

Grattan Academy

2014-2017 Technology Plan

Grattan Academy
9481 Jordan Rd.
Greenville, MI 48838
616-754-9360ph 616-754-9363fax

Technology Plan
June 30, 2014 through June 30, 2017

Contacts: Thomas Kreiner
Telephone: 616-754-9360 Fax: 616-754-9363
E-Mail: tkreiner@grattanacademy.org
Intermediate School District: Ionia County (34)
School District Number: 41911 (elementary 8377, high school 9302)
Website URL: <http://www.grattanacademy.com>

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INTRODUCTION

Plan Purpose: The purpose of this Technology Plan is to clearly define the design and implementation of computer and other technology systems at Grattan Academy for three years. The plan also identifies priorities, implementation strategies, and a technology expenditure budget within this time frame.

In this context, the plan is a practical working document maintained by the School's Technology Committee and is executed through the Technology and Curriculum & State/Federal Departments. The Technology Committee will review new requirements annually and update the plan as needed. The Technology Plan is a public document and is available on our website.

Grattan Academy Mission Statement (from School Improvement Plan): The Mission of Grattan Academy is to empower all children with the academic knowledge and skills required for success as students, workers, and citizens through an educational program focused on high academic standards, achievement-based promotion, exemplary citizenship, and tough accountability standards. The Michigan Core Curriculum Standards will serve as the minimum standards for program assessment.

Grattan Technology Mission Statement: The mission of the Grattan Academy technology plan is 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. An integral aspect of the academic plan is to meet all of the Michigan Department of Education standards and benchmarks for a technology program.

Grattan Academy Description of the School

School Profile

Grattan Academy Elementary is located in the Village of Grattan in the county of Kent in Michigan. The school is about 25 miles northeast of Grand Rapids. The school is in a rural/agricultural community and has a minority population of less than 2%. The Academy offers transportation to families who request it. Students are pulled from a 30 mile radius which includes the communities of Rockford, Greenville, Belding, Cedar Springs, Lowell and Ionia.

The physical plant is leased through Orleans/Belding LLC. The facilities include six classrooms, a lunch/art room, library, computer lab, a fully equipped gymnasium and a central office.

The student/teacher ratio as specified in the charter is not more than a 20 to 1 ratio. Present conditions are that each teacher has less than 20 to 1. This instructional design permits more individualized teacher/student interaction. Each classroom is self-contained with a teacher driven directed curriculum. All classrooms are equipped with at least three personal computers with a Windows operating system. Each teacher incorporates computer usage in accordance with the instructional program.

Grattan Academy Elementary has a small computer lab with 24 laptop computers. The computer lab is used daily by grades 4-6, bi-weekly by the Kindergarten through third grade classes, and on an as needed basis at the discretion of the teachers and as the curriculum demands.

Grattan Academy High School is located $\frac{3}{4}$ mile south of the city of Greenville in the county of Montcalm in Michigan. The school is about 35 miles northeast of Grand Rapids. The school is in a rural/agricultural community and has a minority population of less than 2%. The Academy offers transportation to students who request it. Students are pulled from Rockford, Ionia, Belding, Greenville, Fenwick and Sheridan.

The student/teacher ratio as specified in the charter is not more than a 20 to 1 ratio. Present conditions are that each teacher has less than 20 to 1. This instructional design permits more individualized teacher/student interaction. All classrooms are equipped with at least one personal computer with a Windows operating system. Each teacher incorporates computer usage in accordance with the instructional program.

Grattan Academy High School has a media center which contains 24 laptop computers which are hard-wired to the internet and share a common printer. The computer lab is used daily on an as needed basis by grades 7-12. Discretion is left to the teachers to use the lab as the curriculum demands.

All staff members of Grattan Academy are assigned an e-mail address through a web-based system maintained by the Academy. Staff e-mail addresses are available to the public through the Academy website (www.grattanacademy.com).

TECHNOLOGY COUNCIL MEMBERS:

Roger Johnson	Technology Services
Beth Ryan	Board President
Thomas Kreiner	Secondary Principal
Libby Kreiner	Elementary Principal
Tammy Hansen	Asst. Principal/Teacher

VISION AND GOALS

Vision Statement:

The primary focus for implementing technology at Grattan Academy is to prepare students with the skills and experiences that will enhance successful transition from school to early adulthood, the job market and/or higher education. A secondary focus is to provide access and training to parents and the community.

To achieve this vision, the computer and other technologies are viewed as tools that are learned and used in many ways across a variety of content areas within the classroom. Computer technology is an integrated part of the everyday curriculum. Computer related skills are developed throughout the student's progression through grade levels by gradually broadening the use of the types of technology as well as applications.

Goals and Objectives:

Curriculum:

- Integrate technology standards and benchmarks into existing Common Core State Standards and applied to established district curricular content.
- Demonstrate technology skills in curricular areas throughout the student's K-12 experience.
- Plan where Common Core State Standards are to be applied by grade level.
- Increase student achievement through technology integration.

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 and evaluate continuously to ensure that technology is being utilized in a way that best enhances teaching and learning.

Infrastructure

General Information About the School Network

Grattan Academy Elementary: The building has a Konica copy machine that also functions as the network printer and scanner. Each classroom currently has three desktop computers with one computer attached to the network printer. The administrative office has one desktop, and one laptop, each attached to the network printer. Each teacher has been issued a laptop computer. The computer lab has 24 Dell 630 laptop computers. All of the lab computers are connected to the internet as well as the 2 office computers via an ISDN line.

Grattan Academy Elementary currently utilizes the Macomb SRSD program for the state required SRSD student data reporting. SRSD data is submitted to the Ionia ISD electronically.

Skyward is used for pupil accounting including computation of 75% attendance compliance and the teacher's grading and plan book and is audited weekly. Report cards have been designed through Skyward. The report card is grade specific with a skill outline and is standards based.

Additional technology includes 2 DVD players and two 32" RCA televisions. Each classroom is equipped with and ceiling mounted projector.

Grattan Academy High School: Each classroom currently has one laptop computer which is attached to a network printer. The administrative office has 4 laptops, all are hooked to network printers. The office also has a Kyocera color copy machine. The computer lab consists of 24 laptops which are connected to a network printer. All the computers are connected to the internet through either wire or wireless cards, utilizing Charter broadband.

Grattan Academy high school currently utilizes the Macomb SRSD program for the state required SRSD student data reporting. SRSD data is submitted to the Ionia ISD electronically.

Skyward is used for pupil accounting including computation of 75% attendance compliance and the teacher's grading and plan book and is audited weekly. Report cards have been designed through Skyward. The report card is subject specific with a skill outline and is standards based. Parents and students are given a secure login so that they may view current grades and missing work throughout the school year.

Additional technology includes a VCR, 2 DVD players, 2- 32" televisions and a data projector.

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 K-12 experience.
3. Grade level/subject area teachers will plan where to apply standards and benchmarks.
4. Technology integration will result in increased 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. 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 13-14 school year with technology professional development for staff and will continue in the 14-15 school year with hardware and networking upgrades prior to the start of that school year. Until the end of the 13-14 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. The 13-14 school year, we continued the use of technology in project based learning with the use of word processing and presentation software as well as internet based research. In 2010-2011 a grant was awarded to the academy for \$10,000. These funds have been allocated to updating the Elementary network and computer lab. Other grants are being pursued to update the Secondary network and Media Center
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 K-12 educational experience:

Technology Common Core State Standards

To be used as developmentally appropriate

Early Elementary E5-Grade 2

- **Use multimedia programs relative to curriculum**

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**

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**

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**

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**

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**

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**

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**

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**

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**

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**

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**

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**

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**

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**

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

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**

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**

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 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**

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**

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**

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:

- **Use multi-media programs relative to curriculum**

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**

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

- **Word processing**

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**

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)**

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**

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)**

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**

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**

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**

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**

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.

Grattan Academy will employ alternative methods of instructional delivery through distance learning using various technologies (when available) including (& 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 DigitalCurriculum.org 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.
- ISD 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.

Grattan 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 Grattan Academy. Grattan is a K-12th Grade charter school that does not currently provide adult literacy services.

F. 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.

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

Resources in Web Format Only:

- NWEA
- District Informational Web Site
- MDE
- DigitalCurriculum.org
- MarcoPolo.com
- Software Research Sites
- Media/Tech Notes (Tech Dept. Newsletter)

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

Grattan Academy will attempt to provide access to technology for all staff and students. All classrooms and media centers should have at least one network drop and will have 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.

H. 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), ISD 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

2014-2017 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.

2014-2017 Additional specific trainings based on areas of need.

Voluntary Training Sessions

The main professional development venue used by Grattan School Academy is the voluntary training session. These sessions are workshops conducted outside of normal operating hours: after school, a scheduled professional development day, or during the summer. Topics are chosen through staff requests, district goals, and curricular needs, with specific sessions targeting different skill levels.

ISD Training

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

I. 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.

Technology Review

A technology review was completed by the administration on June 16, 2011.

The HS presently has 24 Dell D630 Computers. The computers are running Windows 7. These computers meet the hardware needs for the school.

The HS has a ProLiant ML110 Server setup, which is presently sharing student files and the NWEA testing software. Users have been setup for the lab users, but at this time this is only to allow shared access. No policies have been put in place.

In addition to the lab computers, there are several teacher laptops and student laptops, all of which are Dell D630 computers. These meet minimum requirements at this time.

The Elementary school has 24 Dell D630 laptop computers in the lab. These meet minimum requirements. There are also several Compaq DeskPro computers in the school, and several donated PCs in classrooms which are very poor, some of these running Windows 95.

Recommendations

Additional laptops are needed for both buildings. The Academy is also in need of developing a cache of handheld tablets. Replace the HS server with current technology computers and software and move server related needs to the cloud. Moving from a server based system to the cloud would allow for easier management and less maintenance.

Laptops are usable at this time, but during the course of the next three years will need to be replaced.

Add additional access point to cover weak coverage area near lab.

BUDGET:

Funding will come from committed General Fund monies and grants, as well as Durant fund reimbursement, SLC (Schools and Libraries Corporation) funds and Technology Literacy Challenge Grant Funds. Collaboration between departments for the purposes of coordination of grant funds and activities is imperative for effective implementation and resource acquisition. This collaboration is inherent in the Grattan Academy Technology

Plan due to the fact that the Director of Technology and the Assistant Superintendent for Curriculum & State/Federal programs jointly administer the plan. Please note that all of our technology planning goals are tied directly to the following budget. Grattan Academy will also continue to pursue technology grants through School News. Federal funds from Title II part A and Title V will also be utilized if available as well as support from the Parent/Teacher organization.

Estimated Three-Year Budget

	Funding Source	14-15	15-16	16-17	Total
Contracted Services					
Tech Support	Grants	\$1,120 (Up to 16 hrs a year at \$70 per hour)	\$1,120 (Up to 16 hrs a year at \$70 per hour)	\$1,120 (Up to 16 hrs a year at \$70 per hour)	\$3,360
Training / Workshops / Mtgs					
consultants	Grants	\$3,000	\$3,000	\$3,000	\$9,000
Equipment					
- Computers (Buy / Replace)		\$10000	\$100	\$100	\$10200
- Telephone System		0	0	0	0
- Video		0	0	0	0
Furniture		0	0	0	0
Software and Supplies					
Software		\$150	\$150	\$150	\$450
Wireless		0	0	0	0
Dues and Fees		0	0	0	0
Maintenance/Repairs	Grants	\$1,120 (Up to 16 hrs a year at \$70 per hour)	\$1,120 (Up to 16 hrs a year at \$70 per hour)	\$1,120 (Up to 16 hrs a year at \$70 per hour)	\$3,360
Internet					
		\$3,300	\$3,300	\$3,300	\$9,900
Total Projected		\$18,690	\$8,790	\$8,790	\$36,270

MONITORING & EVALUATION:

On-going monitoring and evaluation is key to the success of any plan. The monitoring component of the Grattan Academy Technology Plan will be three-fold:

1. There will be monthly meetings between the district's Technology Committee and Superintendent to determine progress on goals and objectives.
2. There will be quarterly meetings of the district's Technology Advisory Committee for the purposes of reporting progress, determining additional needs and, therefore, updating of the plan.
3. Bi-annual meetings will be held with the Board of Education for purposes of updating and reporting on progress.

The evaluation of the plan will be results-oriented and product based. At the first meeting of the Technology Advisory Committee appropriate results benchmarks will be established and the type of data to be collected and examined. Data to be collected will be not only qualitative, but also quantitative. Some of this will be driven by available funding, but could grow with acquisition of new funds.

Assessment as to the extent of which goals were reached will be evaluated by the Technology Committee and the staff. Various outcomes and results will be evaluated to determine the direction of improvement needed. Evaluation of results will include but not be limited to the following: staff curriculum examples, lesson plan assessments, staff meeting and discussions, committee evaluations, as well as various other assessments.

The district Technology committee and Superintendent, in planning for implementation, will focus on the expected products and results. Documentation will be kept; monthly and regular reports will be presented at staff meetings and Board meetings. A final report will be made to committees annually in the form of a written document detailing progress as validated by products and data. Basic application use and technical skills, as well as integration of technology into the curriculum, will be assessed. Strengths and weaknesses will be noted and improvement plans will be developed. This data, along with other surveys conducted of staff will be the basis for development and implementation of a comprehensive professional development component.

TECHNOLOGY AND INTERNET ACCEPTABLE USE POLICY

The Grattan Academy Board of Directors pursues the goal of making advanced technology available to students and staff to increase access to learning and to promote personal growth in information gathering techniques, critical thinking skills, and communications skills. We believe that technology, including access to the Internet, will help our students and staff to access and use information sources from distant computers, communicate and share information with individuals or groups of our students and staff, and significantly expand their knowledge base. The Internet is a tool for life-long learning and opens doors to many advanced tools.

The networking environment requires school officials to define guidelines for student explorations and use of electronic information resources. Such guidelines should address issues of privacy, ethical use of information with respect to intellectual property, using the networks for illegal activities, or knowingly spreading embedded messages or other computer programs that have the potential of damaging or destroying programs or data. The availability of on-line resources does not indicate endorsement of their contents by school officials.

The Board of Directors has selected technology for its computers with Internet access to filter or block Internet access to material that is obscene, child pornography, or deemed to be harmful or inappropriate for children. By this policy, the Board directs the Principal to enforce this policy to ensure the operation of technology according to filtering requirements.

Teachers will oversee guidelines and procedures that are appropriate for the electronic information sources being used and the students being served. Guidelines must adhere to the policy and guidelines of the Board, while providing the expectation of appropriate and responsible behavior by students and staff, including teachers and staff serving as a model for that behavior. We must work together to help students develop the intellectual skills needed to discriminate among information sources and to evaluate and use information to meet the educational goals of the Academy.

USE OF THE INTERNET AND ON-LINE SERVICES PROCEDURES

Belief Statement

Freedom of inquiry and access to information are fundamental to the development of a democratic society and are rights of students and staff. On-line electronic resources provide an exceptional opportunity for the promotion of intellectual inquiry, comprehensive information gathering, and awareness of global diversity through worldwide communication and exploration.

On-line resources like the Internet can be used to educate, to inform, to communicate and to entertain. As a learning resource they are similar to books, magazines, video, CD-ROM, and other information sources. Students and staff have access to other individuals, government documents, social and scientific data, library indexes, and many other types of information.

Proper and Ethical Use

With this learning tool, students and staff must understand and practice proper and ethical use. Teachers are responsible for training students in the proper use of available technologies and for monitoring use of technologies.

CONDITIONS AND RULES FOR USE:

Acceptable Use:

Parents must give written permission for their child's independent use of the Internet for educational purposes.

Students are to receive training in the use of the Internet.

The Academy's computer network system shall be used only for educational and research purposes that are consistent with our mission and goals.

All users have the same right to use the equipment. Therefore, users shall not play games or use the computer resources for other non-academic activities when other users require the system for academic purposes.

All passwords must be disclosed to the Network Coordinator or they are invalid and cannot be used.

The person in whose name an account is issued shall be responsible at all times for the proper use of that account.

Software or disks, which are personal or not licensed to the Academy, may not be loaded into the Academy's computers or computer network system.

The confidentiality of any message should not be assumed. Even when a message is erased, it is still possible to retrieve and read that message.

Procedures for Student Use of the Internet:

Internet users are expected to behave responsibly in accessing and viewing information that is pertinent to the educational program of the Academy.

Students are expected to abide by the generally accepted rules of the network protocol. These include (but are not limited to) the following:

Students must always get permission from their instructors before using the computer network, Internet or e-mail.

Students must sign-in legibly on the appropriate log or register in the classroom each time they use the Internet.

Users must sign the "Internet Use Agreement" for use of the computer network system at the beginning of each school year.

Parents and community members given permission to use the computer network system during designated hours must sign this IUA.

All district employees are required to abide by the Academy rules and policies.

Each user shall be issued a "login" name and password.

All users are expected to abide by the generally accepted rules of network etiquette, which includes being polite and using only appropriate language. Obscene, offensive, or sexually explicit language, vulgarities, and swear words are all inappropriate and prohibited, as is any kind of racist, sexist, abusive, or harassing language.

The Academy delegates authority to the Principal to determine appropriate use and may deny, evoke, suspend or close any user account at any time based upon inappropriate use by account holder or user.

Monitoring:

The Principal reserves the right to review any material on user-accounts and to monitor fileserver space to determine whether specific uses of the network are inappropriate. In reviewing and monitoring user-accounts and fileserver space, the Principal shall respect the privacy of user-accounts.

No Warranties:

The Academy Board makes no warranties of any kind, whether expressed or implied, for the service it is providing. Use of any information obtained via Internet/LAN/WAN, Voice Mail is at the user's own risk. The Board makes no guarantees, implied or otherwise, regarding the reliability of the data

connection. The Board shall not be liable for any loss or corruption of data resulting while using the network connection.

Security - "An even balance":

To allow the use of shared folders and other activities, a network must be open and flexible. This raises security issues. To avoid them, network administrators sometimes want more control; a balance must be found.

Security on any computer system is a high priority, especially when the system involves many users. Users must never allow others to use their password. Users should also protect their password to ensure system security and their own privilege and ability to continue to use the system.

If you feel you can identify a security problem on the Network/Internet, you must notify the building technology coordinator. Do not demonstrate the problem to other users.

Do not use another individual's account without express written permission of the account holder and District Technology Coordinator.

Attempts to log on to the Network/Internet as a system administrator will result in cancellation of user privileges.

Any user identified as a security risk for having a history of problems with other computer systems may be denied access to Network/Internet.

Vandalism and Harassment:

Vandalism and harassment will result in cancellation of user privileges.

Vandalism is defined as any malicious attempt to harm or destroy Academy equipment or materials, or data of another user of the Academy's system or any of the agencies or the other networks connected to the Internet. Vandalism shall include, but is not limited to, the following:

Uploading or creating computer viruses.

Intentionally disrupting computer network system traffic or crashing the computer network system and connected systems.

Stealing data, equipment, or property.

Gaining or seeking to gain unauthorized access to any files, resources, or computer or phone systems, or vandalizing data of another user.

Harassment is defined as the persistent annoyance of another user, or the interference of another user's work. Harassment includes, but is not limited to, the sending of unwanted mail.

Penalties for Improper Use:

Any user violating these rules is subject to loss of technology privileges and any other disciplinary options.

In addition, any unauthorized access, attempted access, or use of any state computing and/or network system is a violation of state and other applicable federal laws, and is subject to criminal prosecution.

The Principal has the first level of responsibility to review the infraction and to determine appropriate action.

The Academy Board empowers the Principal to change the Conditions and Rules for Use at any time, without notice.

Internet Guidelines:

Be courteous and respectful in your messages to others.

Do not reveal your home address or phone numbers, or those of other students or colleagues. Use school addresses and phone numbers only -- even if you think you "know" your correspondent.

Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.

Always try to do your best writing, and proofread and edit your messages.

Do not post personal messages on bulletin boards or "list serves". Send personal messages directly to the person to whom you want to write.

Do not use the network in such a way that you would disrupt the use of the network by other users.

All communications and information accessible via the network should be assumed to be private property.

Privilege:

All technologies used at the Academy are required to follow the Board Policy and Regulations governing use of technology at the Academy. The use of technology is a privilege, not a right. Inappropriate use, including any violation of these conditions and rules, may result in cancellation of the privilege.

The Academy does not assume responsibility for the inappropriate use of technology, including hardware, Internet, and other on-line resources.

Legal Reference: Children's Internet Protection Act (2000)

**Internet Use Agreement
Grattan Academy**

Grattan Academy provides access to the Internet for its students and staff. The goal of the Academy in providing this service is to promote educational excellence consistent with the educational program of the Academy. Possible access includes:

Connections to many libraries, companies, agencies, and businesses;

Discussion groups on a variety of subjects;

Information news services;

Electronic mail communication

Materials are selected for instruction based on the age and educational level of the students as well as the curriculum. Some information on the Internet is not appropriate for students at any level and would, thus, not be selected for use. Academy personnel will make every effort to monitor student use of the Internet to insure that materials accessed are appropriate. However, on a global network, it is impossible to control all materials. Students will be given the privilege to use the Internet along with the responsibility of using it properly.

A student may earn this privilege by returning to the Principal's office at his or her school a completed Internet Use Agreement including a signature by a parent

or guardian, by adhering to this Internet Use Agreement, and by following stated procedures. Access will be available only during the hours that the school is open and approved supervision is provided.

Internet access is coordinated through a complex association of government agencies, and regional and state networks. The smooth operation of the network relies upon the proper conduct of the end users. In general this requires efficient, ethical and legal utilization of the network resources as well as adherence to the Academy code of conduct. If a user violates any of these provisions, his or her privilege to use the Internet will be terminated and future access could possibly be denied. In a case where laws or codes of conduct are broken, further consequences may follow. The signature(s) at the end of this document are legally binding and indicate that the parties who signed have read the terms and conditions carefully and understand their significance.

Return this agreement to your teacher after reading the Internet Use Policy including Internet Guidelines and getting signatures on the next page.)

Student Agreement

I understand and will abide by the Internet Use Policy and Guidelines. I further understand that any violation of the regulations is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, and if Academy codes are involved or laws are broken, school disciplinary and/or appropriate legal action may be taken.

I will not give out personal information, such as my address, telephone number, parent's work address or telephone number or the name and location of my school without my parents' permission.

I will tell my parents right away if I come across any information that makes me feel uncomfortable.

I will never agree to get together with someone I "meet" online without first checking with my parents. If my parents agree to the meeting, I will be sure that it is in a public place and bring my mother or father along.

I will not respond to any messages that are mean or that in any way make me feel uncomfortable. It is not my fault if I get a message like that. If I do, I will tell my parents right away so that they can contact the online service.

I will talk with my parents so that we can set up rules for going online. We will decide upon the time of day that I can be online, the length of time I can be online, and appropriate areas for me to visit. I will not access other areas or break these rules without their permission.

Student Signature:

Date:

Parent Agreement

As the parent or guardian of _____, I have read the Internet Use Policy and Internet Guidelines. I understand that this access is designed for educational purposes and that the Academy will make every effort to monitor student use of the Internet. However, I also recognize that it is impossible for the staff to restrict access to all controversial materials and I will not hold them responsible for materials acquired on the network. I accept full responsibility for any vandalism that my child should commit on the Internet. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission for my child to use the Internet for educational purposes and certify that the information contained in this form is correct.

Parent or Guardian's Name:

(please print)

Signature:

Date: