OWOSSO PUBLIC SCHOOLS

Ready for the World

EDUCATIONAL TECHNOLOGY PLAN

July 1, 2012 through June 30, 2015
(Creation Date January 10, 2012)

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Owosso Public School District
765 Alger Street.
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Educational Technology Plan on-line
at www.owosso.k12.mi.us

Shiawassee Regional Educational Service District
www.sresd.org

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Introduction

District Profile

The Owosso Public School District is comprised of seven schools and several support buildings and offices. Located 30 miles north east of the state Capital in Lansing, Owosso is a rural community of approximately 16,000 residents with an active business presence in the community. We are the largest of eight districts located in Shiawassee County which are served by the Shiawassee Regional Educational Service District. Owosso currently serves 3,382 students and employees 383 staff members comprised of instructional, support and administrative personal. The District-wide free and reduced percentage for 2012 approached 59%. Our district technology team consisting of teachers, media center specialists, support staff, students and community members, have worked together to develop a technology plan that integrates technology into teaching and learning.

This plan was designed with long term goals and realistic strategies for improving student achievement through the use of technology in the classroom. In order to meet the challenges outlined in NCLB, National Educational Technology Standards for Students and Teachers, Michigan Educational Technology Standards and our local district Mission and Value statements, we will use technology and data-driven decisions to ensure that Owosso students are prepared to be productive and successful individuals in the technological future. An important component of the technology plan will be to provide for technology to be in the hands of the students with teachers that are knowledgeable about how to fully utilize the technology using an inquiry based curriculum model.

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2011-2012 Enrollment	
Total Student Enrollment:	3,382
Pre-K–5	1,520
Grades 6-8	726
Grades 9-12	1,008
Alternative Education	128

2011-2012 Staff Data	
District Level Administrators	7
Site Administrators	10
Instructional Staff (including 4 Wings)	178
Support Staff	188
Total Permanent Employees	383

School Buildings

Bentley Campus 1375 W. North Street Owosso, MI 48867 989-725-5770	Owosso Middle School 219 Water Street Owosso, MI 48867 989-723-3460
Bryant Elementary School 925 Hampton Street Owosso, MI 48867 989-723-4355	Owosso High School 765 E. North Street Owosso, MI 48867 989-723-8231
Central Elementary School 600 W. Oliver Street Owosso, MI 48867 989-723-2790	Lincoln High School 645 Alger St Owosso, MI 48867 989-725-2839
Emerson Elementary School 515 E. Oliver Street Owosso, MI 48867 989-725-7361	District Administration 645 Alger St Owosso, MI 48867 989-723-8131

District Mission Statement

The Owosso Public Schools will ensure rich educational opportunities for each student in an environment of mutual trust and respect.

District Vision

WE:

facilitate learning
embrace passion
expect greatness
collaborate
succeed

Owosso Public Schools Technology Department Vision Statement

Our vision is to enrich and expand the learning experience of every student, employee and community member through the use of technology. We will make technology accessible and exciting by providing our staff with the skills required to integrate technology into their curriculum to increase student motivation, achievement, and readiness to be productive citizens in a global society.

This Technology Plan is a blueprint for the continued integration of technology into the curriculum and classrooms of our district. This Technology Plan is viewed as a living document; it will be continually evaluated and updated as the advances surrounding technology swiftly change.

Owosso Public Schools Technology Goal

This Plan has a single Goal: *Prepare Owosso's students to become productive citizens in a global society.*

We have eight broad Objectives that represent both the balanced approach and the systemic approach; all of equal importance and necessary to accomplish this goal. We realize that we may not fully accomplish these objectives within the three-year cycle, but we will continually strive to meet them.

Objectives

Leadership:
Owosso Public School District will provide leadership for educational technology in order to expand and develop transformative learning environments that increase student achievement.

Digital Citizenship:
Every Owosso student will be proficient in technology and will demonstrate the ethical use of technology as a digital citizen and lifelong learner.

Student Learning:
Every Owosso student will have meaningful technology-enabled learning opportunities based on research and best practice that include virtual learning experiences.

Data-Driven Decisions:
Every Owosso educator will use data effectively for classroom decision making and school improvement planning through an integrated local, county, and statewide decision support system.

Professional Learning:
Every Owosso educator will have the technology competencies to enable the transformation of teaching and learning to improve student achievement.

Broadband Access:
Every Owosso classroom will continue to have broadband Internet access, updated to current technology capacities as they become available, to enable regular use of worldwide educational opportunities.

Shared Resources:
Every Owosso educator and learner will have equitable and sustained access, through statewide coordination and support, to resources necessary to transform teaching and learning through educational technology.

Funding:
Owosso will continue to seek innovative methods of funding through grants, leveraging resources, along with other resources, to transform and sustain teaching and learning through educational technology and build local, regional, and statewide capacity.

Technology Integration Planning Team

Planning Team	
Name	**Position**
Dr. Andrea Tuttle	Superintendent
Randy Miller	Network Coordinator
Dr. Kari Selleck	Director of Curriculum
Lori Johnson	Director of CTE, OHS
Samantha Lieberman	Educational Technology / MLIS, OMS and OHS
Melissa McIntyre	Instructional Tech, OMS
Julie Omer	Chief Financial Officer
Luke Wittum	Data Services Instructional Specialist, SRESD
Rebekkah Gute	Instructional Tech, Central/Bryant Elementary
Mary Hankins	Instructional Tech, Emerson Elementary

I. Curriculum

- Integrate National and State Educational Technology Standards and benchmarks into district technology curriculum and apply these standards to established district core curricular content across all grade levels.

- Ensure that students develop technology skills in curricular areas throughout their K-12 experience as measured by proficiency on 8th Grade Technology Literacy Assessment and increased student motivation, achievement, and readiness to be productive citizens in a global, electronic society.

- Integrate distance learning, web-based, and multi-media curriculum into the K-12 classrooms as teaching and communications tools.

- Develop a technology curriculum for students that may struggle in a traditional classroom environment, but may have real strengths in this area. This will assure that every student will have the opportunity to experience a meaningful and enthusiastic educational experience no matter what their learning style requires.

Curriculum Goals

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

Owosso Public Schools will continue to align instructional technology curriculum in grades K-12, to support our core curriculum, to increase productivity, and to encourage creativity and real world problem solving as evidenced by student academic achievement.

I. Technology standards and benchmarks are to be integrated into existing content standards and applied to established district curricular content and evident in daily teaching practice.

II. Technology skills will be demonstrated in curricular areas throughout the student's K-12 experience as teachers apply standards and benchmarks to core curriculum.

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

I. Grade level teachers will be encouraged to and given time to incorporate technology standards into the existing curriculum maps that apply to all grade levels. This process is described in the Professional Development portion of the OPS technology plan.

II. Student achievement will be measured through data collection using the district's student information system and the data warehouse. These results are available to instructors and administrators to enable them to align resources and provide interventions to meet each student's individual needs.

III. The following timeline by grade levels will be used to incorporate technology standards into the student's K-12 educational experience:

Technology Content Standards and Benchmarks

The National Educational Technology Standards listed below have been selected by the Owosso Public Schools, to serve as the exemplar to ensure compliance with the Michigan Department of Education's Michigan Educational Technology Standards. Students of all ability levels will explore and develop technology using these standards and benchmarks, as developmentally appropriate.

STANDARD 1: Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

STANDARD 2: Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

STANDARD 3: Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information.

STANDARD 4: Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, management projects, solve problems, and make informed decisions using appropriate digital tools and resources.

STANDARD 5: Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

STANDARD 6: Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

Owosso Public Schools Instructional Technology Skills Grades K-5 Scope and Sequence							
KEY: I=Introduce R=Reinforce M=Mastery							
Computer Operations	**K**	**1**	**2**	**3**	**4**	**5**	
Components (peripherals i.e., scanner)	I	I/R	I/R	I/R	I/R	I/R	
Vocabulary (web page, URL, hypertext)	I	I/R	I/R	I/R	I/R	I/R	
Log in/Log out	I/R/M	M	M	M	M	M	
Use Scroll Bar Arrows and Box	I	R/M	M	M	M	M	
Open/Exit Applications	I	R/M	M	M	M	M	
Open Document	I	R/M	M	M	M	M	
Click and Drag from Menus	I	R/M	M	M	M	M	
Name/Save Document with steps	I	R/M	M	M	M	M	
Name/Save document independently	N/A	I	R/M	M	M	M	
Rename Document	N/A	I	R/M	M	M	M	
Save As	N/A	I	I/M	M	M	M	
Undo	N/A	I	R/M	M	M	M	
Use Dialog boxes	N/A	I	R/M	M	M	M	
Choose appropriate application	N/A	N/A	I	R	M	M	
Mouse Control – Left Button	I	R	M	M	M	M	
Mouse Control – Right Button	N/A	N/A	N/A	I	R	M	
Keyboarding	**K**	**1**	**2**	**3**	**4**	**5**	
Left hand/Right hand	N/A	I	R	R	R/M	M	
Correct Fingering	N/A	N/A	I	I/R	R	R/M	
Letter recognition	I	I/R	R	R	M	M	
Number recognition	I	I/R	R	R	M	M	
Use proper spacing	I	I/R	R	R	M	M	
Keyboarding minimum speed	N/A	N/A	N/A	5	10	15	
Special Keys	**K**	**1**	**2**	**3**	**4**	**5**	
Space Bar	I	R	M	M	M	M	
Shift	I	R	M	M	M	M	
Enter	I	R	M	M	M	M	
Control	N/A	I	I/R	M	M	M	
Backspace	I	R	M	M	M	M	

Caps Lock	I	R	M	M	M	M	
Delete	I	R	M	M	M	M	
Tab	N/A	I	R	M	M	M	
Communications/Internet	**K**	**1**	**2**	**3**	**4**	**5**	
Launch Browser	I	I/R	M	M	M	M	
Back	I	I/R	M	M	M	M	
Forward	N/A	N/A	N/A	I/R	I/R	M	
Home	I	R	R	M	M	M	
Go	N/A	N/A	N/A	I/R	I/R	M	
Reload	N/A	N/A	N/A	I/R	I/R	M	
Stop	N/A	N/A	N/A	I/R	I/R	M	
Open Location	N/A	N/A	N/A	I/R	I/R	M	
Single Click on Links	I	I/R	I/R	I/R	I/R	M	
Exit Browser	I	I/R	I/R	I/R	I/R	M	
Use and Set Bookmarks	N/A	N/A	N/A	I/R	I/R	M	
Organize Bookmarks	N/A	N/A	N/A	I/R	I/R	M	
Copy Image/Text	N/A	N/A	N/A	I/R	I/R	M	
Paste Image/Text	N/A	N/A	N/A	I/R	I/R	M	
Use Search Engines/Directories	N/A	N/A	N/A	N/A	I	R	
Copy Location (Web Address)	N/A	N/A	N/A	N/A	I	R	
Citing sources correctly	N/A	N/A	N/A	N/A	I	R	
Internet Safety	**K**	**1**	**2**	**3**	**4**	**5**	
Cyber Community	I	I/R	R	R	R	R	
Personal Safety	I	I/R	R	R	R	R	
Technology and Computer Virus	I	I/R	R	R	R	R	
Predator Information	I	I	I/R	R	R	R	
Cyber bullying	I	I	I/R	R	R	R	
Intellectual Property	N/A	N/A	N/A	I	R	R	
Word Processing	**K**	**1**	**2**	**3**	**4**	**5**	
Place the cursor	N/A	I/R	M	M	M	M	
Utilize text wrap when typing	N/A	I	I/R	M	M	M	
Select text to edit	N/A	I	I/R	M	M	M	
Print	I	I/R	R	M	M	M	
Use text alignment tools	N/A	N/A	I/R	M	M	M	
Change font/size/style/color	N/A	I	R	M	M	M	

Indent with preset tabs	N/A	I	R	M	M	M	
Check spelling	N/A	N/A	I	R	M	M	
Change page setup	N/A	N/A	I	R	M	M	
Select with arrow tool	N/A	N/A	I	R	M	M	
Insert graphics	N/A	N/A	I	R	M	M	
Change line spacing	N/A	N/A	I	R	M	M	
Cut, copy, paste	N/A	N/A	I	R	M	M	
Select/Move graphics	N/A	N/A	I	R	M	M	
Resize graphics	N/A	N/A	N/A	I	R	M	
Use graphic object text wrap option	N/A	N/A	N/A	I	R	M	
Create text box	N/A	I	I/R	I/R	R	M	
Resize text box	N/A	N/A	N/A	I	R	M	
Move text box	N/A	N/A	N/A	I	R	M	
Create columns	N/A	N/A	N/A	N/A	I	R	
Set margins	N/A	N/A	N/A	N/A	I	R	
Resize page (Page View)	N/A	N/A	N/A	I	R	R	
Create a header/footer	N/A	N/A	N/A	I	R	R	
Drawing/Painting	**K**	**1**	**2**	**3**	**4**	**5**	
Draw shapes using drawing tools	I	I	R/M	M	M	M	
Select with arrow tool	I	I	R/M	M	M	M	
Fill objects with color/patterns	I	I	R/M	M	M	M	
Use pen tool palette to change border	I	I	R/M	M	M	M	
Duplicate objects	N/A	I	R/M	M	M	M	
Cut, copy, paste	N/A	I	R/M	M	M	M	
Use text tool	N/A	I	R/M	M	M	M	
Create text box	N/A	I	I/R	I/R	R	M	
Resize text box	N/A	I	I/R	I/R	R	M	
Move text box	N/A	I	I/R	I/R	R	M	
Change font/size/color	N/A	N/A	N/A	I	R	M	
Use text alignment options	N/A	N/A	N/A	I	R	M	
Check spelling	N/A	N/A	N/A	I	R	M	
Insert graphics	N/A	N/A	I	R	R	M	
Select/Move graphics	N/A	N/A	I	R	R	M	
Resize graphics	N/A	N/A	I	R	R	M	
Format document	N/A	N/A	N/A	N/A	I	R	

Add table/Chart with spreadsheet	N/A	N/A	N/A	N/A	I	R	
Multimedia Presentation/Digital Storytelling	**K**	**1**	**2**	**3**	**4**	**5**	
Create Card/Slide	I	R	R/M	M	M	M	
Design/Modify background	I	R	R/M	M	M	M	
Add text to card/slide	I	R	R/M	M	M	M	
Use Drawing/Painting tools	I	R	R/M	M	M	M	
Define/Modify text styles	N/A	I	R	M	M	M	
Add new card/slide	N/A	N/A	I	R	R	M	
Record voice	N/A	N/A	N/A	I	R	M	
Insert graphics/tables	N/A	N/A	I	R	R	M	
Link cards/slides	N/A	N/A	N/A	I	R	M	
Save stack/presentation	N/A	N/A	N/A	I	R	M	
Navigate through cards/slides	N/A	N/A	N/A	I	R	M	
Add transitions	N/A	N/A	N/A	N/A	I	R/M	
Insert sounds	N/A	N/A	N/A	I	R	M	
Insert movie/animation	N/A	N/A	N/A	I	R	M	
View presentation	N/A	N/A	N/A	I	R	M	
Spreadsheet	**K**	**1**	**2**	**3**	**4**	**5**	
Identify entry bar, cell, cell address	N/A	N/A	I	I/R	R	M	
Enter data	N/A	N/A	I	I/R	R	M	
Edit data	N/A	N/A	I	I/R	R	M	
Fill cell using paint palette	N/A	N/A	N/A	I	R	M	
Format font/sizes/style/color	N/A	N/A	N/A	I	R	M	
Center alignment	N/A	N/A	N/A	I	R	M	
Print	N/A	N/A	N/A	I	R	M	
Undo	N/A	N/A	N/A	I	R	M	
Cut, copy, paste data	N/A	N/A	N/A	I	R	M	
Create/Graph/Table/Chart	N/A	N/A	N/A	I	R	R/M	
Insert and delete row/column	N/A	N/A	N/A	N/A	I	R	
Resize row/column	N/A	N/A	N/A	N/A	I	R	
Add a formula	N/A	N/A	N/A	N/A	N/A	I	
Copy formula	N/A	N/A	N/A	N/A	N/A	I	
Database	**K**	**1**	**2**	**3**	**4**	**5**	
Enter Data	N/A	N/A	N/A	I	R	R	
Open database document	N/A	N/A	N/A	N/A	I	I/R	

Define new fields	N/A	N/A	N/A	N/A	I	I/R	
Create record	N/A	N/A	N/A	N/A	I	I/R	
Delete record	N/A	N/A	N/A	N/A	I	I/R	
Create layout	N/A	N/A	N/A	N/A	I	I/R	
Edit layout	N/A	N/A	N/A	N/A	I	I/R	
Modify existing fields	N/A	N/A	N/A	N/A	I	I/R	
Print All/Selected records	N/A	N/A	N/A	N/A	I	I/R	
Graphic Organizers	**K**	**1**	**2**	**3**	**4**	**5**	
Create a diagram	N/A	I	R	R	M	M	
Add Symbols to diagram	N/A	I	R	R	M	M	
Add text to symbols	N/A	I	R	R	M	M	
Link symbols appropriately	N/A	I	R	R	M	M	
Modify symbol attributes	N/A	I	R	R	M	M	
Modify text (font, color, size)	N/A	I	R	R	M	M	
Add graphics	N/A	I	R	R	M	M	
Switch between picture and writing views	N/A	I	R	R	M	M	
Add ideas and details	N/A	I	R	R	M	M	
Move ideas and details	N/A	I	R	R	M	M	
Modify the look of ideas and details	N/A	I	R	R	M	M	
Save diagram and writing	N/A	I	R	R	M	M	
Open existing diagrams	N/A	I	R	R	M	M	
Print diagram and writing	N/A	I	R	R	M	M	
Web 2.0	**K**	**1**	**2**	**3**	**4**	**5**	
Podcasting	N/A	N/A	N/A	N/A	N/A	N/A	
Blogging	N/A	N/A	N/A	N/A	N/A	N/A	
Virtual Field Trip	N/A	I	R	R	R	R	
Online Learning Opportunity	N/A	N/A	N/A	N/A	N/A	N/A	

Instructional Technology Performance Goals

Kindergarten through 2nd Grade

Kindergarten through Second Grade Instructional Technology introduces basic technology concepts and terminology, which will enable students to acquire technical skills through the use of age appropriate

software. Because students encounter technology daily, these skills will provide the foundation for their personal and professional lives.

Weekly, students will be asked to perform a given task. The task will provide each student the opportunity to explore and discover as well as practice age appropriate technology skills. The outcome will be used to assess each student's performance.

Kindergarten Performance Goals:

Computer Operations

Standards 1 2 3 4 5 6

- Appropriately use mouse and left mouse button.
- Log in and out of computer independently.
- Open and exit applications.

Keyboarding

Standards 1 2 3 4 5 6

- Keyboard using both the right and left hand to select keys
- Recognize letter, number, and special keys

Drawing

Standards 1 2 3 4 5 6

- Create picture using the appropriate draw tools

Word Processing

- No goals identified for this grade level.

Spreadsheets

- No goals identified for this grade level

Database

- No goals identified for this grade level

Graphic Organizers

- No goals identified for this grade level.

Internet

Standards 1 2 3 4 5 6

- Launch Browser and select a bookmarked site.
- Effectively use the Back button.

1st Grade Performance Goals:

Computer Operations

Standards 1 2 3 4 5 6

- Name the parts of a computer.
- Save a document with steps.
- Print a document with steps.

Keyboarding

Standards 1 2 3 4 5 6

- Keyboard using both the right and left hand to select appropriate keys and using more than one finger on each hand to stroke keys.

Drawing

Standards 1 2 3 4 5 6

- Create picture including sentences to describe the picture

Word Processing

Standards 1 2 3 4 5 6

- Type, edit, and print a previously created sentence or word list

Spreadsheets

- No goals identified for this grade level

Database

- No goals identified for this grade level

Graphic Organizers

Standards 1 2 3 4 5 6

- Open an existing diagram and add appropriate graphics.
- Print finished diagram.

Internet

Standards 1 2 3 4 5 6

- Launch Browser and select a bookmarked site independently.
- Effectively use the Home button.

Web 2.0

Standards 1 2 3 4 5 6

- Virtual Field Trip Experience

2nd Grade Performance Goals:

Computer Operations

Standards 1 2 3 4 5 6

- Identify technology used in daily life.
- Demonstrate proper computer care.
- State advantages and disadvantages of using technology.
- Demonstrate the basics of Internet use, as well as safe and responsible use of technology.
- Save a document independently.
- Print a document independently.

Keyboarding

Standards 1 2 3 4 5 6

- Keyboarding using right and left hand keys. Introduce using correct fingering for each key.

Drawing/Presentation

Standards 1 2 3 4 5 6

- Create a slide or picture for a class presentation or a class book.

Word Processing

Standards 1 2 3 4 5 6

- Type, edit, format and print a previously created short story or poem.

Spreadsheets

- No goals identified for this grade level

Database

- No goals identified for this grade level

Graphic Organizers

Standards 1 2 3 4 5 6

- Create a simple diagram based on existing knowledge (ex. Things I like, People in my family).

- Save and print diagram.

Internet

Standards 1 2 3 4 5 6

- Launch Browser and select a bookmarked site independently.
- Effectively use the Home button.

Web 2.0

Standards 1 2 3 4 5 6

- Virtual Field Trip Experience

Third through Fifth Grade Performance Goals

Third through fifth grade Instructional Technology introduces intermediate technology concepts and terminology. This will enable students to acquire technical skills through the use of a variety of applications to develop their academic projects. Because students encounter technology daily, these skills will provide the foundation for their personal and professional lives.

Weekly, students will be asked to perform a given task. The task will provide each student the opportunity to explore and discover as well as practice age appropriate technology skills. The outcome will be used to assess each student's performance.

3rd Grade Performance Goals:

Computer Operations

Standards 1 2 3 4 5 6

- Identify how technology has changed life at school, home, and in business.
- Demonstrate proper computer care.
- Identify appropriate and inappropriate uses of technology.
- List personal information that should not be shared on the Internet.
- Manage and maintain files on a hard drive and/or network with steps.

Keyboarding

Standards 1 2 3 4 5 6

- Touch Typing with an emphasis on using correct fingering. Keyboard at a minimum speed of 5 words per minute with at least 80% accuracy.

Drawing/Presentation

Standards 1 2 3 4 5 6

- Create for an appropriate audience, a three slide presentation that includes a title, transitions, sound and or voice

Word Processing

Standards 1 2 3 4 5 6

- Type, edit, properly format and print a previously created five line short story or poem
- Document will have a graphic, title and the student's name and date

Spreadsheets

Standards 1 2 3 4 5 6

- Collect data and enter text and numeric data into a teacher created spreadsheet template
- Create a graph to help students compare and analyze data (e.g. M&M colors, favorite student pets, favorite candy, favorite holiday).

Database

Standards 1 2 3 4 5 6

- Enter data accurately into a previously created database

Graphic Organizers

Standards 1 2 3 4 5 6

- Create a diagram about the main characters of a story. Use the diagram to write a short paragraph.
- Save and print the diagram and writing.

Internet

Standards 1 2 3 4 5 6

- Research project in appropriate grade-level curriculum area

Web 2.0

Standards 1 2 3 4 5 6

- Virtual Field Trip Experience

4th Grade Performance Goals:

Computer Operations

Standards 1 2 3 4 5 6

- Identify how technology has changed life at school, home, and in business.
- Demonstrate proper computer care.

- State advantages and disadvantages of using technology.
- Identify the basics Internet security applications (ex. virus detection, spam and pop-up blockers, and firewalls) and how they protect computers.
- Manage and maintain files on a hard drive and/or network independently.
- Exchange files with another student/teacher using technology (ex. E-mail attachment, network file-sharing, flash drives)
- Cite a source for electronic information sources.

Keyboarding

Standards 1 2 3 4 5 6

- Touch typing at a minimum speed of 10 words per minute with at least 80% accuracy using correct fingering.

Drawing/Presentation

Standards 1 2 3 4 5 6

- Create for an appropriate audience, a multi-slide presentation that includes a title, text, color, graphics, sound and or voice

Word Processing

Standards 1 2 3 4 5 6

- Type, edit, properly format, and print a previously created three paragraph report or personal narrative that includes graphics

Spreadsheets

Standards 1 2 3 4 5 6

- Collect data and create a graph to help students visually compare and analyze information (e.g. weather, state population, class votes).
- Format a spreadsheet to solve a problem

Database

Standards 1 2 3 4 5 6

- Enter data accurately into a previously created database
- Modify a previously created database

Graphic Organizers

Standards 1 2 3 4 5 6

- Create a diagram based on information gathered from Internet Research to develop basis for Research project report.

Internet

Standards 1 2 3 4 5 6

- Research project in appropriate grade-level curriculum area
- Transfer information, graphics, and/or data to another application

Web 2.0

Standards 1 2 3 4 5 6

- Virtual Field Trip Experience

5th Grade Performance Goals:

Computer Operations

Standards 1 2 3 4 5 6

- Identify how technology has changed life at school, home, and in business.
- Demonstrate proper computer care.
- State advantages and disadvantages of using technology.
- Identify the basics Internet security applications (ex. virus detection, spam and pop-up blockers, and firewalls) and how they protect computers.
- Demonstrate how technology can help solve real problems in the real world.

Keyboarding

Standards 1 2 3 4 5 6

- Touch typing at a minimum speed of 15 words per minute with at least 85% accuracy using correct fingering.

Drawing/Presentation

Standards 1 2 3 4 5 6

- Create for an appropriate audience, a five slide presentation that includes a title, transitions, sound and or voice

Word Processing

Standards 1 2 3 4 5 6

- Create, edit, properly format and print a newsletter that includes text boxes, columns, and graphics

Spreadsheets

Standards 1 2 3 4 5 6

- Collect data and create a graph to help students visually compare and analyze information (e.g. elevation, speed, distance, size, weight).
- Format a spreadsheet to solve a problem

Database

Standards 1 2 3 4 5 6

- Create a database with three or more fields
- Enter data accurately and print

Graphic Organizers

Standards 1 2 3 4 5 6

- Create a diagram based on information gathered from Internet Research to develop basis for Research project report.

Internet

Standards 1 2 3 4 5 6

- Research project in appropriate grade-level curriculum area
- Transfer information, graphics, and/or data to another application

Web 2.0

Standards 1 2 3 4 5 6

- Virtual Field Trip Experience

Sixth Grade Performance Goals

Sixth Grade Instructional Technology continues to introduce and reinforce intermediate technology concepts and terminology. This will enable students to acquire technical skills through the use of a variety of applications to develop their academic projects. Because students encounter technology daily, these skills will provide the foundation for their personal and professional lives.

Weekly, students will be asked to perform a given task. The task will provide each student the opportunity to explore and discover as well as practice age appropriate technology skills. The outcome will be used to assess each student's performance.

6th Grade Performance Goals:

Computer Operations

Standards 1 2 3 4 5 6

- Create a checklist of routine hardware and software problems and how to identify, fix and prevent each problem.
- Demonstrate proper computer care.
- Identify the proper technology tool to use for a given situation.
- Identify the potential risks, dangers and security issues associated with on-line communications.

Keyboarding

Standards 1 2 3 4 5 6

- Touch typing at a minimum speed of 20 words per minute with at least 90% accuracy using correct fingering.

Drawing/Presentation

Standards 1 2 3 4 5 6

- Create for an appropriate audience, a multi-slide presentation that includes a title, transitions, sound and or voice.

Word Processing

Standards 1 2 3 4 5 6

- Create, edit, properly format and print a book or folding brochure that includes columns, text boxes, chart and graphics.

Spreadsheets

Standards 1 2 3 4 5 6

- Collect data and create a graph to help students visually compare and analyze information (e.g. world reports-weather data, religious affiliation, income, products).
- Format a spreadsheet to make work easier. (I.e. grade book, budget, and other problem solving situations).

Database

Standards 1 2 3 4 5 6

- Create a database with three or more fields.
- Enter data accurately and print.

Graphic Organizers

Standards 1 2 3 4 5 6

- Create a diagram based on information gathered from Internet Research to develop basis for Research project report.

Internet

Standards 1 2 3 4 5 6

- Research project in appropriate grade-level curriculum area.
- Transfer information, graphics, and/or data to another application.

Web 2.0

Standards 1 2 3 4 5 6

- Virtual Field Trip Experience.
- Podcasting activity.
- Blogging experience within a secure environment.

Performance Goal Assessment Methods:

- Class discussions
- Teacher observation
- Successful completion of daily activity
- Portfolio evidence
- Formal assessment

Keyboarding Curriculum

Grades K-6

Students in the Owosso Public Schools will develop the essential keyboarding skills necessary to accurately and efficiently use technology tools. The success will be measured by how students progress. Progress is measured by technique; i.e. correct position of body/hands, correct key stroking techniques (not looking at keys), speed, and accuracy. Students will practice proper keyboarding techniques whenever they are at the computer. Keyboarding is an important life skill. Owosso Public Schools is dedicated to teaching competency in computer skills.

Students will learn and be able to do the following:

Kindergarten students will be introduced to various keys on the keyboard.

- Begin using correct posture
- Recognize letter keys
- Recognize number keys
- Introduce use of special keys (shift, Enter, caps lock option, backspace, and delete)

- Use both the right and left hand to select keys

First Grade students will continue to practice recognition and use of various keys on the keyboard.

- Use both the right and left hand to select appropriate keys
- Begin using correct posture, placing both hands on keyboard at all times
- Encourage use of more than one finger on each hand to stroke keys
- Reinforce recognition and use of letter and number keys
- Reinforce use of special keys (shift, Enter, caps lock, backspace, and delete).

Second Grade students will be introduced to home row instruction and encouraged to use all fingers in word processing.

- Use correct posture with both hands on keyboard
- Use both the right and left hand to select appropriate keys.
- Introduce touch typing using the correct fingering to select appropriate keys.
- Continue key practice in additional software application such as KidPix and Kidkeys.
- Reinforce use of special keys
- Master the space bar and Enter keys
- Reinforce the shift, option, caps lock, delete, and shift/option keys
- Introduce the tab key

Third Grade students will continue to use correct posture as they master the keyboard using touch typing techniques. Students will be assessed using a pre-test at the beginning of the year and post-test at the end of the year.

- Use correct posture with both hands on keyboard
- Reinforce touch typing using the correct fingering to select appropriate keys
- Introduce additional keys
- Continue key practice in additional software application such as KidPix and Microsoft Word.
- Reinforce use of letter keys and special keys
- Master the space bar, enter, delete, shift and backspace keys.
- Reinforce the, caps lock and the tab key
- Process words at a minimum of 5 words per minute, with a minimum of 80% accuracy.

Fourth Grade students will use the keyboarding program to expand keyboarding skills and provide practice lessons. Students will be assessed using a pre-test at the beginning of the year and post-test at the end of the year.

- Use correct posture with both hands on keyboard

- Student progress will be tracked
- Left Hand/Right Hand placement and usage on keyboard
- Reinforce touch typing using the correct fingering to select appropriate keys
- Letter Recognition of upper and lower case letters
- Number Recognition
- Keyboard Minimum 10 WPM a minimum of 80% accuracy.
- Master special keys (space bar, shift, enter, backspace, caps lock, delete, and tab keys)

Fifth Grade students will continue the keyboarding program to reinforce keyboarding skills and provide practice lessons. Students will be assessed using a pre-test at the beginning of the year and post-test at the end of the year.

- Use correct posture with both hands on keyboard
- Student progress will be tracked
- Left Hand/Right Hand placement and usage on keyboard
- Reinforce/mastery of touch typing using the correct fingering to select appropriate keys
- Letter Recognition of upper and lower case letters
- Number Recognition
- Keyboard Minimum 15 WPM with a minimum of 85% accuracy.
- Master special keys (space bar, tab, shift, enter, backspace, caps lock, delete, and tab keys)

Sixth Grade students will be able to keyboard at a minimum speed of 20 words per minute with a minimum of 90% accuracy using correct posture and key stroking. Students will be assessed using a pre-test at the beginning of the year and post-test at the end of the year.

- Use correct posture with both hands on keyboard
- Student progress will be tracked
- Left Hand/Right Hand placement and usage on keyboard
- Mastery of touch typing using the correct fingering to select appropriate keys
- Letter Recognition of upper and lower case letters
- Number Recognition
- Keyboard Minimum 20 WPM with a minimum of 90% accuracy.
- Master special keys (space bar, shift, enter, backspace, caps lock, delete, and tab keys)

	Owosso Public Schools Instructional Technology Skills Owosso Middle School Grades 6,7, 8		
	KEY: I=Introduce R=Reinforce M=Mastery		
OMS INSTRUCTIONAL TECHNOLOGY ***Grades 7-8***	**Grade 6**	**Grade 7**	**Grade 8**
Creativity and Innovation			
1. Apply existing knowledge to generate new ideas, products, or processes.	R	R	M
2. Create original works as a means of personal or group expression.	I	I	R
3. Use models and simulations to explore complex systems and issues.	I	I	R
4. Identify trends and forecast possibilities.	I	I	R
Communication and Collaboration			
1. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.	I/R	I/R	R
2. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.	I/R	I/R	R
3. Develop cultural understanding and global awareness by engaging with learners of other cultures.	I	I	R
4. Contribute to project teams to produce original works or solve problems.	I/R	I/R	R/M
Research and Information Fluency			
1. Plan strategies to guide inquiry.	I	I	R
2. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.	R	R	M
3. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.	I	I	R
4. Process data and report results.	I	I	R
Critical Thinking, Problem Solving, and Decision Making			
1. Identify and define authentic problems and significant questions for investigation.	I	I	R
2. Plan and manage activities to develop a solution or complete a project.	I	I	R
3. Collect and analyze data to identify solutions and/or make informed decisions.	I/R	I/R	R/M

4. Use multiple processes and diverse perspectives to explore alternative solutions.	I	I	R
Digital Citizenship			
1. Advocate and practice safe, legal and responsible use of information and technology.	R	R	M
2. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.	I/R	I/R	R/M
3. Demonstrate personal responsibility for lifelong learning.	I	I	R
4. Exhibit leadership for digital citizenship.	I/R	I/R	R/M
Technology Operations and Concepts			
1. Understand and use technology systems.	R	R	M
2. Select and use applications effectively and productively.	R	R	M
3. Troubleshoot systems and applications.	I	I	R
4. Transfer current knowledge to learning of new technologies.	I/R	I/R	R/M

Sixth and Seventh Grade Performance Goals

Seventh grade Instructional Technology introduces students to software, equipment, technology concepts and terminology. This will enable students to acquire technical skills through the use of a variety of applications to develop their academic projects. Because students encounter technology daily, these skills will provide the foundation for their personal and professional lives.

Daily, students will be asked to perform a given task. The task will provide each student the opportunity to explore and discover as well as practice age appropriate technology skills. The outcome will be used to assess each student's performance.

7th Grade Performance Goals:

Computer Operations

Standards 1 2 3 4 5 6

- Create a checklist of routine hardware and software problems and how to identify, fix and prevent each problem.
- Demonstrate proper computer care.
- Identify the proper technology tool to use for a given situation.
- Identify the potential risks, dangers and security issues associated with on-line communications.

Keyboarding

Standards 1 2 3 4 5 6

- Keyboard at a minimum speed of 25 words per minute with at least 90% accuracy.

Drawing/Presentation

Standards 1 2 3 4 5 6

- Create for an appropriate audience, a multi-slide presentation that includes a title, transitions, sound and or voice.

Word Processing

Standards 1 2 3 4 5 6

- Create, edit, and properly format a word document that may include columns, text boxes, charts and graphics.

Internet

Standards 1 2 3 4 5 6

- Research project in appropriate grade-level curriculum area using a variety of online resources.
- Transfer information, graphics, and/or data to another application.

Web 2.0

Standards 1 2 3 4 5 6

- Google docs
- Google maps
- Wikipedia
- TeacherTube
- Blogging in a secure environment
- Podcasts

Eighth Grade Performance Goals

Eighth grade Instructional Technology continues to build on the knowledge students have already acquired in dealing with software, equipment, technology concepts and terminology. This allows students to acquire technical skills through the use of a variety of applications to develop their academic projects. Because students encounter technology daily, these skills will provide the foundation for their personal and professional lives.

Daily, students will be asked to perform a given task. The task will provide each student the opportunity to explore and discover as well as practice age appropriate technology skills. The outcome will be used to assess each student's performance.

8th Grade Performance Goals:

Computer Operations

Standards 1 2 3 4 5 6

- Create a checklist of routine hardware and software problems and how to identify, fix and prevent each problem.
- Demonstrate proper computer care.
- Identify the proper technology tool to use for a given situation.

- Identify the potential risks, dangers and security issues associated with on-line communications.

Drawing/Presentation

Standards 1 2 3 4 5 6

- Create for an appropriate audience, a multi-slide presentation that includes a title, transitions, sound and or voice

Word Processing

Standards 1 2 3 4 5 6

- Create, edit, properly format word documents that can include columns, text boxes, chart and graphics.

Spreadsheets

Standards 1 2 3 4 5 6

- Collect data and create a graph to help students visually compare and analyze information (e.g. world reports-weather data, religious affiliation, income, products).
- Create a spreadsheet to make work easier. (i.e. grade book, budget, other problem solving situations).

Database

Standards 1 2 3 4 5 6

- Create a database with five or more fields.
- Enter data accurately.
- Create tables, queries, reports and forms.

Internet

Standards 1 2 3 4 5 6

- Research project in appropriate grade-level curriculum area using a variety of online resources.
- Transfer information, graphics, and/or data to another application.

Web 2.0

Standards 1 2 3 4 5 6

- Google docs
- Google maps
- Wikipedia
- TeacherTube

- Blogging in a secure environment
- Podcasts

Resources Used:

- Microsoft Office 2003/2007 Suite and accompanying textbook
- Microsoft Office 2003/2007 Online Tutorials
- Type to Learn 3
- Career Cruising
- OPS Teacher Website

Performance Goal Assessment Methods:

- Class discussions
- Teacher observation
- Successful completion of daily activity
- Portfolio evidence
- Projects and simulations
- Formal assessment

OHS CAREER & TECHNICAL EDUCATION

OHS BUSINESS DEPARTMENT Grades 9-12	Intro. to Acct.	Interm. Acct.	Adv. Acct.	Bus. Acct.	Bus. Mgt. I	Bus. Mgt. II	Bus. Mgt. III	Bus. Mgt. IV	Child Care Services	Child Psych.	Info. Graphics I	Info. Graphics II	Personal Fin. I	Personal Fin. II	Teacher Ed. I	Teacher Ed. II	Web Design I	Web Design II
Creativity and Innovation																		
1. Students apply existing knowledge to generate new ideas, products, or processes.	I	I	I/R	R/M	I	I/R	R/M	M	R/M	I/R	I	I/R	I/R	I/R	I/R	M	I/R	I/R
2. Students create original works as a means of personal or group expression.	N/A	I	I/R	R	I	I/R	R/M	M	R/M	I/R	I/R	R/M	I	I/R	I/R	M	I/R	R/M
3. Students use models and simulations to explore complex systems and issues.	I	I/R	R	R/M	I	I	I/R	R/M	I/R	I/R	I	R	I	I/R	I	R	I	R
4. Students identify trends and forecast possibilities.	N/A	I	I	I/R	I	I	I/R	R/M	I/R	I	I	I/R	I	I/R	I	R	I	I/R
Communication and Collaboration																		
1. Students interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.	N/A	N/A	N/A	N/A	I	R	R	M	I/R	I	I	I/R	I	I	I	I/R	I	I/R
2. Students communicate information and ideas effectively to multiple audiences using a variety of media and formats.	I	I/R	R	N/A	R	N/A	I	R	I	I	I	I/R	I	I	I	R	I	I/R
3. Students develop cultural understanding and global awareness by engaging with learners of other cultures.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	NA/	I	I	N/A	N/A
4. Students contribute to project teams to produce original works or solve problems.	I	I/R	R/M	R/M	I	I/R	R/M	M	I/R	I	I	I	I	I	I	I/R	I	I
Research and Information Fluency																		
1. Students plan strategies to guide inquiry.	I	I	I/R	R	I	I	I/R	R	I/R	I/R	I	I/R	I/R	I/R	I/R	R/M	I/R	R
2. Students locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.	I	I	I	I/R	I	I/R	R	R/M	I/R	I/R	I/R	R/M	I/R	I/R	I/R	R/M	I/R	R/M
3. Students evaluate and select information sources and digital tools based on the appropriateness to specific tasks.	I	I/R	R	R/M	I	I/R	R	R/M	I/R	I/R	I/R	R/M	I/R	R/M	I/R	R/M	I/R	R/M
4. Students process data and report results.	I	I/R	R	R	I	I/R	R	R/M	I	I	I	I	I	I	I	I/R	I	I
Critical Thinking, Problem Solving, and Decision Making																		
1. Students identify and define authentic problems and significant questions for investigation.	I	I	I	I/R	I	I/R	R	R/M	I/R	I/R	I/R	R/M	I/R	R/M	I/R	R/M	I/R	R/M
2. Students plan and manage activities to develop a solution or complete a project.	I	I/R	R	R	I	I/R	R	R/M	R/M	I/R	I/R	R/M	I/R	R/M	I/R	R/M	I/R	R/M

3. Students collect and analyze data to identify solutions and/or make informed decisions.	I	I/R	R	R/M	I	I/R	R/M	M	I/R	I/R	I	I/R	I/R	R/M	I/R	R/M	I	I/R
4. Students use multiple processes and diverse perspectives to explore alternative solutions.	I	I	I/R	R	I	I	I/R	R	I/R	I/R	I	I/R	I/R	R/M	I/R	R/M	I	I/R
Digital Citizenship																		
1. Students advocate and practice safe, legal, and responsible use of information and technology.	I	I/R	R	R/M	I	I/R	R	R/M	I/R	I/R	I/R	R/M	I/R	I/R	I/R	R/M	I/R	R/M
2. Students exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.	I	I	I	R	I	I/R	R/M	M	I/R	I/R	I/R	R/M	I/R	I/R	I/R	R/M	I/R	R/M
3. Students demonstrate personal responsibility for lifelong learning.	I	I/R	R/M	M	I	I/R	R/M	M	R/M	R/M	I/R	R/M	I/R	R/M	I/R	R/M	I/R	R/M
4. Students exhibit leadership for digital citizenship.	I	I/R	R/M	M	I	I/R	R/M	M	R/M	R/M	I/R	R/M	R/M	R/M	I/R	R/M	I/R	R/M
Technology Operations and Concepts																		
1. Students understand and use technology systems.	I	I	I/R	R	I/R	I/R	R/M	R/M	I/R	I/R	I/R	R/M	I/R	I/R	I/R	R/M	I/R	R/M
2. Students select and use applications effectively and productively.	I	I	I/R	R	I/R	I/R	R/M	M	I/R	I/R	I/R	R/M	I/R	I/R	I/R	R/M	I/R	R/M
3. Students troubleshoot systems and applications.	N/A	I	I	I/R	I/R	I/R	R/M	M	I	I	I	I	I	I	I	I	I	I
4. Students transfer current knowledge to learning of new technologies.	N/A	I	I	I/R	I/R	I/R	R	M	I/R	I/R	I/R	R/M	I/R	I/R	I/R	R/M	I	I/R

Instructional Technology Performance Goals

Career and Technical Education Department

9th through 12th Grade

The Career and Technical Education Department focus will be to explore the Michigan Career Pathways tracks while introducing students to the world of design*. Students will have the opportunity to acquire career-related knowledge, skills, and understanding of how computers can be used as an educational, personal, and professional resource. Students should also be able to use a variety of technology resources and multimedia tools to enhance learning and productivity. Students possessing computer/technology skills will be prepared for work place entry and/or post-secondary education.
Design is synonymous with "technology" in the International Baccalaureate instructional model.

PERFORMANCE OUTCOMES

Introduction to Accounting

Standards 1 2 3 4 5 6

Grades 10-12

Prerequisites: None

Introduction to Accounting will prepare students with an understanding of business-related careers and other work opportunities as an accountant in the workforce. This course will introduce students to a complete accounting cycle for a proprietorship, which will include journalizing transactions, journalizing, posting, petty cash, financial statements, adjusting and closing entries, automated accounting and an accounting simulation based on a real-life proprietorship business. Students in this program have the opportunity to participate in the bank teller training program and work in the Owosso High School Chemical Bank.

Intermediate Accounting

Standards 1 2 3 4 5 6

Grades 10-12

Prerequisite: Introduction to Accounting

This course presents a complete accounting cycle for a merchandising business organized as a corporation. This course will include journalizing transactions, journalizing, posting, petty cash, financial statements, adjusting and closing entries, automated accounting, QuickBooks, and an accounting simulation based on a real-life merchandising business. Students in this program have the opportunity to participate in the bank teller training program and work in the Owosso High School Chemical Bank.

Advanced Accounting

Standards 1 2 3 4 5 6

Grades 10-12

Prerequisite: Intermediate Accounting

This course will begin by focusing on advanced accounting procedures for a merchandising business. In addition, students will complete accounting activities that relate to a partnership which deals internationally through traditional and on-line sales. Students in this program have the opportunity to participate in the bank teller training program and work in the Owosso High School Chemical Bank. STUDENTS ENROLLED IN THIS COURSE MAY BE ELIGIBLE TO BE AN ACCOUNTING OFFICE AIDE.

Business Accounting

Standards 1 2 3 4 5 6

Grades 10-12
Prerequisite: Advanced Accounting

This course will begin by focusing on advanced accounting procedures for a business. In addition, students will complete accounting activities that relate to managing a business. Students will complete traditional and on-line accounting activities. Students have the opportunity to participate in the bank teller training program with Chemical Bank. Once students have completed the teller training program they will have the opportunity to work in the Owosso High School bank in association with Chemical Bank.

Business Management I

Standards 1 2 3 4 5 6

Grades 9-12

Prerequisite: None

This course introduces students to word processing, presentation, proofreading, file management, information management, communications, problem solving and critical thinking, teamwork, personal management and employability skills. Students will use a variety of technology resources and telecommunication tools to complete assignments and projects.

Business Management II

Standards 1 2 3 4 5 6

Grades 9-12

Prerequisite: Business Management I

This course will build on knowledge gained from Business Management I. Students will continue to improve on word processing, spreadsheet, database, presentation, employability skills and career development, communications, decision-making, technical skills and personal management. Students will be introduced to software integration functions and enhance their skills by completing business projects. Students will complete an introductory comprehensive project-based business simulation.

Business Management III

Standards 1 2 3 4 5 6

Grades 10-12

Prerequisite: Business Management II

This course will build on knowledge gained in the Business Management II course. Students will be introduced to the advanced features of information management--word processing, spreadsheet, database, presentation, employability skills, and software integration functions. Other areas of focus will include web page, finance, communications, entrepreneurship and technical skills. STUDENTS ENROLLED IN THIS COURSE MAY BE ELIGIBLE TO BE A BUSINESS OFFICE AIDE.

Business Management IV

Standards 1 2 3 4 5 6

Grades 10-12

Prerequisite: Business Management III

This course will build on the knowledge gained in Business Management III. Students will be introduced to advanced application features and develop skills in the areas of word processing, spreadsheet, presentation and database, communications, finance, economics, business law, ethics & legal responsibilities, leadership/teamwork, problem-solving/critical thinking, operations & business processes and strategic management. STUDENTS ENROLLED IN THIS COURSE MAY BE ELIGIBLE TO BE A BUSINESS OFFICE AIDE.

Child Care Services

Standards 1 2 3 4 5 6

Grades: 11-12

Prerequisite: Child Psychology

Students will be introduced to the field of early childhood education. Topics will include maintaining a safe and healthy learning environment, communication, building relationships with families, program management, professionalism, licensing regulations and guidance. A portion of this program will involve students working with children at a child care facility.

Child Psychology

Standards 1 2 3 4 5 6

Grades: 9-12

Prerequisite: None

This course explores the growth and development of children from preconception to preschool age. Emphasis is placed on the physical, emotional, social, and intellectual aspects of the child's life. Other topics in this course include brain research, conception, birth, newborn care, discipline and guidance, selection of child care, preschool art and activities, and theories of development.

Culinary Arts and Hospitality

NEW COURSE FOR 2012-2013 (Details forthcoming)

Standards 1 2 3 4 5 6

Grades

Prerequisite:

Introduction to Engineering

NEW COURSE FOR 2012-2013 (Details forthcoming)

Standards 1 2 3 4 5 6

Grades

Prerequisite:

Information Graphics I

Standards 1 2 3 4 5 6

Grades 10-12

Prerequisite: Business Management I and II

This course will introduce students to the basic concepts of graphic design. In addition, students will be introduced to the Adobe InDesign CS3 program. InDesign is a comprehensive software program that allows you to create output ready layouts for anything from a simple coupon to an 8-page newsletter. Areas of focus will include: photos, illustrations, type, shapes, color and texture. Students will complete computer-generated projects such as logos, websites, business cards, letterheads, advertisements, brochures, ticket stubs, etc.

Information Graphics II

Standards 1 2 3 4 5 6

Grades 10-12

Prerequisite: Information Graphics I

This course builds on the knowledge of Information Graphics I. Students will be introduced to the Adobe Photoshop CS3 software which is an image-editing program that lets you create and modify digital images. Photoshop allows students to create original artwork, manipulate color images, and retouch photographs. Students will be designing and creating computer-generated projects using Photoshop to create: menus, brochures, flyers, and banners, etc.

Personal Finance I

Standards 1 2 3 4 5 6

Grades: 9-12

Prerequisite: None

This course is designed to help students understand the financial world around them so that they may make wise economic decisions related to their financial affairs. Upon completion of this course, students will have the tools to become rational, competent decision makers; informed, effective consumers; wise savers and investors; and responsible citizens. This class is project oriented with various hands-on learning opportunities and guest speakers. Students will be evaluated on daily work, projects, simulations, and tests.

Personal Finance II

Standards 1 2 3 4 5 6

Grades: 9-12

Prerequisite: Personal Finance I

This course will prepare students for the choices and challenges of today's financial markets. A better understanding of personal finance will help students move into adulthood making more informed monetary decisions, realizing a greater potential for wealth, and fostering a stronger state and national economy. The class will focus on income, money management, spending and credit, saving and investing, consumer protection, and risk management.

Teacher Education I

Standards 1 2 3 4 5 6

Grades 11-12

Prerequisite: none

This course is designed to provide students with an overview of educational theory, basic principles of educational psychology, the art of teaching, teacher education certification and, career exploration. Students will also be introduced to the physical, social, emotional, and cognitive characteristics of children. Other areas of focus include children's self-esteem as it relates to education including self-esteem development, fostering self-esteem, positive discipline techniques, and classroom practices.

Teacher Education II

Standards 1 2 3 4 5 6

Grades 11-12

Prerequisite: Teacher Education I

This course expands on the concepts covered in Teacher Education I and introduces students to the areas of school safety and health issues, planning educational activities, social foundations of education, and exploration of a variety of careers in education. Areas of concentration will include classroom foundations such as student outcomes, curriculum development, lesson plan writing, classroom management skills, and educational trends.

Teacher Cadet

Standards 1 2 3 4 5 6

Grades 11-12

Prerequisite: Teacher Education II

This is a 2-hour block course which is a combination of course work and classroom field experience. Course work activities will focus on textbook readings, reflections, classroom discussion, teacher education career exploration. Students will also be matched and supervised by a teacher in the K-12 educational setting and obtain practical experience by working directly with children in a district classroom setting.

Virtual Entrepreneur Incorporated (VEI)

NEW COURSE FOR 2011-2012 (Details forthcoming)

Standards 1 2 3 4 5 6

Grades

Prerequisite:

Web Design I

Standards 1 2 3 4 5 6

Grades 9-12

Prerequisite: none

This course covers web page authoring and design. Students will learn basic HTML, JavaScript, and use Dream Weaver to develop and maintain web sites. Students will be completing projects as well as individual web sites.

Web Design II

Standards 1 2 3 4 5 6

Grades 9-12

Prerequisite: Web Design II

This course is for students who want o continue working in web page authoring. Students will learn advanced Dream Weaver, XHTML, CSS Style sheets, Flash, and Fireworks programs. Students will be completing projects as well as individual web pages.

OHS Assistive Technology Grades 9-12	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Creativity and Innovation				
1. Students apply existing knowledge to generate new ideas, products, or processes.	I	R	R	R
2. Students create original works as a means of personal or group expression.	I	I	R	R
3. Students use models and simulations to explore complex systems and issues.	I	I	I	R
4. Students identify trends and forecast possibilities.	I	I	I	I/R
Communication and Collaboration				
1. Students interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.	I	R	R	R/M
2. Students communicate information and ideas effectively to multiple audiences using a variety of media and formats.	I	R	R	M
3. Students develop cultural understanding and global awareness by engaging with learners of other cultures.	N/A	N/A	N/A	I
4. Students contribute to project teams to produce original works or solve problems.	N/A	N/A	N/A	N/A
Research and Information Fluency				
1. Students plan strategies to guide inquiry.	I	R	R	R
2. Students locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.	I	I/R	I/R	I/R
3. Students evaluate and select information sources and digital tools based on the appropriateness to specific tasks.	I	R	R	R
4. Students process data and report results.	I	R	R	R
Critical Thinking, Problem Solving, and Decision Making				
1. Students identify and define authentic problems and significant questions for investigation.	I	R	R	R
2. Students plan and manage activities to develop a solution or complete a project.	I	I	I	I/R
3. Students collect and analyze data to identify solutions and/or make informed decisions.	I	I	I	I/R
4. Students use multiple processes and diverse perspectives to explore alternative solutions.	N/A	N/A	N/A	I
Digital Citizenship				
1. Students advocate and practice safe, legal, and responsible use of information and technology.	I	I/R	I/R	I/R
2. Students exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.	I	R	R	R
3. Students demonstrate personal responsibility for lifelong learning.	I	R	R	R
4. Students exhibit leadership for digital citizenship.				
Technology Operations and Concepts				
1. Students understand and use technology systems.	I/R	R	R	R
2. Students select and use applications effectively and productively.	I	I/R	R	R
3. Students troubleshoot systems and applications.	N/A	N/A	I	I/R
4. Students transfer current knowledge to learning of new technologies.	I	I	I	I/R

Assistive Technology Performance Goals

9th through 12th Grade

Assistive Technology introduces students to software, equipment, technology concepts and terminology. This will enable students to acquire technical skills through the use of a variety of applications to develop their academic projects. Because students encounter technology daily, these skills will provide the foundation for their personal and professional lives. Students will have the opportunity to acquire career pathway knowledge, skills, and understanding of how computers and technology can be used as an educational, personal, and professional resource. Students will develop knowledge which will be used for word processing, data management, multi-media and on-line systems.

Computer Operations

Standards 1 2 3 4 5 6

- Identify how technology has changed life at school, home, and in business.
- Demonstrate proper computer care and maintenance.
- State advantages and disadvantages of using technology.
- Identify the basics Internet security applications (ex. virus detection, spam and pop-up blockers, firewalls) and how they protect computers.
- Demonstrate how technology can help solve real problems in the real world.
- Demonstrate a knowledge of and comply with the District Acceptable Use Policy
- Use their student accounts to save information and assignments in their personal folders
- Demonstrate a knowledge of and comply with copyright laws

Keyboarding

Standards 1 2 3 4 5 6

- Keyboard at a minimum speed of 15 words per minute with at least 60% accuracy.
- Use both hands when keyboarding

Drawing/Presentation

Standards 1 2 3 4 5 6

- Create for an appropriate audience, a five slide presentation that includes a title, transitions, sound and or voice

Word Processing

Standards 1 2 3 4 5 6

- Create, edit, properly format and print a newsletter that includes text boxes, columns, and graphics
- Create, edit, properly format documents for use in class assignments
- Insert pictures and clip art into word processing documents

Spreadsheets

Standards 1 2 3 4 5 6

- Collect data and create a graph to help students visually compare and analyze information (e.g. elevation, speed, distance, size, weight).
- Format a spreadsheet to solve a problem
- Create a spreadsheet for a budget

Database

Standards 1 2 3 4 5 6

- Create a database with three or more fields
- Enter data accurately and print

Graphic Organizers

Standards 1 2 3 4 5 6

- Create a diagram based on information gathered from Internet Research to develop basis for Research project report.

Internet

Standards 1 2 3 4 5 6

- Research project in appropriate grade-level curriculum area
- Use the Internet for research and information gathering
- Transfer information, graphics, and/or data to another application

Assessment Methods:

Projects, Daily Lesson-Focused Activity, Quizzes/Tests

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

Owosso Public Schools will begin to embrace the International Baccalaureate philosophy of "Design" as synonymous with "Technology" across all relevant contexts. Owosso Public Schools will continue to seek and employ alternative methods of instructional delivery to provide individualized learning opportunities for all students using various technologies including when available:

- Michigan Virtual High School

  Classes via web access which offer courses not currently available in our district.

- Moodle, Wikki's, Blogs, Social Media

  This e-Education platform is designed to transform the Internet into a powerful environment for the educational experience.

- Discovery Education Streaming

  Where sufficient network bandwidth allows, video-streaming resources such as DigitalCurriculum.com will be used to enhance existing curricular areas at all grade levels. The Video-ON-Demand service provided by Digital Curriculum.com satisfies all four reform principals designated by the "No Child Left Behind Legislation".

- Virtual Field Trips

  Individual classrooms will utilize opportunities to explore educational topics electronically. Virtual field trips will be created in which students visit a variety of websites that relate to the current topic being studied.

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

Owosso Public Schools will increase communication with parents and the community by continuing existing methods of communication and implementing new initiatives, including:

- Use emerging technologies such as Podcasting to provide downloadable audio/video information to students, parents and community members of district news and events.

- Provide updated and relevant information on the district and building web pages as it becomes available for posting.

- Continue to use the district's Voice Mail Homework Hotline systems to provide students and parents with up to date information on assignments and activities taking place.

- Continue to provide current information regarding student attendance, progress and achievement and school announcements through the PowerSchool Parent Portal and other web-based instructional tools.

- Provide instant alerts to parents via a computerized telecommunication system.

- Use the districts e-mail and grouplists to provide parents with district and building on-line newsletters as identified in the districts Public Relations plan.

- Present an annual State of Technology report to the community and board of education to provide information, statistics and projections for technology use for the next school year.

- Provide Community Technology Training through the Community Education program and possible web-based program and other resources. This training consists of Community Education course offerings, Adult Literacy programs, and possible on line GED study courses.

- Provide district information and a listing of events in collaboration with the City of Owosso on the government information channel 16.

- Provide event and educational programming on the local community access channel 3.

- Equip appropriate district with communication devises to insure student safety and timely communication with all constituents.

- Encourage and promote community involvement in the district goals, including the District Technology Plan, using the Board of Education Curriculum Sub-Committee open meeting structure along with other communication forums (e.g. Weekly newsletters, Trojan Times, district Website)

* These communication tools will be implemented in our district and community over the life of the Technology Plan.

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

Continued collaboration with agencies listed below in an effort to provide continued services and training. Representatives from these service providers will continue to contribute to the implementation and assessment of the district technology plan.

Michigan Department of Education

The Technology Department meets with an MDE technology representative to research and identify emerging technology for use in the classroom and to evaluate the districts current implementation of technology.

Shiawassee Regional Educational Service District

The Shiawassee Regional Educational Service District offers a number of services to students, teachers, administrators and people in our community.

APEX Learning

This program provides a bridge to high school. APEX Learning Foundation's Courses targets high school students unprepared to successfully complete grade-level work.

Shiawassee Literacy

A local organization that serves the entire Shiawassee County by providing one-on-one direct instruction to increase literacy skills.

Professional Development

- Provide ongoing training and support necessary for teachers and staff to use technology effectively in the classrooms and buildings. This training will allow instructors to integrate technology-enhanced and standards based methods throughout their classroom curriculum.

- Continue to create and use on-line and web based technology training and materials, through the use of district and county resources.

- Continue to educate and assist building technology mentors and Technology Department employees to provide professional, up- to-date training for our staff and students.

- Continue to survey staff to identify areas where technology professional development is required and create future training opportunities to meet these needs.

Professional Development Goals

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

Goal: Provide ongoing technology professional development and support necessary for teachers to use technology effectively in the classroom, and to integrate technology-enhanced methods into their teaching. Provide district staff with the technology and communications skills required for conducting business in the most efficient and effective way possible.

All technology professional development shall be provided with the state and national standards and will focus on increasing technology competency for all educational staff. These training sessions may include:

- Basic computer software
- Multi-media equipment and software
- Audio/video equipment and software
- Photographic equipment and software
- The Internet / E-mail
- Paperless/wireless classroom lesson plans
- Web page design
- Data Management
- Hand-held computers and software

- Word processing, spreadsheet and database software
- Electronic gradebooks and attendance software
- Web-based instructional and assessment programs
- SmartBoard
- BlackBoard and other online learning environments
- Formative and summative assessment tools
- Web 2.0 tools

Needs Assessment Surveys:

The Technology Integration Planning Team and the OPS Technology Department administer an annual staff needs assessment to determine what skills staff members have already mastered and those that are still needed. This survey is then used to design and implement specific professional development to the staff as needed.

Additional staff development methods that will be investigated and possibly implemented by the Owosso Public Schools include:

- Strategies to provide computers to staff through a check-out program in each building
- Ongoing professional development
- A full day of technology training at the beginning of each school year
- Technology training provided at professional development days throughout the school year
- Professional development opportunities offered through the Shiawassee RESD
- Web-based e-learning programs
- Distance learning programs
- Technology conferences and seminars
- Business partnerships
- Training presented by hardware and software vendors or other experts.

Levels of Proficiency:

The district will use appropriate professional development to train staff at four different levels of proficiency: Beginning, Intermediate, Proficient, and Mentor. Instructional staff will determine their own level of competency. Self-assessment tools may be provided to assist staff in making this determination.

Beginning

A staff member in the Beginning Level has little or no experience in technology. Training for this level will include:

- Operating System (Windows XP and Vista)
- Word Processing (Microsoft Word)
- Spreadsheets (Microsoft Excel)
- Database (Microsoft Access)
- Basic Presentation (PowerPoint, KidPix)
- Hardware (Printers, Scanners, Digital Camera's, CD-Recorders, iPads)
- Classroom Management (PowerSchool)
- Communication (email, website and cell phones)
- Instructional/Curriculum Software

- Select and use iPads and various applications

Intermediate

At the Intermediate Level, employees will be expanding their knowledge and confidence with using technology in their positions and in the classroom. They will be concentrating on how technology can be used to enhance learning and spend less time focusing on technology skills.

Training for Intermediate Level users should include the following intermediate use of applications:

- Desktop Publishing (Microsoft Office Suite or Open Office)
- Visual Thinking Tools (Various current)
- Advanced Presentation (PowerPoint and creative versions; Prezi)
- Web Page Development (classroom web pages)
- Internet in the Classroom (NetTrekker, Thinkfinity)
- Communication (email, website and cell phones)

Proficient

Someone who has reached Proficient Level has received all or most of the training offered by the district, or has gone through extensive training through our RESD. Members at this level are very comfortable with the integration of technology into lesson plans without assistance. They are also able to multitask with various applications at the same time. Training for users at the Proficient Level would include advanced and specialized instruction that concentrates on classroom integration of technology.

Mentor

A Mentor has enough skills and experience to effectively incorporate technology applications into the classroom, and is willing and motivated enough to share his/her knowledge with peers. Some mentors may not be experts in every field, but should be proficient enough to be able to assist peers in an area of specialty. This has become the best means of support for our staff when they require assistance with integrating technology into their curriculum in the classroom. This model uses the "train the trainer" method to provide "on-site" professional development and assistance in our buildings.

Standards

The district will keep up to date with state and national standards, and use these standards when addressing technology proficiency of teachers and other appropriate staff. These standards are currently made available on-line at http://techplan.org and www.iste.org.

National Educational Technology Standards (NETS•T) and Performance Indicators for Teachers

Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators. Teachers:

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

a. promote, support, and model creative and innovative thinking and inventiveness

b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources

c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes

d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources

d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations

b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation

c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats

d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources

b. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources

c. promote and model digital etiquette and responsible social interactions related to the use of technology and information

d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

a. participate in local and global learning communities to explore creative applications of technology to improve student learning

b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others

c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning

d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

Methods

Web-based Technology Professional Development:

Explore the use of a web-based technology professional development tool that will allow staff access to 24/7 availability for self-paced, individualized instruction. (Note: this tool may also be available to students and parents).

Shiawassee Regional Educational Service District

Most of our staff development has been provided by our local ISD. The SRESD provides ongoing technology professional development to our teachers and staff. They also schedules on-site after school training in different buildings as the need arises.

Ameritech Technology Academy

Instructional technology teachers from Owosso Public Schools have participated in the ATA Technology Academy sponsored by Ameritech. This program is designed to train teachers how to provide technology integration training to other educators in their schools. Since this method of training supports our peer-to-peer mentoring method of professional development, we will continue to encourage staff to participate in this program.

Professional Development Timeline

2012-2013:

- Researched best practices will be used during the planning of professional development, focusing on integration in the classroom rather than on the technology itself.

- Owosso Public Schools will continue to collaborate with the SRESD to partner or develop technology-specific training opportunities for staff, including district-wide in-services.

- The district will continue to utilize the SRESD's specialist staff that specializes in integrating technology into the curriculum. The ISD currently employs multiple specialists who work with teachers providing customized assistance that focuses on instructional goals using technology.

- The Curriculum Department, in cooperation with the district's technology facilitators, will develop strategies for continuous staff training that will increase the level of technology proficiency of teachers to increase technology integration into the curriculum.

- The Curriculum and Technology Departments will develop methods of encouraging and training staff in the integration of technology into lesson plans.

- The District will identify and train mentors who can provide training in a more informal environment at convenient times for staff members.

- Media Center Specialists and technology teachers will assist in peer-to-peer training and technical support with building staff. This may occur both before and after school, as well as an "as needed" basis during the day.

- Teachers, media specialists and other technology staff members will continue to attend conferences and workshops sponsored by organizations such as MACUL and MAEDS as funding and resources are available.

- On-line resources will be available to teachers through the Technology Department's Web site.

- The district will research and explore upcoming software, Web-based, open-source programs and Web 2.0 tools to assist in classroom, building and district level management, instruction and assessment.

- The district will promote distance learning opportunities through programs such as the Michigan Virtual University and other on-line resources.

2013-2014:

- An annual needs assessment will determine the proficiency of teachers' abilities to integrate technology into the curriculum, and develop strategies to address deficiencies.

- In cooperation with the SRESD, effective methods of professional development will continue to be researched and implemented.

- In-Service professional development will be provided to assist in integrating technology into the curriculum at all grade levels as appropriate.

- As new technologies emerge and are acquired/implemented, staff will be adequately trained in the use of the new technology and on-going support will be provided.

- Staff will be able to acquire technology-related documentation through the District's Web site, as well as shared folders on building networks.

- The district will continue to research best practices, emerging technologies, and on-line learning opportunities to continually progress and improve.

2014-2015:

- An annual needs assessment will determine the proficiency of teachers' abilities to integrate technology into the curriculum and will assist the district in developing strategies to address deficiencies.

- In cooperation with the SRESD, effective methods of professional development will continue to be researched and implemented.

- In-Service professional development will be provided to assist in integrating technology into the curriculum at all grade levels as appropriate.

- As new technologies emerge and are acquired/implemented, staff will be adequately trained in the use of the new technology and on-going support will be provided.

- Staff will be able to acquire technology-related documentation through the District's Web site, as well as shared folders on building networks.

- The district will continue to research best practices, emerging technologies, and on-line learning opportunities to continually progress and improve.

- The needs assessment tool will be re-evaluated and modified to better identify current needs.

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

Resources in both Print and Electronic Format:

Acceptable Use Policy
Technical Support Procedures
Application for User Account
Building and Computer Lab Guidelines
Telecommunications Code of Conduct
Request for Off Site Use of Computer Equipment
Process for Building-Level Technology Acquisition
Minimum Standards for Technology Acquisition (New & Donated)

Resources in Electronic Format Only:

District Informational Web Site
Technology Department Web Site
Software Research Sites
Media/Tech Notes
SRESD Web Site
REMC Video Check-Out System
REMC Online Bid Catalog

Infrastructure, Hardware, Technical Support and Software

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

- Continue to integrate technology into the management of the school district including classroom, media center, administrative offices, building and district management operations.

- Continue to research, develop and support programs that provide resources for staff which will enable seamless access to data, communications and resources throughout the district.

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

Goal: The district will maintain an up-to-date system that will be accessible to all teachers, staff, students and community members, as appropriate, in order to provide a technology-rich learning environment and promote student achievement.

Introduction

The integration of technology into the management of the classroom, school, support centers and district office will continue to increase efficiency, productivity and provide options, as well as being cost-effective.

District computer purchases have been set up primarily on a leasing basis through our building budgets. Previous network infrastructure and computer purchases have also been made through funds obtained by grants including the state TLC and IDEA grants. It is anticipated that wireless network will be enhanced through sinking fund dollars. In addition, technology has been put into the hands of administrators, teachers and students through the use of grant funds. The intention is to continue to expand these opportunities through the continued use of grant funds as well as to enhance the communication through a better designed website.

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Current Status:

Wide Area Network: All buildings in the Owosso K-12 Schools are currently connected to our WAN by fiber optics or wireless bridging equipment. These buildings are on a Microsoft network with the main server farm located at the District's main MDF located in Central Elementary School. The District's Web page is hosted on a server also located at Central Elementary School. Multiple servers provide file storage, Web hosting, and network management to users throughout the district. The district utilizes Microsoft live@edu cloud based for e-mail and calendaring services. The fiber then connects to the Shiawassee Regional Educational School District (SRESD) office in Corunna. The SRESD provides Microsage software that is used at the administration office by the business and personnel departments and PowerSchool (a student information system). The District receives its Internet access through a connection at the SRESD from the GISD (Genesee Intermediate School District).

Local Area Networks: Each building has its own LAN (local area network). The Horizontal (Station) Cabling System is based on the installation of 4-Pair Unshielded Twisted Pair (UTP) DATA (Category 5e) and 4-Pair UTP VOICE (Category 5) Copper Cables. The cables are installed from the Standard Information Outlet (SIO) in the work area to the Telecommunications Closets (TC), Equipment Room (ER) or Server Room (SR), (Telecommunications Closet, Equipment Room and Server Room numbers are noted on each separate building design Technology Plan), serving that area and terminated on patch panels. This is supplemented with fiber optic cabling in selected areas.

Station cables are installed in conduit, in cable tray, in Surface Raceway and in modular furniture. Outlets are mounted flush on a wall-mounted box, on Surface Raceway and in Modular Furniture Information Outlet locations.

Backbone Copper and Fiber Optic Cables (linking Equipment Room, Server Room and/or Telecommunications Closets) are installed in conduit in building riser pathways, in cable tray and/or free-air in as identified on the Drawings. Backbone Intra-building Fiber Optic Cabling is installed via Conduit and/or Cable Tray. Where installed in Cable Tray, the cable is preceded by the installation of a plastic Inner duct through which the cable has been pulled.

At the Main Equipment Room and Server Room Data, Fiber Optic and Coaxial cable terminations are mounted on floor and wall mounted equipment racks; termination hardware related to Voice Cabling are wall mounted. At the Entrance Rooms and at each TC Rooms, termination hardware for all cable types is wall-mounted.

Future Status:

- The existing **Wide Area Network** and the **Local Area Networks** will provide the means for the following:

- Install gigabyte network access to each computer in the district to improve performance, speed and allow users to work more efficiently.

- Install electronic resources in all buildings and offices. This will allow students to use technology daily on a one-to-one basis ensuring that all students will have an opportunity to become technology literate and increase achievement. The district will use hand held devices, smart-boards, classroom presentation units and wireless laptop computers and other emerging technology.

- Replace District's Phone System with an up-to-date VOIP system. Replace handsets as needed.
- Enhance current web-site to better serve the District's students, parents and community by providing a better communication tool.

Internet Content Filtering

The county SRESD has installed 8e6 R3000 for Internet content filtering. The system uses a database of known inappropriate sites, as well as keyword filtering. Network Administrators also have the ability to block and unblock sites as needed. The system fully meets the requirements of the Children's Internet Protection Act. All computers that access the Internet via the fiber are automatically filtered.

Minimum System Requirements

Our minimum system requirements allow our technicians to quickly diagnose and repair the computers without the difficulty of trying to service proprietary computers and parts.

The minimum specifications for new computers are currently:
Core 2 Duo 2.4GHz Processor
160 GB Hard Drive
2 GB RAM
10/100/1000 Network Card
DVD+RW Drive
17" LCD Monitor
Speakers

Servers

File Servers

The district's network is run on Microsoft Windows Server 2008 R2. The district currently operates on (7) network servers. In the secondary buildings, local servers provide access to home directories, and other network software. All buildings use a "Share" folder on the network, which is a full-access folder that can be used to retrieve data, anywhere in the building. Teachers and staff also have their own private folders on the server and all students have their own personal folders that are used to save and retrieve school projects.

Web Server

The district's website is run on a Windows server. The web server is running on Windows 2003 Server Edition. The server hosts the district's main web page, all individual building sites, extra curricular and department sites and classroom web pages. Teachers use their classroom sites to post and update assignments and announcements. We also post curriculum maps, course outlines, various forms, and other important documents on our web page for easy access by teachers and administrators.

Printers

All classroom computers have access to networked laser printers/copiers. Labs and large workgroups contain printers networked via built-in or external print servers. Classrooms and offices may also have a local printer connected to their workstation.

Air Conditioning

Air conditioning has been installed in all labs containing over 20 computers and must be installed in all future labs. As additional hardware and equipment is installed in the future, the need for additional AC equipment will be researched on a project by project basis.

Digital Cameras

All buildings have at least one digital camera and one video camera. The district has standardized on cameras with at least 2.5 mega pixels existing and 5.0 mega pixels for new purchases. The cameras are used for building public relations, press releases, student projects, PowerPoint presentations, newsletters, and web pages.

Personal Digital Assistants (Smartphones)

The district's administrative staff utilizes Smartphones for scheduling, record keeping and student database access in the high school. The goal of this utilization is to assure student safety, timely communication with staff, students and parents. The Smartphone's are synced to the district's email and scheduling system's current provider.

Personal portable technology devices

Have available to all students, staff and key personnel a personal portable technology device in order to facilitate curriculum, communication and entrepreneurial thinking. These devices must be supported by the technology infrastructure to maximize the utilization and benefit.

Video/Data Projectors

All computer labs have a video/data projector for easy viewing by students. Currently 80 percent of our classrooms have a video/data projector. We are adding more every year as funds are available.

Television Studios and Equipment

Most district classrooms have a 27" color television with CATV access available through Charter Communications. All building's have a closed circuit television channel to broadcast announcements or video's from.

Software

The district has implemented and currently supports the following software packages:

Microsoft Office	UltraKey	Adobe CS3 Creative
Word	Typin Time	Suite
Excel	Internet Explorer	Living on Your Own
Access	Inspiration	Cars
Power Point	Kidspiration	Type To Learn
FrontPage	KidPix	Accelerated Reader
Publisher	Little Fingers	STAR Reading
Outlook	Math Blaster	Chuck Wagon Bill
ABC World	Study Island	

Equipment and Infrastructure Acquisition Timeline

As new technologies evolve and existing equipment becomes obsolete, it will be necessary to plan strategies of maintaining and replacing the district's current equipment. Although it is challenging to forecast what new technologies may emerge in the future, experience helps us to understand that the technology we integrate into our educational environment is only useful for a limited time. With this in mind, a tentative, yet realistic plan is outlined for updating and replacing infrastructure and hardware.

Technical Support

- Provide support to teachers and staff to ensure that all hardware, software, and network resources are easily accessible in the learning environment.

- Provide technology staffing and proper training to support and manage the district's voice, video and data networks which include LAN, WAN, wireless and fiber optic infrastructure and equipment.

- Use student technicians, Web design work-study students and communications interns to maintain and expand programs as required.

Provide staffing and training to install and maintain the district's audio, video and data networks.

Introduction

In this section we will describe the responsibilities an support structures in place to ensure that our teachers and staff members have the most up to date and reliable data and communications system possible. We are now in a learning environment where technology plays a crucial role in education and is depended upon for daily instruction and communication. Our district is committed to providing support in all areas, including hardware, software, instructional integration, and user support.

Support Procedures

Elementary Buildings

In the event of a user requiring technical support, the building's technology support personnel are consulted first. If the problem cannot be solved at this level, it is then forwarded to the building technician via online trouble report, where it is prioritized and entered in the department's job-tracking database. Problems or concerns relating to the network should be forwarded directly to the technology department.

Middle and High Schools

In the event of a user requiring technical support, the building's technology support personnel are consulted first. If the problem cannot be solved at this level, it is then forwarded to the building technician via online trouble report, where it is prioritized and entered in the department's job-tracking database. Problems or concerns relating to the network should be forwarded directly to the technology department.

Staffing

The district is in the unfortunate position of having only two full-time technology support staff. There are currently no plans to increase the amount of staff in the near future due to financial limitations. The current district Technology Department positions are:

Instructional Design Technologist:

In order for technology to be implemented in a school district for both educational and management purposes, the first and most important requirement is leadership. Although this leadership is provided philosophically by the school board and administration, the practical, day to day leadership requires a person who will serve as the Instructional Design Technologist for the district. Specific duties may include:

- Implementing all aspects of the Technology Plan
- Providing the resources and support necessary for the integration of technology into district buildings and curriculum
- Spearheading all technology initiatives, including community activities and partnerships managing the district's Technology Department
- Pursuing technology grants and overseeing their implementation
- Organizing staff development activities
- Working cooperatively with the Network Coordinator and Technicians for the installation of technology
- Coordinating the purchase of hardware and software
- Communicating with staff and the school board on the progress of technology implementation in accordance with the Technology Plan
- Enforcing the district's Technology Acceptable Use Policy
- Creation of all technology related policy and procedures

While the Instructional Design Technologist is ultimately responsible in the district for all issues related to technology, each building also needs to establish a method for

coordinating efforts at this level. The building administrator and appointed staff members are responsible for building decisions related to technology.

Network Coordinator:

The Network Coordinator is responsible for the supervision and security of the district's network. This person supervises network installations and updates, conducts security audits and is responsible for the creation of user accounts on the district's data and voice systems. Specific duties may include:

- Creating and designing specifications for network equipment and software
- Support staff development activities in coordination with the Curriculum Department
- Working with individual teachers to resolve technology related needs
- Overseeing technicians in the installation of technology
- Inventory of hardware and software as it is installed in the district
- Maintaining a schedule of district technology projects and installations
- Monitoring and maintenance of network/web hosting servers and equipment
- District network User and password administration
- Telephone and Voicemail Administration
- Conducting security audits
- Coordinating the maintenance of hardware

Network Technicians:

The Network Technicians are responsible for the installation and repair of network equipment and software. They report to the Network Coordinator and may be called on to perform programming, data entry and training. Specific duties may include:

- Installation and maintenance of wireless equipment
- Installation and maintenance of network equipment
- Installation and maintenance of hardware and software
- Installation and maintenance of voice and video equipment

Student Technicians:

The Student Technicians are responsible for the installation and repair of district hardware and software. They report to the Network Coordinator.

Web Master:

The Web Master is responsible for designing, updating and maintaining the districts Web page and the web-hosting servers. Additional duties may include:

- Installation and maintenance of Web site
- Staff development

Departmental Operations

Inventory

The department is also responsible for maintaining an inventory of all hardware and software. This is done through our fog imaging server and Microsoft System Center Configuration Manager. All new computers are allocated station numbers that follow a standard, easily identifiable pattern. Security audits are also included in our inventory to maintain the appropriate licenses.

Routine Inspection & Maintenance

All computers are inspected at least once year. During inspection, we look for unneeded or illegal programs, viruses, hard drive problems, programs running at start-up, network problems, visible hardware damage, etc. Computers are cleaned (vacuumed and/or blown out) during the summer as time allows.

Security and Cost of Ownership Procedures

To limit the number of problems warranting the need for technical assistance, the district has implemented security-related procedures to prevent many issues of abuse and accidental damage from occurring. These include the following:

Microsoft Group Policy

This is our main software package used for security purposes. It locks down programs and prevents users from accessing features in the operating system.

Net Support & LanSchool

This program allows instructors to remotely view information and material on student's screens at any time. They can than take control of the work station, lock it or record information for security purposes.

User Policies

Users have individual policies that are determined by how they log into the server. The network manager can restrict operating system features (editing the registry, accessing control panel, changing wallpaper and screensaver, etc.) and control what each user's desktop and start menu contain. User policies are heavily implemented on student computers. Group Policy is used for the management of user policies.

Distributed Applications

Where feasibility and copyright allows, many software programs are installed on the server. When users log in, the appropriate icons are then displayed on the computers' desktops that point to the particular application. This practice prevents technology staff from having to install the software on each individual machine, and allows us to control which users have access to certain software applications. When acquiring software, we encourage buildings to purchase the "network version" if available, since it allows us to use this central method of installation.

Imaging

The technology department uses imaging software to create an image of a computer's hard drive. These images are used to fully restore the computer back to its original state in case of hard drive failure or software problems. This practice is also used when acquiring new computers to ensure that all computers have the same configuration.

Replacement Cycle of Hardware

To minimize the need for technical support, the district has implemented a five-year minimum computer replacement cycle. After five years of use, computers originally purchased with district funds will be replaced with new computers. Some of the older computers may be migrated down to areas where software requirements are not as resource demanding.

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

Owosso Public Schools will attempt to provide access to technology for all staff and students. The district will continue to research and explore upcoming software, web-based, open-source programs and district level management, instruction and assessment. All classrooms and media centers have at least three network drops with one multimedia computer. Strategies for continuing, as well as increasing access include:

- The secondary level Media Centers will continue to be used as the "technology hub" in those buildings. Our district has recently updated the labs in our middle and high school media centers to include at least (32) computers for students to use. As funding for staffing permits, Media Centers in secondary buildings are open before and after school in order to provide students access to technology.

- Assistive technology is implemented when applicable for students with special needs.

- At least one computer lab in each building will be designated as an "open lab" available for entire classrooms to use. Classroom teachers will continue to sign-up for scheduled times for lab usage.

Funding and Budget

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

Building Timelines

The goals identified in this timeline are to be used in conjunction with the Instructional Technology Curriculum as previously outlined in sections 4 -8 of this document.

LEVEL	2012-2013	2013-2014	2014-2015
ELEMENTARY	Upgrade existing classroom technology to increase capacity	Upgrade existing classroom technology to increase capacity	Upgrade existing classroom technology to increase capacity
	Replace current network switches with managed gigabyte switches	Continue replacing network switches to achieve gigabyte access	Start converting desktop workstations to gigabyte service
	In-service technology professional development per results of needs assessment	In-service technology professional development per results of needs assessment	In-service technology professional development per results of needs assessment
	Use technology across all subjects in the elementary buildings	Use technology across all subjects in the elementary buildings	Use technology across all subjects in the elementary buildings
Grade Level			
K	Cover Kindergarten student benchmarks as identified in the NETS and METS standards	Continue to cover Kindergarten standards and benchmarks and evaluate curriculum annually	Continue to cover kindergarten standards and benchmarks and design new Technology curriculum.
1	Review Kindergarten standards and benchmarks and cover 1st grade standards and benchmarks as	Review Kindergarten standards and benchmarks and engage students in	Engage students in learning 1st grade student benchmarks and design new

	identified in the NETS and METS standards	learning 1st grade standards benchmarks and evaluate current curriculum	Technology curriculum for the 2014-2015 school year
2	Review K-1 student benchmarks and engage students in learning 2nd grade standards and benchmarks as identified in the NETS and METS standards	Review 1st grade standards and benchmarks and engage students in learning 2nd grade standards and benchmarks and evaluate current curriculum	Engage students in learning 2nd grade student benchmarks and design new Technology curriculum for the 2014-2015 school year
3	Review K-2 student benchmarks and Engage students in learning 3rd grade standards and benchmarks as identified in the NETS and METS standards	Review 2nd grade standards and benchmarks and engage students in learning 3rd grade student benchmarks and evaluate current curriculum	Engage students in learning 3rd grade student benchmarks and design new Technology curriculum for the 2014-2015 school year
4	Review K-3 student benchmarks & engage students in learning 4th grade standards and benchmarks as identified in the NETS and METS standards	Review 4th grade standards and benchmarks & engage students in learning 4th grade standards and benchmarks and evaluate current curriculum	Cover 4th grade student benchmarks & selected 4th grade benchmarks and design new Technology curriculum for the 2014-2014 school year
5	Review K-4 student benchmarks engage students in learning 5th grade standards and benchmarks as identified in the NETS and METS standards	Review 4th grade & 5th grade standards and benchmarks and evaluate current curriculum	Engage students in learning 5th grade benchmarks and design new Technology curriculum for the 2014-2015 school year
6	Review K-5 student benchmarks & cover 6th grade standards and benchmarks as identified in the NETS and METS standards	Review 4th & 5th grade benchmarks and selected 6th grade benchmarks and evaluate current curriculum	Engage students in learning 6th grade benchmarks and design new Technology curriculum for the 2014-2015 school year

LEVEL	2012-2013	2013-2014	2014-2015
MIDDLE SCHOOL	Schedule all 7th and 8th grade students for one semester of computer class using current course organizing software/hardware.	Integrate the use of current course organizing software/hardware into core curriculum classes	Continue use and integration of current course organizing software/hardware into core curriculum classes
	Upgrade computers in Media Center and rotate pc's into classrooms	Upgrade existing classroom computers to increase capacity	Upgrade existing classroom computers to increase capacity
	Upgrade existing classroom Software/hardware to increase capacity	Upgrade existing classroom software/hardware to increase capacity	Upgrade existing classroom software/hardware to increase capacity
	Provide technology professional development per results of needs assessment	Provide technology professional development per results of needs assessment	Provide technology professional development per results of needs assessment
Grade Level			
7th	Engage students in learning K-7th grade benchmarks as identified in the NETS and METS standards	Engage students in learning 7th grade benchmarks and evaluate current curriculum	Engage students in learning 7th grade student benchmarks & selected design new Technology curriculum for the 2014-2015 school year
8th	Engage students in learning 8th grade benchmarks and selected 8th grade benchmarks as identified in the NETS and METS standards	Engage students in learning 8th grade benchmarks and evaluate current curriculum	Engage students in learning 8th grade student benchmarks and design new Tech. curriculum for the 2014-2015 school year
HIGH SCHOOL	Upgrade computers in Media Center and rotate pc's into classrooms	Upgrade existing classroom computers to increase capacity	Upgrade existing classroom computers to increase capacity
	Utilize available	Integrate distance	Integrate distance

	Distance Learning equipment	learning into the curriculum	learning into the curriculum
	In-service technology professional development per results of needs assessment	In-service technology professional development per results of needs assessment	In-service technology professional development per results of needs assessment

The Funding and Budget section includes information technology and telecommunications infrastructure that will be used to achieve educational goals, specific curriculum reforms, and media center service improvements. Unless otherwise identified, the district's matching USAC funds for E-Rate eligibility will be provided through the district's general fund.

Technology Department

	2011-12	2012-13	2013-14	2014-15
Technology Staff (Salaries & Benefits)	$191,000	Comparable	Comparable	Comparable
Software	$7,000	Comparable	Comparable	Comparable
Networking Costs:				
WAN (Fiber Maintenance/Video/Internet)	$5,000	Comparable	Comparable	Comparable
LAN (Cable/Switches/Servers/Maint.)	$5,000	Comparable	Comparable	Comparable
Equipment Maintenance & Repair (Serviced)	$1,950	Comparable	Comparable	Comparable
Server & Equip. Replacement	$5,000	Comparable	Comparable	Comparable
Purchased Services including SRESD	$59,130	Comparable	Comparable	Comparable
Maintenance Supplies & Materials	$3,400	Comparable	Comparable	Comparable
Travel (Mileage Costs)	$2,000	Comparable	Comparable	Comparable
Network and server licensing Agreements	$4,000	Comparable	Comparable	Comparable
Total	**$283,480**			

E-rate Eligible Communications Services (includes amounts budgeted by district for unallowable costs)

	2012-13	2013-14	2014-15
CenturyLink (Long Distance)	$ 2,400	Comparable	Comparable
Verizon (T-1's, DID's, POTS's)	$40,800	Comparable	Comparable
Verizon Wireless (Wireless Phone Service including internet access to increase accessibility)	$18,460	Comparable	Comparable
Web hosting including web design	$7,015	Comparable	Comparable
District Phone System		$250,000	
Total	$68,675	Comparable	Comparable

Proposed Additional Expenditures

In order to meet the goals and actions of this Technology Plan, the priorities established in the Timeline will serve as the basis for the budgetary needs. These expenditures are estimates only and are subject to change during the life of the current Technology Plan.

District Projects

Project	Upgrade computers in OHS & OMS Media Center and rotate pc's into classrooms
Time Line	**2012-2015**
TOTAL COST:	**$70,000**

Project	Upgrade All Building's Wireless Infrastructure utilizing Sinking Funds
Time Line	**2012-2015**
TOTAL COST:	**$280,000**

Project	Upgrade All Building's Wired Infrastructure to 1 gig
Time Line	**2012-2015**
TOTAL COST:	**$15,000**

Project	Upgrade District Phone System
Time Line	**2013-2015**
TOTAL COST:	**$250,000**

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

Owosso Public Schools has established a structured method of planning for the acquisition of technology resources:

- The Instructional Technology Committee, in cooperation with the technology department, identifies future technology goals, along with the infrastructure and other resources needed to meet the goals.

- These goals are prioritized in order of greatest impact on instruction.

- Costs are associated with each project.

- The Instructional Network Manager develops a plan including budget and timeline for completing each project for the upcoming school year.

- The Instructional Technology Committee evaluates and approves the plan.

- If necessary, the school district initiates a bidding process for technology acquisitions.

- The Board of Education evaluates the plan, approves the budget, and awards any bids.

Shiawassee Regional Educational Service District

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

Grants

Owosso Public Schools has aggressively sought out grants to finance special projects concerning the integration of technology into our classrooms. In addition to specialized grants, the District strives to utilize federal grants to optimize the integration of technology into our curriculum both through professional development and getting technology into the hands of our students. Our district will continue the practice of obtaining grants in order to further implement technology into the curriculum.

Alignment of Technology Plans

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

Monitoring and Evaluation

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

- Continue to provide staff with opportunities to annually evaluate current technology to ensure continued effectiveness of the district technology plan and mission.

- Continue to investigate and evaluate emerging technologies and processes that directly relate to the educational environment

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

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

Data Collection

Data will be collected from a variety of sources regarding technology use and impact on student achievement to determine effectiveness of implemented technology, areas of need and future decision making.

Staff Technology Needs Assessment

An annual Staff Technology Needs Assessment has been created using an on line survey tool. The survey was created by members of our Technology Integration Planning Team and will be provided to all instructional staff on an annual basis. The data will be analyzed by the Technology Integration Planning Team, Technology and Curriculum Departments to monitor the following:

- Verify that technology integration goals are being met
- Identify weaknesses in current strategies to integrate technology into the curriculum
- Determine if implemented strategies are improving standardized test scores
- Plan for future professional development to address unmet goals identified in the current technology plan and needs assessment

District Staff Perception Survey

Information is collected annually through a survey to determine staff perceptions. One area surveyed is in regards to technology integration. Trend data from these surveys will continue to be collected and used to measure progress and growth.

Technology Integration Planning Team

The Technology Integration Planning Team will meet annually to provide planning, direction, and evaluation of K-12 instructional technology in the district. The team will continue to play an increasingly vital role in identifying methods of integrating technology into the curriculum and monitoring the progress of the district's technology mission and vision. The team will review the goals set forth in the current Technology Plan, evaluate progress and suggests changes accordingly.

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

Owosso Public Schools will continually review all policies regarding technology use by staff and students. As changes are recommended and approved, the Board of Education must then officially approve any changes or amendments to existing policies as well as new policies. Appendix A includes all of the district's technology-related policies including the format included in student handbooks.

Appendix A:

Acceptable Use Policy

Owosso Public Schools
Technology
Acceptable Use Student Handbook Policy

Electronic Information Access and Use for Educational Purposes Policy

Owosso Public Schools encourages and strongly promotes the use of electronic information technologies in educational endeavors. The District provides access to information resources available in a variety of electronic formats, and for the development of information management skills. Together these allow learners to access current and relevant resources provide the opportunity to communicate in a technologically rich environment and assist them in becoming responsible, self-directed, lifelong learners.

The District's information technologies are the District's property and are intended for use for educational purposes. The District retains the right to access and review all electronic and voice mail communications, computer files, databases and any other electronic transmissions contained in, or accessed by District information technologies.

Users have no reasonable expectation that any information contained on any District information technologies is confidential or private. The District's system is not a public forum and access to technology is a privilege and not a right.

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

District Definitions:
Equipment includes, but is not limited to, computers, disk drives, printers, scanners, network, servers, video and audio recorders, cameras, photocopiers, phones and other related electronic resources.

Software includes, but is not limited to, computer software, print and non-print resources. Illegal software is defined as any software installed or downloaded on District equipment or servers without written permission from the Technology Dept.

Networks include, but are not limited to, all voice, video and data systems.

District Responsibility

Owosso Public Schools is responsible for the management of the structure, hardware and software that the District uses to allow access to information technologies for educational purposes.
These include:

- Developing and implementing an Electronic Information Access and Use Policy
- Developing and enforcing use regulations at each network site
- Defining the rights/responsibilities of Users
- Providing resources that support the mission and Technology Plan of the School District
- Assigning and removing of member accounts on the network(s)
- Providing training and information on new technologies, software and media as they are acquired and put into use in the District
- Maintaining and repairing of equipment that comprise the network(s)
- Selecting and approving software that the network and the Technology Department shall support
- Setting quota limits for disk usage by users of the District Internet server

The District shall designate a system administrator who shall make the final determination as to what is inappropriate use based on the Electronic Information Access and Use Policy. The system administrator may close an account at any time for infractions. These violations are listed in the sections titled "**User Responsibilities**" and "**Users are prohibited from:"**

The system administrator has the right to view, modify or remove a user's electronic mailbox. This access shall be used to preserve network integrity or to prevent prohibited activity. The user shall be present and cooperative during viewing.

The system administrator may review audit trails created by information technologies. The system administrator may determine and uncover incorrect usage of the network and may also inform other faculty members and the user in question.

In accordance with the Children's Internet Protection Act (CIPA, a federal law enacted by Congress in December 2000 to address concerns about access to offensive content over the Internet on school and library computers), Owosso Public Schools has implemented filtering hardware and software through the Shiawassee Regional Education Service District intended to block minors' access to visual depictions that are obscene, child pornography, harmful to minors, or that the District determines to be inappropriate for minors. However, the District does not guarantee that school officials shall control users access to such materials, or that users shall not have access to such materials while using the District's information technologies.

The network provides access to third party data and information over which the District has no control. Though the District may make efforts to block inappropriate material, users may be exposed to defamatory, inaccurate, or otherwise offensive material. Use of the network or any information obtained via the network is at the user's own risk. The

District specifically denies any responsibility for the accuracy or content of information obtained through its services.

The District reserves the right to temporarily or permanently remove a user account on the network to prevent further unauthorized activity. This right shall apply to any person or employee of the Owosso Public Schools granted access to the District's information technology network.

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

Owosso Public Schools Users

All account holders on the Owosso Public Schools network shall be granted access to appropriate services offered by the network. The following people may be users of the Owosso Public Schools network:

1. Students - Students who are currently enrolled in the District may be granted a network account upon agreement to the terms stated in this policy.

2. Faculty and Staff - Staff members currently employed by the District may be granted a network account upon agreement to the terms stated in this policy.

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

Privileges and Responsibilities of Owosso Public Schools Technology Users
Privileges

Users have the privilege to:

- Use all authorized hardware and software for which they have received training to facilitate learning and enhance educational information exchange.

- Access information from outside resources which facilitate learning and enhance educational information exchange.

- Access District networks and the Internet to retrieve information to facilitate learning and enhance educational information exchange.

User Responsibilities

Users are responsible for:

- Using information technologies in the school only for facilitating learning, appropriate personal growth and enhancing educational information exchange consistent with the purposes of the school.

- Attending appropriate training sessions in the use and care of hardware, equipment, software and networks.

- Seeking instruction for the use of any technology with which they are not familiar.

- Adhering to the rules established for the use of hardware, software, labs and networks in the school or through remote access outside of the school.

- ***Refraining from disclosing, using or disseminating personal identification information regarding minor and pictures of minors over the Internet without parent or guardian authorization.***

- Maintaining the privacy of passwords and are prohibited from publishing or discussing passwords. Network accounts are to be used only by the authorized owner of the account for the authorized purpose.

- ***Using e-mail, chat rooms, and other forms of direct electronic communications only when authorized by the District and then only under the direct supervision of an adult.***

- Having all electronic media scanned for virus, dirt, damage or other contamination which might endanger the integrity of District hardware, software or networks before they are used in District systems.

- Material received, created or distributed using information technologies.

- Making all subscriptions to listservs or news groups known to the system administrator and seeking prior approval before requesting such subscriptions on the Internet.

- Maintaining the integrity of the electronic messaging system (voice, e-mail, etc.), deleting files or messages if they have exceeded their established limit, reporting any violations of privacy and making only those contacts which facilitate learning and enhance educational information exchange**.** ***If a user remains in non-compliance, the System Administrator may delete files and messages, freeze the account, and/or close the account.*** Files or messages shall be deleted by the system administrator if the user remains in non-compliance.

- Special care is to be taken in disseminating District confidential information over the Internet. When users are in doubt about dissemination of information, they should contact the Superintendent or his designee for written approval to release the information. Security and confidentiality needs to be of high concern for all District network users.

- Reporting the use of any non-district electronic media including floppy disks, CD's and portable storage devices on District equipment.

- All files that are downloaded must have prior approval from the Districts Technology Administrator and scanned for possible infection. Any user who knowingly tries to download applications or propagate the Internet or Districts network with infected viruses shall be subject to expulsion or termination.

- Keeping material considered pornographic or inappropriate by the District, inappropriate files or files dangerous to the integrity of the school's network, equipment or software from entering the school via the Internet or from being reproduced in visual, digital or written format.

- Awareness of and adhering to copyright laws and guidelines and trademark laws and applicable licensing agreements in the use of information technologies and in the transmission or copying of text or files on the Internet or from other resources. Users must also comply with all other applicable laws, both state and federal, with respect to their use of the District's information technologies. In any cases where a user downloads copyrighted software he/she assumes full responsibility for his/her action and absolves the District from his/her unauthorized action.

- Using caution (*Buyer Beware*) when considering the purchase of goods or services over the Internet. Owosso Public Schools is not liable for any personal purchases made while using District information technologies.

- Financial restitution for unauthorized costs incurred or damages and repair necessitated by inappropriate use or access.

- Any damages to, or incurred on, their personal equipment. Users accessing Owosso Public Schools information technologies on personal equipment do so *at their own risk.* The use of non-District owned equipment on the Districts network without Technology Department authorization may subject the user to loss of network privileges, expulsion or termination.

- Abiding by the rules set forth in this policy, general District rules, and additional rules as may be established by the District. Board of Education policies, The Districts Acceptable Use Policy, staff manuals, departmental procedures, and student handbooks may include such rules.

Users are prohibited from:

- Using the District's technology services for private use, commercial business (Other than for the District), for product advertisement or political lobbying.

- The malicious use of technology to disrupt the use of technology by others, to harass or discriminate against others and to infiltrate unauthorized computer systems. These actions may also result in criminal prosecution under statute 752.795 (Alteration, damage or destruction of computer, system or network) of the Michigan Criminal Code.

- Using District information technologies to draft, send, or receive inappropriate communications and material including but not limited to, items which are

pornographic, obscene, profane, vulgar, harassing, threatening, defamatory or otherwise prohibited by law.

- Using the Districts e-mail system to create, send or forward content that may take up unnecessary storage space on the Districts network such as chain letters and large attachments.

- Participating in hate mail, harassment, discriminatory remarks and other antisocial behaviors on the network.

- Vandalizing District or any other information technologies (the District's or any others). Vandalism is defined as any attempt to harm, destroy, disrupt or alter the operation of the District's information technologies or equipment. Vandalism includes, but is not limited to, the creation or intentional receipt or transmission of computer viruses.

- Using software to generate password combinations which may be used to access user accounts and information.

- Using non-authorized equipment, digital media and storage devices with District equipment or on the District network. These include, but are not limited to: floppy disks, CD's or portable storage devices.

- Intentionally access or cause access to be made to a computer program, computer, computer system, or computer network to devise or execute a scheme or artifice with the intent to defraud or to obtain money, property, or a service by a false or fraudulent pretense, representation, or promise. These actions may also result in criminal prosecution under statute 752.794 of the Michigan Criminal Code.

Consequences of Inappropriate Behavior

The school District's system is not a public forum and access to technology is a privilege and not a right. Any user who does not comply with the Information Access and Use Policy shall lose network privileges. Repeated or severe infractions of the policy may result in permanent termination of privileges, expulsion or termination of employment.

In addition, users violating any of the rights and responsibilities may face additional disciplinary action deemed appropriate in keeping with the disciplinary policies and guidelines of the District, buildings or departments. Non-compliant student users will be subject to building disciplinary action in addition to the consequences outlined in this document.

Challenges

Challenges to District information technologies policies and resources shall be made in writing and shall state the reasons for the challenge. A District appointed panel shall review the challenge and determine its appropriateness.

Owosso Public Schools
Technology
Acceptable Use Board Policy

STUDENT NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY

Advances in telecommunications and other related technologies have fundamentally altered the ways in which information is accessed, communicated, and transferred in our society. Such changes are driving the need for educators to adapt their means and methods of instruction, and the way they approach student learning, to harness and utilize the vast, diverse, and unique resources available on the Internet. The Board of Education is pleased to provide Internet services to its students. The Board encourages students to utilize the Internet in order to promote educational excellence in our schools by providing them with the opportunity to develop the resource sharing, innovation, and communication skills and tools which will be essential to life and work in the 21st century. The instructional use of the Internet will be guided by the Board's policy on Instructional Materials.

The District's Internet system has not been established as a public access service or a public forum. The Board has the right to place restrictions on its use to assure that use of the District's Internet system is in accord with its limited educational purpose. Student use of the District's computers, network, and Internet services (Network) will be governed by this policy and the related administrative guidelines, and the Student Code of Conduct. The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the Network. Users have no right or expectation to privacy when using the Network including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity while on the Network.

The Internet is a global information and communication network that provides students and staff with access to up-to-date, highly relevant information that will enhance their learning and the education process. Further, the Internet provides students and staff with the opportunity to communicate with other people from throughout the world. Access to such an incredible quantity of information and resources brings with it, however, certain unique challenges and responsibilities.

First, and foremost, the Board may not be able to technologically limit access to services through the District's Internet connection to only those services and resources that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, will open classrooms and students to electronic information resources which have not been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures which block/filter Internet access to visual displays that are obscene, child pornography or harmful to minors. The Board utilizes software and/or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. Nevertheless, parents/guardians are advised that a determined user may be able to gain access to services on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents/guardians may find inappropriate, offensive, objectionable or controversial. Parents/Guardians assume risks by consenting to allow their child to participate in the use of the Internet. Parents/Guardians of minors are responsible for setting and conveying the standards

that their children should follow when using the Internet. The Board supports and respects each family's right to decide whether to apply for independent student access to the Internet.

The technology protection measures may not be disabled at any time that students may be using the Network, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

Pursuant to Federal law, students shall receive education about the following:

A. safety and security while using e-mail, chat rooms, social media, and other forms of electronic communications

B. the dangers inherent with the online disclosure of personally identifiable information and,

C. the consequences of unauthorized access (e.g., "hacking") cyberbullying and other unlawful or inappropriate activities by students online

Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of the Internet. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response. All Internet users (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

Students and staff members are responsible for good behavior on the District's computers/network and the Internet just as they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are often public in nature. General school rules for behavior and communication apply. The Board does not sanction any use of the Internet that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines.

Students shall not access social media for personal use from the District’s network, but shall be permitted to access social media for educational use in accordance with their teacher’s approved plan for such use.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users granted access to the Internet through the District's computers assume personal responsibility and liability, both civil and criminal, for uses of the Internet not authorized by this Board policy and its accompanying guidelines.

The Board designates the Superintendent and Network Coordinator as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to the use of the Network and the Internet for instructional purposes.