

Technology Plan FY 2013-2016

Lexington County School District Two  
West Columbia, South Carolina

[www.lex2.org](http://www.lex2.org)



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## Executive Summary

Lexington Two's educational technology plan has been developed to support and enhance teaching and learning in all schools in the district. The plan establishes the technology support and resources that students and teachers in the district will need to ensure a superior instructional program. There is a need for ongoing technology training, effective district-wide management systems, and inequities in/between schools.

By reflecting district beliefs and learner standards, the technology plan confirms technological innovations as an integral part of the learning process and advocates for students and teachers to use technology effectively.

Lexington County School District Two's Technology Plan will continue to emphasize Instructional Technology, infrastructure, and replacement and maintenance of classroom computer hardware. The infrastructure and computer hardware will stay current with the latest direction in technology. For the past two years, emphasis has been placed on improving the infrastructure and hardware in the district.

Technology use in Lexington Two will be driven by the district's strategic instructional goals, will create high achievement goals for all students, and will be used in the planning and delivery of instruction to meet district and state curriculum standards. The technology plan will support the *District Strategic Plan for 2012 – 2017* as a guide for decision-making and for establishing priorities.

Implementation of the plan will be evaluated and reported to the Lexington Two school community on an annual basis. In many areas, full implementation of the plan will be dependent on available funding. Grant funding will be pursued to supplement district, state, and federal funding sources. By charting an ambitious course and with support from the school community, we are confident that the goals of the plan will be accomplished.

Lexington County School District Two's Technology Plan will be closely aligned with the state's plan. Efforts will be made by this school district to insure that the state's plan is referenced and followed for the next 3 years. For standard practices Lexington County School District Two has aligned their technology standards with ISTE's.

### Technology Plan Team Members:

Melanie Wyndham - Elementary Media Specialist

Janet Deadman - Middle Media Specialist

Roxanne Spray - Middle Media Specialist

CR Hall - Middle Principal

Shane Thackston - Elementary Principal

Gregg Morton - High School Principal

Michael Houser – Network Administrator

Lisa Harmon - Director Special Services

Pat Ogletree - Curriculum Coordinator

Wendy Gallagher - District Instructional Technology Facilitator  
David Escue – Coordinator of Data Collections and Technology  
Marcella Heyward-Evans - Chief Instructional Officer  
Erica Bissell - Director of Instruction

## **Background Information**

### **School District Mission Statement:**

Lexington County School District Two will try to promote world-class education and preparedness for the jobs of tomorrow by advancing and supporting the integration of evolving technologies for teaching, learning, information management, and networking.

### **School District Overview:**

In the forefront of Columbia's impressive cityscape, Lexington School District Two stands in close proximity to the Congaree and Saluda rivers – a waterfront area that is quickly evolving into a commercial, residential, and recreational mecca. In addition, the district is in close proximity to existing downtown attractions including the University of South Carolina, Riverbanks Zoological Park and Gardens, the State Museum and the thriving Congaree Vista.

Serving the cities of Cayce and West Columbia and the towns of Springdale, Pine Ridge, and South Congaree, Lexington School District Two contains intimate neighborhoods where generations of families have prospered for years. Combining the ease of small town living with close proximity to big city amenities, any point in the district is within fifteen minutes of downtown Columbia. Most schools in the district are within walking distance to many neighborhoods – symbolic of the close bond between district residents and educators.

Lexington Two is proud of our 18 schools (two early childhood centers, seven elementary schools, four middle schools, two high schools, one alternative education center, and two residential treatment facilities) and all they have to offer. Providing quality education and support to our 8,800 students (grades CD-4 through 12) is the primary goal of our teachers, administrators, and staff.

Lexington School District Two is comprised of students who are: 33% African-American; 11% Hispanic/Latino; 50% Caucasian; and 6% other ethnic categories. Approximately 59% of our students receive subsidized meals.

The school district employs 1,043 people. There are 603 certified staff (including guidance and media specialists), which includes 119 bachelor's degrees, 56 bachelors plus 18, 287 masters degrees, 133 masters plus 30, and 8 doctorate degrees, for a total of 484 employees holding advanced degrees. To this end, the district strives to recruit and retain the best instructional staff. The district boasts one of the most accredited instructional teams in the state, with over 80% of the certified staff holding advanced degrees and an average of 13 years of teaching experience. Additionally, 116 teachers have earned National Board Certification.

Overall, Lexington Two has experienced some decline in student growth over the past five years due to the age of homes and residents of the communities. About 80% of the residents of the school district do not have students enrolled in the schools. Although the district has experienced

a decline, the average enrollment for the school district has remained around 8,800 students. Our communities include established housing in neighborhoods, rental property to include apartment complexes and mobile home parks, subsidized government housing, and families living within existing homes of families. The average income of families in the district is \$35,300.00. In 2002, the student poverty rating for the district was 54%. In 2007, the rate had increased to 68%. The current poverty rate is 59%.

The school district has a variety of businesses, industries, and governmental agencies, which provide employment for the citizens of the school district. The educational level of the workforce in the district sits at 51% high school diploma or less, and 49% some college to advanced degrees. The unemployment rate for the district hovers between four and five percent. Some of our more predominant businesses and industries include SCE&G, SCANA, Amazon, the Columbia Metropolitan Airport, Time Warner Cable, Riverbanks Zoo, SMI Steel Industry, and a host of locally owned businesses. Employment is also impacted by area higher educational institutions that include the University of South Carolina, Columbia College, Benedict College, Allen University, and Midlands Technical College. Fort Jackson, a major Army training facility, is located in the Greater Columbia Metropolitan area and impacts the local area economy.

The district is committed to performing as a highly functioning Professional Learning Community yielding high performance and measured improvement. We believe in a strong academic emphasis, bell to bell instruction, and extended learning opportunities for ALL students, regardless of academic or grade level. Additionally, the district firmly believes in opportunities for lifelong learning, which are made available through Lexington Two's award winning Adult and Community Education programs.

In keeping with the district's commitment as Champions for Children and through collaborative efforts of its stakeholders in providing a quality education for all of its students, the district continuously examines and uses student data effectively and efficiently to make informed instructional decisions.

To address the need to improve student learning, Lexington Two is committed to using the AdvancED standards: purpose and direction, government and leadership, teaching and assessing for learning, resources and support, and using results for continuous improvement to enhance the overall operations of the district with the recruitment and retention of high quality teachers serving as the center of our efforts.

## **Current State of Technology – Assessment and Needs**

### **Wide Area Network (WAN)**

Our wide area network utilizes AT&T circuits that connect our buildings together into one cohesive network. Each building is connected back to the District Education Center (DEC) and ultimately to the Division of State Information Technology (DSIT), which provides our access to the Internet. Our current circuits range from 50M to 1G. The 50M circuit is the circuit that connects the DEC to DSIT, thus, a bottle neck is formed when accessing the Internet as the schools connect to the DEC at a much higher speed. A higher speed DEC to DSIT circuit is needed to alleviate this issue.

## Local Area Networks (LAN)

The district has standardized on HP switches for the local area networks in all of its buildings. With the help of ERate funding, Lexington Two was able to upgrade 10 schools with the latest HP switches available during the 2012-2013 school year. The other sites switches need to be replaced and/or upgraded in order to match the obtain Gigabit connectivity speeds at the upgraded sites. In addition to the wired infrastructure, wireless access is available to students and staff in all of our buildings. Unfortunately, the wireless infrastructure was not built for “production” but simply access as the current use of wireless devices overwhelms the few HP Access Points available for connectivity. Since the use of wireless devices will continue to grow, more and “newer technology” Access Points are needed. Currently, Lexington Two is in the process of rolling out AeroHive Access Points at one of our schools replacing the existing HP Access points and also increasing the number of Access Points. The “replaced” HP Access Points will be redistributed to other schools to help improve their wireless access. Lexington Two plans on filing for replacing the wireless at 10 sites during the next ERate filing period.

## File Servers

The district maintains and operates multiple file servers, the most important of which are housed centrally at the DEC. Currently, 3 Network Operating Systems are in use: Novell, Windows, and Apple. Lexington Two is currently phasing out Novell. The age of the servers (physical hardware) vary from 8+ years to 1 year old. VMWare is also being used to “house” file servers. Since files servers provide data storage and program delivery in addition to services such as network printing, DNS, and DHCP, it is imperative that the servers continue to operate at peak efficiency. In the past year, Lexington Two has been able to replace 6 servers. Other servers still need to be replaced.

## Personal Computers

### A. Windows Environment

Our primary personal computer district wide is a Windows-based (XP operating system) Dell desktop. These computers are used by both students and staff. Lexington Two currently has 3500+ Windows-based computers, however, most of these are over 5 years old and are not capable of running Windows 7 or the just released Windows 8. Currently, Lexington Two is in the process of replacing and/or upgrading existing computers to operate Windows 7 at about 200-300 per year. A faster replacement schedule is needed as we need to move to using Windows 7 as Windows 7 is the current operating system our graduates will see in the “real” world.

### B. Macintosh Environment

In addition to the Windows-based computers, Lexington Two also has a growing population of computers running the Mac OS X operating system. We have approximately 1100 Intel-based Macs running OS X 10.x being used by both students and staff. Many of our Macs allow both OS X and Microsoft Windows to run on the same machine. Our CATE Labs are a great example

of this: the machines can be booted into either operating system, depending on the course being offered. 90% of our Mac based computers are less than 5 years old. A replacement schedule is needed to keep the machines up to date. Also, Lexington Two has plans to become an “Apple Self Servicing District”; all repairs—warranty and non-warranty—are performed in-house, by an Apple Certified Hardware Technician.

### Apple iPads (tablets)/iTouches

The district currently has approximately 2000 Apple iPads and 2000 Apple iTouches in use between all sites. These wireless devices are being used by both students and staff. At BCAA, we have a 1-1 student to iTouch ratio. As a quick reference, there were 0 iPads in Lexington Two. As Lexington Two moves to a 1-1 student to iPad ratio, initial purchases, a replacement schedule, and iPad management is needed.

### Interactive Classroom Technology

Most of our classrooms are equipped with ceiling-mounted digital projectors. In addition, most of these either are a) interactive (BrightLink system) or are attached to an interactive whiteboard (SmartBoard products). Many of our classrooms are also equipped with document cameras enabling video or still picture technology interaction. As these devices age, they will maintenance, need to be replaced, and/or repaired.

### Supporting Technology

The main support of the previously named and unnamed technology are 7 Computer Services personnel. 3 Desktop Technicians (Tech 1s), 1 Data Technician, 1 Network Technician (Tech 2), 1 Network Administrator, and 1 Coordinator. The District, also, employs a District Instructional Technology Facilitator whose main function is the help the teachers and staff to use the technology available to the them. At this current staffing level, which is far below private and educational standards, Computer Services mainly is a reactionary staff. More help is needed.

## **The Technology Plan**

### **Technology Vision:**

Lexington County School District Two will try to promote world-class education and preparedness for the jobs of tomorrow by advancing and supporting the integration of evolving technologies for teaching, learning, information management, and networking.

### **How the Plan Was Developed:**

The previously named committee met initially on October 4, 2012, and will continue to meet to continuously to update this Technology Plan. The initial committee was formed by asking for volunteers from current groups including Computer Services, Principals, Media Specialists, Assistant Principals, and District Education staff. The committee plans to expand to include

teachers, community members, and Board members. The existing committee took the existing 5 year Plan and broke it out into smaller sections for examining by the committee. The committee then broke into small groups to examine each section of the current Technology plan. Each small group rotated through each section. By breaking into the small groups and with each group examining each section of the current Plan, the committee felt better feedback would be received. The ideas, results, and reality of this committee is reflected in this current Plan.

### **Goals and Objectives for Improving Services:**

Goal 1: Implement appropriate technology instructional practices to support 21st century learning.

#### **Action Plan:**

- a. Research appropriate and effective technology and instructional software for identified instructional needs
- b. Provide and maintain appropriate technology and instructional software to convey curriculum.
- c. Provide ongoing and relevant professional development on effective technology and instructional software usage to convey curriculum. Add Technology Instructional trainers as needed.
- d. Analyze effectiveness of technology impact and instructional software usage on student achievement.
- e. Explore possibilities of instituting a Lexington Two Virtual School Model (Virtual Offerings)
- f. Promote use of technology by introducing students to additional Guidance and Career software programs related to core content achievement cost
- g. Increase Technology Support Staff as the district delves deeper into it's reliance on technology

#### **Budgets:**

- a. \$0
- b. \$65K (instructional software for classrooms/labs), Aventa is an additional \$85K (online curriculum)
- c. \$55,000/2013-14, \$55,000/2014-15 (provide 1 additional instructional trainer each year)
- d. \$0
- e. \$6000
- f. \$0
- g. \$45,000/2013-14, \$45,000/2014-15, \$140,000/2015-16 (Add 1 Tech 1, years 13-14 & 14-15, Add 2 Tech 1s & 1 Tech 2 year 2015-2016)

#### **Targets Dates:**

- a. On going
- b. On going
- c. Fall 2013 & Fall 2014 (add additional trainer each year)
- d. On going
- e. On going
- f. Spring 2013
- g. Fall 2013 – 1 Tech 1, Fall 2014 – 1 Tech 1, Fall 2015 – 2 Tech 1s, 1 Tech 2

## Goal 2: Infrastructure Improvements

### Action Plan:

- a. Increase District Internet Bandwidth from 50M to 250M. Currently increased to 100M.
- b. Replace old HP Switches at all sites. Currently half the sites have been upgraded to newer technology switches.
- c. Replace old File Servers (as needed)
- d. Move to Microsoft AD Environment. (Remove Novell)
- e. Replace old Access Points (APs) and increase the number and density of newer technology APs in the District.
- f. Install Software Patch servers (as needed)
- g. Remove the X-Series (N-Sync) "shared" computer systems

### Budgets:

- a. \$300/month for 250M Bandwidth
- b. \$400,000 to replace/upgrade switches at the remaining 8 sites
- c. \$110,000
- d. \$0
- e. \$400,000
- f. \$0
- g. \$100,000

### Targets Dates:

- a. On going (Target completion is Summer 2013 to reach full 250M)
- b. On going (Target completion is Summer/Fall 2013)
- c. On going
- d. On going (Target completion is Summer/Fall 2013)
- e. On going (Target completion is Fall 2013)
- f. On going
- g. Summer 2014

## Goal 3: Establish a Technology Refreshment Plan

### Action Plan:

- a. Refresh desktop computers every 5 years. As the move to One to One Computing (Mobile Technology) increases, the number of desktop computers needed will drop as some will be phased out.
- b. Refresh HandHeld/Tablet/Mobile Technology every 4 years. As the move to Educational One to One Computing increases, the number of these devices will actually increase. As technology unfolds, this refresh period is likely to change.
- c. Refresh Interactive Devices every 4 years. (ex. "SmartBoards", projectors, scanners, document cameras)
- d. Refresh Infrastructure devices every 5 years (ex. servers, switches, access points)
- e. Refresh printers every 5 years

### Budgets:

a.- e. \$800,000/yr is currently approximately needed (this dollar figure will change as technology changes)

**Targets Dates:**

a.- e. On going (Only 1/5 or ¼ of the devices need refreshing/replacing each year)

**Staff Training/Professional Development Strategy:**

a. What are the specific resources and strategies that you plan to implement to ensure that your staff is ready to use and maintain the telecommunications and information technologies?

Lexington Two will provide educators the resources and instruction necessary to develop skills and competencies to use technology to communicate effectively, achieve high academic standards, and develop a level of technology literacy according to the NETS in order to participate actively in a swiftly changing information-based society.

b. Who will be in charge of coordinating the professional development activities?

The district instructional team will be in charge of coordinating professional development activities for the entire district. The District Instructional Technology Facilitator will meet with administrators to coordinate PD at the school level in conjunction based on the needs assessment and the districts strategic plan. A Technology Integration Specialist selected at each school as an incentive position, stipend position or fully funded position through grants or localized funds will provide just in time training with classroom teachers. The Media Specialist will serve as another technology resource on setting up and maintaining a technology inventory, providing effective technology integration ideas, and communicating needs of the school to the district instructional technology facilitator. Cohorts are formed across the district to implement specific interest and needs which some involve learning how to effectively integrate technology in the classroom; such as a Google Tools, App sharing, etc. These cohorts are formed due to a needs assessment from each school based on data extraction.

c. Are there in-service slots set aside for technology-related professional development?

The plan for integrating technology into the school is based on the school and district's educational vision and is part of an overall school-improvement plan. The plan aims to improve student learning, to help students perform authentic tasks through project based activities, and is part of an overall school improvement plan. Technology Thursdays at District location is provided for all district staff two times a month focusing on emerging technologies, project based learning, based on NETS standards where teachers receive CEU credits. On early release days the District will provide training for a group of teacher leaders from each school on how to effectively integrate technology and how to disseminate that information to adult learners. On monthly in-service days professional development is provided on an as needed basis by each school according to the schools technology vision and the district instructional plan. A Tiered level approach has been implemented to provide support by priority on schools needs with the goal in mind to expand this to include more personnel to support these areas.

d. Will the professional development be required for all that use it, or is it optional? If optional, what incentives exist to encourage teachers and librarians to pick up these new skills?

Professional development is required by the state that educators demonstrate a level of technology proficiency and it is expected by the district that teachers demonstrate a level of technology competency while teaching students in the classroom to ensure they are developing 21<sup>st</sup> century skills. Educators are evaluated on a regular basis through formal and informal assessment tools such as Classroom Mosaic (an template based APP), Instructional Snapshots and walkthroughs, to ensure teachers are utilizing the various technology provided for instructional purposes. Many core groups are provided incentives such as equipment, conference registration fees, and release from other duties in order to develop necessary skills to disseminate information to local staff.

e. What models of professional development would work in your organization to train your staff?

- Direct instruction from core professional development groups
- Train-the-trainer models
- College & University courses
- Online webinars
- iTunes U
- Outside vendors according to needs assessment: Apple, SMART, Brightlinks, etc.

f. What professional development opportunities and resources exist for your technical staff? Lexington Two Computer Services has technology support contracts with Apple, DELL, and several software companies. Some of these contracts include onsite/hands on professional development/training. Seminars, webinars, Technology Conferences and/or specific training classes also contribute toward the professional development of the technical staff.

g. Do you have the resources in house to train these staff members or do they need to go to outside courses, or a combination of the two?

A combination of the two refer to list above on “e”

h. What financial and time resources exist to keep the staff up-to-date in learning about new technologies? Title 2, Title One, and e-rate funds are utilized to provide up to date training in many areas. The district provides release time for teachers to attend professional development activities.

i. What professional development opportunities are available from outside sources (such as service providers, courses at institutions of higher education, conferences, courses delivered via distance learning or over the Internet: courses sponsored by your state education or School District or Library agency)? Answered in above documentations

j. What professional development opportunities and resources exist for your professional staff (i.e., librarians) to ensure that they cannot only use the new technologies, but to use them to deliver improved School District or Library service? Answered in above documentations

k. What classes or seminars are available to your staff on an ongoing basis within your organization? Answered in above documentations

l. What professional development is available from service providers?

Most service providers charge a fee to provide training for educators. The outside vendors that we utilize focusing on district and school needs assessment: Aventa, Apple, SMART, Follet, etc.

m. What professional development opportunities are available from outside sources (such as service providers, courses at institutions of higher education, conferences, courses delivered via distance learning or over the Internet: courses sponsored by your state education or School District or Library agency)?]Answered in above documentations

### **Ongoing Budget Expenses:**

1. iBoss licensing (web filtering)
2. Kaspersky licensing (antivirus)
3. WAN Circuits (bandwidth)
4. Apple lease (~350 Macs)
5. Destiny Media Manager maintenance/support (Library & Asset Software)
6. SNAP maintenance/support (Health Accountability Software)
7. CSI+ maintenance/support (Business Accounting package)
8. Excent maintenance/support (Special Education software package)
9. AutoDesk renewal (CATE - PLTW software)
10. TestView maintenance/support (Longitudinal Test Results Databank)
11. Dell Server maintenance/support (Windows/Novell Servers)
12. SANS maintenance/support (Server Storage)
13. VMWare maintenance/support (Virtual machines)
14. EverSync maintenance/support (backup software)
15. Cisco maintenance/support (router)
16. Verizon Wireless (Cell phone service)
17. AT&T (Landline phone service)
18. Service Associates (Erate Consultant)
19. Aventa (online curriculum) \$85,000/yr
20. Classroom/lab software \$65,000/yr

# Attachment 1: Technology Inventory & IT Skills Inventory

END of MMY

Site/Workstation	790	780	760	755	745	620	280	270	260	other dells	N- Host	N-Sat	white Mac	Silver mac	Mac books	Other laptops	Total Workstations	
BCHS		8		90	57	40	26	57	1	24			56	137	10	20	526	
Northside		21	2	49	27	50	20	23	51				24		5	11	283	
AHS		33	1	97	29	43	39	34	1	1	3	9	53	132	6	5	488	
Fulmer		13		33	54	38	32	6			4	15	40	1	7	6	249	
Springdale		8	1	1	24	45		34					1		2		116	
Wood		1	0	13	24	94	0	38	0	0	12	39				36	255	
Congaree		2		1	24	44		20			13	45				21	170	
Fine Ridge		9	1	41	83	45	18	21	4	0	0	0	60		4	4	290	
BC#1		8	1	3	24	56	6	25	4						1	6	132	
Pineview				10	24	61		19	2						2	10	128	
Saluda River		5	9	1	3	29	46	1	22						2	15	133	
Davis		38	1	6	38	82	9	27	0	3	4	6	1		33	6	232	
Busbee		8	0	44	20	13	15	3	4	0	14	45		54		3	223	
Taylor		7	3	8	35	58	8	24	0	4	0	0	10	0	1	4	182	
Pair		23	1	60	34	63		15	1				16			2	215	
Computer Services		3	1	2	8	29				1			1			3	48	
Transportation				4		4		2									10	
Maintenance				3		3											6	
CWEC			22	0	5	23	57	1	36	4	0	0	0	0		19	167	
DEC		3	4	2	42	13	12	1	25		2		4	3		3	114	
Saluda Cove																1	22	
Midlands					9	36	2								2	1	50	
Totals		8	213	15	524	606	865	<u>176</u>	<u>429</u>	<u>72</u>	35	<u>50</u>	<u>159</u>	266	327	76	197	4018

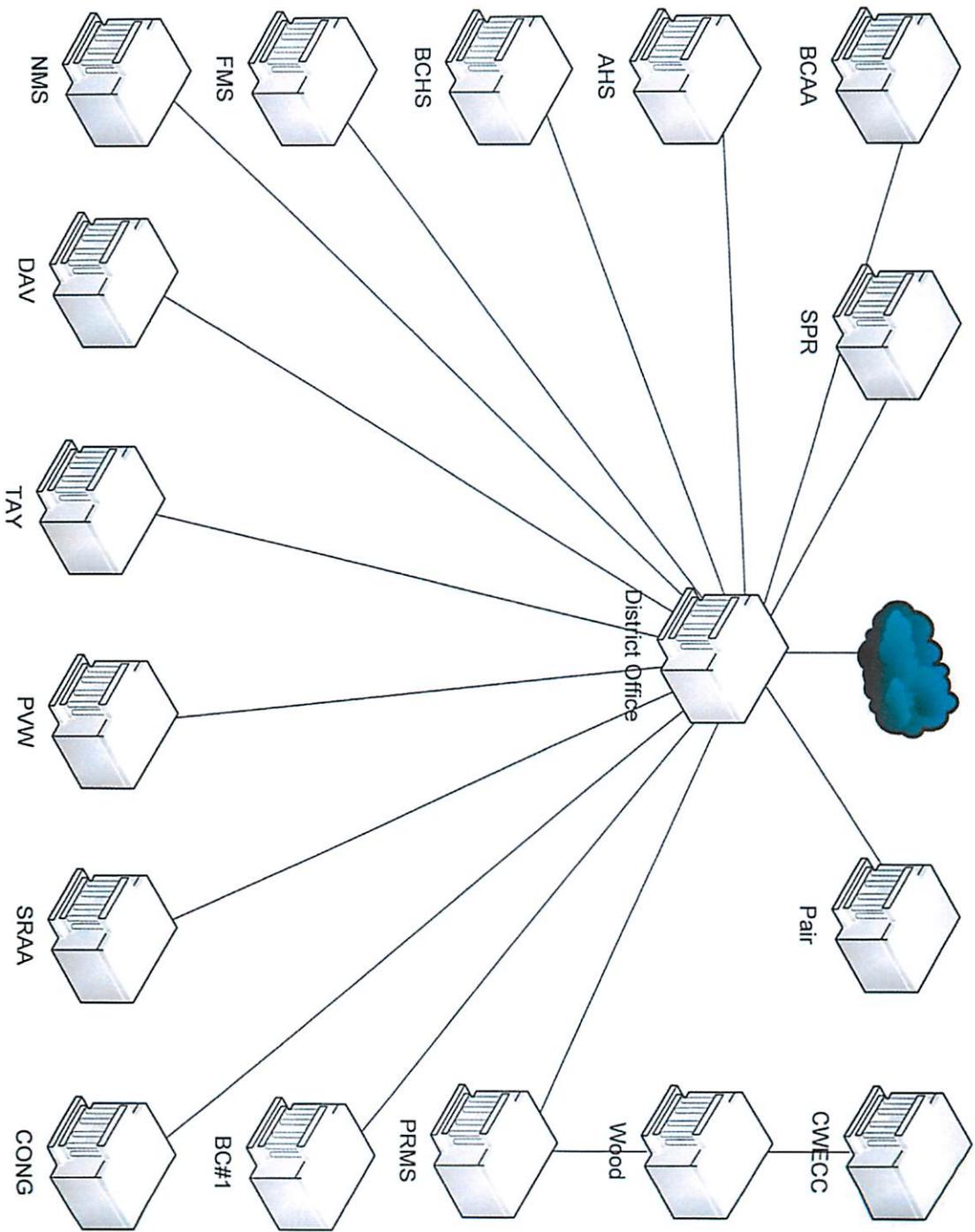
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END of August - IPD = 1932  
 MMBS = 287  
 MACS = 792 (362 + 330 + 100)  
 IPD = 1847

### Technology Staff Skills

Ability	Skill needed	Skill Available In-House?	Contracted additional tech support?
<b>Technical Staff Skills</b>			
<b>PC Skills</b>			
Install & Configure hardware		√	√
Load & update software		√	√
Troubleshoot & repair problems		√	√
<b>LAN Skills</b>			
Design Network		√	√
Install & configure hardware		√	√
Load & update software		√	√
Troubleshoot & repair problems		√	√
<b>WAN Skills</b>			
Install & configure hardware		√	√
Load & update software		√	√
Troubleshoot & repair problems		√	√

**Attachment 2: Network Diagram**



## **Attachment 3: Internet Use Policy**



### **Student Use of Internet**

Use of Technology Resources in Instruction  
Policy IJNDB, AR IJNDB-R, Adopted 1/18/96

### **Terms and Conditions**

#### **Acceptable use**

The district's purpose for using the Internet is to support research and education in and among academic institutions by providing access to unique resources and the opportunity for collaborative work. Student use of an account must be in support of education and research and consistent with the educational objectives of the district. Use of another organization's network or computing resources must comply with the rules appropriate for that network. All public domain software and shareware must be registered. Transmission of any material in violation of any federal or state regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material or material protected by trade secret. Use for commercial activities is generally not acceptable. Use for product advertisement or political lobbying is prohibited.

#### **Privileges**

Each student who uses an account will take part in a discussion with a district faculty member pertaining to the proper use of the network. The use of the Internet is a privilege, not a right. Violations of these guidelines may result in the loss of Internet access privileges and appropriate discipline and/or legal procedures consistent with existing policies and procedures of the district. The school principal will deem what is inappropriate use and his/her decision is final.

#### **Network etiquette**

The user is expected to abide by the generally accepted rules of network etiquette. When appropriate, violations may be subject to the district's student discipline policy. Etiquette rules include, but are not limited to, the following.

- The user must be polite. Do not use abusive language in messages to others
- Appropriate language must be used. No swearing, use of vulgarities or any other inappropriate language is allowed. Illegal activities are strictly forbidden.
- The user must not reveal his/her personal address or phone number or those of others
- Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the proper authorities.