Educational Technology Plan
January 2018-June 2022

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The following report is submitted as a living document in process subject to evaluation for update and revisions throughout the following three-year period, including budget and/or other elements.

SECTION 1: Introductory Material

Our Lady of Good Counsel Parish School Mission Statement:

We exist to offer a life-changing encounter with Jesus and equip leaders to transform the culture.

Our Lady of Good Counsel Philosophy:

Convinced of the Church's teaching that Jesus Christ alone fully reveals what it means to be human, our philosophy at Our Lady of Good Counsel Parish School is to:

- Instruct and nurture our students in their faith journey by promoting a Christian atmosphere of love, respect, personal responsibility, and social concern.
- Provide a sound Catholic and academic foundation that encourages faith-based intellectual inquiry for future achievement in all areas of life.
- Challenge each student to use his or her God-given talents to achieve personal excellence.
- Provide a place where children are valued for their God-given uniqueness.

Introduction:

Our Lady of Good Counsel School opened in 1949 with six grades consisting of 310 students. The school expanded in 1954 with 497 students. In March of 1960 an eight-room addition was added to the school, doubling the capacity. The enrollment reached 581 students. In 2001 the church building on Penniman was renovated into four junior high classrooms, a science lab, a music room, a chapel, and a commons area. The renovation allowed for the opening of two half day kindergarten classes. The Our Lady of Good Counsel School Campus consists of two school buildings, along with two parish office buildings. These buildings hold all classrooms for preschool-eighth grade.

Demographics: Number includes Pre-K and Kindergarten

Total # of Students = 457

1. Amer. Indian: 0
2. Asian: 2
3. Black/African American: 5
4. Hispanic: 11
5. White: 427
6. Multi-racial: 12

Certified Teachers = 20 (Teachers with a Master's Degree = 10)

1. Provisional: 1
2. Professional: 13
3. Continuing: 6
4. Permanent: 0

Socioeconomic Status: 5 students receiving free/reduced lunch

SECTION 2: Vision and Goals

Vision Statement for Technology:

The goal of Our Lady of Good Counsel school is to utilize technology for the purpose of fostering Gospel values, promoting lifelong learning, and improving teaching and technological literacy in a changing technological world.   Our Lady of Good Counsel School will use technology as a tool to share knowledge, to incorporate real world applications, to communicate within and beyond the school community and to allow students to interact with our world.

Goals:
- All students shall have access to computer instruction and usage to gain technical knowledge that will provide benefits for their continued academic development.
  Action Steps:
  1. Students will use the computer lab for computer instruction that aligns with state and core standards.
  2. Students will engage in using technology across the curriculum.
  3. Students will learn about the impact of technology on individuals and society.
  4. Students will be taught that ethical decisions must be made in relationship to technology usage and to the use of information generated by computer programs and apps.
  5. Students will learn to become selective in choosing and using the vast resources of information.
  6. Students will apply appropriate technologies to critical thinking, creative expression, problem-solving and decision-making skills.
  7. Students will use technologies to input, retrieve, organize, manipulate, evaluate and communicate information.
  8. Students will learn to be smart digital citizens.

- Use technology to enhance academic development, classroom instruction, and parent communication.
  Action Steps:
  1. All staff within the school shall be offered opportunities to improve their technical competency.
  2. All staff will utilize technology to aid student instruction and for professional development. Staff will have access to technology assets for curriculum development, student evaluation, parent communication, and remote learning.
  3. Provide staff development support and training to analyze and interpret academic achievement data to help determine how to best serve students, programs, and the school.
  4. Hold staff technology meetings when appropriate to share and support best practices in technology and to introduce emerging trends in technology.

- Continue to support technology in the annual school budget.
  <u>Action Steps:</u>
  1. Assess the technology needs of Our Lady of Good Counsel Parish School on a yearly basis and provide a report to the school administration.
  2. Continue to maintain a dedicated fund for technology that is within the annual budget.
  3. The Technology Committee will meet when appropriate to review and support technology needs for Our Lady of Good Counsel Parish School.

Curriculum

SECTION 3: Curriculum Integration

Goals and strategies, aligned with challenging state and national standards, for using telecommunications and technology to improve teaching and learning.

School technology goals have been aligned with state and national technology standards, state and federal mandates and existing district documents, including:

- Michigan Educational Technology Standards (METS)
- National Common Core
- International Society for Technology Education (ISTE)
- Michigan Curriculum Framework
- Archdiocese of Detroit K-12 Computer Education Curriculum
- School goals, belief statements, and curriculum philosophy
- Best practice research and district practice of technology integration across curricular areas.

The school will utilize the Michigan Educational Technology Standards as listed in full in the appendix.

Description of Strategies & Curriculum:

Technology will be used as a tool for students to learn and practice grade-level content. Students will produce original works to present their knowledge of grade-level content and technological aptitude, facilitating assessment. Students will use multiple devices, software and applications; while working collaboratively and/or individually to learn and produce work.

Curriculum will be utilized which incorporates the following and more:

- Problem solving
- Introduction to computer programming
- Word processing
- Keyboarding
- G Suite for Education
- Web 2.0 tools
- Web creation
- Technology vocabulary/history
- Graphic design/visual learning
- Introduction to blogging and social media
- Apple applications for A/V production
- Google Earth
- Digital citizenship
- Office applications including MS Office, Google apps, Pages, Keynote, and Numbers
- Use of grade-level appropriate websites
- Development of mouse skills

Grade level	Mouse skills	Technical Vocabulary	Problem Solving	Keyboarding	Office Applications	Internet Use	Search & Research	Graphics/Visual Learning	Programming	Robotics	Digital Citizenship	Use of tablets and related apps
K	√	√	√			√		√			√	√
1	√	√	√			√		√			√	√
2		√	√			√		√			√	√
3		√	√	√	√	√	√	√			√	√
4		√	√	√	√	√	√	√	√	√	√	√
5		√	√	√	√	√	√	√	√	√	√	√
6		√	√	√	√	√	√	√	√	√	√	√
7		√	√	√	√	√	√	√	√	√	√	√
8		√	√	√	√	√	√	√	√	√	√	√

SECTION 4: Student Achievement

Strategies that are based on research and that integrate technology into curricula and instruction, for purposes of improving student academic achievement and a timeline for that integration.

Computers and related technologies are an essential part of society. Our students must learn to use technology for creating, accessing, and utilizing information. The integration of technology into all curricular areas will support and enhance learning. Since students and educators must respond to technological changes, the educational technology program will prepare learners to use technology efficiently, responsibility, and ethically throughout their personal and professional lives.

- In order to function effectively in society, students need to acquire the skills and knowledge necessary to be 21st Century learners.
- The school community must demonstrate a commitment to the continued support and maintenance of up-to-date computer technology.
- By modeling technology use, educators foster positive attitudes and acceptance of the computer as a tool.
- Technology is a tool that enhances the development of skills including writing, problem-solving, decision-making, presentations, research, personal productivity, and communication.
- Relevant technology experiences must be integrated into all content areas.
- Content standards and benchmarks determine the selection of computer software and hardware.
- The awareness of legal, ethical, and district policy issues related to computer technology is an essential part of technology.
- In order to reinforce and maintain computer technology skills, the school must provide students with regular access to computer technology during the school day.

SECTION 5: Technology Delivery

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

- The staff has wired and WiFi Internet access to support using distance learning technology for classroom instruction and professional development.
- Staff has access to interactive whiteboards in their classrooms for student instruction.
- The staff utilizes several online professional development training programs and webinars.
- The teaching staff uses online grading through Gradelink
- The staff uses online communication through emails and Gradelink to communicate with families.

Students:
- Have filtered Internet access to support instruction.
- Have network computer accounts to store their documents.
- Have access to presentation tools in their classrooms and computer lab to assist with cross curricular oral presentations.

SECTION 6: Parental Communications & Community Relations

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 that will to be used with students.

- Technology Plan will be available on the school website.
- All teachers have school e-mail accounts available for communication purposes.
- Gradelink is utilized as a communication tool between the school and parents for announcements, class assignments, information, downloadable forms, and newsletters.
- All teachers have a professional webpage to support academic success though Gradelink.
- Members of the Technology Committee include the technology coordinator, computer teacher, assistant principal and principal. Teachers' input is welcome at all meetings.
- The Technology Committee annually reviews and evaluates the technology plan.
- The current approved Technology Plan is available in the school office and upon request for our Our Lady of Good Counsel community to see. Parent input and suggestions are always welcomed.

Professional Development

SECTION 7: Professional Development

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

Ongoing, Professional Development:

Our Lady of Good Counsel Parish School will provide professional development related to modeling ethical uses of information and recognizing plagiarism and other inappropriate uses. Teachers will be encouraged to attend professional development in technology areas in order to share the learned skills with their peers.

Professional Development:
- Technology support sessions are incorporated into staff development meetings and can be scheduled with the technology coordinator when one-to-one training is desired.
- School faculty meet by division level to share best practices for using technology to support student learning.
- On-going Gradelink training provides the framework and foundation for the computer software to be used for communicating online with parents.

Teacher Outcomes:
- Teachers are facilitating students use of technology
- Teachers are using the internet as a resource to integrate core curriculum, extended core curriculum and technology.
- Teachers are adapting to new technology.
- Teachers are participating in online curriculum mapping; mapping a new subject each year until all subjects are mapped.
- Best practices are being shared within the professional learning community.
- Best practices were shared at a professional development using the new software of Microsoft 2010, including how to create newsletters for families and a school's newspaper.
- Teachers are using Google docs. to support learning in the classroom.

SECTION 8: Supporting Resources

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.

Additional resources that support school technology professional development are listed below:
- Wayne County RESA consultants (video streaming, library automation software)
- Michigan Association for Computer Users in Learning (MACUL) & MACUL Conference
- Online training webinars by Gradelink; Mosyle Corporation; Apple, Inc.; Google; Microsoft; Cisco; others.

School Computer Support Staff
- Computer Teacher
- Greg Budde-Technology coordinator
- Elizabeth Ross-Principal

School Technology Committee (quarterly meetings as necessary):
- Greg Budde-Technology Coordinator
- Elizabeth Ross-Principal
- Lauren Kowalski-Committee representative for grades prekindergarten to 2
- Jen Kraus-Committee representative for grades 3 & 4
- Rita Paterra-Committee representative for grades 5 & 6
- MaryBeth Nicholas-Committee representative for grades 7 & 8

Policies and Manuals
- Acceptable Use Policy for Computers
- Our Lady of Good Counsel School Curriculum
- Mission Statement
- Student Code of Conduct

Infrastructure, Hardware, Technical Support, and Software

SECTION 9: 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.

Current Status of Technology:

Computer Lab
- 26 Mac computers
- MacPro run the latest Apple Server application
- Epson projector and screen

Classroom Use:
- Classroom iMacs as requested by teachers
- Interactive whiteboards (SMART Technology or Promethean) with Epson projectors
- Classroom iPads in K-2, iPad carts for the grade 3 & 4, 5 & 6, and 7 & 8 divisions
- All school staff members have Apple MacBook Air or MacBook Pro laptops provided by the parish that are capable of running the latest version of macOS.

Office
- 2 Apple iMacs of running the latest version of macOS, Apple MacBook Air and MacBook Pro laptops provided by the parish that are capable of running the latest version of macOS
- 1 RICOH 8100S enterprise printer/copier
- RICOH color multifunction fax, scanner, copier.
- 1 HP LaserJet network printer

Building/Classrooms

- Interactive whiteboards and projectors in all instructional classrooms
- Ethernet connections in all classrooms
- Wireless Internet access throughout the school campus

Software

- Microsoft Office Suite (currently Office 2016) is on an annual enrollment for education solution (EES) license renewal.
- G Suite software applications
- Apple Pages, Keynote, Numbers, GarageBand, iMovie, iTunes, Photos, and others are included with computer purchases.
- Special software packages for Lego robotics are used by the advanced computer elective class.
- A number of iOS applications are installed on the school iPads via the Apple Volume Purchase Program (VPP).
- Mosyle Manager is licensed for mobile device management (MDM) for iPads and Macintosh computers.
- Staff members are encouraged to use either the free Sophos Antivirus for Macintosh or the free Intego VirusBarrier software.

- Gradelink software is licensed on an annual basis
- Securly (Internet filter) licenses are renewed as they reach expiration.

Technology to be acquired:
- Our next major technology initiative will likely be upgrading from interactive whiteboards to interactive panels. We anticipate completing this equipment upgrade before the start of the 2018-19 school year.
- We will also be considering upgrading our older iPad 2s, while possibly starting a 1:1 initiative in the upper grades.

Upgrading Timeline for next 5 years.
- Licensed software (MS Office, Mosyle Manager, etc.) is renewed annually and the costs are included in the annual technology budget.
- Our current equipment lease with Apple, Inc. ends in June of 2019. We will consider replacing student and teacher devices at that time.

Technical Support
- Technology coordinator will provide necessary support and maintenance services for all computer and classroom technology.
- Additional IT support for faculty from computer teacher.

SECTION 10: Increase Access

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

- There are very few students who currently do not have access to technology. For those students we make our computer lab available when needed.

Funding & Budget

SECTION 11: Budget and Timetable

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

An annual assessment of technology needs is prepared by the technology coordinator in consultation with the school and parish administrators. The technology budget is approved in spring by the parish finance council for the fiscal year that begins on July 1st.

2018-2021 Technology Plan Budget			
Item	**2018-2019**	**2019-2020**	**2020-2021**
Equipment leasing	$32,000	$34,000	$34,000
Network equipment and management	$3,000	$3,000	$3,000
Internet access	$1,500	$1,500	$1,500
Software licensing, Student Information System (SIS), mobile devices management (MDM), Discovery Education Streaming	$13,000	$13,000	$13,000

Professional development	$1,000	$1,000	$1,000
Purchase and installation of interactive panels	$100,000	$0	$0
Total	**$150,500**	**$52,500**	**$52,500**

SECTION 12: Coordination of Resources

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

Our Lady of Good Counsel Parish School participates in the statewide REMC Michigan bidding process to seek favorable costs for technology purchases based on a statewide bidding process.

Funds to support the technology budget come from the tuition and fees assessed to all students enrolled in the school.

Supplemental funds are provided by the parish and school parents (primarily with parent group fundraising events), individual donations, and Universal Service Fund (E-Rate) payments.

Some professional development is done using title funds.

Monitoring and Evaluation

SECTION 13: Evaluation

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 and national academic standards.

The Technology Coordinator and Committee will coordinate ongoing evaluation and monitoring efforts and make recommendations to the school principal regarding deployment of hardware and software, staff development, and related issues that support integration of technology into all content areas, at all levels. It is essential that evaluations and recommendations regarding instructional technology throughout the school remain consistent with the curricular goals and benchmarks. The Committee will also monitor progress toward the achievement of technology goals and provide ongoing suggestions for modification.

When it has been determined that identified technology goals have not been met, the following strategies will address problematic areas:
- Determine nature/location of specific problem (infrastructure, hardware, software, vendor, training, etc.)
- Evaluate status of warranties, vendor technical support, technical and user training support
- Re-examine effectiveness of building support to determine need for additional or updated training
- Assess effectiveness of professional development
- Explore alternative training and professional development delivery systems

The school administrators review instructional lesson plans to assess whether teaching goals are being met. Classroom teachers are encouraged to work with the computer teacher to develop specific projects to connect student computer instruction with classroom lessons at each grade level.

SECTION 14: Acceptable Use Policy

Strategies are in place to monitor the district's Acceptable Use Plan for staff and student use of technologies.
Our Lady of Good Counsel Catholic School
Electronic Information Access and Use for Educational Purposes Policy

Our Lady of Good Counsel Parish School (the "School") encourages and strongly promotes the use of electronic information technologies in educational endeavors. The School provides access to electronic information resources in a variety of formats, and for the development of information management skills. Together these allow learners to access current and relevant resources, provide the opportunity to communicate in a technologically rich environment and assist them in becoming responsible, self-directed, lifelong learners.

The School has developed this Electronic Information Access and Use for Educational Purposes Policy (this Policy) to govern the access, use and security of School Systems (defined below). Every User (defined below) must read, sign and abide by this Policy.

For the purposes of this Policy, the following capitalized terms have the meanings ascribed to them below. Additional capitalized terms are defined within this Policy.

(a) "PEDs" means portable electronic devices, including, without limitation, laptop computers, cellular telephones, pocket personal computers, handheld computers, cameras, video recorders, sound recording devices and all forms of personal digital assistants (PDAs).

(b) "School Confidential Information" means all confidential and/or proprietary information and materials of the School, its faculty, administrators, students, employees and/or third parties with which the School does business.

(c) "School Electronic Information" means all electronic information (including the School Confidential Information), communications or activity created, sent, received, stored and/or otherwise used on behalf of the School, whether or not the School Systems are used to create, send, receive, store or otherwise use that information or those communications. The School Electronic Information includes voicemail messages on the School Equipment.

(d) "School Equipment" means any and all electronic devices owned, leased or operated by or for the benefit of the School, which have the capability of creating, sending, receiving, storing and/or otherwise using electronic information, materials and/or communications, including, but not limited to, pagers, computers, servers, disk drives, scanners, photocopiers, printers, fax machines, telephones and PEDs. School Equipment includes all operating software, application software and firmware owned and/or licensed by the School, which resides and/or is embedded in any the School Equipment.

(e) "School Networks" means all School voice and data systems, including, without limitation, the School's Internet, intranet and extranet systems.

(f) "School Systems" means the School Equipment and the School Networks.

(g) "Users" means any individual who accesses and/or uses School Systems, including, without limitation: (i) School full time, part-time and temporary faculty and/or employees; (ii) School third party contractors, vendors, consultants, representatives and agents, as well as their full time, part-time and temporary employees; and (iii) parents, students and volunteers.

(h) "User Equipment" means electronic devices that are continuously or intermittently connected to School Systems, or a component thereof, which are not owned or leased by the School, including, without limitation, User-owned computers, pagers, telephones, fax machines and PEDs. User Equipment without connectivity to School Systems does not fall under the purview of this Policy.

This Policy applies to all Users and to all School Systems, User Equipment, School Confidential Information and School Electronic Information.

To the extent this Policy applies to School faculty and/or employees, this Policy supplements, but does not replace, the School's [policies/handbook/manual]. The terms of this Policy will govern any conflict or inconsistencies with the terms of such [policies/ handbook/manual]. Any School faculty and/or employee who violates this Policy may be subject to disciplinary action, up to and including termination.

To the extent this Policy applies to students, this Policy supplements, but does not replace, the School's Code of Conduct. The terms of this Policy will govern any conflict or inconsistencies with the terms of such Code of Conduct. Any student who violates this Policy may be subject to disciplinary action, up to and including suspension and/or expulsion.

To the extent this Policy applies to third parties, this Policy supplements, but does not replace, School's agreements with such third parties. The terms of this Policy will govern any conflict or inconsistencies with the terms of such agreements. Third parties who violate this Policy may no longer be considered eligible for access to and/or use of School Systems, School Confidential Information and/or School Electronic Information. A third party's violation of this Policy shall also be considered a material breach of its agreement with School, entitling School to terminate such agreement for cause.

The School Systems, School Confidential Information and School Electronic Information are the School's property and may be used solely for educational purposes and/or the School's operational activities. Each User must take all necessary steps to prevent unauthorized access to or use of School Confidential Information and School Electronic Information. Unless otherwise directed by School, or permitted or required by this Policy, Users may not: (a) take, retain or use School Confidential Information and/or School Electronic Information for User's own benefit; (b) disclose School Confidential Information and/or School Electronic Information to any other entity or unauthorized person without the written permission from a School officer; (c) delete, encrypt, password protect, or retain electronic files containing School Confidential Information and/or School Electronic Information (including emails and attachments); or (d) take any other action that impairs, restricts, limits, or impedes School's ability to have full access to and use of its School Confidential Information and/or School Electronic Information. Upon request, User shall return to School all School Confidential Information and/or School Electronic Information, and otherwise fully cooperate with and assist School in ensuring School's ability to have full access to and use of School Confidential Information and/or School Electronic Information. Such cooperation and assistance may include, but is not limited to, removing any password protection, encryption or other proprietary format on School Confidential Information and/or School Electronic Information.

The School retains the right to search, monitor, access and/or review all School Systems, School Electronic Information and all other electronic and voice mail communications, computer files, databases and any other electronic transmissions contained in or accessed by School Systems, at any time, with or without notice, at School's sole discretion. This may include, without limitation: (a) viewing, printing, downloading and/or listening to emails and voicemails created, sent, received, stored and/or otherwise used in or through School Systems; (b) viewing, modifying and/or removing a User's electronic mailbox; and/or reviewing audit trails created by School Systems.

No email, voicemail or other information, whether received, sent, stored or used on or through School Systems, is private. Users have no expectation that any information contained on any School Systems is confidential or private to them. The School's System is not a public forum and access to the technology is a privilege and not a right. By using School Systems, Users consent to the access and disclosure of email messages, voicemail messages and other information within School's organization without restrictions, but subject to School's legal and contractual obligations of confidentiality. Users should not use School Systems to create, send, receive and/or store information that is personal if it is confidential or sensitive, since such personal information will be considered School Electronic Information if created, sent, received and/or stored using School Systems.

The School makes no warranties of any kind, whether expressed or implied, for any reason regarding the access to, or use, quality or availability of, School Systems, including but not limited to the loss of data. All School Systems are provided on an *"as is, as available"* basis.

School Responsibility

The School will designate a system administrator who will manage the School Systems and make the final determination as to what is inappropriate use based on this Policy. The system administrator may close an account at any time for infractions or temporarily remove a User account and/or a User's access to or use of the School Systems for any reason, including, without limitation, to prevent unauthorized activity.

The School will implement filtering software intended to block minors' access to materials that are obscene, child pornography, harmful to minors, or that the School determines to be inappropriate for minors. However, the School does not guarantee that it will be able to fully prevent any User's access to such materials, or that Users will not have access to such materials while using School Systems. The filtering software operates only within the School wide area network (WAN) or local area network (LAN). The filtering software does not operate during dial-up access.

The School does not take responsibility for resources located or actions taken by any Users that do not support the purposes of the School.

It shall be the responsibility of all members of the School staff to supervise and monitor usage of the School Network and access to the Internet in accordance with this Policy and the Children's Internet Protection Act.

Our Lady of Good Counsel Parish School Network Users
Users will be granted access to appropriate services offered by the School Network. In addition, the following people may become account holders or members of the School Network:

1. Students. Students who are currently enrolled in the School may be granted a School Network account upon agreement to the terms stated in this Policy.
2. Faculty and Staff. Staff members currently employed by the School may be granted a School Network account upon agreement to the terms stated in this Policy.

3. Others. Anyone may request a special account on or use of the School Network. These requests will be granted on a case-by-case basis, depending on need and resource availability.

Privileges

Subject to the terms of this Policy, Users have the privilege to:

- use all authorized School Systems for which they have received training to facilitate learning and enhance educational information exchange.
- access information from outside resources which facilitate learning and enhance educational information exchange.
- access School Networks and the Internet to retrieve information to facilitate learning and enhance educational information exchange.

User Responsibilities

Users are responsible for:

- using School Systems only for facilitating learning, appropriate personal growth and enhancing educational information exchange consistent with the purposes of the School.
- attending appropriate training sessions in the use and care of School Systems.
- seeking instruction for the use of any available technology with which they are not familiar.
- adhering to the rules established for the use of School Systems, in the School or through remote access outside of the School.
- refraining from disclosing, using or disseminating personal identification information regarding students over the Internet without parent or guardian authorization.
- maintaining the privacy of passwords and are prohibited from publishing or discussing passwords. School Network accounts are to be used only by the authorized owner of the account for the authorized purposes.
- students may use e-mail, chat, instant messaging, and other forms of two-way electronic communications only for educational purposes and only under the direct supervision of an adult.
- having all electronic media scanned for virus, dirt, damage or other contamination which might endanger the integrity of School Systems before they are used in School Systems.
- material received, created or distributed using School Systems.
- maintaining the integrity of the electronic messaging system (voice, e-mail, etc.), deleting files or messages if they have exceeded their established limit, reporting any violations of privacy and making only those contacts which facilitate learning and enhance educational information exchange. If a User remains in non-compliance, the system administrator may delete files and messages, freeze the account, and/or close the account.
- preventing material considered pornographic by the School, inappropriate files or files dangerous to the integrity of the School's Systems from entering the School via the Internet or from being reproduced in visual, digital or written format.
- awareness of and adhering to copyright laws and guidelines and trademark laws and applicable licensing agreements in the use of School Systems and in the transmission or copying of text or files on the Internet or from other resources. Users must also comply with all other applicable laws, both state and federal, with respect to their use of the School's Systems.
- using caution (*Buyer Beware*) when considering the purchase of goods or services over the Internet. The School is not liable for any financial obligations made nor any personal information provided while using School Systems.
- financial restitution for unauthorized costs incurred or damages or repair necessitated by inappropriate use or access.
- any damages to, or incurred on, User Equipment. Users accessing School Systems on User Equipment do so *at their own risk*.
- abiding by the rules set forth in this Policy, general School rules, and additional rules as may be established by the School. Local School Committee policies, staff manuals, departmental procedures, and student handbooks may include such rules.

Users are prohibited from:

- using the technology for a "for-profit" business, for product advertisement or political lobbying.
- the malicious use of technology to disrupt the use of technology by others, to harass or discriminate against others and to infiltrate unauthorized computer systems.
- using School Systems to draft, send, or receive inappropriate communications and material including but not limited to, items which are pornographic, obscene, profane, vulgar, harassing, threatening, defamatory or otherwise prohibited by law.
- participating in hate mail, harassment, discriminatory remarks and other antisocial behaviors on the network.
- vandalizing School Systems or any other information technologies (the School's or any others). Vandalism is defined as any attempt to harm, destroy, or disrupt or hack the operation of the School's Systems. Vandalism includes, but is not limited to, the creation or intentional receipt or transmission of computer viruses.

Declaration

The School has developed this Policy for all Users and it applies to all School Systems, User Equipment, School Confidential Information and School Electronic Information. Access and use of School Systems is a privilege for each User.

I have read, understand and will abide by this Policy. I agree to be responsible for and abide by this Policy and all other rules, regulations, policies and/or procedures related to School Systems. I understand that should I commit any violation, my privileges and/or account may be revoked, and that disciplinary action and/or appropriate legal action may be taken.

I understand and acknowledge that I might locate material that could be considered offensive or controversial, that parents of minors should be aware of the existence of such materials and monitor home usage of School Systems, and that students knowingly bringing or downloading such material into the School environment will be dealt with according to the discipline policies of the School.

In consideration for the privilege of using the School Systems and in consideration for having access to the information contained or accessed on it, I hereby release the School and its operators and sponsors, its faculty and staff and all organizations, groups and institutions with which the School is affiliated for any and all claims of any nature arising from my use, or inability to use, the School Systems.

Student Signature:_____

Date: _____

As the parent or guardian of this student, I have read this Policy. The School has taken precautions to prohibit access to inappropriate materials. However, I also recognize it is impossible for the School to restrict access to all inappropriate or copyrighted materials and I will not hold them responsible for materials acquired on or through the School Systems. Further, I accept full responsibility for supervision if and when my child's use of any School Systems is not in a school setting.

Users are responsible for attending appropriate training sessions in the use and care of all School Systems and should refrain from using any technology for which they have not received training.

Users may be required to make full financial restitution for any damages to School Systems or unauthorized expenses incurred through the use of School Systems.

I hereby give permission to issue a membership account to my child.

As the parent or guardian of this student, I have read this Policy and understand that this access is designed for educational purposes.

Parent/Guardian Signature: _____

Date: _____

Appendix

O = Teacher Observation	**P** = Portfolio Evidence	**A** = Formal Assessment	**C** = Technology Literacy Class

Grades K through 2 – Technology Standards and Expectations – (by the end of Grade 2)										
1. Basic Operations and Concepts. **a. Students demonstrate a sound understanding of the nature and operation of technology systems.**	**K**	**1**	**2**							
1. Students understand that people use many types of technologies in their daily lives (e.g., computers, cameras, audio/video players, phones, televisions).										
2. Students identify common uses of technology found in daily life.										
3. Students recognize, name, and label the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, and printer).										
4. Students identify the functions of the major hardware components in a computer system.										
5. Students discuss the basic care of computer hardware and various media types (e.g., diskettes, CDs, DVDs, videotapes).										
6. Students proofread and edit their writing using appropriate resources including dictionaries and a class developed checklist both individually and as a group.										
b. Students are proficient in the use of technology.	**K**	**1**	**2**							
1. Students use various age-appropriate technologies for gathering information (e.g., dictionaries, encyclopedias, audio/video players, phones, web resources).										
2. Students use a variety of age-appropriate technologies for sharing information (e.g., drawing a picture, writing a story).										
3. Students recognize the functions of basic file menu commands (e.g., new, open, close, save, print).										
2. Social, ethical, and human issues. **a. Students understand the ethical, cultural, and societal issues related to technology.**	**K**	**1**	**2**							
1. Students identify common uses of information and communication technologies.										
2. Students discuss advantages and disadvantages of using technology.										
b. Students practice responsible use of technology systems, information, and software.	**K**	**1**	**2**							
1. Students recognize that using a password helps protect the privacy of information.										
2. Students discuss scenarios describing acceptable and unacceptable uses of age-appropriate technology (e.g., computers, phones, 911, internet, email) at home or at school.										
3. Students discuss the consequences of irresponsible uses of technology resources at home or at school.										
c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.	**K**	**1**	**2**							
1. Students understand that technology is a tool to help them complete a task.										
2. Students understand that technology is a source of information, learning and entertainment.										
3. Students can identify places in the community where one can access technology.										

Michigan Educational Technology Standards (METS) – K – 2nd Checklist

O = Teacher Observation	P = Portfolio Evidence	A = Formal Assessment	C = Technology Literacy Class

	K	1	2							
3. Technology productivity tools. **a. Students use technology tools to enhance learning, increase productivity, and promote creativity.**	**K**	**1**	**2**							
1. Students know how to use a variety of productivity software (e.g., word processors, drawing tools, presentation software) to convey ideas and illustrate concepts.										
2. Students will be able to recognize the best type of productivity software to use for a certain age-appropriate tasks (e.g., word-processing, drawing, web browsing).										
b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.	**K**	**1**	**2**							
1. Students are aware of how to work with others when using technology tools (e.g., word processors, drawing tools, presentation software) to convey ideas or illustrate simple concepts relating to a specified project.										
4. Technology communications tools **a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.**	**K**	**1**	**2**							
1. Students will identify procedures for safely using basic telecommunication tools (e.g., e-mail, phones) with assistance from teachers, parents, or student partners.										
b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.	**K**	**1**	**2**							
1. Students know how to use age-appropriate media (e.g., presentation software, newsletters, word processors) to communicate ideas to classmates, families, and others.										
2. Students will know how to select media formats (e.g., text, graphics, photos, video), with assistance from teachers, parents, or student partners, to communicate and share ideas with classmates, families, and others.										
5. Technology research tools **a. Students use technology to locate, evaluate, and collect information from a variety of sources.**	**K**	**1**	**2**							
1. Students know how to recognize the Web browser and associate it with accessing resources on the internet.										
2. Students will use a variety of technology resources (e.g., CD-ROMs, DVDs, search engines, websites) to locate or collect.										
b. Students use technology tools to process data and report results.	**K**	**1**	**2**							
1. Students will interpret simple information from existing age-appropriate electronic databases (e.g., dictionaries, encyclopedias, spreadsheets) with assistance from teachers, parents, or student partners.										
c. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.	**K**	**1**	**2**							
1. Students can provide a rationale for choosing one type of technology over another for completing a specific task.										
6. Technology problem-solving and decision-making tools **a. Students use technology resources for solving problems and making informed decisions.**	**K**	**1**	**2**							
1. Students discuss how to use technology resources (e.g., dictionaries, encyclopedias, search engines, websites) to solve age-appropriate problems.										
b. Students employ technology in the development of strategies for solving problems in the real world.	**K**	**1**	**2**							
1. Students identify ways that technology has been used to address real-world problems (personal or community).										

Michigan Educational Technology Standards (METS) - 3rd to 5th Checklist

O = Teacher Observation	P = Portfolio Evidence	A = Formal Assessment	C = Technology Literacy Class						

Grades Three through Five – Technology Standards and Expectations – (by the end of Grade 5)

	O			A			C		
1. Basic Operations and Concepts. **a. Students demonstrate a sound understanding of the nature and operation of technology systems.**				3	4	5			
1. Students discuss ways technology has changed life at school and at home.									
2. Students discuss ways technology has changed business and government over the years.									
3. Students recognize and discuss the need for security applications (e.g., virus detection, spam defense, popup blockers, firewalls) to help protect information and to keep the system functioning properly.									
b. Students are proficient in the use of technology.				3	4	5			
1. Students know how to use basic input/output devices and other peripherals (e.g., scanners, digital cameras, video projectors).									
2. Students know proper keyboarding positions and touch-typing techniques.									
3. Students manage and maintain files on a hard drive or the network.									
4. Students demonstrate proper care in the use of hardware, software, peripherals, and storage media.									
5. Students know how to exchange files with other students using technology (e.g., e-mail attachments, network file sharing, diskettes, flash drives).									
6. Students identify which types of software can be used most effectively for different types of data, for different information needs, or for conveying results to different audiences.									
7. Students identify search strategies for locating needed information on the internet.									
8. Students proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade level appropriate checklists both individually and in groups.									
2. Social, ethical, and human issues. **a. Students understand the ethical, cultural, and societal issues related to technology.**				3	4	5			
1. Students identify cultural and societal issues relating to technology.									
2. Students discuss how information and communication technology supports collaboration, productivity, and lifelong learning.									
3. Students discuss how various assistive technologies can benefit individuals with disabilities.									
4. Students discuss the accuracy, relevance, appropriateness, and bias of electronic information sources.									
b. Students practice responsible use of technology systems, information, and software.				3	4	5			
1. 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.									
2. Students discuss basic issues regarding appropriate and inappropriate uses of technology (e.g., copyright, privacy, file sharing, spam, viruses, plagiarism) and related laws.									
3. Students use age-appropriate citing of sources for electronic reports.									
4. Students identify appropriate kinds of information that should be shared in public chat rooms.									
5. Students identify safety precautions that should be taken while on-line.									

Michigan Educational Technology Standards (METS) – 3rd to 5th Checklist

O = Teacher Observation	P = Portfolio Evidence	A = Formal Assessment	C = Technology Literacy Class

Grades Three through Five – Technology Standards and Expectations – (by the end of Grade 5)									
2c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.			**3**	**4**	**5**				
1. Students explore various technology resources that could assist them in pursuing personal goals.									
2. Students identify technology resources and describe how those resources improve the ability to communicate, increase productivity, or help them achieve personal goals.									
3. Technology productivity tools. **a. Students use technology tools to enhance learning, increase productivity, and promote creativity.**			**3**	**4**	**5**				
1. Students know how to use menu options in applications to print, format, add multimedia features; open, save, manage files; and use various grammar tools (e.g., dictionary, thesaurus, spell-checker).									
2. Students know how to insert various objects (e.g., photos, graphics, sound, video) into word processing documents, presentations, or web documents.									
3. Students use a variety of technology tools and applications to promote their creativity.									
4. Students understand that existing (and future) technologies are the result of human creativity.									
b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.			**3**	**4**	**5**				
1. Students collaborate with classmates using a variety of technology tools to plan, organize, and create a group project.									
4. Technology communications tools **a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.**			**3**	**4**	**5**				
1. Students use basic telecommunication tools (e.g., e-mail, WebQuests, IM, blogs, chat rooms, web conferencing) for collaborative projects with other students.									
b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.			**3**	**4**	**5**				
1. 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.									
2. 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).									
5. Technology research tools **a. Students use technology to locate, evaluate, and collect information from a variety of sources.**			**3**	**4**	**5**				
1. Students use Web search engines and built-in search functions of other various resources to locate information.									
2. Students describe basic guidelines for determining the validity of information accessed from various sources (e.g., web site, dictionary, on-line newspaper, CD-ROM).									
b. Students use technology tools to process data and report results.			**3**	**4**	**5**				
1. 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.									
2. Students perform simple queries on existing databases and report results on an assigned topic.									

Michigan Educational Technology Standards (METS) – 3rd to 5th Checklist			
O = Teacher Observation	**P** = Portfolio Evidence	**A** = Formal Assessment	**C** = Technology Literacy Class
Grades Three through Five – Technology Standards and Expectations – (by the end of Grade 5)			

Standard				3	4	5			
5c. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.				3	4	5			
1. Students identify appropriate technology tools and resources by evaluating the accuracy, appropriateness, and bias of the resource.									
2. 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.									
6. Technology problem-solving and decision-making tools **a. Students use technology resources for solving problems and making informed decisions.**				3	4	5			
1. 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 product to purchase).									
b. Students employ technology in the development of strategies for solving problems in the real world.				3	4	5			
1. Students use information and communication technology tools (e.g., calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist with solving real-life problems (personal or community).									

Michigan Educational Technology Standards (METS) - 6th to 8th Checklist										
O = Teacher Observation		**P** = Portfolio Evidence		**A** = Formal Assessment			**C** = Technology Literacy Class			
Grades Six through Eight – Technology Standards and Expectations – (by the end of Grade 8)										
1. Basic Operations and Concepts. **a. Students demonstrate a sound understanding of the nature and operation of technology systems.**								**6**	**7**	**8**
1. Students understand that new technology tools can be developed to do what could not be done without the use of technology.										
2. Students describe strategies for identifying, and preventing routine hardware and software problems that may occur during everyday technology use.										
3. Students identify changes in hardware and software systems over time and discuss how these changes affected various groups (e.g., individual users, education, government, and businesses).										
4. Students discuss common hardware and software difficulties and identify strategies for trouble-shooting and problem solving.										
5. Students identify characteristics that suggest that the computer system hardware or software might need to be upgraded.										
b. Students are proficient in the use of technology.								**6**	**7**	**8**
1. Students use proper keyboarding posture, finger positions, and touch-typing techniques to improve accuracy, speed, and general efficiency in operating a computer.										
2. Students use accurate technology terminology.										
3. Students use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced products.										
4. Students identify a variety of information storage devices (e.g., floppies, CDs, DVDs, flash drives, tapes) and provide a rationale for using a certain device for a specific purpose.										
5. Students identify technology resources that assist with various consumer related activities (e.g., budgets, purchases, banking transactions, product descriptions).										
6. Students can identify appropriate file formats for a variety of applications.										
7. Students can use basic utility programs or built-in application functions to convert file formats.										
8. Students proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade level appropriate checklists both individually and in groups.										
2. Social, ethical, and human issues. **a. Students understand the ethical, cultural, and societal issues related to technology.**								**6**	**7**	**8**
1. Students understand the potential risks and dangers associated with on-line communications.										
2. Students identify security issues related to e-commerce.										
3. Students describe possible consequences and costs related to unethical use of information and communication technologies.										
4. Students discuss the societal impact of technology in the future.										
b. Students practice responsible use of technology systems, information, and software.								**6**	**7**	**8**
1. Students provide accurate citations when referencing information from outside sources in electronic reports.										
2. Students discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, spam, viruses, file-sharing).										

Michigan Educational Technology Standards (METS) - 6th to 8th Checklist

O = Teacher Observation	P = Portfolio Evidence	A = Formal Assessment	C = Technology Literacy Class

				6	7	8
2c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.				6	7	8
1. Students use technology to identify and explore various occupations or careers.						
2. Students discuss uses of technology (present and future) to support personal pursuits and lifelong learning.						
3. Students identify uses of technology to support communication with peers, family, or school personnel.						
3. Technology productivity tools. **a. Students use technology tools to enhance learning, increase productivity, and promote creativity.**				6	7	8
1. Students apply common software features (e.g., thesaurus, formulas, charts, graphics, sounds) to enhance communication and to support creativity.						
2. Students use a variety of resources, including the internet, to increase learning and productivity.						
3. Students explore basic applications that promote creativity (e.g., graphics, presentation, photo-editing, programming, video-editing).						
4. Students use available utilities for editing pictures, images, or charts.						
b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.				6	7	8
1. Students use collaborative tools to design, develop, and enhance materials, publications, or presentations.						
4. Technology communications tools **a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.**				6	7	8
1. Students use a variety of telecommunication tools (e.g., e-mail, discussion groups, IM, chat rooms, blogs, video-conferences, web conferences) or other online resources to collaborate interactively with peers, experts, and other audiences.						
b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.				6	7	8
1. 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.						
5. Technology research tools **a. Students use technology to locate, evaluate, and collect information from a variety of sources.**				6	7	8
1. Students use a variety of Web search engines to locate information.						
2. Students evaluate information from various online resources for accuracy, bias, appropriateness, and comprehensiveness.						
3. Students can identify types of internet sites based on their domain names (e.g., edu, com, org, gov, au).						
b. Students use technology tools to process data and report results.				6	7	8
1. Students know how to create and populate a database.						
2. Students can perform queries on existing databases.						
3. Students know how to create and modify a simple database report.						
c. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.				6	7	8
1. Students evaluate new technology tools and resources and determine the most appropriate tool to use for accomplishing a specific task.						

Michigan Educational Technology Standards (METS) – 6th to 8th Checklist											
O = Teacher Observation		**P** = Portfolio Evidence		**A** = Formal Assessment			**C** = Technology Literacy Class				
6. Technology problem-solving and decision-making tools **a. Students use technology resources for solving problems and making informed decisions.**										**6**	**7**	**8**
1. Students use database or spreadsheet information to make predictions, develop strategies, and evaluate decisions to assist them with solving a basic problem.												
b. Students employ technology in the development of strategies for solving problems in the real world.										**6**	**7**	**8**
1. Students describe the information and communication technology tools to use for collecting information from different sources, analyze their findings, and draw conclusions for addressing real-world problems.												

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