

# **Technology Plan**



## **Immaculate Heart of Mary – St. Casimir School**

Lansing, Michigan

July 1, 2009-June 30, 2012

# TECHNOLOGY PLAN SUMMARY SHEET

**School:** Immaculate Heart of Mary - St. Casimir School  
**School Code:** 33020-1816  
**School District:** Ingham Intermediate School District  
**District Code:** 33000  
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**Start Date of Plan:** July 1, 2009  
**Date of Next Review:** June 30, 2012

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# Immaculate Heart of Mary-St. Casimir School Lansing, Michigan

## School Profile

Immaculate Heart of Mary-St. Casimir School is a distinctly unique, kindergarten through grade 8, educational program supported by two parish communities, Immaculate Heart of Mary Parish and St. Casimir Parish. It is a Catholic school built and maintained on the belief that a Christian environment best supports the faith values of the family. We are dedicated to nurturing the faith and gifts of each student in a close working relationship with parents.

The 2008/2009 total school enrollment is 160 students in grades K-8. The elementary grades (K-5) are located at the Immaculate Heart of Mary site on South Cedar Street. The Middle School (grades 6-7-8) is located at the St. Casimir site on Barnes Avenue. The lower grade levels share a full time teacher aide. While the majority of our students come from families who are parishioners of either IHM or St. Casimir, we welcome students from other parishes and students of all faith backgrounds. Students come from various ethnic backgrounds (10% Asian-American, 5% African-American, 11% Hispanic) and 12.5% are receiving federal funds for free or reduced lunches. Financial aid was provided for 29% of our school families.

At present, eight faculty members, two 2 administrators, and four support staff are employed by IHM-St. Casimir School. The Lansing School District provides four teachers through their Shared Time program. In addition, the school program is supported through generous parent volunteer and community involvement.

## School Buildings

**Immaculate Heart of Mary Site** (grades Pre-School -5)  
3830 Rosemont Drive  
Lansing, MI 48910

**St. Casimir Site** (grades 6-8)  
800 West Barnes Avenue  
Lansing, MI 48910

Telephone: 517-882-6631

Telephone: 517-482-7968

E-mail: meerschaertj@ihmlansing.org

Teachers: 6  
Administrator: 1  
Classroom Aides: 2  
Office Staff: 1  
Students: 110

Teachers: 3  
Administrative Assistant: 1  
  
Office Staff: 1  
Students: 50

Lansing Shared Time Teachers (both sites): 5

### School Mission Statement

Immaculate Heart of Mary-St. Casimir School provides a distinctly Catholic Christian education in an environment where students are challenged to discover the fullness of God's gifts and grace intellectually, spiritually, physically and socially. This learning experience will build a consciously formed faith that is deliberately nourished and visibly lived.

**Adopted May 20, 1998**  
**School Committee**  
**Immaculate Heart of Mary-St. Casimir School**

# **Immaculate Heart of Mary-St. Casimir School Vision and Goals**

## **Background of our Technology Planning Initiative**

In 1997 a plan was written to project the course of the implementation of technology over a five-year period and was submitted to the Diocese of Lansing and the State of Michigan. A written notice of approval from the Michigan Department of Education was received on January 16, 1998. During the 2000-2001 and 2001-2002 the members of the Technology Committee met to review, revise and set new priorities for the upcoming plan which was subsequently approved by the MDE for July 1, 2006 through June 30, 2009. During the 2007-2008 School Year, the committee reviewed the existing plan to make recommendations for the upcoming plan. Most of the updates are based on feedback from student and staff surveys; suggestions from students, parents, and classroom teachers; professional development needs, and the school improvement plan. In addition, every year the Technology Coordinator and members of the School and Technology Committees review and evaluate the strategies outlined in the technology plan for the current year and make recommendations which include suggestions for revisions.

## **Our Technology Vision/Mission Statement**

**“We will strive to provide equal access to all necessary information for our students, staff members, and people in our school community at any place or time. We will provide an environment where technological resources will offer our students and staff the opportunity to increase their knowledge and understanding in the classroom, access and manage vast amounts of information, explore concepts from differing perspectives, and reinforce the development of analytical and critical thinking skills which are necessary for lifelong learning. When students leave our school, they must be equipped to use technology to continue to learn, to grow, and to collaborate and contribute to their community.”**

**Adopted by the Technology Committee  
February 2002**

In order to fulfill our mission we will:

- § Select and provide the most appropriate technology available to enable our faculty and staff to implement our objectives.
- § Define curriculum needs and provide the technological resources and services that are necessary to ensure appropriate application and integration into the school environment.
- § Align our technology goals with diocesan, state, and national educational technology standards.

## **Perspective from the Diocese of Lansing**

In the document, **Technology Guidelines** (June, 2006), the Diocesan Curriculum Institute of the Diocese of Lansing Catholic Schools issued the following vision statement in support of technology:

**“With Jesus, the Great Communicator, and the spirit of our Christian tradition, we recognize that we live in a new media age. The use of technology in our schools must provide learners and teachers with access to information, ideas, and learning and teaching tools. Students must develop expertise in locating, evaluating, and using these resources so that they will become strong Christian adults and productive citizens.” (p. III)**

### Major Goals of Our Technology Plan

We are committed to providing a variety of resources for use by our school community and envision the following:

- § Communication and information technologies will be used to promote academic achievement, information sharing, and student interaction across the curriculum.
- § Students and teachers will have access to appropriate instructional software that is available for use at any time.
- § Electronic textbooks with continuously updated information will be available to every student and teacher through REMC 13 and other on-line resources.
- § A current web page for IHM-St. Casimir School will exist on the World Wide Web for information access.
- § Teachers and staff will use technology in the classroom to enhance learning through demonstrations and student hands-on experience.
- X Teachers and administrators will exchange data such as grades, attendance, emergency information, and schedules from their desks at any time or day.
- X Teachers will use computerized systems for grading, progress notes, classroom assignments, and supplemental resources and make them available to students and their parents at any time.
- X Media Centers and classrooms will be equipped with technology resources capable of multimedia presentations, both local and on-line.
- X Library media centers at both sites will continue to be automated and have High Speed Internet capabilities.
- § School business will be conducted with time saving computerized tools and administrators will use information to collect, extract and analyze data.
- § Both parish communities will be involved in the school's technology initiatives and benefit from learning programs offered by the school when appropriate.
- § The administrator and leaders of both parishes will support technology and provide the necessary funding to continue the program.

## SCHOOL TECHNOLOGY PLANNING TEAM

The School Technology Planning Team is a combination of parents, teachers and administrators who were recruited through announcements in the Family Bulletin and by personal calls and contacts. The overall selection goal was to have membership that could provide expertise in hardware and software, as well as curriculum.

<b>2009-2012 Technology Committee Members</b>	
<b>Name</b>	<b>Position</b>
Mike Conway	Parishioner, and Technology Network Volunteer
Judy Meerschaert	Principal
Lisa Galbraith	Teacher, Grade 4
Ken Gemalsky	Grandparent and Parishioner
Bill and Greg McKenna	Technology Coordinators
Renee Hornby	Teacher, Grades 6-7-8
Jim Smith	Parishioner, and Technology Network Volunteer
Mary Margaret Utess	Administrative Assistant for Student Affairs

# CURRICULUM

## Goals and Strategies

We believe that technology, in its present and future form, presents students, teachers, leaders, and the community with powerful tools for lifelong learning. Technology provides immediate teaching and learning opportunities that were at one time unavailable to our community. Our overall general goals for using telecommunications and technology to improve teaching and learning are listed below:

- § Provide school based and community support to build upon the existing technology base and to expand its range to implement new and future information/communication technologies
- § Teachers, staff, and students will utilize technology to supplement curricular goals and objectives
- § Provide opportunities for the members of the school staff, parish staffs, and community members to work together to share expertise, support, and resources through presentations in school, collaborative on-line experiences, and field trips.
- § Communicate current on-going information to allow our teachers to take advantage of appropriate use of technology to support instruction and to enhance learning opportunities. This information is made available in faculty meetings, links to relevant web site addresses, and on and off-site training sessions.
- § Provide teachers with resources to support student-focused learning and exploration

## Technology Foundation Standards for Students

In Part 1 of the Diocese of Lansing's publication, **Technology Guidelines (2006)**, the Diocesan Schools Technology Committee listed "Skills Needed for the 21<sup>st</sup> Century" which are stated below:

1. Students need strong grounding in basic skills, including oral and written communication, practical math, estimation, and computational skills.
2. Students must have the ability to use technology as a tool for learning.
3. Students must have the ability to work cooperatively in a high-performance team environment.
4. Students must have the ability to take responsibility for learning.
5. Students must have the ability to solve new and complicated problems.
6. Students must be able to evaluate the quality and validity of information and its sources. (p. IV)

## Strategies for the Delivery of Courses and Curricula through Technology

### Expected Outcomes

The integration of technology into all areas of the curriculum will allow us to offer a variety of on-going learning experiences for students:

- X Expand classroom options for teaching and learning
- X Provide for the integration of multiple resources for existing as well as the emerging curriculum
- X Enable the learning community to communicate more effectively, access and process information, and work productively
- § Link the classroom with educational resources within the building, school, community, and around the world
- X Create a collaborative environment for project-oriented activities
- X Increase the productivity of students as they work toward attaining learning outcomes
- X Provide resources to assist the students in becoming active and experiential learners
- X Develop partnerships within the school, among schools, and other organizations to promote learning
- X Establish a variety of evaluation methods
- X Establish immediate and multiple feedback
- X Develop instructional methods that will address individual needs, interests, and learning styles
- X Track multiple objectives in cognitive, behavioral and personal development
- X To provide multi-sensory learning experiences that will help students to improve their scores on the **MEAP** and other standardized testing programs.

In **Technology Guidelines**, the Diocesan Curriculum Institute outlined technology content standards, benchmarks and objectives in six major areas for students in grades K - 8. The overall content standards are as follows:

1. Content Standard 1: All students will use and transfer technological knowledge and skills for life roles (family member, citizen, worker, consumer, lifelong learner)
2. Content Standard 2: All students will use technologies to input, retrieve, organize, manipulate, evaluate, and communicate information
3. Content Standard 3: All students will apply appropriate technologies to critical thinking, creative expression, and decision making
4. Content Standard 4: All students will employ a systematic approach to technological solutions by using resources and processes to create, maintain and improve products, systems and environments.
5. Content Standard 5: All students will apply ethical and legal standards in planning, using and evaluating technology.
6. Content Standard 6: All students will be able to evaluate the quality and validity of information resources.

### **Technology Literacy Curriculum**

Our Technology Literacy Curriculum is aligned with the Diocesan, State of Michigan Department of Education, **National Educational Technology Standards for Students** and the International Society for Technology in Education. We have based our curriculum on the six major areas outlined by the Michigan Department of Education (**Educational Technology Standards and Expectations, 2005\***). We believe that to effectively use technology to enhance the learning process, the students and instructional staff must develop competencies in the following areas:

- Basic Operations and Concepts
- Social, Ethical, and Human Issues
- Technology Productivity Tools
- Technology Communications Tools
- Technology Research Tools
- Technology Problem-Solving and Decision-Making Tools

\*Please refer to Appendix A

### **Curriculum Studies and Updates**

As curriculum areas are revised, it is important to provide software titles that will reinforce and enhance the educational process. Since the assessment of student learning is a prime focus with an increasing emphasis on rubrics, future software acquisitions should have components that provide for evaluation and progress of student learning.

If technology is to be used in the curriculum, teachers must be skilled in technology applications and have the knowledge about using it to support instruction and to enhance student learning. Based on the latest information regarding technology integration across the curricula we propose the following goals and strategies to insure that applicable technology is being used to enhance the learning process:

## Strategies for the Delivery of Specialized Courses and Curricula Through the Use of Technology

Goal	Strategy	Time-Line	Resources Needed
Technology will be an integral part of instruction and learning in all areas of the curriculum	Provide professional development activities that support and demonstrate the integration of the Michigan Educational Technology Standards (METS) and the Diocesan Technology Guidelines.	Minimum three times per year ongoing	MiClimb and other professional web based resources  Collection of professional materials from conferences and training sessions  Sample lesson plans and rubrics from all levels and disciplines
	Provide training opportunities to support the use of the Michigan Educational Technology Standards (METS) and the Diocesan Technology Guidelines.		
Teachers will integrate currently available technology into lessons	Inventory the technology resources available (including software) and distribute the list to all teachers on a regular basis.	Yearly	Technology Assistants Librarian Volunteers
	Compile and publish a list of on-line lesson plan resources that incorporate technology	Ongoing	Technology Coordinator Librarian
	Provide regular in-service training to demonstrate best practices in technology integration	Minimum three times per year	Technology Coordinator Administrative Assistant for Student Affairs
	Using an integrated lesson plan template provided by the technology department, teachers will prepare a minimum of one lesson each semester which allows students to use technology in the classroom	2009-2012	Technology Coordinator Administrative Assistant for Student Affairs
Teachers will use on-line resources and open source software to enhance curriculum	Provide adequate training to ensure teachers will have knowledge of Internet search procedures for personal and classroom use	Ongoing	Technology Coordinator REMC 13 Resources

<b>Goal</b>	<b>Strategy</b>	<b>Time-Line</b>	<b>Resources Needed</b>
Develop and use assessment tools for technology integration in classrooms	A checklist will be given to teachers in grades K-8 outlining specific student skills that are required at each level. The checklist will be returned to the Administrator at the end of each school year and students will demonstrate progress.	Annually	Technology Coordinator Administrator  Administrative Assistant for Student Affairs
Provide curriculum enrichment opportunities in the classrooms and media centers	Teachers will meet with School Librarian/Media Center Coordinator to discuss overall curricular goals that can be enhanced through software and on-line programs.	Annually	School Librarian Technology Coordinator Classroom Teachers
Provide on-line access in Grades 3-8 classrooms to relevant educational resource sites	Continue United Streaming and other resources in Grades 3-8	Ongoing	Technology Coordinator
Provide curriculum enrichment opportunities in the classroom	Teachers will meet with Technology Coordinator to discuss overall curricular goals that can be enhanced through software and on-line programs.	Yearly and as needed	Technology Coordinator Classroom Teachers
Provide filtered on-line access to relevant educational resource sites	Continue subscription to SonicWall, continue DSL connection in both buildings	Ongoing	Technology Coordinator
Increase distance learning opportunities in curriculum	Evaluate new software programs and online resources to determine applicability	2009-2010 2010-2011 2011-2012	Technology Coordinator Technology Curriculum Committee Administrative Assistant
	Provide on-line access to relevant educational resource sites	Ongoing	Technology Coordinator Classroom Teachers Librarian Business Office
	Continue cable television service in each classroom and media centers	Ongoing	Administrator
Evaluate progress toward increasing technology to enhance curricular goals	Encourage teachers and other staff members to incorporate technology goals into their yearly goals.	2009-2010 2010-2011 2011-2011	Administrator
	Continue using a systematic format for keeping accurate data of computer lab and laptop use	2008-2009 2009-2010 2010-2011	Technology Coordinator School Librarian

<b>Goal</b>	<b>Strategy</b>	<b>Time-Line</b>	<b>Resources Needed</b>
Provide instructional environments and activities that ensure all students will be technology literate by the end of the eighth grade	All students will receive instruction in keyboarding, and desktop presentation programs (i.e., <b>PowerPoint</b> ) beginning in 4 <sup>th</sup> Grade.	Ongoing	Classroom Teachers
	Reinforcement of keyboarding skills based on a checklist will be provided to students in grades 5-6.	Annually	Library Staff Classroom Teachers
	Students in Grades 7-8 will have taken one quarter of formal keyboarding instruction by the end of 8 <sup>th</sup> grade.	Ongoing	Library Staff Classroom Teachers Administrative Assistant for Student Affairs
	Students will be proficient in using programs in basic desktop publishing, basic database management and keyboarding by the end of the 8 <sup>th</sup> grade.	Ongoing	Library Staff Classroom Teachers
	All students in grades 2-8 will be given instruction on library skills including the automated library system, online card catalogs, and search engines.	Ongoing	Library Staff Classroom Teachers
	Students in Grades 6-8 will be given instruction on subscription databases and identifying valid web sites	Ongoing	Library Staff Classroom Teachers

### **Parental Involvement and Communication**

Immaculate Heart of Mary-St. Casimir School publishes a Family Bulletin each week for communication to parents. The school web address is provided and parents are encouraged to visit the site to access current information about the school and school events, access downloadable forms, and review additional materials at any time.

All teachers in grades K-6 publish a letter to their parents each week, and these, too, are used to communicate technological opportunities. At the middle school level, a "Parent Activity Form" is distributed each August to recruit parental assistance and involvement in all areas school (including technology support) for the upcoming year. The school principal publishes a monthly newsletter, Connection, which is sent home, as well as posted on-line.

The Technology Coordinator is responsible for of developing, maintaining, and publishing the school's web sites\* on the Internet. Updated weekly, they provide information in the following areas:

- § Programs in the curriculum
- § Teacher/Staff Information
- § Calendars
- § Lunch menus
- § Family bulletins and newsletters
- § Student information (dress code, supply lists, lunch menus)
- § Fund raising programs

- § Upcoming events and meetings
- § Sporting events
- § Special events
- § Links to on-line resources (research, encyclopedias, homework help, etc.)
- § Parish information
- § Technology Plan

\*The school has two general web sites that can be accessed by the general public: <http://ihmlansing.org> and <http://home.CatholicWeb.com/IHMSTCasimirSchool>.

A third site is available through **EDLINE**. We have an ongoing contract with **EDLINE** to allow parents access to their student(s) information 24 hours a day through the school's web site. The initial subscription to EDLINE was activated during the 2004-2005 school year and training for teachers and administrators took place to familiarize them with the program. At the beginning of the 2005-2006 School Year, students and parents were given accounts where they could access progress notes, class information, report cards, attendance, newsletters, family bulletins, and other specific information that cannot be posted on the general website.

Both parishes provide a link between the school's database to a parish census database program (**Parish Data System**). Linking to **PDS** has allowed our school to enhance our own database capabilities for communication purposes.

### **Adult Literacy Resources**

One of the goals of our technology program is provide opportunities for the members of our school and parish community to cultivate lifelong learning skills. We will serve our community by making our expertise and equipment available to the Immaculate Heart of Mary and St. Casimir parishes when it is needed. Unlike the public schools in our area, we are not usually involved in community education outreach programs. However, numerous community resources are available locally and we have close affiliations with many of them. These include but are not limited to the Regional Education Materials Center (REMC #13), the Ingham Intermediate School District, Capital Area District Library, Michigan State University, Lansing Community College, Lansing area Catholic Schools (Resurrection, St. Therese, Lansing Catholic High School), local museums and nature centers. Since we are a K-8 school, we do not offer GED, Adult Education, or ESL programs to the general public.

At our parishes, we have full-time Religious Education programs for both children and adults. We will make our technology equipment as well as expertise available to the people involved. The administrator, members of the technology committee, and parents will be involved in assisting with this component.

The effectiveness of our technology program is dependent not only on the learning environment, but in the total school climate. Since our school receives a large amount of technological resources through the efforts of our parish community, we need to ensure that this technology is made available to benefit the larger school community.

We are committed to using the integration of technology to cultivate lifelong learning communities in which the tools of technology support learning. The following strategies give an overall direction on how this objective will be approached:

- § Provide support to build on our technology base and expand its range to incorporate future information and communication technologies to effectively meet the needs of all learners in our parish community.
- § Work together with community members to share expertise, support, and resources.
- § Provide ongoing information to our community about the types and quality of work that our students are producing using technology resources.

# PROFESSIONAL DEVELOPMENT

We recognize that the application and integration of technology into our classrooms and curriculum is a process that must be carefully planned and implemented, especially since our faculty and staff members have varying levels of expertise and experience in these areas. Implementation will occur on a systematic basis with careful consideration given to the needs of the staff, current and future on-going technological acquisitions, specific site conditions, and sources of funding. A full awareness of both state and national standards for students guides our professional development in creating programs to improve competencies for our teachers, administrators and others who work in our educational setting. It is designed to set the groundwork for integration in all curriculum areas.

In order to facilitate this process, our school technology team members will continue to receive on-going training to provide leadership as well as technical training when needed. Our parish and school community includes a number of parents who are involved in technology, i.e., network system administrators, technical advisors, etc., who have expressed a willingness to help us in the training process. We plan to involve them according to our needs. Professional development is available to all staff and administrators.

## Training Areas

We have established five areas in which training for staff will focus:

### 1. Productivity

- X Increase teaching time by using management programs to streamline grades, attendance, lunch count, progress reports, and two-way communication with parents, etc.
- X Use report card programs, databases, and spreadsheets for management of student data
- X Provide high quality teaching materials quickly

### 2. Communication

- X Use electronic mail systems to communicate within the building, between buildings, and throughout the community
- X Use network access to establish links with other educators on specific topics through electronic bulletin boards and on-line discussions
- X Increase communication with parents through **Edline** and through computer links to on-line curriculum enhancement resources

### 3. Information

- X Access current information to supplement teaching resources with electronic sources and on-line services
- X Utilize quality software programs which allow teachers to easily evaluate and present information

### 4. Assessment

- X Evaluate individual work with reporting options available on software programs
- X Evaluate class progress with these options
- X Report student achievement to parents
- X Review portfolios of student work and writing saved on the network
- X Prepare written assessments of student progress with report card programs

### 5. Instructional Resources

- X Use a variety of multimedia materials to more effectively differentiate instruction to reach students with diverse learning styles
- X Plan individualized learning programs based on assessment data
- X Increase student motivation with expanded multimedia resources for class work and assignments
- X Provide opportunities for students to work collaboratively and actively
- X Provide the groundwork for integration with all academic and enrichment/elective subjects

## Training Timelines

Teachers and administrators are encouraged to attend and engage in workshops as they are available. In addition, a quarterly after-school session is held for all teachers and administrators to work to

enhance their technology skills.

### **Training Sources**

The school administrator, administrative assistant for student affairs and services, and technology coordinator are responsible for scheduling monthly training sessions for the staff. In addition, all staff members are strongly encouraged to participate in off-campus workshops and conferences that address the use and application of technology. It is important to provide professional development opportunities that build capacity within the faculty for using technology to improve their individual teaching methods to make learning engaging, challenging, relevant, current, and authentic for all students.

Sources of training include but are not limited to the following:

- \$ Training conducted by the Ingham Intermediate School District (REMC 13)
- \$ Technology Committee Members
- \$ Computer Technology Coordinator
- \$ Assistant Computer Technology Coordinator
- \$ Representatives from local businesses
- \$ Area institutions of higher learning
- \$ Workshops/Mini-sessions held at Michigan State University's Computer Center
- \$ Statewide conferences
- \$ Sessions provided by the Michigan Association of Non-public Schools
- \$ On-line resources
- \$ FTL Workshops

Staff members will be notified of opportunities for additional training when the information becomes available.

We realize that staff must be provided ample opportunities to familiarize themselves with the technologies that are available. This experimentation is a vital component of the lifelong learning process, therefore, in addition to providing structured training programs for staff, we will continue to:

- X Explore avenues for updating computers for our teachers and encourage our staff to maintain or upgrade a laptop or stand alone multimedia equipped computer and modem or cable/DSL connection for home use.
- X Purchase and provide a minimum of six laptop computers equipped with a CD-Rom and modem to be made available for checkout by staff for special purposes when needed.

### **Site-Based Resources**

Each building houses media centers that are accessible to teachers and students. The centers contain digital cameras, camcorders, resources for additional assistance, and software. Additional software, manuals, disks, and videotapes are stored in cabinets for teacher use. All materials are electronically catalogued.

Our teachers frequently order videotapes from the REMC video lending library for supplementary use in the classroom. In addition, the school owns a number of titles in various subject areas that can be checked out and used in the classroom. United Streaming and other REMC on-line resources are available for teacher use.

Although we have current resources available in all of the areas listed below, we will continue to update and upgrade our inventory to assist in:

- \$ Information management
- \$ Word processing, spreadsheet, and database software
- X Grading
- \$ Parent Communication
- \$ Development of multimedia presentations
- \$ Web-based research
- \$ On-line subscriptions

\$ Web Page development

## INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE

### Description and Use of Current Technology

We have been successful in securing various sources of funding to purchase and upgrade most of the technology resources described in our 2003-2006 Technology Plan. Our DSL connection and phone lines for local and long distance communication are provided through e-rate through AT&T and Verizon Wireless. An overview of our current technological resources is described below:

#### Elementary Site

- \$ Every teacher has a Dell Pentium IV/Windows XP multimedia equipped workstation (along with a HP color laser printer) connected to the server located in the Rectory office for both Internet and LAN access (DSL High Speed Internet Access).
- \$ Each room in both wings including the East-West Room and Room 4 is wired for Internet, LAN and cable television access.
- \$ All classrooms including the East-West Room have a permanently mounted television and VCR with a cable connection with the exception of the Student Care area in Room 104 and the book room in room 201.
- \$ All classrooms have a permanently mounted DVD player with the exception of Room 4 (music room) and room 104.
- \$ Teachers in Grades 4-8 are using *Edline* and *Grade Quick*\* for communication with parents including class newsletters, progress notes, report cards, etc. (\*Grade Quick – grades 4-8).
- \$ The Technology Office has a Dell Pentium IV multimedia equipped workstation (Windows XP), with Internet access and is used by the coordinator to update Web Pages and conduct other technology and music related tasks.
- \$ The School Administrator has a Dell Pentium Laptop computer which allows her to travel between school sites and remain connected. She is also connected to the network at the elementary site.
- \$ In the School Office, a Pentium IV multimedia workstation connected to a laser printer is provided for the secretary's use.
- \$ Each classroom is equipped with a telephone capable of interoffice communication and intercom capabilities.
- \$ All classrooms are equipped with computer workstations and headphones for student use. A description of student resources is as follows:

#### Kindergarten Activity and After School Care Room (Room 104)

- \$ 6 student workstations (486 DX2-66) multimedia equipped with Windows 95 operating system running DOS and Windows based programs

#### Grade 1 (Room 103)

- \$ 5 student workstations (Compaq Pentium 100) multimedia equipped with headphones and Windows 95 operating system.

#### Grade 2 (Room 202)

- \$ 7 student workstations (Pentium II) multimedia equipped with Windows 98 operating system shared with three Inkjet printers.

#### Grade 3 (Room 203)

- \$ 8 student workstations (Pentium II) multimedia equipped with Windows 98 operating system, shared with two color ink jet printers. Student workstations are linked with Internet. The teacher's workstation (in addition to the above) is connected to a permanently mounted television, DVD, and VCR.

#### Grade 4 (Room 7)

- \$ 6 HP-XP multimedia laptops, shared with two Inkjet printers.
- \$ The teacher's workstation (in addition to the above) is connected to a permanently mounted television, DVD, and VCR.

#### Grade 5 (Room 5)

- \$ 6 HP-XP multimedia laptops, shared with two Inkjet printers.
- \$ The teacher's workstation (in addition to the above) is connected to a permanently mounted television, DVD and VCR.

### **Music Room (Room 6)**

\$ 13 standalone workstations (Dell Pentium 233) to run Music Ace and other music education software programs.

### **Media Center**

\$ 16 workstations (Dell Pentium 233) shared with a HP laser jet printer.

\$ 3 Dell XP workstations with headphones in Media Center/Library with color printer, for the library students, loaded with encyclopedias, dictionaries, atlases, talking books, and other educational software.

\$ One camcorder and one digital camera are available for teacher/student use.

### **Middle School Site**

\$ Each teacher has a Dell Pentium IV multimedia equipped workstation and a color laser printer. The workstation is connected to the server located in the Rectory office for both Internet and LAN access (DSL High Speed Internet Access).

\$ All classrooms have wireless access; two access points are provided for this purpose

\$ All classrooms including the Media Center (Room 104) have a permanently mounted television, VCR, and DVD Player with a cable connection.

\$ Media Center (Room 104) has 20 multimedia-equipped laptop units with headphones networked to a laser printer. Each workstation is connected to the server located in the Rectory office for both Internet and LAN access (DSL High Speed Internet Access). Each system is loaded with desktop publishing programs, keyboarding and word processing software, encyclopedias, and other educational titles. In addition, a scanner is available for student use.

\$ Library is automated (2 computers networked).

\$ Teachers are using **Edline** and **Grade Quick** for communication with parents including class newsletters, progress notes, report cards, etc.

\$ One camcorder and 2 digital cameras are available for teacher/student use.

\$ 42 Dell Laptops were purchased through the FTL program in 2004 and are available for student use. At least 22 of these are now used in the media center.

\$ 6 additional laptops were purchased in 2005.

\$ 24 additional laptops were purchased in 2008.

\$ One video projector is available for classroom use.

\$ Each classroom is equipped with a telephone capable of interoffice communication and intercom capabilities.

\$ A SmartBoard was purchased in 2009 and is mounted in room 107.

### **Internet Access**

\$ Currently contracted with DSL High Speed Internet Service through SBC-Yahoo.

\$ The following software programs are loaded on all workstations with Internet Access: **Norton Antivirus, and Novell Netware, and SonicWall.**

\$ In addition to direct access through the Ethernet connections, secure wireless access points are available in the office and the student wing.

### **Technology Implementation**

The technology plan is implemented with site-based delivery priorities. The first priority is to continue to upgrade technology common to both buildings, while the second priority is to generate site-based delivery options to address the needs of students in each grade level.

### **Provisions for Upgrading Technologies at Both Sites**

There are currently 174 PC's between both sites -144 for students and 21 for faculty/staff use. Many of the computers located in the classrooms are at a Pentium 450 level or below. In the next three years, it will be necessary to phase out these units for higher-end machines in order to handle the demands of currently available software and content, as well as meet the needs for future streaming content such as video-conferencing and multi-casting programs.

To properly gauge the computing needs of faculty and students, a survey was conducted to determine what technological resources were available to them outside of school. In addition, the faculty members were asked to rate their current skill levels and needs. One outcome was the implementation of in-service training sessions for the staff on specific software programs.

## PC Requirements

In order to plan for future computer acquisition, the minimum PC requirements should be minimally capable of running current operating systems. Existing PC's will be used but should be removed from service as new PC's are acquired, either through purchase or donation. In recent years, we have had success in purchasing refurbished systems from school partnership companies at a substantially reduced price. We will continue to acquire computer workstations in this manner but will only consider systems for purchase that meet the following requirements:

- § Pentium 2.8 GHz or higher
- § Capable of being upgraded to 1 GB RAM or higher
- § 40 GB hard disk or greater
- § CD/DVD-RW drive
- § Floppy Drive
- § Sound Card
- § 10/100 NIC
- § USB Ports
- § Windows XP or later

## LAN

The Local Area Network (LAN) allows interactive and collaborative applications, including video-conferencing or "whiteboard" software. Our LAN consists of the following components:

- § Dual-speed 10/100 layer 2 switches
- § Dedicated file server
- § **Novell Netware**
- § **SonicWall TZ 170 UNLNODE Internet Filtering Appliance** (to comply with the federally mandated **Children's Internet Protection Act**)
- § **GroupWise (for faculty/staff)**

## Internet

A fast, reliable Internet connection is necessary not only for student access, but for staff collaboration and research. The current connection includes the following components:

- § DSL connection at both sites
- § Firewall
- § Internet filter
- § Internet e-mail for all staff

The Business Manager and parish technology volunteers review the contract with the local telecommunication service provider yearly and recommendations are made. Changes in the contract may be implemented based on school and parish needs.

## Description of Technology Needs To Support Our Vision

### *Elementary Site*

Resources Needed	Number	Goal
Upgrade classroom multimedia research workstations with higher end Pentium-based systems capable of running XP or later	6 (Kindergarten Activity Room/Student Care) 5 (Grade 1) Relocate from middle school media center.	\$ Introduce and reinforce keyboarding, word processing, desktop publishing, curriculum reinforcement and multimedia techniques to correspond to curriculum standards in all grade levels \$ Enhance student research opportunities \$ Telecommunications
Replace analog televisions with classroom digital projection devices and screens	8 (Grades K-5, Library, and Fine Arts Classroom)	\$ Extending classroom learning \$ Improve problem solving/thinking skills \$ Application of keyboarding, word processing, desktop publishing and multimedia techniques \$ Enhance student research opportunities
Network student computer lab and connect to Internet	16	\$ Extending classroom learning \$ Enhance student research opportunities
Install wireless access port in south building for student use in grades 4-5	1	\$ Enhance student research opportunities \$ Telecommunications

### *Middle School Site*

Resources Needed	Number	Goal
Replace analog televisions with classroom digital projection devices and screens	5 (Grades 6-8, Library, and Fine Arts Classroom)	\$ Extending classroom learning \$ Improve problem solving/thinking skills \$ Application of keyboarding, word processing, desktop publishing and multimedia techniques \$ Enhance student research opportunities
Administrative computer	1 computer in work room or keyboarding lab	• Remote access to parish office computer room server to administer network functions and backup school data.

**Both Sites**

Resources Needed	Number	Goal
Provide a document camera for use at each site	2	<ul style="list-style-type: none"> <li>• Extend classroom learning</li> <li>• Provide resources for professional communication and research</li> </ul>
Equip classrooms at both sites ready access to the following items and implement a checkout system: \$ Digital camcorder/tripod \$ Digital camera	10	<ul style="list-style-type: none"> <li>• Extend classroom learning</li> <li>• Provide resources for professional communication</li> <li>• Telecommunications</li> <li>• Improve problem solving/thinking skills</li> <li>• Application of keyboarding, word processing, desktop publishing and multimedia techniques</li> </ul>
Staff development and training (on and off campus opportunities)	Regularly scheduled throughout the school year	<ul style="list-style-type: none"> <li>• Train staff to use and incorporate technology techniques in their classrooms</li> <li>• Extend classroom learning</li> </ul>
Continue high speed Internet access	2 connections	<ul style="list-style-type: none"> <li>• Enhance student/staff research opportunities</li> <li>• Link to on-line resources (MI Climb, Professional Organizations, Discovery, et. al.)</li> <li>• Telecommunications</li> </ul>
Continue using Internet filtering software	All current and future workstations with Internet access	<ul style="list-style-type: none"> <li>• Extend classroom learning</li> <li>• Prevent students from accessing inappropriate sites</li> </ul>
Tech support	Both sites	<ul style="list-style-type: none"> <li>• Troubleshoot current computers, networks and printers</li> <li>• Update web page on a regular basis</li> <li>• Coordinate school-based technology program</li> <li>• Set-up new systems</li> <li>• Service FTL laptop computers</li> </ul>
Software	Purchase programs or acquire open source software as needed	<ul style="list-style-type: none"> <li>• Identify and install appropriate curriculum-based software programs</li> <li>• Continue using <b>Grade Quick</b></li> <li>• Continue subscription to <b>Edline</b> for administrative, teacher, and parent communications</li> </ul>
Acquire laptop computers through FTL or other federal and/or state programs	As available	<ul style="list-style-type: none"> <li>• Provide resources for communication on and off campus</li> </ul>

**Projected Timetable for Implementing the Strategic Long Range Technology Plan**

**2009-2010**

1. Continue high speed Internet access connection at both sites.
2. Purchase a digital camcorder and tripod for use at the middle school site.
3. Provide twenty hours a week for technology coordinator.
4. Provide maximum of eight hours a week for a computer technician to set up new systems and service workstations, laptops and printers systems and service laptops.
5. Provide five hours a week for web page updating.
6. Identify and install appropriate software titles to allow successful teacher/student interaction with video, audio, and textual media according to educational needs.
7. Provide staff training sessions for incorporating new and existing technology into the curriculum.
8. Renew Internet filtering software contracts on all computers connected to the Internet.
9. Create student and parent volunteer technical support team.
10. Continue subscription to anti-virus program on all network-connected computers.
11. Continue the use of classroom-computerized systems to allow parents on-line access to student information.
12. Replace current analog televisions in classrooms with ceiling mounted video data projectors or digital televisions in 2-3 classrooms per site.
13. 1 administrative computer in workroom or keyboarding lab for remote access to parish office computer

- room server to administer network functions and backup school data.
- 14. Purchase 2-3 digital cameras for classroom use for each site.
- 15. Purchase a document camera for the middle school site.
- 16. Purchase a set of **iPods** or MP3 players (6) and recorders for the school.
- 17. Upgrade the server at the elementary site.
- 18. Renew 2-year subscription to **ARC Serve** tape backup software.

### 2010-2011

- 1. Continue high speed Internet access connection at both sites.
- 2. Provide for full time technology coordinator.
- 3. Provide maximum of eight hours a week for a computer technician to set up new systems and service workstations, laptops and printers systems and service laptops.
- 4. Provide five hours a week for web page updating.
- 5. Identify and install appropriate software titles to allow successful teacher/student interaction with video, audio, and textual media according to educational needs.
- 6. Provide staff training sessions for incorporating new and existing technology into the curriculum.
- 7. Purchase a digital camcorder and tripod for use at the elementary site.
- 8. Renew Internet filtering software on all computers connected to the Internet.
- 9. Expand the use of classroom-computerized systems to allow parents on-line access to student information.
- 10. Continue parent/student volunteer technical support team.
- 11. Continue replacement of current analog televisions in classrooms with ceiling mounted video data projectors or digital televisions in 2-3 classrooms per site.
- 12. Continue subscription to anti-virus program on all network-connected computers.
- 13. Create one wireless port access site in the 4-5 wing of the elementary building.
- 14. Replace student workstations in K-3 classrooms with advanced multimedia capacity computers (CD-RW, DVD) capable of running Windows XP or later.
- 15. Purchase a document camera for the elementary site.
- 16. Purchase a second set of **iPods** or MP3 players and recorders for the school (one set at each site).
- 17. Continue 2-year subscription to **ARC Serve** tape backup software.

### 2011-2012

- 1. Continue high speed Internet access connection at both sites.
- 2. Provide for full time technology coordinator.
- 3. Provide maximum of eight hours a week for a computer technician to set up new systems and service workstations, laptops and printers.
- 4. Provide five hours a week for web page updating.
- 5. Identify and install appropriate software titles to allow successful teacher/student interaction with video, audio, and textual media according to educational needs.
- 6. Provide staff training sessions for incorporating new and existing technology into the curriculum.
- 7. Renew Internet filtering software on all computers connected to the Internet.
- 8. Continue subscription to Anti-virus program on all network-connected computers.
- 9. Replace remaining analog televisions with digital TVs or ceiling mounted video data projectors.
- 10. Continue use of classroom computerized systems to allow parents on-line access to student information
- 11. Continue student and parent volunteer technical support team.
- 12. Replace student workstations in elementary lab with computers capable of running Windows XP or later.
- 13. Renew subscription to **ARC Serve** tape backup software

### **Technical Support**

We recognize that curriculum integration of technology requires constant technical support for students and staff from on-site personnel, third party companies/organizations, and volunteers.

The areas of technical support include:

- § Computer setup, troubleshooting, and upgrade/replacement
- § Network setup, troubleshooting, and upgrade/replacement
- § Peripheral (printers, digital cameras, DVD-VCRs, etc.) troubleshooting and upgrade/replacement
- § Web Page updating
- § Coordination of technical support with training opportunities

**Sources of technical support:**

- \$ School staff-new and/or existing
- \$ Contracted services employee(s)
- \$ Local computer/network support companies
- \$ Local printer and/or refill companies
- \$ Local electronics repair companies
- \$ Application software companies
- \$ Network operating system companies
- \$ Computer printer companies
- \$ Desktop publishing/web page companies
- \$ Middle school students
- \$ Volunteers

**Strategies to Increase Access to Technology for All Students and Teachers**

Access to technology is available to all teachers and students on school grounds under this current plan. Because we do not have the facilities available to offer special education services for students with special needs, we do not have the need for assistive technology and are not applicable to our school.

It is important, however, to provide opportunities for learning that extend beyond the walls of the classroom and the traditional hours of school. To ensure that all students have equity of access of technology resources, we have identified the following objectives to meet this goal:

1. Decisions concerning placement of equipment will be made to ensure availability to all students.
2. Labs will be open and supervised after school to provide opportunities to students who do not have access to technology outside of school.
3. Opportunities to use technology will exist throughout the curriculum to ensure availability to all students.

## Funding and Budget

### Projected Total Cost of Technologies and Related Expenses

School Year: 2009-2010

1.	Continue high speed Internet access at both sites	DSL Annual Fee \$1620 1 Novell SLAs \$1000	\$ 2620
2.	Purchase a digital camcorder and tripod for use at the middle school site	\$180 for camcorder; \$33 for tripod	\$ 213
3.	Provide twenty hours a week for a technology coordinator		\$21880
4.	Provide maximum of eight hours a week for a computer technician to set up new systems and service workstations, laptops and printers.	\$18/hr x 8 hrs. per week x 40 weeks not to exceed \$5472 including FICA)	\$ 5760
5.	Provide five hours a week for web page updating	\$18/hour	\$ 2700
6.	Identify and install appropriate software titles (including open source software) to allow successful teacher/student interaction with video, audio, and textual media according to educational needs	\$750 per site	\$1500
7.	Provide staff training sessions for incorporating new and existing technology into the curriculum	REMC #13 sessions et. al	—
8.	Renew Internet filtering software on all computers which have Internet access	<b>SonicWall/DA Rainsberger</b>	\$ 1744
9.	Create student and parent volunteer technical support team		—
10.	Continue subscription to Anti-virus program on all network connected computers	Symantec or equivalent - 167 units x \$10.28 = \$1717 MailWatch \$ 60 x 12= \$720	\$ 2437
11.	Continue the use of classroom computerized systems to allow parents online access to student information	Edline Service	\$ 624
12.	Replace current analog televisions in classrooms with ceiling mounted video data projectors, mounts and screens in Grades 4, 5, 6,	3 Epson PowerLite 83C Projectors @ \$649 (REMC) = \$1947 3 Universal Ceiling Mounts @ \$99= \$297 3 Suspending ceiling plates @ \$69 = \$207 3 70" x 70" wall screens @ \$46 = \$138	\$2589
13.	Purchase 1 administrative computer and place in workroom or keyboarding lab for remote access to parish office computer room server to administer network functions and backup school data at the middle school.	\$600	\$600
	Purchase 2-3 digital cameras for classroom use at each site	Canon Powershot A720IS/REMC 13 Price \$239 1-yr warranty \$239 each 4 @ \$239 = \$956 Camera Case for Canon \$11 4 @ \$11 = \$44	\$1000
15.	Purchase a document camera for the middle school site	Avermedia AverVision 300af Plus REMC #13 Price	\$ 499
16.	Purchase a set of iSonic SnapBox 4GB MP3/Video Player/Voice Recorder for the middle school	6 @ \$70	\$ 420

17.	Upgrade Server at IHM (elementary site)		\$ 4000
18.	Continue 2-year subscription to ARC Serve tape backup software	\$290	\$ 290
		<b>Projected Total Amount</b>	\$48876

**School Year: 2010-2011**

1.	Continue high speed Internet access at both sites	DSL Annual Fee \$1620 1 <b>Novell</b> SLAs \$1000	\$ 2620
2.	Provide for a full time technology coordinator		\$40000
3.	Provide maximum of eight hours a week for a computer technician to set up new systems and service workstations, laptops and printers.	\$18/hr x 8 hrs. per week x 40 weeks not to exceed \$5472 including FICA)	\$ 5760
4.	Provide five hours a week for web page updating	Included in full-time position above (2)	—
5.	Identify and install appropriate software titles to allow successful teacher/student interaction with video, audio, and textual media according to educational needs		—
6.	Provide staff training sessions for incorporating new and existing technology into the curriculum	REMC #13 sessions et. al	—
7.	Purchase a digital camcorder and tripod for use at the elementary school site	JVC GZ-MG130 Video Camcorder REMC Price: \$414  Tripod: Tripod (Tiffen ProvistaF12/ REMC Price \$95	\$509
8.	Renew Internet filtering software on all computers which have Internet access	<b>SonicWall</b> DA Rainsberger	\$ 1744
9.	Expand the use of classroom-computerized systems to allow parents on-line access to student information.	Edline Service	\$ 624
10.	Continue parent/student volunteer technical support team.	Minimum of 6 students and two adults	\$ 0
11.	Replace current analog televisions in classrooms with ceiling mounted video data projectors, mounts and screens in Grades 3, 7, 8	Epson PowerLite83C 3 Epson PowerLite 83C Projectors @ \$649 (REMC) = \$1947 3 Universal Ceiling Mounts @ \$99= \$297 3 Suspending ceiling plates @\$69 = \$207 3 70" x 70" wall screens @ \$46 = \$138	\$2589
12.	Continue subscription to Anti-virus program on all network connected computers	Symantec or equivalent - 167 units x \$10.28 = \$1717 MailWatch \$ 60 x 12= \$720	\$ 2437
13.	Create one wireless port access site in the 4-5 wing of the elementary building		\$ 50
14.	Replace student workstations in K-3 classrooms with advanced multimedia capacity computers (CD-RW-DVD) capable of running Windows XP or later	26 @ 600	\$ 15600
15.	Purchase a document camera for the elementary site	Avermedia AverVision 300af Plus REMC #13 Price	\$ 499
16.	Purchase a set of iSonic SnapBox 4GB MP3/Video Player/Voice Recorder for the middle school	6 @ \$70	\$ 420

17.	Renew 2-year subscription to ARC Serve tape backup software	\$290.00 to ARC Serve in August, 2010.	\$ 290
		<b>Projected Total Amount</b>	\$73142

**School Year: 2011-2012**

	Continue high speed Internet access at both sites	DSL Annual Fee \$1620 1 <b>Novell</b> SLAs \$1000	\$2620
2.	Provide for full time technology coordinator		\$40000
3.	Provide maximum of eight hours a week for a computer technician to set up new systems and service workstations, laptops and printers.	\$18/hr x 8 hrs. per week x 40 weeks not to exceed \$5472 including FICA)	\$ 760
4.	Provide five hours a week for current staff member or volunteer for web page updating	Rearrange staff duties	—
5.	Identify and install appropriate software titles (including open source software) to allow successful teacher/student interaction with video, audio, and textual media according to educational needs	\$750 per site	\$1500
6.	Provide staff training sessions for incorporating new and existing technology into the curriculum	REMC #13 sessions et. Al (\$500 paid for by Title IID Funds)	\$ 0
7.	Renew Internet filtering software on all computers which have Internet access	<b>SonicWall</b> DA Rainsberger	\$1744
8.	Continue subscription to Anti-virus program on all network connected computers	Symantec or equivalent - 167 units x \$10.28 = \$1717 MailWatch \$ 60 x 12= \$720	\$2437
9.	Replace current analog televisions in classrooms with ceiling mounted video data projectors, mounts and screens in Grades K, 1, 2	3 Epson PowerLite 83C Projectors @ \$649 (REMC) = \$1947  3 Universal Ceiling Mounts @ \$99= \$297  3 Suspending ceiling plates @ \$69 = \$207  3 70" x 70" wall screens @ \$46 = \$138	\$2589
10	Continue the use of classroom computerized systems to allow parents online access to student information	<b>Edline</b> Service	\$ 624
11.	Continue parent/student volunteer technical support team	Minimum of 6 students and two adults	\$ 0
12.	Replace student workstations in elementary lab with advanced multimedia capacity computers (CD-RW-DVD) capable of running Windows XP or later	16 @ \$600 each	\$9600
		<b>Projected Total Amount</b>	<b>\$61874</b>

**Coordination of Financial Resources**

Some funding for software acquisition, staff training and development, and maintenance are contained in the annual school budget. Additional sources of revenue include fundraisers from regular T-Shirt and jewelry sales, profits from monthly Market Day orders, and private donations. Some monies are provided through the E-rate program subsidized by the government and based on the number of students we have who are assisted through the Free/Reduced Lunch program. Private donations have included laser and/or ink jet printers, Pentium-based computers, monitors, speakers, software, camcorders, and miscellaneous items. The Technology Coordinator and members of the technology committee are responsible for researching and identifying potential sources of grant money and agencies that wish to donate technological resources to support our program.

We apply for grant monies from local, state, and and/or federal programs for which we qualify as a non-public school. If we do not qualify for full funding, the costs to set our plan into motion are adjusted to reflect the reduction.

## **MONITORING AND EVALUATION**

### **Technology Plan Evaluation**

The Technology Coordinator, School Administrator and Technology Committee will monitor the administration of the Technology Plan. Since technology is constantly changing it is important that the overall plan is reviewed on an ongoing basis.

The Technology Committee will meet monthly through the school year to assist the Technology Coordinator with evaluating, planning and implementing technology. Findings to the following questions will be explored and reported:

1. Has a reasonable time line for the implementation of each of the goals been identified? Does the time line provide ample time to allow the interventions to become implemented?
2. Have sufficient resources been allocated to support the implementation of the plan?
3. Have individuals been designated to be responsible for monitoring specific areas of the plan and reporting periodic progress to the Technology Coordinator?
4. Which goals appear to have been successful?
5. Which goals need revision?
6. Which goals need to be removed?
7. Are there any goals that need to be added?

Input and requests for changes in the acquisition, administration and/or service concerns of specific technologies will be received from various groups including: faculty, School Committee, parent-teacher groups, and parish committees. The measures used to indicate the success of the plan will be 90% completion of the projected timetable on pages 19-20. Uncompleted projected timetable items will be reevaluated and reformulated or dropped by the groups mentioned above. Once the review is completed, the results will be compiled and shared with the School Committee, published on the school's web site, and addressed in the school's Annual Plan.

The Technology Committee will assist the Technology Coordinator in reviewing and evaluating the following areas at the end of each school year:

- § Hardware/software replacements
- § Hardware/software purchases
- § Adequate technical support for all staff members
- § Participation and needs of staff members in technology professional development programs
- § Application of technology in each classroom to promote teaching and learning
- § Adequate funding to sustain the technological needs of the school

### **Evaluation of Curricular Goals**

The Technology Coordinator and Administrative Assistant for Student Affairs will administer an annual survey of the staff to measure the integration of technology into the curriculum and determine the levels of support in professional development needed. Students will be surveyed to determine the level of technology literacy based on the evaluation components in the **Michigan Educational Technology Standards (METS)**. The findings will be reported to the Technology Committee members for discussion and analysis.

### **Acceptable Use Policy**

The Diocese of Lansing, Department of Education and Catechesis encourages and strongly promotes the use of technology in the Catholic schools and parish catechetical programs of the Diocese. To ensure that students can make full use of the technologies available, all use of technology must have proper authorization and follow the diocesan, parish, and school terms, conditions and regulations for the use of Internet and other technologies including, but not limited to, computers, telephones, video, fax, and digital camera.

When a student enrolls at IHM-St. Casimir School, the parent or guardian is given a copy of the Diocesan Acceptable Use Contract for Student Technology and the Immaculate Heart of Mary-St. Casimir School Acceptable Use Policy. The final page of the document provides a place for the student and parent to sign that acknowledges an acceptance of the terms, conditions and regulations. A copy of the signed page is kept on file as long as the student attends our school. A copy of the policy is also published on the school's web site.

A copy of our school acceptable use policy can be found in Appendix B and excerpts from the diocesan policy appear in Appendix C.

# Appendices

- A. **Michigan Education Technology Standards (METS) K-8**
- B. **Acceptable Use Policy**
- C. **Acceptable Use Policy (Diocese of Lansing)  
Administrative Regulations**

Appendix A

<b>Michigan Educational Technology Standards (METS) - K-8 Checklist by Grade Levels</b>									
<b>O = Teacher Observation</b>	<b>P = Portfolio Evidence</b>	<b>A = Formal Assessment</b>	<b>C = Technology Literacy Class</b>						
<b>Grades K through 2 – Technology Standards and Expectations – (by the end of Grade 2)</b>									
<b>1. Basic Operations and Concepts.</b>			<b>K</b>	<b>1</b>	<b>2</b>				
<b>a. Students demonstrate a sound understanding of the nature and operation of technology systems.</b>									
1. Students understand that people use many types of technologies in their daily lives (e.g., computers, cameras, audio/video players, phones, televisions).									
2. Students identify common uses of technology found in daily life.									
3. Students recognize, name, and label the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, and printer).									
4. Students identify the functions of the major hardware components in a computer system.									
5. Students discuss the basic care of computer hardware and various media types (e.g., diskettes, CDs, DVDs, videotapes).									
6. Students proofread and edit their writing using appropriate resources including dictionaries and a class developed checklist both individually and as a group.									
<b>b. Students are proficient in the use of technology.</b>			<b>K</b>	<b>1</b>	<b>2</b>				
1. Students use various age-appropriate technologies for gathering information (e.g., dictionaries, encyclopedias, audio/video players, phones, web resources).									
2. Students use a variety of age-appropriate technologies for sharing information (e.g., drawing a picture, writing a story).									
3. Students recognize the functions of basic file menu commands (e.g., new, open, close, save, print).									
<b>2. Social, ethical, and human issues.</b>			<b>K</b>	<b>1</b>	<b>2</b>				
<b>a. Students understand the ethical, cultural, and societal issues related to technology.</b>									
1. Students identify common uses of information and communication technologies.									
2. Students discuss advantages and disadvantages of using technology.									
<b>b. Students practice responsible use of technology systems, information, and software.</b>			<b>K</b>	<b>1</b>	<b>2</b>				
1. Students recognize that using a password helps protect the privacy of information.									
2. Students discuss scenarios describing acceptable and unacceptable uses of age-appropriate technology (e.g., computers, phones, 911, internet, email) at home or at school.									
3. Students discuss the consequences of irresponsible uses of technology resources at home or at school.									
<b>c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.</b>			<b>K</b>	<b>1</b>	<b>2</b>				
1. Students understand that technology is a tool to help them complete a task.									
2. Students understand that technology is a source of information, learning and entertainment.									
3. Students can identify places in the community where one can access technology									

## Michigan Educational Technology Standards (METS) – K – 2<sup>nd</sup> Checklist

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

## Michigan Educational Technology Standards (METS) - 3<sup>rd</sup> to 5<sup>th</sup> Checklist

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

## Michigan Educational Technology Standards (METS) – 3<sup>rd</sup> to 5<sup>th</sup> Checklist

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

## Michigan Educational Technology Standards (METS) – 3<sup>rd</sup> to 5<sup>th</sup> Checklist

O = Teacher Observation	P = Portfolio Evidence	A = Formal Assessment	C = Technology Literacy Class			
<b>Grades Three through Five – Technology Standards and Expectations – (by the end of Grade 5)</b>						
<b>5c. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.</b>			3	4	5	
1. Students identify appropriate technology tools and resources by evaluating the accuracy, appropriateness, and bias of the resource.						
2. Students compare and contrast the functions and capabilities of the word processor, database, and spreadsheet for gathering data, processing data, performing calculations, and reporting results.						
<b>6. Technology problem-solving and decision-making tools</b>			3	4	5	
<b>a. Students use technology resources for solving problems and making informed decisions.</b>						
1. Students use technology resources to access information that can assist [them] in making informed decisions about everyday matters (e.g., which movie to see, which product to purchase).						
<b>b. Students employ technology in the development of strategies for solving problems in the real world.</b>			3	4	5	
1. Students use information and communication technology tools (e.g., calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist with solving real-life problems (personal or community).						

## Michigan Educational Technology Standards (METS) - 6<sup>th</sup> to 8<sup>th</sup> Checklist

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

## Michigan Educational Technology Standards (METS) - 6<sup>th</sup> to 8<sup>th</sup> Checklist

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

1. Students evaluate new technology tools and resources and determine the most appropriate tool to use for accomplishing a specific task									
<b>6. Technology problem-solving and decision-making tools</b>									
<b>a. Students use technology resources for solving problems and making informed decisions.</b>									
1. Students use database or spreadsheet information to make predictions, develop strategies, and evaluate decisions to assist them with solving a basic problem.							6	7	8
<b>b. Students employ technology in the development of strategies for solving problems in the real world.</b>									
1. Students describe the information and communication technology tools to use for collecting information from different sources, analyze their findings, and draw conclusions for addressing real-world problems.							6	7	8

## **Appendix B Acceptable Use Policy**

### **Immaculate Heart of Mary - St. Casimir School Acceptable Use Policy**

Immaculate Heart of Mary-St. Casimir School encourages and strongly promotes the use of technology and electronic education materials for the purpose of educational advancement. The school provides resources in a variety of formats. These resources will help students develop information management skills. Through technology, the users will broaden their horizons and discover a vast scope of the latest information on a variety of subjects. The use of these technological resources is a privilege extended to individuals who wish to enhance their learning experiences.

#### **Immaculate Heart of Mary-St. Casimir School Responsibilities**

Immaculate Heart of Mary-St. Casimir School is responsible for the hardware, software and structure that is used to access technology information for the purpose of education. These include:

1. Assigning and removing of member accounts on the network(s)
2. Maintaining and repair of equipment that make up the network(s)
3. Selecting software that supports the network(s)
4. Developing and enforcing electronic and information Acceptable Use Policy
5. Defining the rights/responsibilities of members
6. Providing resources that support the mission of Immaculate Heart of Mary-St. Casimir
7. Providing training and information on any technologies, software and media that are acquired by Immaculate Heart of Mary-St. Casimir Schools.
8. Enforcing use regulations at each network site
9. Providing and maintaining an Internet filtering system (**SonicWall**) on the main server at each site to screen out user attempts on networked school-based workstations to access files or services containing sexually explicit, pornographic, or indecent materials (**complies with the regulations appearing in Federal Children's Internet Protection Act, CIPA**). All users must log in to the SonicWall service in order to use the Internet, the parameters contained in SonicWall prohibit access without a recognized user name/password.

Immaculate Heart of Mary-St. Casimir School does not take responsibility for resources located, or actions taken by, any members that do not support the purpose or mission of the school.

#### **Immaculate Heart of Mary-St. Casimir School Network Members**

Network members of Immaculate Heart of Mary-St. Casimir School will be granted access to appropriate services offered by the network. The following people may hold accounts with the approval of the administration:

1. **Students-** Any child currently enrolled in IHM-St. Casimir School and agrees to the terms stated in this policy.
2. **Faculty and Staff-** These members must be currently employed or approved by the administration and agree to the terms stated in this policy.
3. **Others-** Anyone may request an account to the network. These requests will be granted by the administration depending on need and resource availability.

The use of the Internet and related technologies is a privilege, not a right, and any inappropriate use could result in the termination of privileges. All approved users are granted the following privileges:

1. To use all approved hardware and software for which they have received proper training that enhances the exchange of educational information
2. To access information from outside sources which promote learning that enhances the exchange of educational information
3. To access the Internet to retrieve information that enhances the exchange of educational information

#### **Responsibilities of Network Members**

1. Use school technology solely for the purpose of learning and enhancing educational exchange of information that is consistent with the purpose and mission of the school.
2. Attend appropriate training sessions in the care and use of hardware and software and will not use any technology for which they have not received training.
3. Follow the proper procedures for the preservation of hardware, software and any other device used for electronic educational purposes.

4. Maintain the privacy of any account numbers or passwords they have been assigned. Network accounts are to be used only by the authorized owner of the account for authorized purposes.
5. Not endanger the integrity of the network by bringing in outside disks or devices for use on school property or modifying any program or file installed on any electronic device that belongs to the network.
6. Use the Internet for appropriate personal growth that reflects the educational purpose and mission of the school.
7. Accept responsibility for all materials received or viewed via the Internet under their account and will avoid accessing and bringing into the school information which is considered:
  - pornographic
  - having a sexual reference including inappropriate adult language
  - violent or have a violent implication
  - all pictures, graphics or gestures that are demeaning in any nature
  - Maintain the integrity of electronic mail (e-mail) system by reporting any violations of privacy and making only those e-mail contacts that facilitate learning and enhance the exchange of educational information (Permission to use e-mail and/or a messaging system will be given by the administration)
8. Adhere to copyright laws when using any hardware, software or in the transmission or copying of text or files from the Internet or any other electronic source.
9. Make financial restitution for unauthorized costs or damages or repair that is necessary due to member abuse of the network
10. Maintain a safe and clean workstation environment by:
  - using sign-in/sign-out sheets when using any electronic device
  - not allowing food, gum or beverages in their work area.
  - using computers only when an approved adult is present.
  - monitoring use of printers

**Network members are prohibited from:**

1. Using the network technology for private business, product advertisement or political lobbying or making any financial commitments on the Internet.
2. Using technology maliciously to:
  - disrupt the use of technology by others
  - harass or discriminate against others
  - infiltrate unauthorized computer systems
3. Participating in hate mail, harassing, making discriminatory remarks and/or engaging in any behavior deemed to be antisocial
4. Installing any software (downloaded from Internet or privately owned) for use on any school computer.
5. Bringing in outside disks or devices for use on school property

**Additional Rights of Immaculate Heart of Mary-St. Casimir School**

The technology staff and administration have the right to view, modify or remove a user's electronic mailbox. This same staff and administration will determine electronic mailbox use. The user will be present and cooperative during any viewing.

The technology supervisor may review audit trails created by the software. The supervisor may determine and uncover incorrect usage of the network and may inform any faculty member(s) necessary about the user in question.

Immaculate Heart of Mary-St. Casimir School reserves the right to temporarily or permanently remove a user from the network to prevent further unauthorized activity.

**Consequences of Inappropriate Network Behavior**

Any member who does not comply with the Immaculate Heart of Mary-St. Casimir School or Diocese of Lansing use policies will lose network privileges. Repeated and severe misuse of this policy may result in permanent termination of privileges.

The system supervisor and administrator will determine what is considered appropriate use and their decision is final. The decision will be based on what is determined inappropriate in the Acceptable Use Policy.

The staff, faculty or supervisor may remove a user from the computer or any other electronic device at any time for infractions. The technology supervisor and the administration will decide the determination of future use and their decision is final.

Users violating any of the rights and responsibilities may face additional disciplinary action deemed appropriate in keeping with the disciplinary policies and guidelines of Immaculate Heart of Mary-St. Casimir School.

Each network user must take personal responsibility for appropriate computer and technology use. Any network member will not hold the school responsible or liable for problems caused by inappropriate or unethical use.

### **Challenges**

Challenges to Immaculate Heart of Mary-St. Casimir School Acceptable Use Policy shall be in writing and shall state all reasons for the challenge. A committee appointed by the school administrator and technology supervisor will review all challenges.

### **Definitions**

Immaculate Heart of Mary-St. Casimir School resources include, but are not limited to, computers, disk drives, printers, scanners, networks, 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.

**Network** includes, but is not limited to, all voice, video and data systems.

## **Technology Use, Rules and Regulations**

The use of Immaculate Heart of Mary-St. Casimir School technological resources is a privilege and is provided to foster the exchange of educational information. All computer, electronic, and voice mail communications sent and received are the property of the school. Immaculate Heart of Mary-St. Casimir School reserves the right to monitor systems to determine whether there have been any breaches of security, violations of policy or other misuse. Any person who misuses technological resources, or allows others to do so, is subject to discipline and possible legal action. The individual(s) may be required to make full financial restitution to cover loss of staff time, equipment and /or legal expenses.

### **Definition of Terms**

- 1. Computing Systems:**  
Any computer or computer peripheral (hardware) owned by Immaculate Heart of Mary-St. Casimir School or used on the premises of the school or programs (software) installed on any school network or stand-alone computer or any Internet access account issued by the Immaculate Heart of Mary-St. Casimir School.
- 2. Network:**  
Any networked system on the premises of Immaculate Heart of Mary-St. Casimir School or networks accessed via the Districts (Lansing Area Catholic Schools) or via an Internet access account issued by the school.
- 3. School System:**  
The Immaculate Heart of Mary-St. Casimir Schools' computing systems, network, all electronic equipment (including, but not limited to, VCRs, DVDs, and televisions), electronic communications, fax machines, and voice mail systems.
- 4. User:**  
Any person employed by or any student enrolled or any person approved by the administration of Immaculate Heart of Mary-St. Casimir School.
- 5. Technology Supervisor:**  
Any employee approved by the administration to oversee the computer systems and use in any of the school buildings.

## User Responsibilities

1. **Acceptable Use Policy:**  
In addition to the Diocese of Lansing Computer/Internet/and Related Technologies Policy, users are subject to all conditions of the Immaculate Heart of Mary-St. Casimir Acceptable Use Policy.
2. **Privacy:**  
Users will not intentionally seek information on or obtain copies of or attempt to access or tamper with data belonging to another person unless authorized by that person.
3. **Passwords:**
  - a. Users shall not seek passwords or use passwords belonging to another person.
  - b. Users must take precautions to secure access of their own passwords from others.
4. **Security:**
  - a. Users will not attempt or knowingly infiltrate any system belonging to the school
  - b. Users will not alter software components or import files that will jeopardize the security of school systems.
5. **Integrity:**
  - a. Users shall not use any electronic technology at Immaculate Heart of Mary-St. Casimir School to harass others or develop software programs that harass others, including but not limited to material that is defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially or ethnically derogatory, or violent.
  - b. Users shall not use the systems to gain access to pornography, obscenity, hate communications, blocked sites, or otherwise inappropriate files, or communicate similar inappropriate files in any form.
  - c. Users shall practice "safe" computing by keeping the system free of virus or other files dangerous to the integrity of the whole system.
  - d. Users shall not use the system in a destructive or malicious manner.
  - e. Users shall not download any materials unless they have received permission from the technology supervisor.
6. **Copyright:**  
Users are not permitted to:
  - a. Copy software, TV programs or videos without the written permission of the publishers.
  - b. Load software that is not properly licensed for use. All requests to load software must be made to the technology supervisor.
  - c. Copy documents, files, or graphics without written permission of the author.
  - d. Use data accessed in a written form without citing the reference.  
Example: <http://www.encarta.com>
7. **Non-Instructional Use:**  
Users are not permitted to use Immaculate Heart of Mary-St. Casimir School computers and any other electronic device for commercial or for-profit purposes, product advertisement, political lobbying, or more than minimal personal business.
8. **Accountability:**  
Users have the responsibility to monitor all his/her materials received via the school system to assure that they comply with responsible usage.
9. **Web Publishing:**  
Users are not permitted to use the school system to publish individual web pages without instruction and permission from the technology supervisor and administration.

## Additional Student Rules and Prohibitions

1. **Recreational Games:**  
Students are not permitted to engage in recreational games unless expressly approved by the teacher/supervisor.
2. **Large Files:**  
Students are not permitted to download MP3 files, video files, audio streaming files, or any other file that exceed 1.44 MB unless expressly approved by the teacher/supervisor.

3. **Real-Time Forms of Communication:**  
Students are not permitted to access real-time communications (examples: chat rooms and instant Messaging) unless their participation is part of a class activity and the teacher is physically present in the area.
4. **E-Mail:**  
Students will not access any e-mail account unless expressly approved by the teacher/supervisor.
5. **Inappropriate Information:**  
Students who mistakenly access inappropriate information will immediately notify a teacher/supervisor to protect themselves against claims or intentionally violating Policy.
6. **Commerce:**  
Students are prohibited from using the School System to buy or sell products or services.
7. **Internet Access:**  
Students in grades 3-8 using Immaculate Heart of Mary-St. Casimir School's System must have a signed **Acceptable Use Policy** on file.
8. **Hardware Tampering:**  
Students are prohibited from opening and/or dismantling any school technology item or component without expressed permission of the technology supervisor or administration.

#### **Additional Teacher Rules, Responsibilities and Prohibitions**

1. **Monitoring Student Use:**  
Teachers/supervisors will monitor student use on all Immaculate Heart of Mary-St. Casimir School Systems during any time periods that the student is enrolled in his/her class and at any time students are using technology located in his/her classroom or when students are working in the media center. Teachers/supervisors bear the responsibility of students adhering to the Acceptable Use Policy as well as the Diocese Policy.
2. **Approving Exceptions to Rules:**  
Teachers/supervisors are reminded that, when they approve exceptions to rules, there must be an educational rationale for student on-line activities.
3. **Student E-Mail:**  
When appropriate, students will be given permission to use e-mail and it must be used for educational research.
4. **Printer Use:**  
Teacher/supervisors will monitor and limit student use of printers to conserve paper.

**Appendix C**  
**Acceptable Use Policy (excerpts)**  
**Diocese of Lansing**

**ADMINISTRATIVE REGULATIONS**

**DBS FILE #6142.1 (a)**

**SUBJECT:**

**ACCEPTABLE USE CONTRACT FOR STUDENT TECHNOLOGY**  
**CATHOLIC SCHOOLS AND PARISH EDUCATIONAL PROGRAMS**

The Diocese of Lansing, Department of Education and Catechesis encourages and strongly promotes the use of technology in the Catholic schools and parish catechetical programs of the Diocese. To ensure that students can make full use of the technologies available, all use of technology must have proper authorization and follow the diocesan, parish, and school terms, conditions and regulations for the use of Internet and other technologies including, but not limited to, computers, telephones, video, fax, and digital camera. These procedures apply to all computers/technologies whether located at school, parish center or office, home, or anywhere else.

1. I will not use a computer on school/parish grounds unless an adult is present.
2. I will follow the Diocese of Lansing's and the school and parish code of ethics for Internet and technologies.
3. I will use only authorized computer disks. I will not use a disk from outside the school or parish until it has been virus checked by the school and authorized for use in the school or parish.
4. I will respect the privacy of others. I will not use another's computer or computer disks without permission. I will not use another's password, file, or identity code. If I enter another's file or know that another person has, I will notify my computer teacher, principal or parish catechetical program leader.
5. I will respect my safety and that of others. I will not reveal my personal address or phone number through the use of technology. I will not allow another person to reveal my personal address or phone number through the use of technology. I will not reveal the name, address or phone number of others through the use of technology. I will not transmit or use photographs of others without their permission.
6. I will respect the laws of the United States, its individual states, and foreign countries in regard to copyrighted material; threatening, violent, or harassing material; obscene material, and material protected by trade secret.
7. I will not submit, publish, or display any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material; nor encourage the use of a controlled substance.
8. I will use technology in a way which preserves it and which is an acceptable use of it. I will not vandalize the school's or parish's or anyone's data, software, hardware or technological equipment. I will not enter into any financial obligation nor make any purchase through the use of school or parish technology.
9. I will attend and participate in one training session on acceptable use of the Internet and local area networks before I am granted the privilege of access.
10. Access and use of the Internet, local area networks, computers and other technologies is a privilege for the user.

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**SUBJECT:**

**CREATING AND PLACING OF WEB PAGES FOR SCHOOLS, RELIGIOUS EDUCATION PROGRAMS AND YOUTH MINISTRY PROGRAMS**

The availability of Internet access in our schools and parishes provides an opportunity for students and staffs to contribute to our presence on the World Wide Web. The school/parish Web sites provide information to the world about curriculum, instruction, school/parish-authorized activities, and other general information. Internet access for the creation of Web pages may be created by the school/parish. Creators of Web pages need to familiarize themselves with and adhere to the following policies and responsibilities.

**CONTENT STANDARDS**

Principals, Directors of Education, Coordinators of Youth Ministry, and Directors of Adult Education with input from media specialists, are responsible for Web page approval.

**SUBJECT MATTER**

All subject matter on a Web page should relate to curriculum, instruction, school/parish authorized activities, general information that is appropriate and related to, but not limited to, a class project, course, or other school/parish related activity.

**QUALITY**

All web page work must be free of spelling and grammatical errors. Documents may not contain objectionable material. Objectionable material is defined as material that does not meet the standards for instructional resources specified in Diocesan policies. Regarding the question of quality or propriety of Web page material, appearance, or content, the judgment of the Principal/D.R.E./C.Y.M/Director of Adult Education will prevail.

**OWNERSHIP AND RETENTION**

All Web pages on the school's/parish's sites are property of the school/parish.

**STUDENT SAFEGUARDS**

- ! Web page documents may include only the first name and the initial of the student's last name with parent's/guardian's written permission.
- ! Web page documents, on a Diocesan approved secure Internet site, may include the first and last name of students with parent's/guardian's written permission.
- ! Documents may not include a student's phone number, address, full names of other family members, or full names of friends.
- ! Decisions on publishing student pictures, and audio clips are based on parent's/guardian's written permission.
- ! Web page documents may not include any information that indicates the physical location of a student, other than attendance at a particular school/parish, or participation in activities.
- ! Documents to be copyrighted need *date* only.