

Educational Technology Plan Cover Page

Three Oaks Public School Academy
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Muskegon Area Intermediate School District

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Ed. Tech. Plan On The Web
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INTRODUCTION

Three Oaks Public School Academy is a PreK-8th grade school of 150 students. 92% of the current student body is free/reduced lunch eligible and 16% of the population is receiving special education services. There are 11 full-time teachers and 2 full-time aides. All classrooms are multiage. The middle school program is run on a contained classroom format. The focus of the school is brain-based learning.

The mission of Three Oaks Public School Academy is to provide opportunities for all students to maximize their personal growth academically, emotionally, socially, and physically; to shape a healthy learning environment where meaningful instruction matches the way each child learns best; and to build a community of personally responsible, compassionate and capable citizens.

This technology plan will be used as a guide to integrate technology in a way that prepares today's students to be successful in tomorrow's world by promoting creative and critical thinking and establishing proficient communication skills.

District Technology Mission Statement

Our mission to facilitate a learning environment where technology is utilized to promote success. Technology is a tool to support the curriculum, to reinforce prior learning, to increase productivity, and to encourage creativity and problem solving. We will provide teachers with the skills and tools needed to integrate technology into the curriculum, and provide continuous support to ensure that the technology is being used to its maximum potential in the classroom.

GOALS

Curriculum:

- Plan lessons that integrate technology standards and benchmarks into existing content standards and apply to established district curricular content.
- Plan and document where State standards and benchmarks are to be applied by grade level.
- Use project based learning to demonstrate technology skills in curricular areas throughout the student's PreK-8 experience.
- Increase student achievement through technology integration.
- Utilize assessment software to measure student achievement in order to make data driven decisions and apply appropriate technologies to critical thinking, creative expression, and decision making skills.
- Increase technology usage to retrieve, organize, manipulate, evaluate, and communicate information between staff, parents, and students.

Professional Development:

- Provide ongoing training and support necessary for teachers to use technology effectively in the classroom, and to integrate technology-enhanced methods into their teaching.

Infrastructure:

- Maintain an-up-to-date system that will be accessible to all teachers, staff, and students in order to provide a technology-rich learning environment.

Technical Support:

- Support and assist teachers and staff to ensure that all hardware, software, and network resources can be utilized into the learning environment.

Monitoring and Evaluation:

- Monitor continuously and periodically systematically evaluate hardware, software, and practices to ensure that technology is being utilized in a way that best enhances teaching and learning.

CURRICULUM

- A. Goals and strategies, aligned with challenging State standards, for using telecommunications and technology to improve teaching and learning.

As stated in our mission statement, technology is a tool to support the curriculum, to reinforce prior learning, to increase productivity, and to encourage creativity and problem solving.

TECHNOLOGY CURRICULUM GOALS

1. Technology standards and benchmarks are to be integrated into existing content standards and applied to established district curricular content.
2. Technology skills need to be demonstrated in curricular areas throughout the student's PreK-8 experience.
3. Grade level teachers will plan where to apply standards and benchmarks.
4. Technology integration will result in increase student achievement.

- B. Strategies that are based in research and that integrate technology into curricula and instruction for purposes of improving student academic achievement and a timeline for this integration.

1. Grade level teachers will be given time to incorporate technology standards into the existing curriculum maps that apply to all grade levels. This process is described in the Professional Development portion of the technology plan.
2. The timeline for technology integration into curricula and instruction began with the 06-07 school year with the implementation of various software resources to assist teachers in academic management and appropriate course content. The timeline has continued in the 07-08 school year with technology professional development for staff and will continue in the 08-09 school year with hardware and networking upgrades prior to the start of that school year. Until the end of the 07-08 school year, technology integration has primarily been achieved with the use of NWEA (Northwest Evaluation Association) and access to the internet for research, as well as some educational game software. By the start of the 08-09 school year, we will implement the use of technology in project based learning with the use of word processing and presentation software. We hope to further support this in the 09-10 school year with specific computer instruction.
3. Increased student achievement will be obtained with the development of problem solving strategies that incorporate higher order thinking skills. The following timeline will be used to incorporate technology standards into the student's PreK-8 educational experience:

Technology Content Standards and Benchmarks
To be used as developmentally appropriate

Early Elementary E5-Grade 2

- **Use multimedia programs relative to curriculum (CS2, CS3, CS4)**

The student will create a product that demonstrates basic use of input and communication of information using graphic organizers of presentation software.

Examples:

Take simple, one-digit math problems, input information into a program and present a simple presentation on how to do addition.

Create a graphic organizer that presents the clothing needed for each of the four seasons.

- **Developmentally appropriate keyboard and mouse usage (CS1, C2)**

The student will demonstrate basic understanding of keyboard functions and simple mouse usage.

Examples:

Use a mouse to properly click and choose Web sites from a hotlist to search for information on famous inventors.

Create a rebus story explaining about the different people that make up the student's neighborhood.

- **Developmentally appropriate word processing (CS2, CS4)**

The student will use information to organize and create a document explaining curricular content using word processing software.

Examples:

Use information from a read aloud book on the life cycle of a frog to create a Word document that explains the process.

Use software to write a simple story that tells about the student's most favorite vacation ever.

- **Simple desktop publishing (CS3, CS4)**

The student will obtain information, organize and create original text using publishing software.

Examples:

Examine the characteristics of good citizenship and create a rebus story presenting the ways one can be a good citizen.

Create an illustrated story of the path taken by the Iditarod participants.

- **Multimedia presentations (CS4, CS5)**

The student will use print and non-print resources to get information to create and present a project to class using multimedia presentation software.

Examples:

Use library resources to obtain information, create and present a Power Point slide show of words that begin with each of the different letter sounds.

Find information on the different aspects of the water cycle.

Upper Elementary Grade 3-5

- **Use multimedia programs relative to curriculum (CS2, CS3, CS4)**

The student will create a product that demonstrates introductory or beginning use of retrieval, input, organization, communication, and evaluation of information using applications such as graphic organizers and presentation software.

Examples:

Use the Internet or Encarta to learn the safety precautions for severe weather and create a Power Point to present them to class.

Read fiction stories from Electric Library and use Inspiration to create visual flow charts of story elements.

- **Developmentally appropriate keyboard and mouse usage (CS1, CS2)**

The student will practice and reinforce standard usage of home keys and use of mouse.

Examples:

Demonstrate for evaluation the standard use of home keys while typing information for Social Studies research report using Power Point.

Use mouse to highlight and manipulate text in a book report on Word while editing and revising.

- **Developmentally appropriate word processing (CS2, CS4)**

The student will find information, organize and create text to produce a document explaining curricular content using word processing software.

Examples:

Use print and non-print resource materials to produce a Word document that explains the process photosynthesis.

Research information on natural disasters that have plagued Michigan and create a document that describes what it would be like to live through one.

- **Developmentally appropriate desktop publishing (CS3, CS4)**

The student will obtain information, organize, write and create original text to final copy using publishing software.

Examples:

Use different media resources to retrieve, create and publish a brochure that demonstrates and explains the different phases of matter.

Students interview classmates, parents, teachers and administrators to produce a final copy monthly newsletter.

- **Multimedia presentation (CS4, CS5)**

The student will retrieve, organize, create and communicate a project to the classing multimedia presentation software.

Examples:

Use print and non-print resources to obtain information, organize and present a pictorial timeline of important historical figures in Michigan history.

Create and present a Power Point slide show detailing the differences between grade levels at a parent open house.

- **Access to computer research tools (CS1, CS2, CS5)**

The student will demonstrate to an observer effective usage of research tools to aid in development of information gathering skills.

Examples:

Practice and display the use of search techniques to gather information on how sound travels through different substances.

Use software to examine and find information on Father Marquette and his importance of the introduction to Christianity to Native Americans of Michigan.

- **Access to external computer accessories (CS2, CS2, CS4, CS4)**

The student will use standard computer accessories to enhance presentations and products.

Examples:

Demonstrate the ability to take digital pictures of the different organisms in the schoolyard and download files into an Inspiration document to create a food web.

Use a scanner to scan family pictures or other historical documents to produce a pictorial family tree.

Middle School Grade 6-8

- **Use multimedia programs relative to curriculum (CS2, CS3, CS4)**

The student will create information products that demonstrate retrieval, input, organization, manipulation, evaluation and communication of information using applications such as graphic organizers or presentation software. Information will be in multiple formats (voice, data, video, still graphics, etc.)

Examples:

Use the Internet, Electric Library and/or Encarta to learn the physical characteristics, reproduction, defense mechanisms and feeding habits of a non-vertebrate and create a Power Point to present them in the student's own words.

Use print reference materials and library books to study government in ancient Greece, Rome, or Egypt and create a flow chart that portrays the structure of government.

- **Mouse usage (CS1, CS2)**

The student will consistently demonstrate to an observing teacher standard keyboarding and use of the mouse to navigate the Windows screen.

Examples:

Use the mouse to highlight, copy, and paste a passage into a Word document defining fractals, tessellation, or another mathematical term.

- **Word Processing (CS2, CS4)**

The student will find and use recorded information and create original text to produce a Word document explaining concepts included in the evaluated curriculum.

Examples:

Use the textbook, library books, magazines, newspapers, and vertical items to produce a Word document explaining the raw source, physical characteristics, health risks and social implications of a controlled substance.

Desktop publishing (CS3, CS4)

The student will plan and design a document in the form of a printed publication, create original text, and use a desktop publishing program to produce a copy of an informative newsletter, book, flyer, brochure or other print document reflecting mastery of an instructional standard or benchmark.

Examples:

In Microsoft Word, create a tri-fold brochure promoting a western European country for travel, using information gathered from on line sources, including historical sites, interesting landforms, major mountain ranges or rivers, major cities, and other important facts for understanding the country and convincing others to visit there.

Create a flyer explaining an invention that they have made to demonstrate the function of electricity or an electromagnet.

- **Multi-media presentations (CS4, CS5)**

The student will plan a multimedia presentation, write original text, and use Power Point to display a process to improve a product, system, or environment covered in the core curriculum.

Examples:

Students will devise a process to compare two characters in the fiction book *Freak the Mighty* and create a series of slides presenting the comparison.

Students research the way of life in Ancient Greece, and then compare homes, food, storage, heating, clothing, schooling games or entertainment from that era with their own and create presentations that shows the improvement in the environment today.

- **Access to computer research tool (CS1, CS2, CS5)**

The student will use electronic research tools to transfer technological knowledge to life roles, process information, and gain an understanding of legal and ethical standards for use of technology.

Examples:

Find and access appropriate campfire recipes in Encarta, Electric Library or on the Internet to use in Outdoor Education class.

Use a search engine to find information about copyright that explains how pictures found online can be legally used in a Power Point on famous people born in France or Spain for foreign language classes.

- **Access to external computer accessories (CS1, CS2, CS4, CS5)**

The student will use external computer accessories in the process of applying technical knowledge and skills to life roles, using information, practicing a systematic approach to problem solving and behaving legally and ethically in technology use.

Examples:

Produce a display showing how technology improves shopping by taking digital photos of students using a bar code scanner on upc labels, or comparing unit prices on store shelves for personal economics class.

Use the computer scanner to add images from books on the Commonwealth of Independent States to papers explaining the differences between communist and democratic government.

- **Use of databases and spreadsheets (CS2, CS3)**

The student will use database and spreadsheet software to process information and apply technological knowledge and skills to their roles as family member, citizen, worker, consumer, and lifelong learner.

Examples:

To understand the role of public opinion in government, students will survey their classmates about a current public issue (i.e. if the U.S. should be involved in fights between other countries) and create a spreadsheet or graph showing the proportions of students who answer in any of several ways.

Create a database in Access showing what proportions of peanut oil are contained in various foods for health class.

- **Introduction of Modular Technology Room (CS3, CS6)**

The student will study modules in the modular technology classroom to apply technologies to critical thinking, creative expression, and decision-making skills and to evaluate technology impact and forecast alternative technology uses and consequences in the process of making informed decisions.

Examples:

Students create a video that examines how students might feel differently about students who are shown breaking rules, similar to the issue of showing court trials on television.

Students will use the biotechnology module to examine the ethics of use of those techniques to alter the human population.

High School Grade 9-12: (N/A AT THIS TIME)

- **Use multi-media programs relative to curriculum (CS2, CS3, CS4)**

The student will create information products that demonstrate retrieval, input, organization, manipulation, evaluation and communication of information using applications such as graphic organizers or presentation software, Information will be in multiple formats (voice, data, video, still graphics, etc).

- **Keyboard and mouse usage (CS1, CS2)**

The student will consistently demonstrate to an observing teacher standard keyboarding and use of the mouse to navigate the Windows screen.

- **Word processing (CS2, CS4)**

The student will find and use recorded information and create original text to produce a Word document explaining concepts included in the evaluated curriculum.

- **Desktop publishing (CS3, CS4)**

The student will plan and design a document in the form of a printed publication, create original text, and use a desktop publishing program such as Publisher or the Publication functions in Word to produce a copy of an informative newsletter, book, flyer, brochure or other print document reflecting mastery of an instructional standard or benchmark.

- **Multi-media presentations (including digital video editing) (CS4, CS5)**

The student will plan and design a multimedia presentation, write original text, and/or use Power Point to display a process to improve a product, system, or environment covered in the co curriculum. Students will learn to use digital video editing equipment to record presentations and other projects.

Examples:

Students will create short informational public service advertisements or school announcements for distribution to school population.

Students will create Power Point presentations to enhance oral reports.

- **Access to computer research tools (CS1, CS2, CS5)**

The student will use electronic research tools to transfer technological knowledge to life roles, process information, and gain an understanding of legal and ethical standards for use of technology.

Example:

Students will gather and evaluate information from the World Wide Web, online libraries, and databases to demonstrate knowledge assessed in curriculum.

- **Access to external computer accessories (PDA, calculators, smart board) (CS1, CS2, CS4, CS5)**

The student will use external computer accessories in the process of applying technical knowledge and skills to life roles, using information, practicing a systematic approach to problem solving, and behaving legally and ethically in technology use.

- **Developmentally appropriate use of databases and spreadsheets (CS2, CS3)**

The student will use database and spreadsheet software to process information and apply technological knowledge and skills to their roles as family member, citizen, worker, consumer, and lifelong learner.

- **Development of Web Pages (CS1, CS2, CS3, CS4, CS5, CS6)**

The student will learn various methods of creating and posting interactive web pages using object-based, while exercising legal and ethical practices.

- **Demonstrate the proper care of technological systems and components; repair/trouble-shooting (CS1, CS6)**

Students will receive both formal and informal training in order to trouble-shoot their own problems as they occur, provide the best care of district equipment, and assist other students and staff with technical issues.

- **Computer Aided Design (CS1, CS2, CS3, CS4, CS5, CS6)**

Students will create 3-D scale models of items.

C. Strategies for the delivery of specialized or rigorous courses curricula through the use of technology, including distance-learning technologies.

Three Oaks Public School Academy 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 Video-ON-Demand service provided by Digital Curriculum.com satisfies all four reform principals designated by the “No Child Left Behind Legislation.”
- Virtual Field Trips – individual classrooms will utilize opportunities to explore educational topics electronically. Virtual field trips will be created in which students visit a variety of websites that relate to current topic being studied.
- MAISD Programs – will be explored as money and technology become available.

D. Strategies to promote parental involvement and to increase communication with parents and community, including a description of how parents and community will be informed of the technology to be used with parents.

Three Oaks Public School Academy will increase communication with parents and the community by continuing existing methods of communication and implementing new projects, including:

- Maintaining the district web page to inform parents and the community about general news, activities, policies and other bulletins.
- Updating the district web page to include curriculum maps reflecting technology standards that are embedded in existing curriculum.
- Provide a voice mail system to the school office.
- Implementing a secure online information system that allows parents access to student grades, attendance and other relative data.
- Continuing to expand our current e-mail system for teachers, administrators, and other instructional staff in order to provide effective communication between staff, parents, and community members.
- Reporting progress annually to the school board on the meeting of goals and objectives.
- Include parents and community members in district-level and building-level technology committees.
- Providing on-line access to the districts technology plan.

E. Strategies for developing the program, where applicable, in collaboration with adult literacy service providers.

This component is Not Applicable to Three Oaks Public School Academy. Three Oaks is a PreK-8th Grade charter school that does not currently provide adult literacy services.

F. Professional Development - Strategies for providing ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to ensure that staff know how to use the new technologies to improve education or library services.

Introduction

During the development of a plan for professional development, it became clear that specific topics taught at a variety of venues and times targeted at a variety of skill levels would provide the solution needed.

The plan that emerged outlined six specific venues for training: professional development days, voluntary training sessions (both paid and unpaid), MAISD training, training on demand, one-on-one training, and out-of-district training. Regardless of the venue used, following a training session, a follow-up process will be used to answer any remaining questions and to provide further, more personal assistance. The focus of technology training will be integration into the total educational program of the school.

Timelines

2008-2010 Our timelines for Professional Development frequency are entirely dictated by budget availability to support training. Basic technology trainings are implemented based on availability of funds and assessment of current technology levels of staff.

2008-2010 Additional specific trainings based on areas of need.

Voluntary Training Sessions

The main professional development venue used by Three Oaks Public School Academy is the voluntary training session. These sessions are usually three-hour workshops conducted after school or during the summer. Topics are chosen through staff requests, district goals, and curricular needs, with specific sessions targeting different skill levels.

MAISD Training

The ISD provides a host of excellent quality technology trainings. Staff will be encouraged to attend trainings that meet their needs. Three Oaks Public School Academy will make attendance at technology trainings a financial priority.

G. Strategies and supporting resources such as services, software, other electronically delivered learning materials and print resources that will be acquired to ensure successful and effective uses of technology.

**Strategies and Supporting Services Utilized
By Three Oaks Public School Academy**

Resources in both Print and Web Format:

- Acceptable Use Policy
- Technical Support Procedures
- Application for E-Mail Account
- Application for Web Site Account/Folder
- District Technology Guidelines
- Request for Off Site Use of Computer Equipment
- Process for Technology Acquisition
- Electronic checkout system for library

Resources in Web Format Only:

- NWEA
- District Informational Web Site
- MDE
- DigitalCurriculum.com
- MarcoPolo.com
- Software Research Sites
- Media/Tech Notes (Tech Dept. Newsletter)
- REMC Video Check-out System
- REMC Online Bid Catalog
- MI Tracker (MEAP Analysis software)

H. Infrastructure Needs/Technical Specification, and Design - Strategies to identify the need for telecommunication services, hardware, software, and other services to improve education or library services, and strategies to determine interoperability among the components of the technologies to be acquired.

The school will benefit from the addition of a Windows based network server and as well as the anti-virus licenses. Within the year IMAC's will be replaced with PCs for system wide compatability. Current operable IMAC's will be moved from the lab to run as supplements in the classroom. A schedule for PC reformatting should be developed as well.

Windows Based Server:.....	\$5,000.00
Network software and CALs, estimate.....	\$900.00
Server configuration estimate.....	\$840.00
Anti-Virus software and installation, per quote.....	\$1,432.25
Help Desk software, add'l copy	\$300.00
Software audit, estimate.....	\$150.00
Security Audit, estimate.....	\$1,440.00

Total, estimate:.....\$7,062.25

Current Status, Equipment Interoperability, Tech Support, & Upgrade Timeline

A systematic plan for technical support and evaluation of hardware, software, network infrastructure and other technology services is being conducted. The primary aspects of concern are the student computer lab, technology access for all staff, upgrading software, and increasing hardware networking capability throughout the building. The computer lab operates on IMAC's from 2003 and will be replaced by the end of the current school year 07-08. The academy is seeking to provide all primary staff with access to a laptop for school related use. Some software is current, but the majority is 4 or more years old. There is a plan in process to also upgrade software by the end of the year. The academy recently had a T1 internet access line installed and is pursuing quotes for a T1 router and other networking upgrade installations. Currently the academy uses Troy Tech Services, Inc., to provide technology support and regular maintenance as needed. From this point on the status of Three Oaks PSA's technology quality will be systematically and thoroughly evaluated once every 3 years.

I. Strategies to increase access to technology for all students and all teachers.

Three Oaks Public School Academy will attempt to provide access to technology for all staff and students. All classrooms and media centers have at least one network drop and will have 2-4 multimedia computers. Strategies for continuing, as well as increasing access include:

- If additional high school classrooms are added, additional appropriate hardware and infrastructure will be added.
- Continue to expand wireless conductivity.
- Continue to expand software library.
- Upgrade Internet protection systems.
- Upgrade main frame.

FUNDING AND BUDGET

J. Timeline and budget covering the acquisition, implementation, interoperability provisions, maintenance and professional development related to the use of technology to improve student academic achievement.

	2007-2008	2008-2009	2009-2010
Technology Staff (Troy Tech & Coordinator)	\$3000	\$7500	\$7500
Software	\$900	\$900	\$500
Networking Costs:			
WAN (fiber maint./video/internet)	\$400	\$400	\$400
LAN (cable, switches/servers/maint.)*	\$200	\$200	\$200
Equipment Maint. & Repair (serviced)	\$600	\$600	\$600
Computer & Equip. Replacement*			
New Computers & Equipment	\$5000	\$10000	\$5000
Tech Communications (cable modems/DSL)			
Maintenance Supplies & Materials	\$1500	\$1500	\$1500
Travel (mileage costs)			
Purchased Services			
Telephone (Department Only)	\$450	\$450	\$450
Professional Development**	\$250	\$250	\$250
TOTAL:	\$12,300	\$21,800	\$16,400

*All infrastructure and equipment purchases are outlined in the plan's Infrastructure section.

**Much of our professional development is provided by our local MAISD and our management company at no or little additional cost to our district.

K. Strategies that will be employed to coordinate available state and local resources to implement activities and acquisitions prescribed in the technology plan.

Three Oaks Public School Academy has established a structured method of planning for the acquisitions of the technology resources:

- The implementation of activities and acquisitions prescribed in the plan will be prioritized in order of greatest impact on instruction.
- Costs are associated with each project.
- The CAO and Principal develop a plan including budget and timeline for completing each project for the upcoming school year.
- The Instructional Technology Committee evaluates and approves the plan.
- If necessary, the school district initiates a bidding process for technology acquisitions.
- The Board of Education evaluates the plan, approves the budget, and awards any bids.

Muskegon Area Intermediate School District

In the past, our ISD has provided technical services, professional development, and instructional support. The district will continue to collaborate and share resources with our local ISD.

Grants

Three Oaks Public School Academy has aggressively sought out grants to finance special projects concerning the integration of technology into our classrooms. Numerous individual grants have been awarded to teachers for various projects involving technology incorporation. Our district will continue the practice of obtaining grants in order to further implement technology into the curriculum.

Alignment of Technology Plan

Three Oaks Public School Academy will continually monitor state and national technology plans to ensure that the district's goals and objectives coordinate with state and national guidelines and requirements. The district's technology plan will be revised and amended as needed.

MONITORING AND EVALUATION

L. Strategies that the district will use to evaluate the extent to which activities are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to reach challenging State academic standards.

Goal:

A monitoring and evaluation process will be implemented to ensure that technology is being utilized in a way that best enhances teaching and learning.

Staff Needs Assessment:

A Staff Needs Assessment will be created and implemented. The results will be shared and allow the district to:

- Verify that technology integration goals are being met
- Identify weaknesses in current strategies to integrate technology into the curriculum
- Determine if implemented strategies are improving standardized test scores
- Plan future professional development

As the district identifies goals that are not being met, strategies will be reevaluated to determine how to best meet staff needs in order to improve technology integration.

Questions for Staff Need Survey

1. Is the technology available and working correctly to perform the task?
2. Do staff members have enough time to implement technology-related projects?
3. Have goals and objectives been explained to instructional staff?
4. Has staff completed sufficient training to implement the technology?
5. Has staff willingly accepted the integration of the particular technology?
6. Are students able to utilize the technology proficiently?

7. Are technology-related lesson plans grade-level appropriate?
8. Has technology integration resulted in increased student creativity and problem solving skills?
9. Has technology integration resulted in increased productivity?

StaR Chart Self-Diagnostic Tool

Taken from the CEO Forum Website (<http://ceoforum.org>), the StaR Chart can help our district answer three critical questions:

1. Is our district using technology effectively to ensure the best possible teaching and learning?
2. What is our district's current education technology profile?
3. What areas should our district focus on to improve its level of technology integration?

Instructional Technology Committee

A technology committee will be formed to meet.

M. Strategies are in place to monitor the districts' Acceptable Use Policy for staff and student use of the technologies.

The appropriate use of school technology is monitored on a regular basis. No student will be allowed access to the internet without staff supervision. Approved monitoring software such as Web Watcher, eBlaster, or Net Nanny will be put in place by the end of the current school year when the lab is upgraded. An acceptable use policy has been developed and is included with this plan.



Three Oaks Public School Academy Acceptable Use Policy Agreement

Three Oaks Public School Academy provides a full range of electronic information services, including Internet access, to students and faculty. Three Oaks Public School Academy strongly believes in the educational value of such electronic services and recognizes their potential in support of our curriculum and student learning goals of our school. Our goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication. Three Oaks Public School Academy will make every effort to protect students from computer use that is harmful to minors, including but not limited to sexually explicit matter or any other illegal activities. Technology protection measures ("filters") will be employed.

Internet, Network, Electronic Communication (please read this document carefully)

Computers here at Three Oaks Public School Academy are intended for students to use responsibly for research and schoolwork. By signing this agreement, the student takes full responsibility for their actions and will abide by the rules set forth. Internet usage will be strictly monitored for appropriateness that is related to schoolwork.

Network Etiquette Rules:

- I will not visit inappropriate Internet sites. These are any site not directly related to my research in school and those that are possibly infected by viruses.
- I will not put any food or drinks by the computers at any time.
- I will not use metallic or magnetic objects by computers.
- I will use time wisely and quickly-let the next person use the computer when I have completed my research.
- I will not surf the net without the permission of my teacher or administrator.

Violation of any of the above may result in termination of current use and future technology access and discipline. Students or their parents/guardians will be responsible for all costs of damage to the school's equipment or technology system including fees to restore the school's computer system due to the damage.

The signature(s) at the end of this document indicate the party (parties) who sign have read the terms and conditions carefully and understand the policy.

STUDENT:

I understand and will abide by the above acceptable Use Agreement. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action.

Student Name (print): _____ Date: _____

Student Signature: _____

PARENT/GUARDIAN:

As the parent/guardian, I have read this agreement and understand that this access is designed for educational purposes. I understand that my child's privileges may be revoked. I recognize it is impossible to restrict access to all controversial materials and I will not hold Three Oaks Public School Academy responsible for materials acquired on the network.

Parent/Guardian's Name (print): _____

Signature: _____ Date: _____

Signature: _____ Date: _____