ul>			<ul style="list-style-type: none"> <li>- Students use basic telecommunication tools (e.g. email, discussion groups) and online resources for collaborative projects with other students.</li> </ul>			<ul style="list-style-type: none"> <li>- Students use a variety of telecommunication tools (e.g. email, discussion groups, video conferences) and online resources to collaborate interactively with peers, experts, and other audiences.</li> </ul>		
<p>Standard 5: Technology research tools</p> <p>a. Students use technology to locate, evaluate, and collect information from a variety of sources.</p>	<ul style="list-style-type: none"> <li>- Students know how to use a variety of age-appropriate media (e.g. presentation software, newsletters, word processors) to communicate ideas to classmates, families, and others.</li> <li>- Students, assisted by teachers, parents, or student partners, know how to select media formats (e.g. text, graphics, photos, video) to communicate and share ideas with classmates, families, and others.</li> </ul>			<ul style="list-style-type: none"> <li>- Students use a variety of media and formats to create and edit products (e.g. presentations, newsletters, brochures, web pages) to communicate information and ideas to various audiences.</li> <li>- Students identify how different forms of media and formats may be used to share similar information, depending on the intended audience (e.g. presentations for classmates, newsletters for parents).</li> </ul>			<ul style="list-style-type: none"> <li>- Students create a project (e.g. presentation, web page, newsletter, information brochure) using a variety of media and formats (e.g. graphs, charts, audio, graphics, video) to present content information to an audience.</li> </ul>		

**B. STUDENT ACHIEVEMENT**

Standard	K	1	2	3	4	5	6	7	8
<p>b. Students use technology tools to process data and report results.</p> <p>c. Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.</p>	<ul style="list-style-type: none"> <li>- Students, assisted by teachers, parents, or student partners, know how to use existing electronic databases (e.g. dictionaries, encyclopedias, spreadsheets) to locate and interpret information.</li> </ul>			<ul style="list-style-type: none"> <li>- Students know how to independently use existing databases (e.g. library catalogs, electronic dictionaries, encyclopedias) to locate, sort, and interpret information on an assigned topic.</li> <li>- Students perform simple queries on existing databases and report results on an assigned topic.</li> </ul>			<ul style="list-style-type: none"> <li>- Students know how to create and populate a database.</li> <li>- Students perform queries on existing databases.</li> <li>- Students know how to create and modify a simple database report.</li> </ul>		
<p>Standard 6: Technology problem-solving and decision-making tools</p> <p>a. Students use technology resources for solving problems and making informed decisions.</p>	<ul style="list-style-type: none"> <li>- Students provide a rationale for choosing one type of hardware or software over another for completing a specific assigned task.</li> </ul>			<ul style="list-style-type: none"> <li>- Students identify appropriate technology tools and resources by evaluating the accuracy, appropriateness, and bias of the resource.</li> <li>- Students compare and contrast the functions and capabilities of the word processor, database, and spreadsheet for gathering data, processing data, performing calculations, and reporting results.</li> </ul>			<ul style="list-style-type: none"> <li>- Students evaluate new technology tools and resources and select the most appropriate tool to use for accomplishing a specific task.</li> </ul>		

- Students know how to use technology resources (e.g. dictionaries, encyclopedias, search engines, websites) to solve age-appropriate problems.

- Students use technology resources to access information that can assist them in making informed decisions about everyday matters (e.g. which movie to see, which

- Students use database or spreadsheet information to make predictions, develop strategies, and evaluate decisions to assist them with solving a basic problem.

**B. STUDENT ACHIEVEMENT**

Standard	K	1	2	3	4	5	6	7	8
<p>b. Students employ technology in the development of strategies for solving problems in the real-world.</p>	<ul style="list-style-type: none"> <li>- Students identify ways that technology has been used to address real-world problems.</li> </ul>			<ul style="list-style-type: none"> <li>- Students use information and communication technology tools (e.g. calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist them with solving real-life problems.</li> </ul>			<ul style="list-style-type: none"> <li>- Students describe the information and communication technology tools they might use to collect information from different sources, compare the data, analyze their findings, and draw conclusions for addressing real-world problems.</li> </ul>		



## CURRICULUM

### Section 6

#### **C. TECHNOLOGY DELIVERY**

We continue to offer online learning opportunities to our students through the Michigan Virtual High School. School and district websites, Moodle, blogs, and teacher web pages continue to be locations where teachers are communicating with their students and making available lessons, support materials, and additional resources to enhance learning.

To prepare staff and students for 21<sup>st</sup> century media-rich, digital content, Covert Public Schools intends to upgrade many computer-based and server-based applications to web-based applications that can be accessed anytime, anywhere.

With the Regional Data Initiative, we are able to use a suite of products from Global Scholar. We continue to use Pinnacle Web Gradebook and Pinnacle Parent Internet Viewer to provide information and reports to our students and parents. We are planning to use Pinnacle Instruction to create assessments aligned to state and common core standards and Pinnacle Insight to analyze data across all databases.

#### **Instructional Technology Hardware**

Each classroom has a multimedia teacher workstation which provides unlimited educational opportunities.

#### **Internet Access**

One 50mbps fiber and one 100mbps cable connection provide internet access to the district. Teachers and students use the internet for interactive training, research, email and the following:

- Michigan Electronic Library Services
- REMC Online Catalog
- United Streaming Video
- Michigan Virtual High School

#### **Distance Learning**

A distance learning unit, equipped with a 52-inch LCD television, a Tandberg video camera and audio equipment has been provided to Covert Elementary School through the RUS grant. This unit is used to facilitate virtual field trips, adult English as a Second Language classes, and other distance learning opportunities.

## CURRICULUM

### Section 7

#### **D. PARENTAL COMMUNICATIONS & COMMUNITY RELATIONS**

Covert Public Schools will continue to look for opportunities to promote and improve existing methods of communication with our parents and community:

##### **Meetings**

Reporting progress annually to the school board on the meeting of goals and objectives:

- **PTSA** – meetings are held monthly to discuss parent concerns related to student achievement and development.
- **Parent Orientations** – meetings are held annually to discuss topics based on parent surveys. Topics include technology tips, communication tools such as Parent Internet Viewer, internet safety and awareness, athletic eligibility and the district Acceptable Use Policy.
- **District-Wide School Improvement Meetings** – Parents, community and staff participate in quarterly discussions to improve operations of the schools within the district.
- **Community Meetings** – community meetings are held as needed to discuss programs and/or issues related to the school or larger community.

##### **Telecommunications**

- **Automated Call System** – CPS currently subscribes to Schoolmessenger, a messaging program that integrates with our Student Information System to facilitate automated contact (via voicemail, SMS text, and/or email) with district constituents.
- **Voicemail** – a voice mailbox is provided to each teacher and select staff.

##### **Print Media**

Newsletters are distributed throughout the community via direct mailing and distribution to students on a regular basis.

- **Covert Public School District Newsletter** – newsletter is mailed 3 times per year to Covert students and community.

## D. PARENTAL COMMUNICATIONS & COMMUNITY RELATIONS

### Internet Media

- **Covert Public School District Website** – ([www.covertpublicschools.org](http://www.covertpublicschools.org)) the district web site provides a variety of information including current school events; staff contact information, links to teacher web pages, etc.
- **Covert Public Schools Internet/Network Acceptable Use Policy** – the district AUP can be found at [http://www.covertpublicschools.org/attachments/176\\_Acceptable%20Use%20Policy.pdf](http://www.covertpublicschools.org/attachments/176_Acceptable%20Use%20Policy.pdf)
- **Technology Plan (online)** – provides online access to the districts Technology Plan.
- **School Improvement Plans (online)** – provides online access to each schools and the districts School Improvement Plans.
- **Email** – for communication between parents, staff and community members.
- **Synergy ParentVue**– is a secure online information system for parents and students to access grades, attendance and homework.

## CURRICULUM

### Section 8

#### E. COLLABORATIONS

Covert Public Schools supports adult literacy services in the community:

- **Distance-Learning**
  - Conversational Spanish
  - English as a Second Language
- **Van Buren Intermediate School District** provides additional distance-learning opportunities.
- **Kalamazoo Regional Educational Service Agency** - Provides programs and services for over 200 schools in the Kalamazoo County area.
- **ESL** - The Van Buren Intermediate School District's Migrant/Bilingual Education Program has one resource teacher working at Covert Public Schools.

## PROFESSIONAL DEVELOPMENT

### Section 9

#### **F. PROFESSIONAL DEVELOPMENT**

The current curriculum adoption process develops technology training as a part of any new curriculum adoption, including money and standards for newly integrated technologies. The Education Development Center research found that informal learning, i.e., any learning that happens directly in the process of doing work, and not just in formal training events, is the primary means of learning for workers and that the quality of this learning is a key factor in company and worker performance (EDC, 1998).

In keeping with state and national standards, Covert Public Schools seeks to support teachers' efforts to "provide technology-supported learning opportunities for their students" (National Educational Technology Standards for Teachers, 2002). Our plan of ongoing delivery of professional development works to integrate professional development, curriculum, instruction and technology.

Covert Public Schools Professional Development:

- Focuses on hands-on training
- Provides staff development to the instructional staff which is directly related to their instructional role and which encourages the adult learner to control the pace and sequence of that learning.
- Focuses on two areas in technology staff development – to prepare staff members to use technology as a tool and to help them integrate technology into their instructional strategies and practices. Recognition of the basic knowledge and skill proficiencies are based on the National Educational Technology Standards (NETS) for teachers and administrators.

Covert Public Schools will implement ongoing professional development in technology for all district employees based on relevant job-related content and process modules. Customized training, often identified as a training need by district, building or groups of individuals is arranged and often in the form of a formal class through an outside trainer. Informal customized training, training that happens directly in the process of instructing or completing work, takes place at the request of staff members and is scheduled and planned. This type of training is offered by the Technology Administrator and/or by building staff with expertise in the particular areas.

Other ongoing, professional development opportunities include:

- Online professional development opportunities are promoted
- Clerical and administration training sessions are conducted once a year with additional training as needed
- Training in specialized programs and new software is provided as needed

## PROFESSIONAL DEVELOPMENT

### Section 10

#### **G. SUPPORTING RESOURCES**

To fulfill its key role in preparing students to be effective citizens in society, the district must anticipate change and operate using current technology.

In partnership with the private sector, the district’s technology planning team and the school board have taken a leadership role to ensure that all students have equal access to computers, multimedia equipment, internet resources, and other tools for working with electronic information. More importantly, the school board has emphasized the importance of technology-based learning for students and teachers by funding and coordinating the distribution of technology throughout the district.

#### **Principles for Supporting Resources**

The Covert Public School District demonstrates how a rural school district can utilize new technologies to narrow the educational opportunity gap between students living below the poverty level and those in more financially affluent districts. This will be accomplished by focusing on ways to help students use technologies in their daily lives.

#### **Policies Resources**

We recognize that like any other social structure, schools need to be accepted by their participants. The students are the agents in creating pressure for change. The stakeholders and the District are committed to providing a learning environment in which the use of technology is a natural part of the educational process.

#### **Information Resources**

- All teachers will incorporate new technologies into their curriculum. To aide them in doing so, teachers are encouraged to utilize the these resources:
  - “Quick-Start Sheets” created by the Technology Service Department provide a quick-reference guide to enable teachers to use various technologies quickly and efficiently. These documents are stored in a “sharable” directory on the file server, and can be accessed instantly by all staff
  - Staff-Created templates that are stored on the “sharable” directory so that teachers can create and use one another’s files

- An intensive family outreach program includes the lending (weekends, school vacations) of school computers to families for the giving or receiving of student tutoring.

### **Human Resources**

- Students will use technology to explore careers, develop portfolios, and prepare for post-secondary education. Computer kiosks will be available for parents to access grades and attendance.
- Classroom teachers will serve as lead teachers and project coordinators
- Teacher Aides are trained to integrate technologies into classroom activities.
- Technology Services staff will provide one-on-one and departmental technology training to staff during planning-periods in addition to the following professional development opportunities:
  - Synergy Summer Training Sessions
  - Summer and ongoing training for the video conferencing/distance learning equipment and United Video Streaming.
  - MS Office applications

### **Time Resources**

- The district provides extensive after school, Saturday, and summer opportunities for students to participate in academic and recreational enrichment programs. Most of the programs will further involve the use of requested services in technology.
- Students will engage in projects and cooperative learning activities that will utilize technologies to implement National and State curriculum standards.

### **Planned Disaster Recovery Plan**

The objective of the disaster recovery plan is to protect the district in the event that its file servers, computer systems and data become unusable.

The uninterrupted operation of network resources is crucial to any school district. A disaster recovery plan is a detailed list of actions to be taken in the event of a disaster. Continuous testing ensures data can be recovered quickly and accurately.

To ensure that our district will operate with minimal disruption:

- All computer workstations software configurations are standardized
- Workstations that require unique software installations should be documented
- A full backup of the application databases and storage folders is performed each Friday at 11pm. Incremental backups occur daily at 11pm. CPS utilizes HP StoraGeworks backup appliance with CArcServe software.

As a check-and-balance, data is retrieved on a quarterly basis to ensure that it can be restored successfully and to ensure that backups are being performed correctly.

## INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE

### Section 11

#### H. INFRASTRUCTURE NEEDS/TECHNICAL SPECIFICATION, AND DESIGN

**Internet Access** - Covert Public Schools currently has a 50mbps fiber connection to the internet provided by Bloomingdale Communications; and a 100 MB cable connection to provided by Comcast. These services provide internet access throughout the district. CPS, as required by Children’s Internet Protection Act, has implemented Lightspeed Systems content filter.

**Local Area Network (LAN)** – Each facility throughout Covert Public Schools has a Local Area Network. In 2009-2010, this network was upgraded to a 1000 MB switched network. CPS has over 1,000 network ports spread between all buildings, providing at least seven switched ports for every classroom.

**Wireless Network** – Covert Public Schools has seamless IEEE 802.11A/G/N wireless data connectivity throughout the campus.

**Servers** – Covert Public Schools has mixed Operating Systems (Novell Netware and Microsoft Server 2008R2.) Six of these are virtual guests hosted on 2 physical servers running VMWare ESXi. These servers provide file storage, email, internet, and application services.

**Personal Computers** – Each classroom throughout Covert Public Schools has at least one computer. There are many different levels of architecture currently deployed amongst CPS, but the majority of computers range from Intel Pentium 3 996MHz processors with 384MB memory to Intel Core i5 580M processors with 4GB memory. CPS currently has over 250 computers spread throughout the district. Each computer is on the LAN and is configured with necessary curriculum software and internet access. CPS had implemented a five year refresh cycle beginning with fifty new (used) computers in the elementary school in the summer of 2012, and 30 new computers in summer 2014. However, due to costs, technology enhancements and the current economic environment, we are refreshing computers on an as needed basis.

**Personal Computer Software** – The following is a list of applications that are installed on core computers, stored on the file server and accessed over the LAN, or accessed over the internet.

<b>Computer-Based/Server-Based Applications</b>	
<b>Software Title</b>	<b>Description</b>
7Zip	File compression and extraction tool.
A+ Learning System	A K–12 network-based e-learning instruction courseware program. The <i>A+LS™</i> courseware contains over 5,200 lessons and over 200,000 content pages of research and objective-based, problem-solving courseware — plus assessment, alignment and curriculum management tools.
Accelerated Math (Renaissance Place)	Creates paper assignments tailored to each student's current level. Automatically scores all math practice, including assignments and tests. Provides ongoing feedback on students' daily practice. Helps you differentiate instruction, addressing each student's individual needs.
Audacity	Audio recording and editing software.
Classroom Performance Systems	Classroom Performance System (CPS) is a student response system using wireless connectivity. It gives instructors and students immediate feedback from the entire class. The response pads are remotes that are durable, easy to use and engage students.
Filezilla	FTP Client, for transferring files to an ftp server.
Global Scholar Attendance Manager and Principal Viewer	Attendance maintenance and reporting applications.
KidPix	KidPix is a very simple to use drawing program.
Microsoft Internet Explorer, Mozilla Firefox and Google Chrome	Internet web browsers
Microsoft Office Suite XP, 2003, 2007 (Access, Excel, PowerPoint, Publisher, Word)	Database, spreadsheet, presentation, publication and document creation applications.
MicroType	Typing tutorials and exercises.
North West Evaluation Assessments (NWEA)	Measures of Academic Progress (MAP) are state-aligned computerized adaptive tests that accurately reflect the instructional level of each student and measure growth over time.
Novell GroupWise Email	A cross-platform collaborative software product from Novell, Inc. offering e-mail, calendaring, instant messaging and document management.
Orchard	Provides targeted instruction in math, reading, writing, language arts, and science for grades K-9. Orchard combines formative and benchmark assessments aligned with state standards, motivating instruction, and qualitative data reporting in order to improve AYP.
Plug-Ins: Adobe Flash, Acrobat Reader, Shockwave, QuickTime, Real Player	Used to view internet media.
Ripple Effects	A research-based tool to help children build resilience and handle the non-academic issues that get in the way of school success.
Scholastic Read180	A comprehensive system of curriculum, instruction, assessment and professional development proven to raise reading achievement for struggling readers in Grades 4–12+.
Windows XP, and 7	Computer Operating Systems.
ZooPhonics	The Zoo-phonics Program teaches the alphabet using a cast of Animal characters and sounds, and a body movement that directly relates to the



	Animal/Letter, allowing children to utilize the alphabet immediately.
Web-Based Applications	
Software Title	Description
Curriculum Crafter	A full-featured design tool that helps customize curriculum and meet all state standards.
Data for Student Success	Used to further the culture of data driven decision making in Michigan's schools by providing a quality professional development model and dynamic inquiry tool.
Delta Math	Provides tools to identify individual learning gaps and protocols for responding to targeted student needs.
DIBELS	A tool used to assess Phonemic Awareness, Alphabetic Principle, Accuracy and Fluency, Vocabulary Comprehension.
ETS Criterion	Online automated essay editing software
Global Scholar Pinnacle Insight	A tool that allows schools and districts alike to quickly and easily customize and distribute parsed data at all levels.
Global Scholar Pinnacle Instruction	A tool that assesses the districts curriculum and instructional strategies, and their impact on academic success
Global Scholar Pinnacle Student Information System	Application used to enroll or drop students, maintain student demographic information, student class schedules, and provide historic records of attendance and grades. Pinnacle SIS also facilitates Michigan Student Data System reporting.
Global Scholar Pinnacle Web Gradebook	Electronic gradebook used by teachers to maintain student attendance, assignments, tests, quizzes, homework and grades.
Michigan Electronic Library	Electronic library with full text articles, books, photographs, diaries, oral histories and local records.
Michigan Virtual High School	Online resource that enables Michigan high schools and middle schools courses and other learning tools that students wouldn't otherwise have access to.
MiTracker	Comprehensive data analysis tool which will generate hundreds of pre-programmed reports for MEAP, MLPP, MI ACCESS, DIBELS, ITBS, NWEA-MAP and Stanford 9/10.
NovaNet	Online high school credit recovery application.
SimpleK12	Provides projects designed for students that incorporate technology skills with core subject curriculum.
United Streaming	Discovery streaming videos, images, and audio speeches help students connect to digital learning in a safe non-threatening environment; and helps bridge the gap to make the connections between the classroom and the world around us.
Follett Destiny Asset Manager	Web-based system that tracks the quantity, value and location of assets in the district.
Follett Destiny Library Manager	Web-based library management system that helps work more efficiently, providing maintenance and tracking for library books, e-books, DVDs, VHS tapes and other educational resources.
Follett Destiny Textbook Manager	Web-based system that tracks the quantity, value and location of textbooks in the district.

As of this writing, CPS hosts and maintains its own MS Exchange server. Consideration will be given in the coming years on the possibility of migrating to either a shared Exchange host (with neighboring districts), or utilizing a different and cost-effective web-based email system (such as Gmail or web based Outlook.)

**Voice** – Covert Public Schools houses our own PBX. This system allows all classrooms to be equipped with a telephone as well as voicemail access. This facilitates the district with communication to the community. It is CPS intent to move to a voice-over-IP-based system as soon as it is feasibly possible.

Along with the wired phone service, CPS has purchased cell phones for busses and maintenance departments to facilitate communications for employees that move between buildings.

During the summer of 2014, CPS subscribed to a web-based call alerting system (Schoolmessenger) which will further facilitate telephone and cell phone communication between the district and the community.

**Security Systems** – In 2006, CPS installed a video surveillance solution with security cameras placed in strategic locations throughout the middle school, high school, Business Office, and around the exterior of the complex. The cameras record digital video to a file server, which allows playback and recording of video segments. This system was upgraded in 2009-2010.

A door card access system was installed in 2009 to further secure the facility. This system allows staff access to the building during specific time periods.

**Public Address System** – Covert Public Schools has a public address system, comprised of speakers connected to the exterior of the building and throughout the interior of the district. This system allows for building-wide or district-wide communication from either the elementary office, middle/high office, or the Business Office. This system was upgraded in 2009-2010.

**Sound System** – In 2008-2009, CPS the upgraded the sound system in the auditorium, auxiliary gymnasium and the middle/high gymnasium. Wireless microphones can be used with this sound system in any of these locations.

**Video** – Covert Public Schools utilizes a Tanderburg video conferencing system. Additional video conferencing abilities plan to be implemented using simple to use web-based services, such as uStream.

**Interactive Data Projectors** – Covert Public Schools intends to provide all general education classrooms with fixed interactive data projectors. The projectors are used for educational presentations by means of computer presentation and smart board capabilities. Additionally, the projector will be able to project from a VCR or DVD player.

**Printing** – Each classroom has its own LaserJet printer where required. In lab environments there is either a LaserJet printer or a high-volume photocopier. Classrooms typically have the option of printing to either a high-volume Laser Jet printer or a copier located in the Media Center.

**Network, Classroom and Virus Monitoring** – CPS uses Sophos anti-Virus to prevent virus infection to personal computers and servers. When a virus is detected, an email containing the name of the computer infected and the type of virus is sent to the Systems Administrator.

LanSchool is used to monitor students' activities while they are using the computers. The teacher using the LanSchool teacher console can disable internet access for any or all students, disable printing for any or all students, project her desktop onto the students' desktops, or project a particular student's desktop onto all other student desktops.

## INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE

### Section 12

#### **I. TECHNICAL SUPPORT**

**Technology and Media Staff** – Covert Public Schools has employed a Technology Administrator since 2007. Since fall, 2013, it has been a half-time position. The Technology Administrator's responsibilities include: budgeting, developing policy, e-rate research and document submission, and curriculum integration. In addition, the Technology Administrator is responsible for the support of hardware/software, license control, user account and security management, network maintenance, staff support and technology integration into the classrooms.

## INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE

### Section 11

#### **I. INCREASE ACCESS**

Covert Public School employees have the ability to access their Exchange email via a web interface while off site, and via Outlook client while on site using district computers .

Students and parents have been given an account to access their student's grades and attendance in real-time via the internet. This helps parents stay in touch with the district and allows them to see how their child is performing academically.

In some cases CPS and the Van Buren Intermediate School District has increased access by providing a laptop and assistive visual software for special needs students.

## FUNDING AND BUDGET

### Section 13

#### **J. BUDGET AND TIMETABLE**

Planned Budget and Timetable			
Year	2014-2015	2015-2016	2016-2017
<b>Salaries and Benefits</b>	46,520	51,172	55,824
<b>Hardware (Computers and Servers)</b>	93,000	102,300	111,600
<b>Conferences &amp; Workshops</b>	1000	1100	1200
<b>Software, License and Renewals</b>	20,000	22,000	24,000
<b>Telco and Internet</b>	27,000	29700	32,400
<b>Miscellaneous Supplies</b>	500	550	600
<b>Technical Support</b>	5,000	5,500	6,000
<b>TOTAL</b>	<b>\$193020</b>	<b>\$212,322</b>	<b>\$231,624</b>

## **FUNDING AND BUDGET**

### Section 14

#### **K. COORDINATION OF RESOURCES**

Available state and local resources for technology have been incorporated into the districts yearly fiscal budget since grants first became available for these items through the Universal Service Fund, Title I funds, professional development, and when applicable other Federal and State grants. Technology dollars are regularly budgeted into the General Fund budget as a separate line item.

Specific Universal Service Fund requests have been made for:

- Local Phone Charges
- Long-Distance Charges
- Cell Phones
- Internet Services
- PBX / PRI Circuit
- Internal Connections

## **MONITORING AND EVALUATION**

### Section 15

#### **L. EVALUATION PLAN**

The evaluation process for technology encompasses four areas:

1. Ongoing evaluation of hardware, network software, LAN performance for purposes of maintenance and for providing productivity and resources to Covert Public Schools.
  - A. Evaluation performed by:
    - i. Technology Administrator
    - ii. Technology Committee
    - iii. Administrative Review for financial budgeting
  - B. Tools for Evaluation:
    - i. Maintenance work order from teachers and staff
    - ii. Emails to technology staff for assistance
    - iii. Hardware troubleshooting reports/statistical reports
    - iv. Network software updates

2. Evaluation of technology across the curriculum for updating and integration.
  - A. Evaluation performed by:
    - i. District School Improvement Team
  - B. Tools for Evaluation:
    - i. Curriculum support cycle for revision and updating subject areas
    - ii. Covert Public Schools K-5 Instructional Technology Benchmarks
    - iii. Covert Public Schools 6-12 Technology/Business Curriculum
    - iv. Comparison with Michigan Common Core Curriculum
    - v. Comparison with set technology goals and objectives
3. Evaluation of technology by staff and students.
  - A. Evaluation performed by:
    - i. Building School Improvement Team
  - B. Tools for Evaluation:
    - i. School Improvement Team Committee Self-Assessment
    - ii. Technology survey by staff and students
4. Evaluation of technology training.
  - A. Evaluation performed by:
    - i. Technology Administrator
    - ii. Technology Committee
  - B. Tools for Evaluation:
    - i. List of In-Service sessions, trainers and participants
    - ii. Evaluations from In-Service sessions
    - iii. Attendance at conventions and Technology Committees which offer In-Service training, such as:
      1. VBISD Technical Committee
      2. KRESA Technical Committee
      3. Michigan Library consortium

## MONITORING AND EVALUATION

### Section 16

#### M. ACCEPTABLE USE POLICY

Use of Covert Public School District's internet access and network services by students, teachers, and school employees is permitted and encouraged where such use is suitable for educational purposes and supports the educational and administrative goals and objectives of the district. Network resources and the Internet are to be used in a manner that is consistent with the district's standards of conduct and as part of the normal execution of a student's education, a teacher's instruction, and an employee's job responsibilities. As such, this access will (1) assist in the collaboration and exchange of information, (2) facilitate personal growth in the use of technology, and (3) enhance information gathering and communication skills. This Acceptable Use Policy complies with the guidelines of the *Children's Internet Protection Act (CIPA)*.

#### General Principles

The intent of this contract is to ensure students, teachers and school employees will comply with all internet and network acceptable use policies approved by the district. In exchange for the use of network resources and the internet, internal or external I understand and agree to the following:

- District-provided Internet/Intranet access, e-mail privileges, as well as computer systems and networks, are considered district resources, and are intended to be used for educational and administrative purposes only. Abuse of the above resources may result in revoking internet, email and network privileges.
- Internet filtering and monitoring software is being utilized on the district network for user protection. Please be aware that attempted access to unacceptable websites will be monitored and reported; and disciplinary measures will be taken for these actions.
- District e-mail accounts, network and internet IDs, and web pages should not be used for anything other than district-sanctioned communications. Covert Public Schools reserves the right to determine the suitability of transmitted information.
- Students, teachers, and school employees should be aware that distribution of any information, school-related or personal, will be monitored for security, and/or network management reasons.
- Correspondence via e-mail, and files stored on the network are not guaranteed to be private. Official communications of a sensitive or confidential nature should not be sent unless they are encrypted.
- Individual opinions expressed using district technologies are not reflective of Covert Public School policy.

## **Conditions of Use**

The following practices are considered unacceptable. Violators may be subject to disciplinary actions, including written warnings, lost of access privileges, and possible termination of enrollment or employment. Covert Public School District reserves the right to report any illegal activities to the appropriate authorities.

- Visiting obscene, hateful or otherwise objectionable materials; sending or receiving any material that is obscene, defamatory, or that is intended to annoy, harass or intimidate another person.
- Sending and receiving unusually large e-mails or attachments; sending or forwarding electronic chain letters.
- Spending time on non-educational or non-scholastic business.
- Soliciting e-mails unrelated to school activities, or soliciting non-school business for personal gain / profit.
- Soliciting district network resources / information for personal gain or profit.
- Representing personal opinions as those of the district.
- Using the internet or e-mail for gambling or any illegal activities.
- Making or posting indecent remarks, proposals or materials.
- Uploading, downloading or otherwise transmitting commercial software or copyrighted material in violation of its copyright.
- Intentionally interfering with normal operation of the network, including the propagation of computer viruses, altering of system software, or sustained high volume network traffic, etc.
- Revealing or publicizing confidential or proprietary information, including, but is not limited to: school databases and the information contained therein, computer software, network access codes and student and staff personal information.
- Intentionally examining, modifying, or obtaining copies of data belonging to other users.
- Using others network or internet ID and password to access network resources or the internet.
- All other inappropriate uses of internet / intranet or network resources that may be identified by school administration or systems administrators.



Covert Public School District does not guarantee the functions of network resources or the internet will meet specific requirements user have, or that network resources will be error free or uninterrupted. The district shall not be liable for any direct or indirect, incidental, or consequential damages (including lost data, information, or time) sustained or incurred in connection with the use, operation, or inability to use the system.

In return for the privileges of using the district's internet access, and information obtained using network resources, I hereby release Covert Public Schools District and its agents, from any and all claims arising from my use of district's network resources and internet access.

To the extent that proprietary rights in a work product would vest in the student upon creation, I agree to assign those rights to the district.

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**NETWORK RESOURCES AND INTERNET ACCESS AGREEMENT**

I agree to abide by rules pertaining to the network, resources, equipment, and internet access as further added by the acceptable use policy.

As the parent / legal guardian, I agree to indemnify Covert Public Schools for any fees, expenses, or damages incurred as a result of my child's use or misuse of the district's network or equipment.

\_\_\_\_\_  
**Signature of Student**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature of Parent**

\_\_\_\_\_  
**Date**

***OPT OUT OF INTERNET***

***I do not want my student to have access to the internet***

\_\_\_\_\_  
**Signature of Student**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature of Parent**

\_\_\_\_\_  
**Date**