

Onaway Area Community Schools

District Technology Plan

July 1, 2012 – June 30, 2015

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Web Address URL of District Tech. Plan:

<http://www.onawayschools.com/?PN=DocumentUploads&L=1&DivisionID=7880&iRead=A&iAdd=A&iEdit=A&iDelete=A&LMID=317884&ClientModuleID=12290&TabNo=2>

ISD/ESD Name: Cheboygan/ Otsego/Presque Isle Educational Service District

District Code: 71050

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Secretary	B.J. Kemme – OACS Teacher/Librarian
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H.S. Student Rep.	Brianna Fitzpatrick
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Mission Statement

...Working together to prepare students for life.

District Profile

Onaway Area Community Schools (OACS) is a small, poor, rural school in Presque Isle County of Northeast Lower Michigan. Its 535 square miles produce approximately 720 students with most coming from the city of Onaway proper. The district employs 49 teachers and 45 support staff. While the region exudes a sense of “Mayberry RFD” with everyone knowing everyone, its students reel from exposure to many at-risk factors. Over 63% of the children are eligible for free or reduced lunches. The area – known for its many natural resources – suffers greatly from unemployment, substance abuse, and dysfunctionality. Student absenteeism is extreme in the high school. Teen pregnancy is historically above the norm. A child in trouble with the law is far from rare. Too many children are transient, moving so often that it is difficult for a school to make an impact. Thus, test scores registered on the Michigan Education Assessment Program (MEAP) tests have been sub-par, particularly in the Middle School and High School. The attitude of too many children is a defeatist one.

There is one building within the District. Our main building located in Onaway MI houses our District Office and Administrators and forty-six K-12 classrooms, as well as our recently renovated Media Center.

The economy is mainly tourism, lumber, and very light agriculture. Because of the absence of high paying, high tech employment opportunities the per capita income of the area is \$20,893. That compares with \$36,632 on the state level. The unemployment rate rivals some of the highest in the nation. And property values are the lowest of the region.

Fortunately, the vast majority of parents truly care for their children and their children’s futures. Dreaming the American dream, these parents want “the good life” for their children and realize that such a life comes through education.

Considering the currently weak economy that exists in the Onaway area, our students must leapfrog a huge distance to get to the future. They must be learning on top-notch equipment. Their approach to technology must be a holistic one and their approach to learning must be a lifelong one.

Thus, the purposes of this Technology Plan are to recognize the need to make lifelong learning relevant, not only to students but to their families and the communities in which they live, and to design an educational system which will be easily accessed, fun to utilize, employment-based, and available to all. Only when the entire community is involved will true school reform occur.

People must see how the technological changes will lead to economic self-sufficiency for themselves and their children before they can be expected to embrace such radical changes. Onaway Area Community Schools hopes that this strategic plan will result in bringing this rural community into the economic mainstream of the state of Michigan and in making our students and adults competitive in the national and worldwide job markets.

Technology Standards

This plan provides a description of the type of technologies to be acquired, including specific provisions for interoperability among components of such technologies and, to the extent practicable, with existing technologies.

The purpose of technology standards include but are not limited to the following:

Reduced total cost of ownership

Creation of a broader knowledge base within the district for both student and staff support, and technology integration

Remain in sync with industry standards

The following identifies standards which must be adhered to for all future purchases.

- For “horizontal wiring” Category 5e wire and connectors will be used between all computers and their assigned closet (IDF).
- Each closet will be connected to the building’s main technology closet (MDF). The connection method is orange multi-mode fiber, dual window, 62.5/125, terminated with SC connectors for data communications. Category 3 will be used for voice traffic between the IDF’s and the MDF’s.
- All building MDF’s will be interconnected via single mode fiber with sc connectors.
- All copper interconnects/cross connects will be via RJ45 patch panels.
- All wiring jacks and patch panels will be labeled according to OACS naming standards.
- All cabling will be labeled at both ends as well. These naming standards are identified in the operations manual.
- All network electronics will be named according to OACS naming standards. The naming standards are explained in the operation manual.
- Computers & file servers will be named according to OACS standards in the operations manual.
- Staff & student computers will have Windows 2000 or better, and MS Office Professional Suite. All software will be used in accordance with software copyright laws. Technology will be utilized to ensure that OACS will remain compliant.
- A Hardware Firewall Device in conjunction with subscriptions to provide content filtering and anti-virus and anti spam controls is and must remain in place to help protect our staff and students from inappropriate sites and or use. These resources also serve to protect the District servers and network from unauthorized access or use from outside our Local area network.
- All technology (purchased, via grants, gifts or donations) must be pre-approved by the Technology Director prior to the school agreeing to take possession, to insure compatability and usability on the District Network.

Goals and Objectives

Goals

The major goal of Onaway Area Community Schools Technology Plan, quite simply, is to align the district's hardware and software, its training, its curriculum/technology integration, and its general infrastructure to meet the grade level Educational Technology Standards & Expectations as drafted by the Michigan Department of Education

- Provide and support effective technologies for the teaching/learning process.
- Provide the use of technology by students and teachers to enhance teaching and learning and to support existing curricular goals, objectives, and integration.
- Provide comprehensive professional development for technology to improve technical skills knowledge and strategies for technology-enhanced teaching and learning.
- Provide all learners access to information through current and future technologies.
- Provide teachers the resources and training to become the facilitators and guides to student learning instead of the sole provider

Objectives

1. Support and maintain the Network Infrastructure to insure access to local and online resources is available to all staff and students.
2. Implement a K-12 technology curriculum that focuses on integrating the use of technology for all students, delivering instruction as it is needed.
3. Provide access to modern updated computers, and insure support is available to maintain those computers
4. Train all teachers in the use of productivity software, including word processing, electronic record keeping, e-mail, and internet use to assist them in meeting the standards and benchmarks outlined in the Michigan Curriculum Framework.

Curriculum Integration

As curriculum is revised and updated annually, the technology benchmarks and objectives will be integrated into the students unit of study, following the guidelines of the Michigan Department of Education Educational Grade Level Technology Standards & Expectations.

PowerPoint, projectors, web based units, e-mail, internet research, multimedia reporting expectations, and parent access to lesson plans and their children's grades will be some of the expectations the district will have for teachers over the next three years.

The District will continue to support and invest in Internet Based learning via the Nova Net Web Portal Service. This program provides individualized self paced lesson plans in all curriculum areas.

Educational Technology Standards & Expectations

Grades K-2

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)

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, cellphones, 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, WebQuests, 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) & School Support

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

Grades 9-12

BASIC OPERATIONS AND CONCEPTS

By the end of Grade 12 each student will:

1. Discuss emerging technology resources (e.g., podcasting, webcasting, compressed video delivery, online file sharing, graphing calculators, global positioning software)
2. Identify the capabilities and limitations of emerging communication resources
3. Understand the importance of both the predictable and unpredictable impacts of technology
4. Identify changes in hardware and software systems over time and discuss how these changes might affect the individual personally in his/her role as a lifelong learner
5. Understand the purpose, scope, and use of assistive technology
6. Understand that access to online learning increases educational and workplace opportunities
7. Be provided with the opportunity to learn in a virtual environment as a strategy to build 21st century learning skills
8. Understand the relationship between electronic resources, infrastructure, and connectivity
9. Routinely apply touch-typing techniques with advanced accuracy, speed, and efficiency
10. Assess and solve hardware and software problems by using online help or other user documentation and support
11. Identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav)
12. Demonstrate how to import/export text, graphics, or audio files
13. Proofread and edit a document using an application's spelling and grammar checking functions

SOCIAL, ETHICAL, AND HUMAN ISSUES

By the end of Grade 12 each student will:

1. Identify legal and ethical issues related to use of information and communication technology
2. Analyze current trends in information and communication technology and assess the potential of emerging technologies for ethical and unethical uses
3. Discuss possible long-range effects of unethical uses of technology (e.g., virus spreading, file pirating, hacking) on cultures and society
4. Discuss the possible consequences and costs of unethical uses of information and computer technology
5. Identify ways that individuals can protect their technology systems from unethical or unscrupulous users
6. Demonstrate the ethical use of technology as a digital citizen and lifelong learner
7. Explain the differences between freeware, shareware, and commercial software
8. Adhere to fair use and copyright guidelines
9. Create appropriate citations for resources when presenting research findings
10. Adhere to the district acceptable use policy as well as state and federal laws
11. Explore career opportunities and identify their related technology skill requirements
12. Design and implement a personal learning plan that includes technology to support his/her lifelong learning goals

TECHNOLOGY PRODUCTIVITY TOOLS

By the end of Grade 12 each student will:

1. Complete at least one online credit, or non-credit, course or online learning experience
2. Use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence)
3. Have access to and utilize assistive technology tools
4. Apply advanced software features such as an application's built-in thesaurus, templates, and styles to improve the appearance of word processing documents, spreadsheets, and presentations
5. Identify technology tools (e.g., authoring tools or other hardware and software resources) that could be used to create a group project
6. Use an online tutorial and discuss the benefits and disadvantages of this method of learning
7. Develop a document or file for inclusion into a web site or web page
8. Use a variety of applications to plan, create, and edit a multimedia product (e.g., model, webcast, presentation, publication, or other creative work)
9. Have the opportunity to participate in real-life experiences associated with technology-related careers

TECHNOLOGY COMMUNICATIONS TOOLS

By the end of Grade 12 each student will:

1. Identify and describe various telecommunications or online technologies (e.g., desktop conferencing, listservs, blogs, virtual reality)
2. Use available technologies (e.g., desktop conferencing, e-mail, groupware, instantmessaging) to communicate with others on a class assignment or project
3. Use a variety of media and formats to design, develop, publish, and present products (e.g., presentations, newsletters, web sites) to communicate original ideas to multiple audiences
4. Collaborate in content-related projects that integrate a variety of media (e.g., print, audio, video, graphic, simulations, and models) with presentation, word processing, publishing, database, graphics design, or spreadsheet applications
5. Plan and implement a collaborative project using telecommunications tools (e.g., groupware, interactive web sites, videoconferencing)

TECHNOLOGY RESEARCH TOOLS

By the end of Grade 12 each student will:

1. Compare, evaluate, and select appropriate internet search engines to locate information
2. Formulate and use evaluation criteria (authority, accuracy, relevancy, timeliness) for information located on the internet to present research findings
3. Determine if online sources are authoritative, valid, reliable, relevant, and comprehensive
4. Distinguish between fact, opinion, point of view, and inference
5. Evaluate resources for stereotyping, prejudice, and misrepresentation
6. Develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys)

TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS

By the end of Grade 12 each student will:

1. Use a variety of technology resources (e.g., educational software, simulations, models) for problem solving and independent learning
2. Describe the possible integration of two or more information and communication technology tools or resources to collaborate with peers, community members, and field experts
3. Formulate a research question or hypothesis, then use appropriate information and communication technology resources to collect relevant information, analyze the findings, and report the results to multiple audiences

Adult Ed/GED

At the present time OACS does not offer GED certification classes. The District refers individuals with those needs to one of our neighboring districts (Atlanta/ Cheboygan) for those services.

OACS does offer adult continuing education classes, specifically computer classes aimed at the beginning and intermediate user to increase their proficiency in the Windows OS and word processing skills. These classes are offered each winter and are taught by the District Technology Director.

In the future, should the demand for GED services warrant, and provided adequate funding is available, the District would consider re-instating our GED Program, and that program would follow the guidelines of this plan.

Resources Support

As technology integration and literacy increases, the hours of availability for all users will expand. Thanks in part to the passage of a six million dollar renovation bond, the District's Media Center has tripled in size, and existing technology has been upgraded to develop the Electronic Learning Center that is envisioned. Personnel have been hired to monitor and assist users from before school until well into the evening. On line assistance will be identified and made available to users.

Finally, policies will be revisited to assure that they meld with the direction technology will be taking the district.

TECHNICAL ASSISTANCE AND SUPPORT

The resources presently in place for technical assistance and support for Onaway Area Schools staff and students are:

- Equipment receives regular inspection and routine maintenance on an annual basis.
- Currently, one trained technical personnel (Technology Director) is hired to perform maintenance and repair, installation, and everything else.
- Emergency repairs are made as quickly as possible.
- A Hardware device, a Firewall/Content Filter is installed. It can be remotely managed and is monitored regularly to insure the students on-line safety as well as the security of the school network
- Anti-virus and anti-spam software and subscriptions have been purchased and are regularly updated and are in place to help safeguard the information technology resources and the users of the school network.
- All technology hardware is tagged and recorded on an inventory sheet.
- An electronic database serves as the management system of the information technology resources of the school.
- Hardware is reviewed for possible replacement within a five-year plan.
- The district's insurance policy provides adequate coverage for materials and liability.

Professional Development

The purpose of professional development is not teaching teachers for the sake of teaching teachers. Rather it is for the following purposes, best described by Gratiot Isabella RESD:

- improving student achievement
- improving staff and student competence with technology
- implementing technology tools into new and existing curriculum and instruction
- improved technology planning within schools
- creating pilots and model projects for utilization of technology in learning
- creating a learning community with respect to technology and education
- enabling students to become quality users of technology

The model OACS will employ regarding professional development will be on going and three pronged: formal instruction, informal instruction, and just-in-time instruction/support. The formal instruction will encompass university level coursework, regional in-services, and formal in-house instruction. Informal instruction will be in the form of after school work groups with support from the district technology staff. The just-in-time support will occur *whenever* a teacher *needs* assistance.

State and National standards regarding technology competency of teachers, administrators and other relevant educators is acknowledged, and the district is focused on insuring our faculty is aware of those goals and is in the process of implementing the Michigan Department of Educations Standards for Technology Grade level expectations into our existing curriculum

Infrastructure

Current infrastructure

The current Infrastructure at Onaway Area Community Schools is reasonably sound. The District network infrastructure was upgraded to 10/100 Ethernet cabling and switches with a Fiber Optic backbone in 1999.

Good forethought and planning allowed for some expansion and adequate data connections in most rooms.

Primary internet connectivity for the District is currently provided wirelessly by Cheboygan, Otsego, Presque Isle, Educational Service District .

The District is also working with the C.O.P. ISD. Consortium to pursue High Speed Internet service provided via Fiber.

Infrastructural Needs

The District will, contingent with funding from U.S.F. and other budgeted dollars be upgrading all existing IDL's and the Main Data Link switches to improve the WAN Backbone to support Gigabit speed over the connected network.

The District also plans on, contingent with available funding to expand the wireless capabilities of the district, so that all areas of the building have adequate wireless access.

Projected costs

In planning for the future, it is imperative that getting “the most bang for the buck” is essential. Therefore, the district intends to utilize as broad a funding base as possible: USF, Technology Literacy Challenge Grants, REMC pricing, donations, and the like will all help reduce the district's out of pocket expense.

Budget Details

Technology Costs

The following will be modified during the life of this plan as necessary.

	2012-2013	2013-2014	2014-2015
Technology Director Salary	36,884	37,622	38,374
Health Insurance	15,000	15,500	16,000
Prescriptions	200	200	200
Retirement	10,106	11,287	11,704
Fica, Employer's Share	2,822	2,878	2,936
Workers Comp	300	300	300
Contracted Services	21,000	21,000	21,000
Travel Expense	125	125	125
Workshops and Conferences	600	600	600
Title II Part D Prof Development	0	0	0
Prof Development Title II Part D	1,000	1,000	1,000
Internet Access Fees	8,200	8,200	8,200
Tech Cell Phone	500	500	500
Tech Repairs/Maintenance	2,000	2,000	2,000
Software Maintenance Fees	8,300	8,300	8,300
Subscriptions	150	150	150
Reference Materials	100	100	100
Office Supplies	550	550	550
Printer Supplies	8,300	8,300	8,300
Technology - Small Tools	500	500	500
Miscellaneous Supplies	250	250	250
New Software	1,500	1,500	1,500
Upgrade Software	2,100	2,100	2,100
Title II D Supplies	0	0	0
Furniture	0	0	0
Tech Equipment - New	6,000	6,000	6,000
Building Improvements	10,000	2,000	2,000
Computers Reading First	0	0	0
Tech Equipment - Replacement	8,000	8,000	8,000
Dues and Fees	300	300	300
Teacher Technology PD	1,000	1,000	1,000
	145,787	140,261	141,989

Evaluation

As OACS embarks upon developing or evaluating its technology plan, the following questions will be considered throughout the life of this new plan:

- Has a reasonable timeline for the implementation of each of the action steps been identified? Does it provide support for a sustained effort (possibly as much as 3-5 years) to allow these interventions to become fully implemented?
- Have sufficient resources been allocated to support the implementation of the plan?
- Have specific individuals or committees/task forces been designated as responsible for monitoring the implementation of the technology plan and for disseminating periodic progress reports to the staff and community?
- Which action steps appear to have been successful? How can the district build on the success of these action steps?
- Which action steps appeared to be promising, but did not fulfill their expectations? How can these steps be most appropriately modified without compromising the goal of achieving the objectives of the school improvement plan?
- Are there any additional action steps that need to be incorporated in the district's technology plan to achieve the objectives for improvement?
- Have there been any surprises? If so, what lessons have been learned?

The District has also recently distributed and collected a Baseline survey to all stakeholders which will be kept on file for the duration of this plan. During year 3 of this plan the District will again provide this survey to all stakeholders, and then extrapolate the data to determine the plan's success. This data will be reviewed by the Technology Plan Committee.

After evaluation by the committee, any unmet goals or objectives will be identified and discussed, and the District may enlist the help of a third party ie; a REMC representative or other consultant to assist us in the development of a strategy to meet those goals and insure the success of this plan.

Acceptable Use Policy

Acceptable Use Policies

The following are copies of the Acceptable Use Policies which must be adhered to by all students and staff. It is anticipated that these policies will survive the duration of this plan period.

Onaway Area Schools

STUDENT ACCEPTABLE USE POLICY AND AGREEMENT

1.0 Introduction

Computers are used to support learning and to enhance instruction. Computer networks allow people to interact, to share resources, and to communicate with others. The Internet carries these capabilities to people and resources around the world. With this freedom and flexibility come responsibility. To that end, the Onaway Area Community Schools (OACS) has developed this Acceptable Use Policy (AUP).

We are excited about offering access to technologies such as the Internet. We feel that these tools will be a critical component of life long learning. Additionally, we look forward to working with parents and students to direct technology usage in a positive and productive manner. We request your help in the management of technology usage in our program.

2.0 Parental information

In order for a student to gain access to our technology equipment, he/she must have parental permission. Parents will be given the option of denying Internet access and requesting alternative assignments not requiring direct Internet access

While the school district cannot guarantee that students will be denied access to all undesirable Internet sites, it is our intent to reduce the likelihood of such access when feasible. This will be attempted via technology, student oversight, and teaming with parents/guardians.

3.0 Conditions defining acceptable use

Students are expected to use OACS's technology resources for learning.

Other uses are prohibited. All students must adhere to the following conditions:

- ◆ Parents/guardians requesting that a student not participate in accessing the Internet, must advise the OACS in writing.
- ◆ Students shall not erase, rename, or make unusable anyone else's computer files, programs, or disks.
- ◆ Accessing another person's materials, information, or files must be done with the permission of that person.
- ◆ Students will receive a user identification (user-id) and a password from the designated teacher(s) and/or staff. The user-id and password are to be treated as personal and confidential information.
- ◆ Attempts to discover or use another student or staff member's password are strictly prohibited.
- ◆ Students shall not modify or attempt to modify any settings, appearance, or configuration of any OACS computer equipment.

- ◆ Students shall use school technology equipment for school related work only.
- ◆ Students shall not use a computer for unlawful purposes, such as illegally copying or installing software, or violating any software copyright laws.
- ◆ Students shall not copy, change, or transfer any software or documentation provided by the school district, teachers, or another student without permission from the superintendent or his/her designee.
- ◆ Students shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer's memory, file system, or software (e.g. a computer virus or worm).
- ◆ Students shall not deliberately use the computer to annoy or harass others with inappropriate language, images, or threats. Users shall not deliberately access or create any obscene or objectionable information, language, or images.
- ◆ Students shall remove OACS technology equipment from school premises only with written permission of the superintendent or his/her designee.
- ◆ Students shall not download or post any material considered being objectionable. (e.g. including but not limited to pornography, The Anarchist's Cookbook or similar materials designed to give instruction on violating the law and the rights of others).
- ◆ Students shall use technology equipment in a fashion consistent with the directions from teachers and staff.
- ◆ Students shall subscribe to or use fee based on-line services only with the prior written approval of the superintendent or his/her designee.

Students shall report illegal or unauthorized use of the technology resources to the supervising teacher or the most immediately available staff member.

The District will provide age appropriate training for students who access the school provided internet. The training provided will be designed to promote the District's commitment to:

- ◆ Standards and acceptable use of internet services as set forth in the District internet safety policy.
- ◆ Student safety with regards to
 - a. safety on the internet;
 - b. appropriate behavior while online, on social networking websites, and in chat rooms ; and
 - c. cyber bullying awareness and response.
- ◆ Compliance with E-rate requirements of the Children's Internet Protection Act.

Following receipt of this training, the student will acknowledge that he/she received the training, understood it, and will follow the provisions of the District's acceptable use policies.

4.0 Discipline

Violation of any of the above conditions will be cause for immediate disciplinary action. Disciplinary action may include denial of further technology resource access, suspension, expulsion, and/or involvement of external law enforcement agencies.

Communications/Public Relations

Getting public involvement and acceptance of the OACS Technology Plan is crucial. Therefore communication is crucial. As the plan progresses, the public will be kept informed by means of the district newsletter. Use of the local newspaper will also play a role in communications. Of course, as in any small town, word of mouth plays a powerful role and will be taken advantage of. A Technology Committee encompassing Board, administration, community, teaching staff, and students will meet periodically to help chart the district's direction.

This Technology plan will be posted on the District Web Site and will also be available for review by request in the District Technology Office

The school Web site will also include helpful links to assist all stakeholders i.e.; Parents, Students and Faculty in the delivery of Technology enriched education to our students.

Summary

Technology Plan Summary

This technology plan encompasses the entire school district described above for the time period of 2012-2013 school year, through 2014-2015. The essential purpose of this plan is to align with the State of Michigan standards for using telecommunications and technology to improve teaching and learning by addressing the following:

Technology as a subject for students

Technology as a tool for students

Technology as a tool for teachers and staff

These objectives will equip students to excel in learning while improving their future marketability and will allow teachers to appropriately leverage technology for teaching enhancement and productivity improvements.

The basis of these objectives includes the following:

Technology will be used to improve the effectiveness and efficiency of learning.

Technology will be used to maximize each learner's potential.

Technology will be used to better address the diverse learning styles and needs of students.

Technology will be used to access and manipulate the most current information in the best format (data, video, and audio) to facilitate better learning, instruction, and problem solving.

Technology will be used to provide students and teacher's opportunities for the creation, communication, and dissemination of new information, ideas, or artistic creations.

Technology will be used to promote lifelong learning skills and attitudes.

Technology will be accessible to all students whenever needed without regard to gender, race, ethnicity, socioeconomic status, mental or physical limitations, geographical location, or national origin.

Our schools must prepare our students for real-life utilization of technology in their continued education and work life.

Timeline