

Technology Plan

St. Augustine Cathedral School

<http://stakzoo.org>
600 W. Michigan Ave.
Kalamazoo, MI 49007

District code: 39010

School code: 3624

St. Augustine Cathedral School is a member of the Diocese of Kalamazoo and is part of the Kalamazoo Public School District and Kalamazoo Regional Education Service Agency.

Years covered by this plan: July 2016 – June 2019

2016 - 2019

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URL of Technology Plan:

http://stakzoo.org/1807101029143051727/lib/1807101029143051727/St._A_Technology_Plan.doc



ST. AUGUSTINE
CATHEDRAL SCHOOL
SCHOOL OF DISTINCTION 2012

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St. Augustine Cathedral School

Section II School Profile

- Providing Catholic education for over 100 years
- 340 Pre – 8 students and 30 teachers/staff
- Accredited through Michigan Non-Public Schools Accreditation Association
- “School of Distinction” 2012
- Member *Michigan Association of Non-Public Schools, Kalamazoo Area Non-Public Schools, National Catholic Education Association*
- Located in downtown Kalamazoo
- Serves students of Kalamazoo, Gull Lake, Comstock, Parchment, Mattawan, Paw Paw, Portage, Climax-Scotts, Plainwell, Galesburg Augusta, and Schoolcraft Public School Districts
- Member of Catholic Schools of Greater Kalamazoo



St. Augustine Cathedral School

Mission

St. Augustine Cathedral School,
in partnership with parents and the Catholic Church,
welcomes and shapes young people as they grow in faith, knowledge and stewardship.

Catholic Schools of Greater Kalamazoo

Vision

Catholic Schools of Kalamazoo will continue to proclaim the vision of Jesus and the mission of the Catholic Church through an unparalleled school system that nurtures an attitude of life-long learning, commitment and service to our church and civic community.

MORE - Mission Ordered towards Reaching Eternal life

The MORE Factor

In the spirit of Blessed John Paul II's call for a New Evangelization, Catholic [Schools](#) of the Kalamazoo Diocese desire to respond to this transformative invitation to holiness with a firm and renewed zeal. As a multi-culturally diverse institution, we joyfully embrace the universal vocation to holiness. We are a community centered in the Eucharistic Christ and an educational system of the highest standards, rooted in our Catholic faith. Our goal is to equip students with an excellent education and a solid faith formation so each student may know the faith confidently, live the faith in a community where families and teachers work together to advocate for each other's salvation and Sainthood, and share the faith with relevance and loving courage throughout their lives.

Section III

St. Augustine Cathedral School TECHNOLOGY VISION AND GOALS

Background

In 2003, St. Augustine Cathedral School became a member of Catholic Schools of Greater Kalamazoo (CSGK). CSGK is made up of two Pre-K-8 buildings and Hackett Catholic Prep High School. All three buildings are working under the direction of the high school's Technology Coordinator to provide the best possible services to the schools. The St. Augustine LAC is a strong supporter of yearly technology upgrades, directing advancement dollars to be used for technology upgrades.

The following is a description of technology being used at St. Augustine Cathedral School. Students can be seen using technology in ways that complement traditional education. Computers assist in motivating students to read in all grades and in improving and assessing student reading in the younger grades. Student spelling and writing continue to improve in part with the aid of technology. Students create projects and presentations with the aid of computers and Internet. Standardized testing is done online and assessment data is stored online.

Each classroom is equipped with one to four student workstations. Network printers available on all three floors serve the school. Every classroom is connected to the system server housed at Hackett Catholic Prep. Teachers have access to the PowerSchool student database. PowerSchool allows parents access to information about their students. Each classroom is connected to the Internet giving students and teachers a world of information to use in learning. Classrooms are equipped with laptops, LCD projectors, teacher iPads, and document cameras.

The building is equipped with a computer lab running Windows 7. The school shares a file and print server with the other two Catholic schools in the system. Internet usage is CIPA, Children's Internet Protection Act, compliant by using Lightspeed Total Traffic Control to filter and track internet usage by user, and computer. The building utilizes a phone system supporting incoming and outgoing calls and a staff voicemail system.

St. Augustine Cathedral School has a shared-time technology teacher and subscribes to technology support together with St. Monica and Hackett Catholic Prep. Staff receive training in the use of online resources, including AR, RAZ Kids, Follett library system, PowerSchool database, online gradebook and the school website.

Educating Through Technology

This **vision** for technology shall support the evolution of instructional strategies that foster interactive, collaborative, and innovative teaching and learning. It shall also promote:

- Curriculum integration
- Higher level thinking skills and human achievement
- Career preparation
- Lifelong learning

- Interaction within school, homes, community, and the world
- Communications and knowledge connection

Overview of the Planning Process

This technology plan is established as a requirement of our accreditation through MNSAA. The technology plan is written by the principal, in collaboration with the technology director and reviewed by the school improvement team.

Major Goals of the Technology Plan

Education

- Develop the use of technology to track student academic progress.
- Integrate online programming that allows the collection and desegregation of student information.
- Develop training for staff for the preceding uses of technology.
- Encourage staff to seek Professional Development on integrating technology in to the classroom.

Improve Technology Service

- Update teacher laptops to remain current.

Web Site Improvements

- Evaluate, improve and update website regularly.
- Build classroom Web pages linked to school website.

Connectivity

- Maintain telephones to classrooms to provide for efficient communication and increased safety.

Hardware

- Continue to upgrade lab and classroom machines.

Security

- Improve power supplies.
- Improve monitors of internet resources.

Operational Goals

- Continue improvement of communications through the use of E-mail.

Section IV

Curriculum Integration

At St. Augustine School, the integration of technology across the curriculum is high priority. To continue to improve such integration the following goals have been established.

Goals:

- To increase educational opportunities in technology that support the curriculum of the Diocese of Kalamazoo and the Michigan benchmarks.
- To support and promote active learning at all grade levels across the curriculum.
- To provide a wide range of experiences for all students that will enable them to develop their technology skills as well as experience and investigate areas and ideas that may not be locally available to them.

The strategies used to integrate technology into the curriculum will include:

- Working with the Office of Schools to build curriculum and delivery, which address the technology capacity of our Catholic schools.
- Working with the Intermediate School District (ISD) for professional development, curriculum alignment and technology advice.
- Improve use of online resources provided by textbook series: including ELA, 2013-2014, and Theology, 2014-2015.

CURRICULUM

St. Augustine Cathedral School uses the Educational Technology Standards and Expectations established by the State of Michigan Department of Education.

EDUCATIONAL TECHNOLOGY STANDARDS & EXPECTATIONS

Grades K-2

It is a goal of No Child Left Behind that schools will “Assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student’s race, ethnicity, gender, family income, geographic location, or disability.” The Grade Level Educational Technology Standards & Expectations for K-2 are aligned with the International Society for Technology in Education’s (ISTE) National Educational Technology Standards for Students (NETS-S). They are meant to provide teachers with an outline of learning expectations and will be used to drive educational technology literacy assessments for the next several years. The goal is that these Standards and Expectations will ultimately be integrated into the various other content areas and that a supplementary document will be produced offering examples and suggestions on how they could be incorporated within those areas.

Technology Literacy

Technology literacy is the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century. The Standards and Expectations for each grade range are established to designate clearly what students are expected to know by the end of grades two, five, and eight.

Educational Technology Standards & Expectations

BASIC OPERATIONS AND CONCEPTS

By the end of Grade 2 each student will:

1. understand that people use many types of technologies in their daily lives (e.g., computers, cameras, audio/video players, phones, televisions)
2. identify common uses of technology found in daily life
3. recognize, name, and will be able to label the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, and printer)
4. identify the functions of the major hardware components in a computer system
5. discuss the basic care of computer hardware and various media types (e.g., diskettes, CDs, DVDs, videotapes)
6. use various age-appropriate technologies for gathering information (e.g., dictionaries, encyclopedias, audio/video players, phones, web resources)
7. use a variety of age-appropriate technologies for sharing information (e.g., drawing a picture, writing a story)
8. recognize the functions of basic file menu commands (e.g., new, open, close, save, print)
9. proofread and edit their writing using appropriate resources including dictionaries and a class developed checklist both individually and as a group

SOCIAL, ETHICAL, AND HUMAN ISSUES

By the end of Grade 2 each student will:

1. identify common uses of information and communication technologies
2. discuss advantages and disadvantages of using technology
3. recognize that using a password helps protect the privacy of information
4. discuss scenarios describing acceptable and unacceptable uses of age-appropriate technology (e.g., computers, phones, 911, internet, email) at home or at school
5. discuss the consequences of irresponsible uses of technology resources at home or at school
6. understand that technology is a tool to help complete a task
7. understand that technology is a source of information, learning, and entertainment
8. identify places in the community where one can access technology

TECHNOLOGY PRODUCTIVITY TOOLS

By the end of Grade 2 each student will:

1. know how to use a variety of productivity software (e.g., word processors, drawing tools, presentation software) to convey ideas and illustrate concepts
2. be able to recognize the best type of productivity software to use for certain age-appropriate tasks (e.g., word processing, drawing, web browsing)
3. be 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

TECHNOLOGY COMMUNICATIONS TOOLS

By the end of Grade 2 each student will:

1. identify procedures for safely using basic telecommunication tools (e.g., e-mail, phones) with assistance from teachers, parents, or student partners
2. know how to use age-appropriate media (e.g., presentation software, newsletters, word processors) to communicate ideas to classmates, families, and others
3. 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

TECHNOLOGY RESEARCH TOOLS

By the end of Grade 2 each student will:

1. know how to recognize the Web browser and associate it with accessing resources on the internet
2. use a variety of technology resources (e.g., CD-ROMs, DVDs, search engines, websites) to locate or collect information relating to a specific curricular topic with assistance from teachers, parents, or student partners
3. interpret simple information from existing age-appropriate electronic databases (e.g., dictionaries, encyclopedias, spreadsheets) with assistance from teachers, parents, or student partners
4. provide a rationale for choosing one type of technology over another for completing a specific task

TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS

By the end of Grade 2 each student will:

1. discuss how to use technology resources (e.g., dictionaries, encyclopedias, search engines, websites) to solve age-appropriate problems
2. identify ways that technology has been used to address real-world problems (personal or community)

EDUCATIONAL TECHNOLOGY STANDARDS & EXPECTATIONS

Grades 3-5

BASIC OPERATIONS AND CONCEPTS

By the end of Grade 5 each student will:

1. discuss ways technology has changed life at school and at home
2. discuss ways technology has changed business and government over the years
3. 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
4. know how to use basic input/output devices and other peripherals (e.g., scanners, digital cameras, video projectors)
5. know proper keyboarding positions and touch-typing techniques
6. manage and maintain files on a hard drive or the network
7. demonstrate proper care in the use of hardware, software, peripherals, and storage media
8. know how to exchange files with other students using technology (e.g., e-mail attachments, network file sharing, diskettes, flash drives)
9. 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
10. identify search strategies for locating needed information on the internet
11. 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

SOCIAL, ETHICAL, AND HUMAN ISSUES

By the end of Grade 5 each student will:

1. identify cultural and societal issues relating to technology
2. discuss how information and communication technology supports collaboration, productivity, and lifelong learning
3. discuss how various assistive technologies can benefit individuals with disabilities
4. discuss the accuracy, relevance, appropriateness, and bias of electronic information sources
5. 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
6. discuss basic issues regarding appropriate and inappropriate uses of technology (e.g., copyright, privacy, file sharing, spam, viruses, plagiarism) and related laws
7. use age-appropriate citing of sources for electronic reports
8. identify appropriate kinds of information that should be shared in public chat rooms
9. identify safety precautions that should be taken while on-line
10. explore various technology resources that could assist in pursuing personal goals
11. identify technology resources and describe how those resources improve the ability to communicate, increase productivity, or help achieve personal goals

TECHNOLOGY PRODUCTIVITY TOOLS

By the end of Grade 5 each student will:

1. 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. know how to insert various objects (e.g., photos, graphics, sound, video) into word processing documents, presentations, or web documents
3. use a variety of technology tools and applications to promote creativity
4. understand that existing (and future) technologies are the result of human creativity
5. collaborate with classmates using a variety of technology tools to plan, organize, and create a group project

TECHNOLOGY COMMUNICATIONS TOOLS

By the end of Grade 5 each student will:

1. use basic telecommunication tools (e.g., e-mail, Web Quests, IM, blogs, chat rooms, web conferencing) for collaborative projects with other students
2. 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
3. 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)

TECHNOLOGY RESEARCH TOOLS

By the end of Grade 5 each student will:

1. use Web search engines and built-in search functions of other various resources to locate information
2. describe basic guidelines for determining the validity of information accessed from various sources (e.g., web site, dictionary, on-line newspaper, CD-ROM)
3. know how to independently use existing databases (e.g., library catalogs, electronic dictionaries, encyclopedias) to locate, sort, and interpret information on an assigned topic
4. perform simple queries on existing databases and report results on an assigned topic
5. identify appropriate technology tools and resources by evaluating the accuracy, appropriateness, and bias of the resource
6. compare and contrast the functions and capabilities of the word processor, database, and spreadsheet for gathering data, processing data, performing calculations, and reporting results

TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS

By the end of Grade 5 each student will:

1. use technology resources to access information that can assist in making informed decisions about everyday matters (e.g., which movie to see, which product to purchase)
2. 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)

EDUCATIONAL TECHNOLOGY STANDARDS & EXPECTATIONS

Grades 6-8

BASIC OPERATIONS AND CONCEPTS

By the end of Grade 8 each student will:

1. use proper keyboarding posture, finger positions, and touch-typing techniques to improve accuracy, speed, and general efficiency in operating a computer
2. use appropriate technology terminology
3. use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced products
4. understand that new technology tools can be developed to do what could not be done without the use of technology
5. describe strategies for identifying and preventing routine hardware and software problems that may occur during everyday technology use
6. 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)
7. discuss common hardware and software difficulties and identify strategies for trouble-shooting and problem solving
8. identify characteristics that suggest that the computer system hardware or software might need to be upgraded
9. 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
10. identify technology resources that assist with various consumer-related activities (e.g., budgets, purchases, banking transactions, product descriptions)
11. identify appropriate file formats for a variety of applications
12. use basic utility programs or built-in application functions to convert file formats
13. 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

SOCIAL, ETHICAL, AND HUMAN ISSUES

By the end of Grade 8 each student will:

1. understand the potential risks and dangers associated with on-line communications
2. identify security issues related to e-commerce
3. discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, spam, viruses, file-sharing)
4. describe possible consequences and costs related to unethical use of information and communication technologies
5. discuss the societal impact of technology in the future
6. provide accurate citations when referencing information from outside sources in electronic reports
7. use technology to identify and explore various occupations or careers
8. discuss possible uses of technology (present and future) to support personal pursuits and lifelong learning
9. identify uses of technology to support communication with peers, family, or school personnel

TECHNOLOGY PRODUCTIVITY TOOLS

By the end of Grade 8 each student will:

1. apply common software features (e.g., thesaurus, formulas, charts, graphics, sounds) to enhance communication and to support creativity
2. use a variety of technology resources, including the internet, to increase learning and productivity
3. explore basic applications that promote creativity (e.g., graphics, presentation, photo-editing, programming, video-editing)

4. use available utilities for editing pictures, images, or charts
5. use collaborative tools to design, develop, and enhance materials, publications, or presentations

TECHNOLOGY COMMUNICATIONS TOOLS

By the end of Grade 8 each student will:

1. 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
2. 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

TECHNOLOGY RESEARCH TOOLS

By the end of Grade 8 each student will:

1. use a variety of Web search engines to locate information
2. evaluate information from various online resources for accuracy, bias, appropriateness, and comprehensiveness
3. identify types of internet sites based on their domain names (e.g., edu, com, org, gov, au)
4. know how to create and populate a database
5. perform queries on existing databases
6. know how to create and modify a simple database report
7. evaluate new technology tools and resources and determine the most appropriate tool to use for accomplishing a specific task

TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS

By the end of Grade 8 each student will:

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

Section VI

Technology Delivery

Every teacher has one to four Internet accessible computers in the classroom. Teachers use online software to evaluate results of formative and summative assessments in order to increase student achievement. Students have Internet access in every classroom as well as a computer lab. The internet is used to access information beyond the school's resources. These resources enhance instruction. The school has no special needs technology; however we will evaluate these needs on a case-by-case basis.

Section VII

Parent Communications

St. Augustine School will involve parents in technology growth in a number of ways.

- Set up email communication between parents and teachers through school website.
- Maintain web page to keep families and the community informed about the school and its events.
- Use website resources, including calendar, to keep parents informed.
- Keep LAC informed of changes in technology, upgrades, plans and student accomplishments.

The St. Augustine School Technology Plan was developed in cooperation with technology director and the School Improvement Team, which includes teachers and parent representatives from the local board. The plan will be posted on the school's website.

Section VIII

Collaboration

NA – we do not offer any adult education programs.

Section IX

Professional Development

KRESA serves as a reference to answer questions, provide educational support, and keep St. Augustine School informed about training opportunities. Computer classes and training are also offered through local colleges and universities, Western Michigan University, Kalamazoo Valley Community College, Kalamazoo College and at colleges and universities in surrounding cities. Teachers will receive in-house training in August for use of PowerSchool system, email and website. All teachers will be required to review the *National Educational Technology Standards for Teachers* (http://cnets.iste.org/teachers/t_stands.html) each May.

All instructional and administrative staff will continue to attend/participate in workshops and seminars designed to produce technological literacy which can be integrated in to the classrooms.

Section X

Supporting Resources

Supporting resources for all staff include but are not limited to:

- Curriculum guides
- Computer and program guides/manuals

- Copy of school policies for technology in regards to both students and staff
- Discovery Streaming
- REMC services and ISD services
- School website
- Renaissance Learning support services
- TCI support services
- Pearson support services
- IXL support services
- ThinkCentral support services
- Technology director for Catholic Schools of Greater Kalamazoo

Section XI

Infrastructure, Hardware, Replacement Plan

Premises of Replacement Plan

- Plan needs to be affordable on a long-term basis.
- General funds cannot be the only method of technology replacement and improvement.
- Those areas of proven and productive technology use will receive priority over those areas that have not displayed productive uses.
- All computers are less than 6 years old.
- Emerging technologies will change the costs and hardware solutions for what is considered a primary computer workstation.
- Focus is on complete and functional solutions rather than a piece-meal approach to computer installations.
- This replacement plan is limited to instructional computers, servers, copiers, and printers.
- As warranted and as money allows, computers will be upgraded to extend their useful life.

Cycle of Computer Replacement

2016-2019 Continue upgrades to computer lab or classrooms yearly, as appropriate and needed.
 Rotate classroom machines out as new lab machines are purchased.

Basic Computer Inventory

Classroom Desktops w/monitors:	41
Lab Desktops w/monitors	32
Classroom Notebooks:	19
Laptop Carts	2
Cart Laptops	64
Mini-Ipad Carts	1
Mini-Ipads	30
Office Desktops w/monitors	3
LCD Projectors w/carts	19
Teacher iPads	20

Printers

- Network printers are located in school office, in computer lab, on the 1st floor and on 2nd floor.
- Classrooms equipped with printers remain the responsibility of individual teachers.

Copiers

- Copier available to staff in workroom on 1st floor.

Organization

St. Augustine Cathedral School will accept recommendations from the following to determine most effective use of funds in purchasing of new technology for the building.

- St. Augustine Cathedral School technology teacher
- CSGK technology director
- Administration of St. Monica and HCP
- School Improvement Team

Evaluation of Current CSGK Technology

- CSGK administration will review existing technology on a yearly basis.
- Technology in need of replacement or upgrade will be identified in the building.
- New technologies will be reviewed to see if any have a role in the system's educational and strategic plans.
- CSGK administrative team will be consulted prior to any hardware or software purchases. The technology plan will be reviewed annually and an evaluation will be made on the progress and impact of the previous year's plan. Items to be considered include: timetable for completion of action items, resources to support implementation, progress monitoring of the plan, what action items have not been completed, what action items need to be added.

Technology Support

St. Augustine Cathedral School will contract with SECANT, provider of tech support for all CSGK schools. Technology teachers are trained in their areas of expertise, attend conferences, and belong to the appropriate professional organizations. Generally, support issues go first to the building level support people, then to CSGK technology director, then to contracted service until the problem is resolved. An automated system for network security, virus protection, web filtering, and firewalls work together to prevent problems. Systems are also in place to speed the repair process, including information backup systems.

Section XII Increase Access

To increase access to technology for all students and teachers St. Augustine Cathedral School will:

- Continually update hardware and software
- Meet with public school employees that work with our special needs students and follow their guidance to be certain that children's needs are met
- Ensure students leaving 8th grade are proficient users of technology as outlined by the State of Michigan Technology Benchmarks.

Section XIII & XIV

FUNDING AND BUDGET

Coordination of Resources

The operating budget provides funds annually to upgrade and improve computer lab and classroom technology. On average \$12,000 have been spent yearly to improve technology.

Technology 2016-2019 CSGK

Needs, Services/St. Augustine	2016-2017	2017-2018	2018-2019
Upgraded technology	\$10,000	\$10,000	\$10,000
Follett Library Manager	\$ 650	\$ 650	\$ 650
SIS	\$ 3,300	\$ 3,300	\$ 3,300
Pinnacle	\$ 4,380	\$ 4,380	\$ 4,380
Accelerated Reader	\$ 1,400	\$ 800	\$ 800

Additional Technology Funding

- Advancement dollars through Annual Fund Appeal and Legacy Celebration.

Other Donations as applicable

Personnel Responsible for Coordinating Available Local and State Resources

Curriculum will drive the use of technology for students and teachers. The curriculum proficiencies will be identified first, and then technologies to be used by students and teachers will be identified.

The building-level administrator is responsible for providing a technology-rich learning environment, including equipment, for their students and teachers. The administrator is also responsible to coordinate available funding for technology in cooperation with other CSGK administrators.

Section XV

MONITORING AND EVALUATION

Evaluation goals:

- Evaluate integration of technology to ensure Technology Plan is being implemented.
- Utilize technology for student assessment in all curricular areas.
- Monitor that technology proficiency is a part of teacher enhancement program.
- Consider and evaluate integrating new technologies in to program.

Strategies for monitoring goals:

- Administrator will meet at least yearly with technology teacher and CSGK technology director to monitor progress toward reaching goals of Technology Plan.
- Administrator will work with technology teacher to bring new software into the school to monitor student achievement.
- Teachers will report on progress of achieving proficient use of technology through teacher enhancement program.
- As technology becomes more integrated in curriculum, a committee will be formed to evaluate most effective tools available to monitor student progress.
- Technology Plan will be submitted to Diocese Office of Schools for evaluation.

Section XVI

St. Augustine Cathedral School TECHNOLOGY ACCEPTABLE USE POLICY

Preamble

Resources

Acceptable Uses/Net Etiquette

Unacceptable Uses

Waiver of Warranty/Disclaimer

Safety Warning

Consequences for Violation of Policy/Rules

Preamble

St. Augustine Cathedral School provides access to technology resources including access to the Internet. These resources allow interaction internally within St. Augustine School and externally to systems located all over the world. This acceptable use policy ensures that use of the network by students and staff is done in an appropriate manner. Network use is a privilege and not a right. Users are obligated to respect and protect the rights of every other user and act in a responsible, ethical and legal manner. Failure to abide by this policy may result in loss of privileges, disciplinary action and/or legal action.

St. Augustine Cathedral School commits to monitoring all Internet use within the school, limiting sites that students are allowed to access and limiting use of Internet to times and areas when staff are present. St. Augustine Cathedral School is linked to Hackett Catholic Prep's server for Surf Control software that serves as our Internet filter.

Resources

Educational technology resources consist of any two-way interactive communication devices and voice/video, data, such as, but not limited to, telephones, computer hardware, computer software, communication lines, and devices, graphing calculators, terminals, printers, CD-ROM devices, scanners, digital cameras, LCD projectors and any other technology devices.

Acceptable Uses

(This list is not intended to be all-inclusive.)

- Classroom activities as assigned and sanctioned by the school/teacher.
- Research activities for classroom assignments.
- Peer review of assigned work.
- The exchange of project-related ideas, opinions and questions via e-mail, message boards and other means.
- Accessing information via the Internet for limited educational purposes such as: Local, state, national and worldwide information and news; correspondence with scientists and scholars; collaboration with peers on projects and problem solving strategies.
- Accessing, via the Internet, the Science Learning Network (SLN), Library of Congress, Educational Resource and Information Center (ERIC), Smithsonian Museums, university library catalogues, and other like sources in the pursuit of legitimate curricular goals.
- Proper e-mail and Internet etiquette is acceptable and expected, and should include:
 - Being polite and courteous in all communications and language. Never write anything that you wouldn't want to read.
 - Respect other people's privacy. Never send chain letters.
 - Be careful when using sarcasm and humor. Never use all capitals when writing letters.
 - Include appropriate subject line.
 - Assisting others in the use of the system, and helping others who are looking for ideas or information.

- Posting and sharing information that is interesting and helpful to other users.
- Always using the network as a resource to further one's own education and that of others.
- Being mindful of network security, and immediately reporting any bugs, errors, or security problems to the system administrator.

Unacceptable Use

(This list is not intended to be all-inclusive.)

- Transmitting or downloading any material in violation of any U.S. or state regulations. This includes, but is not limited to material that is copyrighted, threatening, and harmful, sexist, racist, sexually explicit, obscene or protected by trade secrets.
- Accessing non-educational multi-user (chat rooms) talk sessions or a "recreational" game.
- Engaging in any unauthorized commercial activity, product advertisement or political lobbying.
- Use of the school's equipment by for-profit business or non-school sponsored community activities.
- Use of technology to distort the truth, to lie, or to misrepresent someone else.
- Use of any technology intentionally to harm or harass anyone.
- Vandalism – defined as any attempt to harm, destroy, or disrupt the operation of the network, hardware, software, or the data or files of any other user on the system or any other system. This includes, but is not limited to the uploading, creation, or knowing transmission of computer viruses.

Waiver of Warranty/Disclaimer

- St. Augustine Cathedral School does not warranty any service or equipment provided to students or staff.
- Function of system does not meet specific user requirement.
- There is no guarantee of error free or uninterrupted transmission of data.
- St. Augustine Cathedral School is not liable for damages, including, but not limited to, loss of data or information, money, etc.
- Damages to the equipment or spread of virus by user will be the responsibility of the person(s) who caused it.
- Actions by user to void warranty that caused repair of equipment will be responsibility of person who caused it.
- Materials stored on the system are not guaranteed to be private.

St. Augustine Cathedral School makes no warranties of any kind, whether expressed or implied, for the services it provides. This includes loss of data resulting from delays, non-deliveries, missed deliveries or service interruptions caused by unforeseen network problems or a user's error or omission. Use of any information obtained via the Internet is at the user's own risk. St. Augustine Cathedral School specifically denies any responsibility for the accuracy or quality of information obtained through its services. St. Augustine Cathedral School does not guarantee that materials stored on the system will be private. Network administrators may review the information stored on the system to determine whether it is being used properly.

Safety Warning

In general, it is important to be respectful of the rights and privacy of others. Always be courteous and err on the side of safety first.

Safety issues to consider:

- Never distribute: personal information, location, identity.
- Never discuss personal information with anyone you do not know.
- Never post personal information on web pages.
- Always protect yourself and others in any communications.
- Always respect the privacy of yourself and others.
- Never agree to meet with anyone you meet via two-way communication.
- Never engage in illegal or unethical activities.

- Never compromise security, passwords, account information.
- Never attempt to access files of others.
- Never engage in hacking.
- Do not post teacher first names, student last names or addresses.
- Never send or receive software that you have not created.

Student Safety Issues – Language

As a user, it is expected that you will be respectful of the rights and privacy of others. When engaging in activities on web pages, email, and two-way communications, the following guidelines should be strictly adhered to:

- Never ask for or give information about (you, friends, teachers, locations)
- Never list personal information, pictures, last names, or rosters on web sites or web pages.
- Never give your password to anyone for any reason.
- Do not reveal your identity in any way. This includes your name, personal address, phone number, location, city, school name, team name, or any other information that may give others information to identify you in any way.
- Do not reveal the identity of others. This includes their name, personal address, phone number, location, city, school name, team name or any other information that may give anyone information to identify others (friends, teachers) in any way.
- Tell your parents, teacher or other adult immediately if you come accross information or individuals that make you feel uncomofortable in any way.
- Immediately tell an adult if you receive anything that is inappropriate, threatening or uncomfortable.
- Never agree to get together or meet with anyone you met online without permission of an adult.
- Never send photographs or anything else wihtout permission of an adult.
- Never use, or accept, abusive language, threats, or harassment.
- Never get involved with discussions on violence, hate issues, race or ethnic issues.

Consequences for Violation of Policy/Rules

Any user violating or demonstrating the intent to violate anyh of the guildelines set forth in the acceptable use policy may face disciplinary action. Depending on the anture and severity of the policy violation or number of past violations, St. Augustine Cathedral School may take on or more of the following disciplinary actions:

Possible consequences may be, but are not limited to, the following:

- Restitution
 - Replacement cost
 - Reimbursement of cost of repair
 - Reimbursement of technician time
- Restriction or loss of use of technology resources
 - If technology is an essential component of education or job funciton it should be revoked only as a final option.
- Discipline plan write up and consquential actions (see handbook)
- Legal action
- Law enforcement notification
- Responsibility for unauthorized charges, expenses and fees
- Mandatory training/in-service before further use is allowed.

St. Augustine Cathedral School

Acceptable Use Policy

Grades K-2

Parents and Students:

Please read together, sign and return this document to the school. This document is also available at www.stakzoo.org.

Statement of Purpose

St. Augustine Cathedral School believes that all students should have access to technology when they act in a responsible, efficient, courteous and legal manner. Internet access and other online services, available to students and teachers, offer a multitude of global resources. Our goal in providing these services is to enhance the educational development of our students.

Acceptable uses of technology are devoted to activities that support teaching and learning. The following are our agreements about the use of technology at St. Augustine.

Terms of Agreement

Using the computer correctly and responsibly is very important. I promise to follow these rules:

1. I promise to use the computer carefully.
2. I promise to only work on the programs and web pages that my teacher tells me to use.
3. I promise to ask for help if I don't know what to do.
4. I promise to tell an adult if I read or see something on the computer that is not appropriate.
5. I promise never to use the computer to hurt, frighten or bully others.
6. I promise to print only when my teacher tells me to.
7. I promise to only use my own file or my own folder on the student server.
8. I promise to only share my passwords with my teacher or parent.
9. I understand that if I break any of my promises, I might not be able to use the computers.

I will sign my name to show that I will follow these rules.

Student name (print) _____

Student Signature _____

Homeroom Teacher _____

Grade _____ Date Signed _____

I have read this Acceptable Use Agreement and have discussed it with my child.

Parent/Guardian Name (print) _____

Parent/Guardian Signature _____

Date Signed _____

Using Technology and the Internet at St. Augustine Cathedral School

Grades 3-5

If I read these pages carefully, and my mother or father signs the second sheet, I may be allowed to use computers at St. Augustine School to look at the Internet and send messages to people around the world. But I also know that if I do not use the Internet in the right way, there may be consequences. In fact, I may not be allowed to use the Internet again at school.

I will read the rules for using the Internet that are given below and will ask an adult at my school if I do not understand what any of them mean.

- ☐ I will be polite to other people when writing to them (or talking with them) while I am on the Internet. I will not use curse words or any language that my teacher or parent would not want me to use in my classroom. I will not harass or bully others by insulting them while I am on the Internet.
- ☐ I will never give my name, my home address, any personal information about me or my family, or my telephone number to anyone I write to or talk with on the Internet. I know that almost anyone I contact is a stranger to me, and that I don't share personal information with strangers no matter how nice they seem to be.
- ☐ I know that my teacher and Principal want me to use the Internet to learn more about the subjects I am studying in my classroom. I will not use the Internet for any other reason. For example, I will not search for a comic book site when I am supposed to be looking for something in science.
- ☐ Because the people I write to or talk with on the Internet cannot see me, they will not know what I look like or even how old I am. When I am on the Internet, I promise never to tell people that I am someone else. And I will never send them personal information, such as a picture or my name, by using an envelope and stamp.
- ☐ I understand that sometimes I may see a site on the Internet that has pictures or words that my teachers or parents would not want me to see. I will not try to find those sites and, if I come across one of them by accident, I will leave it as soon as I can. For example, suppose I am searching for a type of animal and find a picture that only adults should see. I quickly use my forward or backward keys to take me to another site. I will not continue to look at the site with the bad picture and will not show it to others around me. I also will not print it out or save the picture.
- ☐ I agree that I cannot use the words or pictures I see on an Internet site without giving credit to the person who owns the site. For example, I will not copy information from the Internet and hand it in to my teacher as my own work.

☐ I may be given a password—a special word that only I know. I may have to use this password to sign onto a computer or to send mail over the Internet. I know that I must never tell a friend what that password is. My password should be known only by me. And I know that I should never use a password for myself if that password belongs to someone else. For example, John asks me to loan him my password so he can send someone an e-mail message. John cannot remember what password he was given. I would not loan my password to him and would never ask to use his.

☐ I agree that I will not play games, including Internet based games, except those that my teacher has given me permission to play during class time.

☐ I agree that I will not change or delete any files or work that my classmates have saved. Our classroom folders have work that is done by everyone, and I will respect my classmates by leaving their work alone.

Student's Agreement:

I have read the information that is written above. If I did not understand the meaning of part of it, I asked an adult to explain it to me. I agree to follow these rules at all times when I use the technology or Internet at school.

Signature

Date

Parent or Guardian

My son or daughter, who has signed above, understands the rules that he or she is to follow in using the Internet at school. I have talked to him or her to make sure that those rules are understood. I realize that teachers and other school officials will try their best to provide only educationally-sound material for the Internet to my child and that, should objectionable picture or information appear by accident, they will take immediate action to correct that situation. I give my permission to St. Augustine Cathedral School for my son or daughter to use the Internet while on school property.

Signature

Date

ACCEPTABLE USE AND INTERNET SAFETY POLICY

(in accordance with Children's Internet Protection Act [CIPA])

PURPOSE: St. Augustine Cathedral School provides all students access to the Internet as a means to enhance their education. The purpose of this policy is to assure that students recognize the limitations that the school imposes on their use of these resources. In addition to this policy, the use of any school computer, including laptop computers, also requires students to abide by the St. Augustine Cathedral School's Computer/Internet Acceptable Use Guidelines as stated in the Student Handbook and diocesan policies. During the course of the school year, additional rules regarding Internet safety may be added. If this occurs, any new rule will become a part of this policy.

TERMS OF THE ACCEPTABLE USE AND INTERNET SAFETY POLICY

Specifically, the student:

Should use the resources available through the Internet and other electronic media to supplement material available through the classroom, media center or through any other resource provided by the school.

Should adhere to guidelines each time the Internet is used at home and school. Social networking may be subject to evaluation by the administration.

Should make available for inspection by an administrator or teacher upon request any messages or files sent or received at any Internet location.

Should use appropriate language in all communications. The student should not use profanity or obscenity and should avoid offensive or inflammatory speech. The student should not participate in "Cyber Bullying" such as personal attacks and/or threats on/against anyone using these resources. The student should report to responsible school personnel any personal electronically transmitted attacks in any form made by others over the Internet or Local Area Network (LAN) observed while using school-owned technology.

Should abide by copyright laws and should only download/import music or other files to a schoolowned computer, including laptop, that he/she is authorized or legally permitted to reproduce, or for which he/she has the copyright.

Should use his or her real name in all educational activities that incorporate technology or the Internet (e.g., distance learning, online distance learning, etc.).

Should respect the privacy of others. The student should re-post (to make appear online again) communications only after obtaining the original author's prior consent.

Should use technology for school-related purposes only during the instructional day.

Should not make use of material (files) or attempt to locate material (files) that are unacceptable in a school setting. This includes, but is not limited to, pornographic, obscene, graphically violent, or vulgar images, sounds, music, language, video or other materials (files). The criteria for acceptability is demonstrated in the types of material made available to students by administrators, teachers, and the school media center. Specifically, all school owned computers should be free at all times of any pornographic, obscene, graphically violent, or vulgar images, sounds, music, language, video or other materials (files).

Should not access or attempt to access instant messages, chat rooms, forums, e-mail, message boards, social networking sites or host personal web pages, except school approved, teacher supervised filtered Internet communication, during the instructional day.

Should not attempt to discover passwords or to control access to the Internet or the computer network.

Should not change or attempt to change the configuration of the software that controls access to the Internet or any other electronic media.

Should not download any programs, files, or games from the Internet or other sources that can be run or launched on the computer as a stand-alone program. These programs or files are sometimes called "executable files."

Should not use this resource for any illegal activity. This includes, but is not limited to, tampering with computer hardware or software, unauthorized entry into computers, and vandalism or destruction of computer files.

Should not knowingly introduce or knowingly allow the introduction of any computer virus to any St A computer.

Should not connect a personal, non-school-owned desktop computer, laptop computer, wireless personal digital assistant (PDA), or any other network (wireless or directly plugged) device to any part of the St A network (local area network "LAN", or wide area network "WAN,"

Should access St A's network only with his or her school assigned password, which should not be shared with anyone for any reason and should make every effort to keep all passwords secure and private.

Should not play games, including Internet-based games, in the Media Center/Library at any time.

Should not play games, including Internet-based games, except school-approved, teacher supervised educational games, during the instructional day on classroom computers.

Should not download, upload, import or view files or websites that purport the use of illegal drugs, alcohol or illegal and/or violent behavior except school-approved, teacher-supervised digital media.

Should not bypass or attempt to bypass St A filtering software.

I understand that my postings on social networking and other internet sites may be subject to evaluation by school administration.

I understand that should I fail to honor all the terms of this Policy, future Internet and other electronic media accessibility may be denied. Furthermore, I may be subject to disciplinary Action.

By signing below, I give permission for the school to allow my son or daughter to have access to the Internet under the conditions set forth above.

Student Name (Please Print) _____

Student Signature _____ Date _____

Parent or Guardian Name (Please Print) _____

Parent or Guardian Signature _____ Date _____