OSCODA AREA SCHOOLS

3550 E. River Road
Oscoda, Michigan 48750
www.oscodaschools.org
Phone: (989) 739-2033
Fax: (989) 739-2325

TECHNOLOGY PLAN

July 1, 2008-June 30, 2011

Contact Person
Jana L. Stepp
(989) 739-2033
steppj@oscodaschools.org
www.oscodaschools.org/techplan

Intermediate School District: Iosco RESA
District Code: 35010

Oscoda Board of Education Adopted
June 9, 2008
Filed with MDE June 30, 2008

Table of Contents

PREFACE

The Oscoda Area School District is mindful that technology must be properly institutionalized, as defined in the Michigan State Technology Plan, 1998:

> *During the past decade, institutions in every segment of society have made sweeping changes related to their design, function and operation. Technology was at the forefront of many of these changes, often accompanied by organizational discomfort. Institutions often experienced an initial decrease in productivity when adopting new technologies. Benefits accrued only after technology was effectively institutionalized.*

The institutionalization of technology will aid the District in meeting its ultimate goal of ensuring that all its graduates, as well as its staff, are "technologically literate". According to the Michigan State Board of Education Model Core Curriculum, 1991, the technologically literate person is one who:

Understands the role and impact of technology upon society, and the related issues such as information access and manipulation;
Accepts the responsibilities associated with living in the technologically oriented Information Age;
Identifies when to use technology to solve a problem or accomplish a task and then selects and utilizes the appropriate technological system; and
Uses technology as a tool for obtaining, organizing and manipulating information and for communication and creative expression.

The District recognizes that the following elements are required if institutionalization of technology is successful:

Commitment by the district.
Leadership provided by the school board and administration.
Research-based, staff-involved **Planning.**
Development of **Processe**s.
Continued **Professional Development**.

Resources utilized in the development of this Plan include:

The *National Plan for Technology in Education Four Pillars:*
- Training
- Hardware
- Access and Connectivity
- Content Resources

Michigan State Core Curriculum for Technology
Michigan State Technology Plan
The ISTE National Standards for both students and staff.

2 - INTRODUCTION

Oscoda Area School District covers approximately 390 square miles, 175 of which are owned or controlled by the state or federal government. The District is located in scenic northeast Michigan situated on the AuSable River with Lake Huron as its eastern border. The area provides a variety of opportunities for outdoor enthusiasts. Thousands of tourists take advantage of our year around recreational facilities.

The District is currently serving 1486 students preschool-twelfth grades in three elementary schools, one middle school, and one high school. Every school in Oscoda Area Schools has met rigorous national standards for quality established by the North Central Association. Oscoda Area Schools continues to be one of a select group of school districts statewide accredited in all schools K-12.

SCHOOL BUILDINGS

Cedar Lake Elementary School 4950 Cedar Lake Road Oscoda, Michigan 48750 Jane Negro, Principal (989) 739-5491	Glennie Elementary School 4932 Bamfield Road Glennie, Michigan 48737 Jane Negro, Principal (989) 735-2261
Richardson Elementary Middle School 3630 River Road Oscoda, Michigan 48750 Charlie Negro, Principal (989) 739-9173	Oscoda High School 3550 River Road Oscoda, Michigan 48750 Neil Brady, Principal (989) 739-9121

Due to the size and distribution of the school population, the District operates 22 school buses which travel in excess of 318,000 miles each year. Approximately 63% of the student population are eligible for free or reduced lunch.

In addition to being the major provider of public education, Oscoda Area Schools is the hub of the community for many activities. The District is a major local business with annual revenues of approximately $13,500,000. With a staffing expenditure of 11 million dollars per year employing 181 residents, 92 of which are teachers, the District ranks as one of the largest employers in the county. In the fall of 2001, the District was able to pass a $14,155,000 bond a portion of which was earmarked for technology.

2 – INTRODUCTION - CONTINUED

VISION STATEMENT
"Students First"

MISSION STATEMENT

The mission of the Oscoda Area School District, through partnership with the home and community, is to deliver comprehensive and challenging learning experiences, preparing all students to become productive, responsible members of society.

We believe:

- ***Everyone can learn and contribute.***
- ***All employees and volunteers are partners in learning.***
- ***Families share in the responsibility of educating the child.***
- ***Everyone should have respect for self and others.***
- ***Community support and involvement are essential to the success of our school.***

The intent of the 2008-2011 Technology Plan is to provide the Oscoda Area Schools with a blueprint to follow as technology continues to expand and is integrated into the school environment for teaching, learning and administration.

TECHNOLOGY INTRODUCTION

The Technology Committee has met regularly since the 1993-94 school year, continually reviewing and revising the Board adopted Technology Plan.

The District School Improvement Plan includes the following goals:

The school will work to ensure that greater proportions of incoming students are prepared to be successful and based upon information about incoming students, the school will provide an appropriate and challenging program to address each student's needs in academic, employability skills and career awareness.

The schools will increase the extent to which students are prepared to be successful when they leave school as documented by credentialing individual students in the academic, employability and career awareness areas.

We will implement strategies to increase marketing Oscoda Area Schools.

In the 2003-2004 school year Oscoda Area Schools began a new Strategic Plan. The district has chosen to follow the North Central Association District Accreditation process. We have completed the NCA process and have been awarded the accreditation with the recommendation of getting a Data Management System in place within two years.

The purpose of technology is to support the District's vision and mission with the application of technology to the teaching and learning process. Technology and preparing children for the future go hand in hand. Based on the District's needs assessments, the students need knowledge of how to use technology and work with technology to be prepared for their next transition into the world of school and/or work. Learning with and about technology prepares learners to live responsibly in a democratic, technically driven society.

3 - Technology Vision and Goals

TECHNOLOGY VISION

Oscoda Area Schools will motivate, improve, and expand our learning community through technology.

TECHNOLOGY MISSION

"The Mission of Oscoda Area Schools is to ensure that each Student masters essential objectives and advances to his or her own highest Potential."

Oscoda Area Schools is responsible for preparing its students and staff to be effective users of technology, so we can meet and/or exceed the demands of the 21st Century.

GOALS

Provide learners of all ages continuous access to local and global information through ongoing availability of current technologies by:

1. Providing and supporting the most appropriate technology for the teaching/learning process.
2. Supporting employee development to ensure technological competency.
3. Expanding the teacher's role as lead learner and facilitator. This will result in:
   - Self directed learners
   - Creative problem solvers
   - Effective use of time and resources
   - Understanding of our global interdependence

Beliefs

A community based planning group discussed technology and the district's basic beliefs related to technology. This discussion resulted in developing a decision making process based on these beliefs. Decisions related to this plan will be based on these criteria in this priority order:

- × Safety / Security / Privacy
- × Infrastructure - interrelationships
- × Instructional value
- × Cost/benefit
- × Durability/maintenance/flexibility/support
- × Staff productivity
- × Equity among buildings/grades/academic areas
- × Community access
- × Expand the teacher's role

General beliefs include:

- Accessing, manipulating, and communicating information are central functions of society.
- Modern information skills provide the foundation for learning.
- Proficient use of technology is a key to success.

- Technology should be integrated into the instructional process so that it becomes a natural part of the way students learn.
- Curriculum and instruction drive classroom technology.
- All students and staff should have access to technology.
- Technology needs to be adequately and consistently funded.
- Technology planning is an ongoing process.
- Our schools must prepare students for today's workplace and the workplace of the future.
- Safe, Secure, and Ethical use of technology must be taught as well as modeled.
- Community partnerships are necessary.

4 - Curriculum Integration

Technology should be a seamless component in the fabric of our Michigan Curriculum Frameworks aligned learning culture in every curriculum area, as well as having its own goals and objectives for training in its use. As technology alters the pedagogy of the teaching learning process, the attainment of all of Oscoda Student Outcomes and curriculum goals (Based on the Michigan Curriculum Frameworks) shall remain as the driving force for technology integration.

A. The integration and use of technology shall be a continuing agenda item of every active curriculum committee of the district, including the Curriculum Action Teams and the Technology Steering Committee.
B. One member of each curriculum committee shall be assigned as the "Technology Advocate" and "Technology Mentor" for that committee. At least one representative to the Curriculum Action Team shall also be a member of the Technology Steering Committee.
C. Each grade level/department shall develop detailed plans for the ongoing integration of technology in their teaching/learning environment as defined in the Michigan Educational Technology Standards (METS).
    a. Technology should become transparent and effective in every classroom.
    b. Computers and/or other appropriate technologies should be available in every classroom and learning space, balanced between individual, small group, and large group use and instruction.
    c. Appropriate application software should be available and in use at all levels.
    d. The level of technology should be appropriate for each developmental level and learning situation.
    e. As educators develop management schemes for the use of technology, these should be modeled and shared.
    f. Current uses of technology shall be reviewed and evaluated yearly.
    g. An annual budget should be made available in each teaching/learning situation for updating software and materials being used in the curriculum.

D. The District K-12 Curriculum in each area shall review and maintain the Curriculum – Technology Matrix which implements the full integration of technology into the accomplishment of all curriculum goals and objectives based on METS and National Educational Technology Standards (NETS) (see appendix). In addition a scope and sequence for the content of learning about technology shall also be developed. All technology curriculum materials shall have an evaluation of student learning included. A working group from the Technology Steering Committee shall update this integration annually in concert with the development of technology itself.
E. Software acquisition for teaching and learning shall be governed by district curriculum adoption policies and practices. Accompanying software is as important as the actual selection of a textbook in the curriculum adoption process. Of specific concern shall be the alignment of software with curriculum goals and outcomes. In general, costs for software accompanying a curriculum adoption, or an additional purchase for curriculum purposes shall be funded through the annual budget of the instructional program where it is located. District wide adoption shall be funded through district level curriculum resources.
F. The Curriculum Action Teams and the Technology Steering Committee shall maintain an Ethical and Fair Use Policy, as well as an Internet, World Wide Web, Web Authoring, and outside electronic information source access and use policy with the consultation of appropriate consultants and legal council. All staff will continue to be trained in these use policies.

G. Community involvement shall be by the same organizations that are involved in the overall curriculum improvement process which include: School Improvement, District School Improvement, and Parent Teacher Organizations, through the district website and the Family Access program that provides parent access to student grades, food service, attendance, and discipline,.

5 - Student Achievement

Technology shall enhance student achievement and will be incorporated throughout the district for all disciplines. All district curriculum adoptions include accompanying software. Accompanying software typically consist of lesson plans, lesson presentations, test generation software, and activities for students and teachers. This creates an active, engaged learning atmosphere in the classroom. To support this environment, teachers must receive training to thoroughly learn and understand applications that compliment their curriculum.

The Technology Steering Committee has completed a revision of our technology curriculum that is aligned with the METS Technology Standards and meets requirements for the NCLB 8th grade technology literacy requirements. Included in the appendix is our District Technology Curriculum Matrix, aligned with the MDE Technology Content Standards.

All students and staff are active participants in control of performance information available to them by the use of web portals. Standardized tests (MME, and MEAP) are good indicators of student achievement. Student achievement shall also be tied to the METS and NETS Standards.

6 - Technology Delivery

Technology must serve the needs of all learners in whatever capacity they use it.

Curriculum will be the driving force for the delivery of technology. The Technology Steering Committee and Curriculum Action Teams will evaluate existing, identify, and recommend curriculum driven technology needs. Oscoda Schools technology will implement those needs using a delivery method that best fits the need by providing specifications, installation, and professional development for each curricular adoption. Other examples of curriculum adoptions utilizing technology facilities and services include:

Technology	Description / Methods
Core Courses	All core classrooms and curriculum utilize digital presentation equipment and software.
Special needs	Sound fields, equipment, specialized software benefiting students with special needs.
Essential Skills	K-2 Early Learning Programs
Accelerated Reader	Reading Assessment
Renaissance Learning	Web based 3-8 Math and Reading Assessment
Michigan Virtual University, Michigan Virtual High School	Student and staff online coursework; staff CEU's; continuing education for parents and community members
Interactive Classroom	Distance learning classes in foreign-language & other elective classes
Computer Aided Design Lab	Industry-standard instruction for students and/or community
Web-based seminars	Distance-learning and staff collaborations, online conferences
Career Resource Center	Student access to information about careers and career planning

7 - Parental Communications and Community Relations

Parental communications is a vital part of the success of our students at Oscoda Area Schools. OAS shall continue to provide, and enhance web access for parents to obtain information regarding their children. Attendance, Discipline, Progress reports, Assignments, Demographics, Scheduling, and Food Service shall be provided to parents who have internet access either from their workplace or at their residence. In addition to providing student information to parents OAS shall provide:

A. Up-to-date School calendars, events, the Tech Plan and a variety of school information on the OAS website.
B. Regular reports shall be made to the Board of Education and Administrative Council on current trends, district needs and televised on local cable.
C. Communications shall be developed that will raise the community's awareness of the district's plan and implementation.
D. A regular communication device will be developed to keep staff aware and updated.
E. Parents and other interested persons should be invited to serve on the OAS Technology Steering Committee.

8 - Collaboration

Due to the long history of significant collaboration in the community Oscoda Area Schools formal collaborative efforts with other agencies is extensive. District technology is utilized in a variety of formats. Technology workshops for parents and community members are offered through Community Education. Oscoda Area Schools and Bay Arenac Intermediate School District personnel as well as presenters from around the country facilitate workshops that are offered at various times after school and during the summer. Most on-site professional development activities are conducted using equipment that teachers will find in their classrooms and/or buildings. Through collaboration with Iosco Regional Education Service Agency, Bay Arenac Intermediate School District, Community Education, and Alpena Community College, a variety of classes and workshops are offered for continuing education units (CEU), and / or graduate credit.

9 - Professional Development

Technology is, and will continue to be, a rapidly changing and increasingly influential force on the pedagogical framework of curriculum and the teaching/learning process. As such, teachers are and must continue to be the primary learners in our learning community. The cooperative ability of staff to make collaborative, effective use of the vast and exponentially growing sea of information will depend on the quality of both training and support.

A. The district shall establish and maintain a Technology Resource Center, which shall serve as the district hub for curriculum technology integration, staff development, and telecommunications (including the Wide Area Network, Internet, World Wide Web, and technical support. The center shall consist of several components including a staff development lab, the Office of Technology, the technical support center, and an installation, repair, and parts center.

   a. The Staff Development Curriculum Integration Lab shall:
      i. Be openly available to staff.
      ii. House tutorials and offer classes for all current district adopted software.
      iii. Be the central site for the district and offer ongoing training in the use of all the knowledge webs available (WAN, OAS Intranet, World Wide Web, video, etc.).
      iv. Provide support training for the worksite Tech Teams.
      v. Be the single site in which new software and hardware is reviewed and tested prior to installation at other sites.
   b. The Office of the Technology Director shall be in close proximity of this area so they can be available for the operation of the Center and the support of the persons using the Center.
   c. A Technical Support Center or Help Facility shall be a part of this area. The Help Facility should be available to the whole learning community in some format. Staff should have easy, timely access to Technology support personnel who can answer questions, provide on-site assistance, deliver one to one instruction, and help solve software/hardware problems.
   d. The district should maintain an adequate facility for the diagnosis and appropriate repair of hardware. This should include provision for adequate storage and work space and inventory of commonly used parts and materials.

B. Staff should have access to out of district visitations, workshops, and conferences.
   a. Staff should be encouraged to use their Professional Staff Development funds to further their training in technology.
   b. Staff should be informed as to in-service events and workshops where technology is used in their area of teaching and learning.
   c. The Tech Teams should promote communication through professional collaboration.
   d. Staff should be informed as to in-service events and workshops where technology is used in their area of teaching and learning.
   e. The Tech Teams should promote communication through professional collaboration.

C. The Technology Steering Committee shall plan regular Professional Staff Development activities. Please refer to the Appendix on page 42 for a general timetable of Professional Development Activities.
   a. An overview of the current state of technology should be provided at the beginning of each year to all staff.
   b. All released time in-service opportunities should consider offering technology training activities as part of the offerings.
   c. It shall be the responsibility of the Technology Learning Community, in consultation with the Curriculum Director, to assess the training needs of the staff in order to provide direction for training and development.
   d. The Technology Steering Committee, based on Surveys from Staff that identify needs and using differentiated instruction techniques to address the area needed.
   (MACUL MSBO MMRI – Michigan Math Rual Initiative)

10 - Supporting Resources

Appropriate facilities must be provided for technology and technology support.

Oscoda Area Schools provides links on the district website to a variety of supporting resources. The Board of Education policy is available as a district resource. Additional board approved policies, including Acceptable Use Policies (AUP) for students can be found in the appendix.

Staff and students are encouraged to use links to educational resources via the OAS intranet page. These links are updated on a regular basis, and are organized by curriculum to simplify the ease of use. Other links available include subscription based services, (United Streaming video services, encyclopedias, software reference, and career oriented services).

The centralized student database provides web based access for teachers to maintain student attendance and grading that many parents rely on to obtain accurate, up-to-date information via the web. OAS will continue to enhance this service by providing training in the use of teacher websites to provide online resources for students enrolled in their classes.

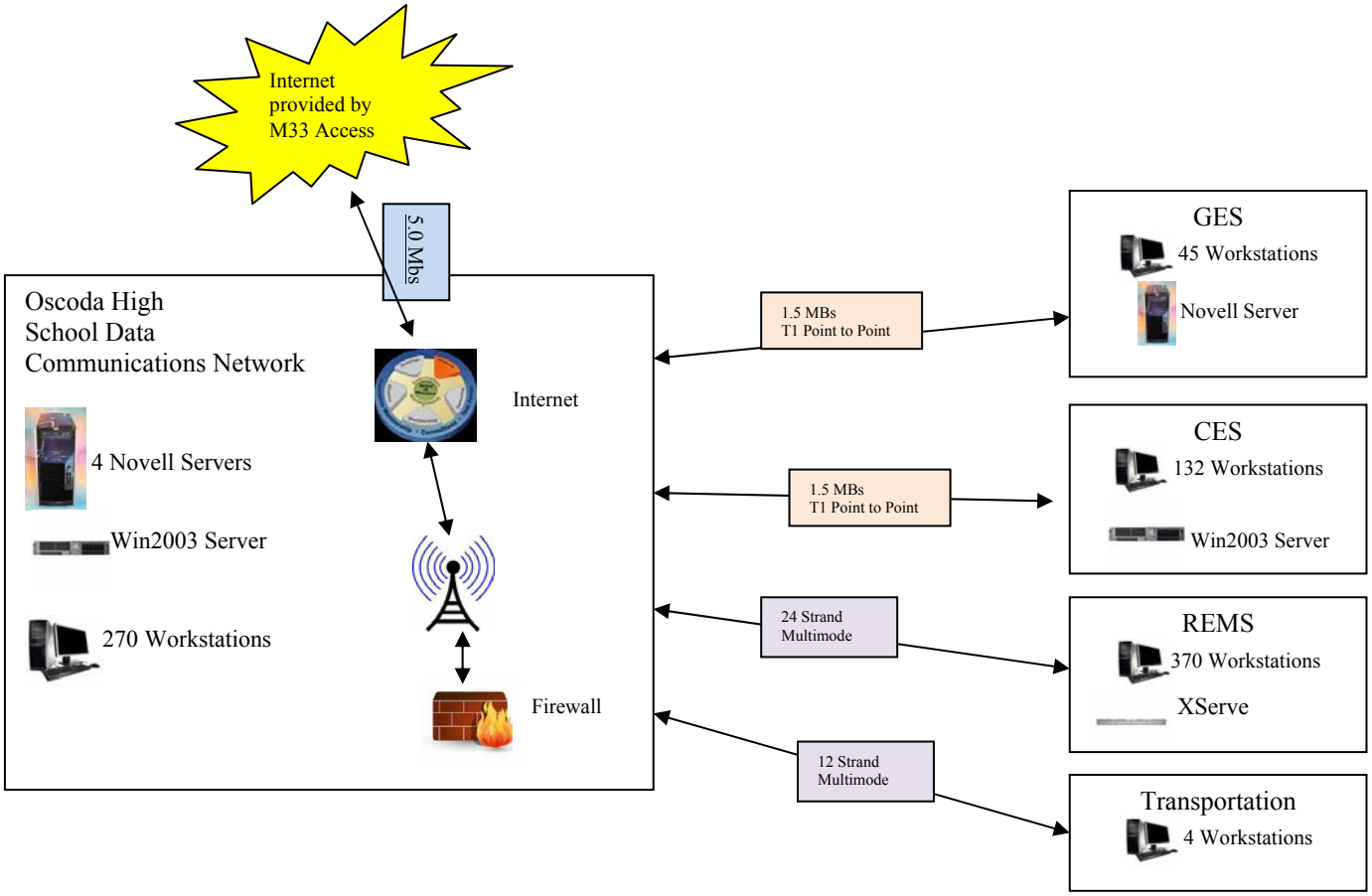
The district technology web site is being updated with links to additional ongoing training resources for curricular needs. Included is a schedule of training sessions, important notes regarding updates to software, and information regarding technology in general at OAS.

Technical support resources are also available directly to teachers through various vendors' technical support services.

The Oscoda Area School district will offer technology support for curriculum integration through Professional Learning Communities developed by the Technology Steering Committee. Training workshops are offered to teachers throughout the year. In addition, the REMC offers teachers materials for checkout.

11 - Infrastructure Needs/Technical Specifications and Design

The District WAN is a combination of fiber and T1 point-to-point network. The WAN connects 5 LANs – one in each district school and work site. Each LAN is a mix of fiber and wire as appropriate for the speed of data transfer necessary for the instructional applications being used. The T1 WANs are in need of updating. Current plans include looking into wireless Point to Point for Data Connectivity. This upgrade will provide a strong foundation for increased access to the internet and efficient use of servers. The diagram below describes the current network.



All staff and students access local Novell servers utilizing applications and file storage. Network based policies provide security for workstations and users. The district web server provides students, staff, and the local community with up to date information including curriculum, various school calendars, and web based family access. The Windows based servers utilizing Active Directory Services provide secure access to the student, staff and Food Service files and databases.

Infrastructure, Hardware, Technical Support, and Software

11 - Infrastructure Needs/Technical Specifications and Design – continued

Equipment available to the end users includes over 500 desktop and 250 laptop computers. These computers are windows and Macintosh based systems and software is managed using services available from our Novell Student Licensing Agreement, XServe and Windows Licensing Agreement. Workstation policies, User Policies, and workstation imaging are managed via the network, resulting in efficient use of our personnel within the OAS Technology Department.

OAS depends on the E-rate program for telecommunication and internet access service annually. OAS annually applies for internal connections for the maintenance of each entities network switching equipment, and wireless access technology. OAS will continue to pursue E-rate funding for all necessary services that it is eligible to receive.

Hardware

OAS maintains an equipment replacement schedule found on page 22 by continually evaluating existing equipment, software, trends, and its performance as it relates to curricular needs. Also, due to decreased funding at the state level during the past 3 years, revenue sources for equipment needs have decreased, negatively impacting scheduled equipment purchases. OAS has been successful providing the infrastructure and end user equipment and software, by being creative. Examples include upgrading existing equipment instead of purchasing new, and purchasing used equipment when applicable. When the equipment replacement schedule dictates the purchase of new equipment, the following guidelines are used:

New equipment/facilities shall be acquired following the priorities and guidelines established by the OAS Technology Steering Committee. The following guidelines shall be included in considerations of hardware.

A. Hardware shall operate the software necessary for the teaching/learning process.
B. Hardware should be related to curriculum goals and objectives, software choices, district and community integration issues, and the hardware realities of the culture.
C. The OAS Technology Steering Committee shall develop, maintain, and update a 5 year prioritized master plan for the purchase and replacement of technology hardware
D. The OAS Technology Director shall develop, maintain and update an annual budget/budget request for the purchase and replacement of technology hardware.
E. When choosing hardware these questions shall be addressed:
    1. What functions and capacities must the technology possess?
    2. What is available in the District?
        a.) Who else is using technology for this purpose, what do they use, and why?
        b.) Where will it be housed?
        c.) What furniture will be needed?
        d.) Will facilities need to be modified to accommodate the technology? At what cost?

11 - Infrastructure Needs/Technical Specifications and Design – continued

e.) What vendor/maintenance support is available?
f.) What in-service or training will be necessary for staff, students, and support personnel?
g.) What security needs to be provided?

3. OAS Technology staff shall be involved in the discussions related to hardware acquisition from all sources, including all non-district fund sources, from the beginning of the process.

F. Plans and requests shall be reviewed by the appropriate supervising administrator and must be approved by the OAS Technology Director.
G. Equipment purchases shall be made following standards set by The OAS Technology Program. These standards shall be adopted so that the OAS Technology Director within the budget guidelines established for that school year can authorize purchases.
H. The Personal Learning Community Teams in each worksite shall be trained to provide entry-level diagnosis and problem solving, assist their peers, and request support from the OAS Technology staff.
I. A budgetary process shall be developed in cooperation with the building principals and the Director to provide for on-going support and repairs.
J. A schedule of regular maintenance shall be developed and followed for all technologies.

Software

Appropriate software should be acquired in order to implement the effective integration of technology into the learning community.

a. Software shall be designated as either management/operational or instructional/informational.
   i. Management/operational will be that which is used system wide for financial, student data, etc. and shall be funded through the OAS Technology Budget.
   ii. ii. Instructional/informational shall be that which is directly linked to the curriculum.
b. In general, this shall be funded by the worksite that selects it for adoption.
c. This software shall be subject to the regular curriculum adoption process.
d. Preference will be given to network versions that provide for broad availability and appropriate access security.
e. Preference should be given to software that will expand the scope of learning beyond its original purpose.

11 - Infrastructure Needs/Technical Specifications and Design – continued

f. Appropriate resources should be available to assist staff in the selection of software.
g. The following questions shall be included as a part of software evaluation:
    i. How does the software meet Michigan Curriculum Frameworks aligned curriculum outcomes?
    ii. How "user friendly" is the software?
    iii. What software is already available in the district?
    iv. What is the copyright/copy protection guidelines related to this software?
    v. Is there comparable software available from another source?
    vi. Is it compatible with current hardware and usage configurations?
    vii. What training, if any, will be necessary to use it?
h. Software should be available to all students on an equitable basis, making the curriculum fully accessible for all segments of our culture.
i. Software should be available for the horizontal expansion of the curriculum for our gifted and talented population, as well as, the vertical extension of their knowledge.

A. Each instructional site and/or curriculum should provide a budget for the purchase of appropriate software.
    a. All software directly related to instruction/information shall be purchased from individual school and program budgets.
    b. All software that is used as part of the operating/management systems of the overall technology program shall be purchased from the Technology Budget.
    c. All software purchases must be reviewed by the OAS Technology Director prior to purchase for their appropriateness for the operating systems maintained by the OAS Technology Program. OAS Technology staff should be invited into the early stages of discussions related to selection of new software to insure compatibility.
    d. All software for most applications will reside on the network of the instructional site or program that purchases it with appropriate security to limit its use to the intentions of the purchase.
    e. In order to maintain the integrity and manage the limitations of the licenses for each software package, the original media and documentation shall reside with the OAS Technology Program.
B. All software installed on district technology shall have the installation supervised by OAS Technology staff by verbal authorization, remote control, and/or direct installation.
C. All software installed on district technology shall have the installation supervised by OAS Technology staff by verbal authorization, remote control, and/or direct installation.

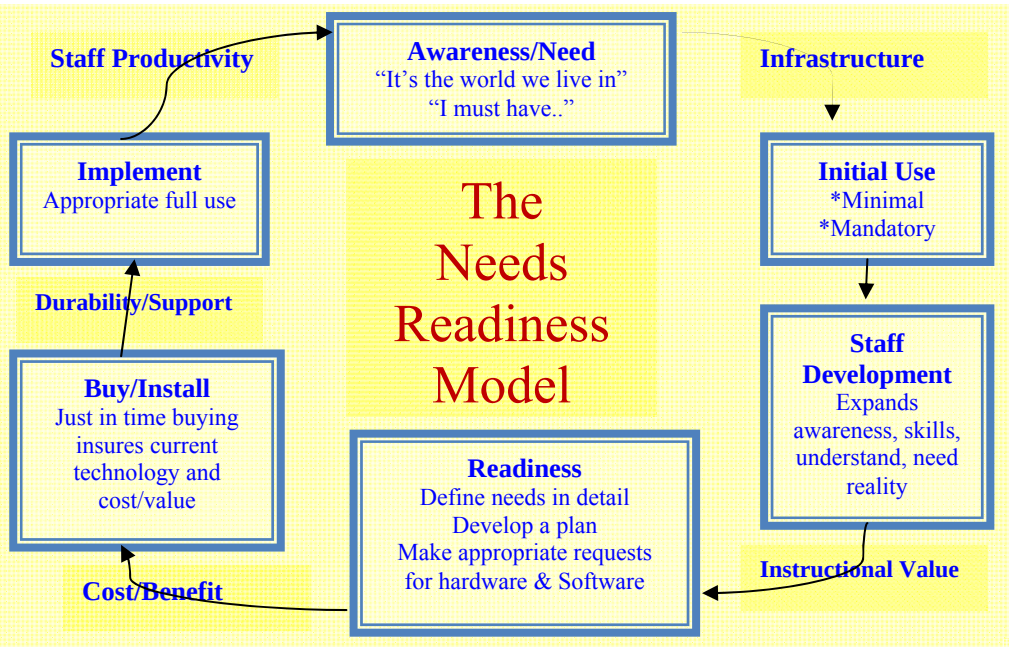
Infrastructure, Hardware, Technical Support, and Software

11 - Infrastructure Needs/Technical Specifications and Design – continued

Implementation of new technology

*Implementation of new technology shall follow a **Needs/Readiness Model**, which builds on a cycle of growing needs and staff readiness to make full use of technology.*

A. All staff shall be required to use a computer available in their workspace for administrative functions such as student attendance, grade reporting, software accompanying curriculum adoption cycles, and electronic messaging. Each of these computers shall be attached to the building network and have available all the standard applications chosen by the district.
B. As staff takes advantage of development opportunities they will become ready to request additional technology for their use with students. As they become able to define their needs in detail they will be encouraged to develop a specific plan for usage and submit it to the Director of Technology for implementation. This plan shall include specific learning outcomes and the relationship of the technology to achievement of these outcomes.
C. When a staff plan is approved (may require curriculum process review) the technology requested will be purchased and installed following the priorities of the plan's values, uses, available funds, and the time available from support staff.
D. Not all staff will be required to have or use the same levels of technology beyond the minimum established for mandated record keeping, email, reporting and curriculum.
E. This cycle can be explained visually as follows:



Infrastructure, Hardware, Technical Support, and Software

11 - Infrastructure Needs/Technical Specifications and Design – continued

OAS Technology Program Structure

A. **Tech Teams** - Each work site in the district shall establish a Tech Team to act as the primary link to help end users meet their technology needs and/or influence the program. This will be a team of persons (recommend 5 - 8 persons including media person, principal/administrator/supervisor, secretary, teacher, and parent, community member, paraprofessional, custodian, driver, etc.) who are interested in technology, are willing to assist their peers, want to be available for serving on Tech Work Groups on an occasional basis, and/or be the work site representative on the OAS Technology Steering Committee.

B. **OAS Technology Steering Committee** - This group will consist of one representative from each work site including parents and community members or specialists as needed, will have a regular schedule of meetings, and will set direction for the OAS Technology program and staff, assign tasks to the work groups, and prioritize program response, including hardware and software acquisition, to the expressed needs of the learning community.

C. **OAS Technology Work Groups** - These groups will meet on an as needed basis to resolve specific issues and/or work on specific tasks. Notices of meetings, including the specific task to be accomplished, will be sent to all tech team members and those interested in the specific task may attend. Tech Work Groups may include but not be limited to (see appendix B.) Staff Development, Policy, Planning, Curriculum, Information, support, or single-issue groups.

D. **OAS Technology Staff and Administration** - The staff will be made up of a full time Director of Technology and those staff persons necessary to provide the research and strategic direction for the program, as well as for the daily operation and support necessary for the learning community and carry out this plan. In addition there may be OAS Technology Paraprofessionals, Specialists, Technicians, Assistants, Work-study, job shadowing, etc. They will work closely with the Tech Teams, Work Groups, and the Steering Committee to resolve issues and meet staff needs (see the staff chart in appendix B).

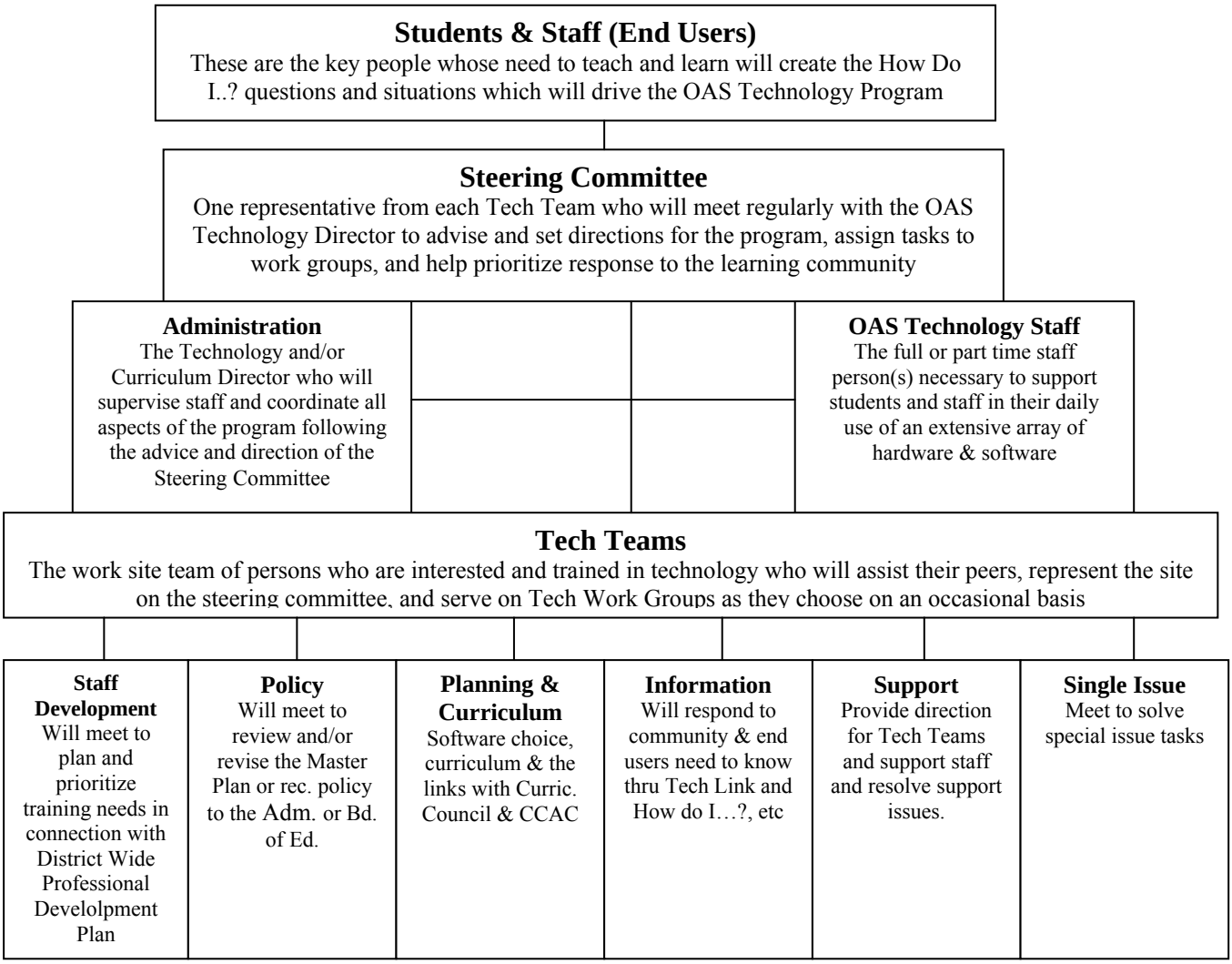
E. Providing for technology awareness shall be an on-going activity of the OAS Technology Steering Committee.
    a. Within the school district awareness activities shall include all staff, active committees, and the school board.
    b. In the community awareness activities will include the activities and informational opportunities for Parent Liaison, Community Liaison, Parent Teacher Organizations, Parent/Teacher Conferences, media, and direct mailings.

F. It shall be the responsibility of the OAS Technology Steering Committee to assess the current levels of available, appropriate technology and make recommendations to the Curriculum Director and/or the Board of Education to correct perceived deficiencies.

Infrastructure, Hardware, Technical Support, and Software

11 - Infrastructure Needs/Technical Specifications and Design – continued

OAS Technology Organizational Flowchart



Infrastructure, Hardware, Technical Support, and Software

12 - Increase Access

OAS will continue to work to achieve technological goals. These goals result in providing increased access, improved integration, and ease of use of technology both inside and outside the classroom. OAS is at the forefront within the community providing technology not only to its students, but staff as well. The tools OAS chooses to use to increase access to its resources will be vital to the educational community.

OAS will continue to enhance its infrastructure to provide the foundation necessary to support increased use of technology.

Technology will continue to play an important role for students benefiting from assistive technologies. OAS will continue to support software and hardware necessary to meet the needs of these students as defined in their Individual Educational Plans (IEPs). OAS has successfully obtained software and hardware from various assistive technology providers, and will strive to keep these opportunities available.

Infrastructure, Hardware, Technical Support, and Software
13 - Budget and Timetable

Infrastructure and Equipment Projected Timetable Updated: 4/23/2008

Planned Activity	Most Recent Completion	Planned Completion	Current Status
Infastructure Installed /Upgraded			
Wide Are Network - M33	Fall 2007		Up to Date
LAN Upgrade – OHS/REMS/GES/CES	2004		Up to Date
Student Labs Installed/Upgraded			
Cedar Lake Elementary Lab (30)	2003	Summer 2008	Upgrade Components
Glennie Elementary Lab (20)	2004	Summer 2010	Upgrade Components
REMS Lab E13 (30)	2007		Up to Date
REMS Lab E21 (30)	2003	Summer 2010	Upgraded Components
REMS Lab E22 (30)	2003	Summer 2010	Upgraded Components
REMS Lab M18 (30)	2004	Summer 2009	In Planning
REMS 7th Grade FTL Social Studies Lab (34)	2004	Summer 2009	In Planning
REMS 7th Grade FTL Science Lab (34)	2004	Summer 2009	In Planning
REMS 7th Grade FTL Math Lab (34)	2004	Summer 2009	In Planning
REMS 7th Grade FTL Language Arts Lab (34)	2004	Summer 2009	In Planning
OHS Media Center Lab (30)	2003	Summer 2008	Upgrade Components
OHS Lab 108 (30)	2004	Summer 2008	Upgrade Components
OHS Lab 111 (30)	2001	Summer 2008	Upgrade Components
OHS Lab 111 (30)	2001	Summer 2011	Replace
OHS Lab 112 CAD (20)	2006		Up to Date
OHS Wireless Cart 1 (30)	2003	Summer 2009	Upgrade Components
OHS Wireless Cart 2 (30)	2004	Summer 2009	Upgrade Components
Clerical/Administration Computers			
Central Office	Fall 2007		Up to Date
OHS	Fall 2007		Up to Date
GES/CES	Fall 2007		Up to Date
REMS	2005		Up to Date
Transportation/Maintenance	2004	Summer 2008	Upgrade Components
Food Service	2008		Up to Date
OHS Teachers	2004	Summer 2009	Upgrade Components
CES/GES Teachers	2004	Summer 2008	Upgrade Components
REMS Teachers	2003	Summer 2009	Upgrade Components
Classroom Student Use Computers (In addition to the one student/teacher unit)			
CES/GES Additional Hardware for classrooms (3 stations per classroom)	-		Ongoing
Servers			
REMS X-Serve	2002		
OHS - Novell	2002		In Planning
CES/REMS - Win 2003 Server		Summer 2008	
Groupwise Server	2003		In Planning
Video Surveillance System	2004		

PROJECTED TECHNOLOGY COSTS FOR NEXT THREE (3) YEARS

Three Year Technology Budget

Wages / Benefits	$ 269,873
Servers	12000
Computer & Printers	37000
Parts / Warranties	30000
Supplies	7500
Software	4500
Support (licenses)	72626
Professional Development	9000
	$ 442,499

Projected Three-Year Technology Costs
Detailed Expenses

Year	2008-2009	2009-2010	2010-2011	Total 3 Yr Projection
Staff				
Salaries/Stipends	$ 59174	$ 59174	$ 59515	
Benefits	30170	30670	31170	
Sub Total	89344	89844	90685	269873
Servers	2000	5000	5000	
Computers & Printers	15000	12000	10000	
Parts/Warranties	10000	10000	10000	
Supplies	2500	2500	2500	
Software	1500	1500	1500	
Sub Total	31000	31000	29000	91000
Support License				
Novell SLA Licensing	1140	1150	1150	
Microsoft CAL Licensing	850	1000	1000	
District Antivirus License	1375	1375	1375	
GWAVA	3150	3150	3150	
District Firewall Licensing	1700	1700	1700	
BAISD/ REMC Service Fee	15887	15887	15887	
Sub Total	24102	24262	24262	72626
Professional Development	3000	3000	3000	9000
Grand Total	$ 147,446	$ 148,106	$ 146,947	**$ 442,499**

14 - Coordination of Resources

It is recommended practice of the Board of Education that technology be supported from a variety of resources including but not limited to: Bond Funds, General Fund, Technology Grants, other grants, Title II, Title I, 31a, Special Education funds, etc. All technology purchasing shall be coordinated / authorized through the Oscoda Area Schools Technology Director.

15 - Evaluation

The curriculum and infrastructure elements of this plan are monitored each year through the Balanced Scorecard process. Elements of the plan are measured against current practice to see where priorities need to be set, and how the Technology staff can best use of their resources. More specifically:

- Evaluation will be an item of every Technology Steering Committee meeting agenda as part of the continuous improvement philosophy of the district.
- Annually the Steering Committee will review the results of the Balanced Scorecard goals set by the community and the Board of Education related to technology and the performance data collected related to use in the teaching and learning process.
- These performance measures will be reviewed with the intent to set new action plans for the coming year to meet the ongoing needs of the students, staff, and community for the use of technology in the teaching and learning process.

16 - Acceptable Use Policies

The district shall maintain acceptable use policies for student's k-12, admin team, staff, and for special circumstances, as well as a set of web development and web use policies. (See the appendix for copies of the current policies).

Oscoda Area Schools will remain in compliance with all regulations of the Children's Internet Protection Act (CIPA).

The primary tool used is an appliance manufactured by Sonicwall. Oscoda Area Schools will maintain its subscription to the CIPA compliant filter list provided by Sonicwall. In addition, Oscoda Area Schools will maintain a list of disallowed websites as recommended by teachers and staff, and this list will be reviewed by the Technology Steering committee on a regular basis.

Appendix

1. Curriculum Adoption Cycle
2. Technology Curriculum Matrix
3. Acceptable Use Policies
4. General PD Timetable

K-12 Curriculum Adoption Cycle

Subject	Year	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Language Arts – Reading	El	P - A	√ - PD			E	
World Languages	Sec	P – A	√ - PD			E	
Science	El			P - A	√ - PD		
	Sec			P - A	√ - PD		
Math	El	P - A	√ - PD				E
	Sec	P - A	√ - PD				E
Social Studies	El			P - A	√ - PD		
	Sec			P - A	√ - PD		
PE/Health					E - PD		
Fine Arts, *Performing Arts, Business, Tech, Life Skills					E		

*Includes: Instrumental & vocal Music, Art, Drama, Ind. Tech, Business, Life Skills

KEY

√ = Purchase – included in the district budget for that year.
E = Evaluation – review of student achievement and instructional materials in relation to existing standards. Review and choose materials for the pilot next year.
P = Pilot – teach with demonstration materials and assess student achievement related to existing standards (MCF)
A = Adoption – includes recommendations of curriculum content (series, texts, software, etc.) to board for purchase in next year budget
PD = Professional Development targeted toward implementation of the current adoption

Michigan Educational Technology Standards (METS) - K-8 Checklist by Grade Levels

O = Teacher Observation	**P** = Portfolio Evidence	**A** = Formal Assessment	**C** = Technology Literacy Class

Grades K through 2 – Technology Standards and Expectations – (by the end of Grade 2)										
1. Basic Operations and Concepts. **a. Students demonstrate a sound understanding of the nature and operation of technology systems.**	**K**	**1**	**2**							
1. Students understand that people use many types of technologies in their daily lives (e.g., computers, cameras, audio/video players, phones, televisions).	X	X	X							
2. Students identify common uses of technology found in daily life.	X	X	X							
3. Students recognize, name, and label the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, and printer).	X	X	X							
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.			X							
b. Students are proficient in the use of technology.	**K**	**1**	**2**							
1. Students use various age-appropriate technologies for gathering information (e.g., dictionaries, encyclopedias, audio/video players, phones, web resources).			X							
2. Students use a variety of age-appropriate technologies for sharing information (e.g., drawing a picture, writing a story).		X	X							
3. Students recognize the functions of basic file menu commands (e.g., new, open, close, save, print).		X	X							
2. Social, ethical, and human issues. **a. Students understand the ethical, cultural, and societal issues related to technology.**	**K**	**1**	**2**							
1. Students identify common uses of information and communication technologies.		X	X							
2. Students discuss advantages and disadvantages of using technology.		X	X							
b. Students practice responsible use of technology systems, information, and software.	**K**	**1**	**2**							
1. Students recognize that using a password helps protect the privacy of information.	X	X	X							
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.		X	X							
3. Students discuss the consequences of irresponsible uses of technology resources at home or at school.	X	X	X							
c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.	**K**	**1**	**2**							
1. Students understand that technology is a tool to help them complete a task.	X	X	X							
2. Students understand that technology is a source of information, learning and entertainment.	X	X	X							
3. Students can identify places in the community where one can access technology.	X	X	X							

Michigan Educational Technology Standards (METS) – K – 2nd Checklist

O = Teacher Observation	P = Portfolio Evidence	A = Formal Assessment	C = Technology Literacy Class

	K	1	2						
3. Technology productivity tools. **a. Students use technology tools to enhance learning, increase productivity, and promote creativity.**									
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.			X						
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).			X						
b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.	**K**	**1**	**2**						
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.			X						
4. Technology communications tools **a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.**	**K**	**1**	**2**						
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. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.	**K**	**1**	**2**						
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.		X	X						
5. Technology research tools **a. Students use technology to locate, evaluate, and collect information from a variety of sources.**	**K**	**1**	**2**						
1. Students know how to recognize the Web browser and associate it with accessing resources on the internet.	X	X	X						
2. Students will use a variety of technology resources (e.g., CD-ROMs, DVDs, search engines, websites) to locate or collect.		X	X						
b. Students use technology tools to process data and report results.	**K**	**1**	**2**						
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.			X						
c. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.	**K**	**1**	**2**						
1. Students can provide a rationale for choosing one type of technology over another for completing a specific task.		X	X						
6. Technology problem-solving and decision-making tools **a. Students use technology resources for solving problems and making informed decisions.**	**K**	**1**	**2**						
1. Students discuss how to use technology resources (e.g., dictionaries, encyclopedias, search engines, websites) to solve age-appropriate problems.		X	X						
b. Students employ technology in the development of strategies for solving problems in the real world.	**K**	**1**	**2**						
1. Students identify ways that technology has been used to address real-world problems (personal or community).									

Michigan Educational Technology Standards (METS) - 3rd to 5th Checklist

O = Teacher Observation	P = Portfolio Evidence	A = Formal Assessment	C = Technology Literacy Class

Grades Three through Five – Technology Standards and Expectations – (by the end of Grade 5)											
1. Basic Operations and Concepts. **a. Students demonstrate a sound understanding of the nature and operation of technology systems.**				**3**	**4**	**5**					
1. Students discuss ways technology has changed life at school and at home.				X	X	X					
2. Students discuss ways technology has changed business and government over the years.				X	X	X					
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.					X						
b. Students are proficient in the use of technology.				**3**	**4**	**5**					
1. Students know how to use basic input/output devices and other peripherals (e.g., scanners, digital cameras, video projectors).											
2. Students know proper keyboarding positions and touch-typing techniques.					X						
3. Students manage and maintain files on a hard drive or the network.				X	X	X					
4. Students demonstrate proper care in the use of hardware, software, peripherals, and storage media.				X	X	X					
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.					X						
7. Students identify search strategies for locating needed information on the internet.					X	X					
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.					X	X					
2. Social, ethical, and human issues. **a. Students understand the ethical, cultural, and societal issues related to technology.**				**3**	**4**	**5**					
1. Students identify cultural and societal issues relating to technology.				X	X	X					
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.				X	X	X					
4. Students discuss the accuracy, relevance, appropriateness, and bias of electronic information sources.					X						
b. Students practice responsible use of technology systems, information, and software.				**3**	**4**	**5**					
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.											
2. Students discuss basic issues regarding appropriate and inappropriate uses of technology (e.g., copyright, privacy, file sharing, spam, viruses, plagiarism) and related laws.						X					
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) – 3rd to 5th Checklist

O = Teacher Observation	P = Portfolio Evidence	A = Formal Assessment	C = Technology Literacy Class

Grades Three through Five – Technology Standards and Expectations – (by the end of Grade 5)										
2c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.				**3**	**4**	**5**				
1. Students explore various technology resources that could assist them in pursuing personal goals.				X	X	X				
2. Students identify technology resources and describe how those resources improve the ability to communicate, increase productivity, or help them achieve personal goals.				X	X	X				
3. Technology productivity tools. **a. Students use technology tools to enhance learning, increase productivity, and promote creativity.**				**3**	**4**	**5**				
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).				X	X	X				
2. Students know how to insert various objects (e.g., photos, graphics, sound, video) into word processing XX documents, presentations, or web documents.					X					
3. Students use a variety of technology tools and applications to promote [their] creativity.					X					
4. Students understand that existing (and future) technologies are the result of human creativity.					X					
b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.				**3**	**4**	**5**				
1. Students collaborate with classmates using a variety of technology tools to plan, organize, and create a group project.					X					
4. Technology communications tools **a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.**				**3**	**4**	**5**				
1. Students use basic telecommunication tools (e.g., e-mail, WebQuests, IM, blogs, chat rooms, web conferencing) for collaborative projects with other students.				X	X	X				
b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.				**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.					X					
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).										
5. Technology research tools **a. Students use technology to locate, evaluate, and collect information from a variety of sources.**				**3**	**4**	**5**				
1. Students use Web search engines and built-in search functions of other various resources to locate information.				X	X	X				
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).					X					
b. Students use technology tools to process data and report results.				**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.					X					

Michigan Educational Technology Standards (METS) – 3rd to 5th Checklist												
O = Teacher Observation		**P** = Portfolio Evidence		**A** = Formal Assessment		**C** = Technology Literacy Class						
Grades Three through Five – Technology Standards and Expectations – (by the end of Grade 5)												
5c. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.						**3**	**4**	**5**				
1. Students identify appropriate technology tools and resources by evaluating the accuracy, appropriateness, and bias of the resource.							X					
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.												
6. Technology problem-solving and decision-making tools **a. Students use technology resources for solving problems and making informed decisions.**						**3**	**4**	**5**				
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).						X	X	X				
b. Students employ technology in the development of strategies for solving problems in the real world.						**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).						X	X	X				

Michigan Educational Technology Standards (METS) - 6th to 8th Checklist

O = Teacher Observation	P = Portfolio Evidence	A = Formal Assessment	C = Technology Literacy Class

Grades Six through Eight – Technology Standards and Expectations – (by the end of Grade 8)									
1. Basic Operations and Concepts. **a. Students demonstrate a sound understanding of the nature and operation of technology systems.**							**6**	**7**	**8**
1. Students understand that new technology tools can be developed to do what could not be done without the use of technology.							X	X	X
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).							X	X	X
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. Students are proficient in the use of technology.							**6**	**7**	**8**
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.								X	
3. Students use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced products.								X	
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.								X	
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.								X	
2. Social, ethical, and human issues. **a. Students understand the ethical, cultural, and societal issues related to technology.**							**6**	**7**	**8**
1. Students understand the potential risks and dangers associated with on-line communications.							X	X	X
2. Students identify security issues related to e-commerce.							X	X	X
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. Students practice responsible use of technology systems, information, and software.							**6**	**7**	**8**
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) - 6th to 8th Checklist

O = Teacher Observation | **P** = Portfolio Evidence | **A** = Formal Assessment | **C** = Technology Literacy Class

2c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.							**6**	**7**	**8**
1. Students use technology to identify and explore various occupations or careers.							X	X	X
2. Students discuss uses of technology (present and future) to support personal pursuits and lifelong learning.							X	X	X
3. Students identify uses of technology to support communication with peers, family, or school personnel.								X	
3. Technology productivity tools. **a. Students use technology tools to enhance learning, increase productivity, and promote creativity.**							**6**	**7**	**8**
1. Students apply common software features (e.g., thesaurus, formulas, charts, graphics, sounds) to enhance communication and to support creativity.							X	X	X
2. Students use a variety of resources, including the internet, to increase learning and productivity.								X	
3. Students explore basic applications that promote creativity (e.g., graphics, presentation, photo-editing, programming, video-editing).								X	
4. Students use available utilities for editing pictures, images, or charts.								X	
b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.							**6**	**7**	**8**
1. Students use collaborative tools to design, develop, and enhance materials, publications, or presentations.							X	X	
4. Technology communications tools **a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.**							**6**	**7**	**8**
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. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.							**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.								X	
5. Technology research tools **a. Students use technology to locate, evaluate, and collect information from a variety of sources.**							**6**	**7**	**8**
1. Students use a variety of Web search engines to locate information.							X	X	X
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. Students use technology tools to process data and report results.							**6**	**7**	**8**
1. Students know how to create and populate a database.							X	X	X
2. Students can perform queries on existing databases.							X	X	X
3. Students know how to create and modify a simple database report.									
c. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.							**6**	**7**	**8**
1. Students evaluate new technology tools and resources and determine the most appropriate tool to use for accomplishing a specific task.									

Michigan Educational Technology Standards (METS) – 6th to 8th Checklist

O = Teacher Observation	P = Portfolio Evidence	A = Formal Assessment	C = Technology Literacy Class

								6	7	8
6. Technology problem-solving and decision-making tools **a. Students use technology resources for solving problems and making informed decisions.**								**6**	**7**	**8**
1. Students use database or spreadsheet information to make predictions, develop strategies, and evaluate decisions to assist them with solving a basic problem.										
b. Students employ technology in the development of strategies for solving problems in the real world.								**6**	**7**	**8**
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.										

Michigan Educational Technology Standards (METS) - 9th to 12th Checklist

O = Teacher Observation	P = Portfolio Evidence	A = Formal Assessment	C = Technology Literacy Class

Grades Nine through Twelve – Technology Standards and Expectations – (by the end of Grade 12)

1. Basic Operations and Concepts **a. Students demonstrate a sound understanding of the nature and operation of technology systems.**	**9**	**10**	**11**	**12**	
6. Students discuss emerging technology resources (e.g., podcasting, webcasting, compressed video delivery, online file sharing, graphing calculators, global positioning software).	X	X	X	X	
7. Students identify the capabilities and limitations of emerging communication resources.	X	X	X	X	
8. Students understand the importance of both the predictable and unpredictable impacts of technology.	X	X	X	X	
9. Students identify changes in hardware and software systems over time and discuss how these changes might affect them personally in their role as a lifelong learner.	X	X	X	X	
10. Students understand the purpose, scope, and use of assistive technology.	X	X	X	X	
11. Students understand that access to online learning increases educational and workplace opportunities.	X	X	X	X	
b. Students are proficient in the use of technology.	**9**	**10**	**11**	**12**	
9. Students will be provided with the opportunity to learn in a virtual environment as a strategy to build 21st century learning skills.	X	X	X	X	
10. Students understand the relationship between electronic resources, infrastructure, and connectivity.	X	X	X	X	
11. Students will routinely apply touch-typing techniques with advanced accuracy, speed, and efficiency.	X	X	X	X	
12. Students assess and solve hardware and software problems by using online help or other user documentation and support.	X	X	X	X	
13. Students identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav).	X	X	X	X	
14. Students demonstrate how to import/export text, graphics, or audio files.	X	X	X	X	
15. Students proofread and edit a document using an application's spelling and grammar checking	X	X	X	X	

functions.					
2. Social, ethical, and human issues **a. Students understand the ethical, cultural, and societal issues related to technology.**	**9**	**10**	**11**	**12**	
5. Students identify legal and ethical issues related to use of information and communication technology.	X	X	X	X	
6. Students analyze current trends in information and communication technology and assess the potential of emerging technologies for ethical and unethical uses.	X	X	X	X	
7. Students discuss possible long-range effects of unethical uses of technology (e.g., virus spreading, file pirating, hacking) on cultures and society.	X	X	X	X	
8. Students discuss the possible consequences and costs of unethical uses of information and computer technology.	X	X	X	X	

Michigan Educational Technology Standards (METS) - 9th to 12th Checklist

O = Teacher Observation	**P** = Portfolio Evidence	**A** = Formal Assessment	**C** = Technology Literacy Class

2. Social, ethical, and human issues **b. Students practice responsible use of technology systems, information, and software.**	**9**	**10**	**11**	**12**	
3. Students identify ways that individuals can protect their technology systems from unethical or unscrupulous users.	X	X	X	X	
4. Students demonstrate the ethical use of technology as a digital citizen and lifelong learner.	X	X	X	X	
5. Students explain the differences between freeware, shareware, and commercial software.	X	X	X	X	
6. Students adhere to fair use and copyright guidelines.	X	X	X	X	
7. Students create appropriate citations for resources when presenting research findings.	X	X	X	X	
8. Students adhere to the district acceptable use policy as well as state and federal laws.	X	X	X	X	
c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.	**9**	**10**	**11**	**12**	
4. Students explore career opportunities and identify their related technology skill requirements.	X	X	X	X	
5. Students design and implement a personal learning plan that includes technology to support his/her lifelong learning goals.	X	X	X	X	
3. Technology productivity tools **a. Students use technology tools to enhance learning, increase productivity, and promote creativity.**	**9**	**10**	**11**	**12**	
5. Students complete at least one online credit, or non-credit, course or online learning experience.	X	X	X	X	
6. Students use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence).	X	X	X	X	
7. Students have access to and utilize assistive technology tools.	X	X	X	X	
8. Students apply advanced software features such as an application's built-in thesaurus, templates, and styles to improve the appearance of word processing documents, spreadsheets, and	X	X	X	X	

presentations.					
9. Students use an online tutorial and discuss the benefits and disadvantages of this method of learning.	X	X	X	X	
10. Students develop a document or file for inclusion into a web site or web page.					
11. Students use a variety of applications to plan, create, and edit a multimedia product (e.g., model, webcast, presentation, publication, or other creative work).	X	X	X	X	
12. Students have the opportunity to participate in real-life experiences associated with technology-related careers.	X	X	X	X	
b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.	**9**	**10**	**11**	**12**	
2. Students identify technology tools (e.g., authoring tools or other hardware and software resources) that could be used to create a group project.	X	X	X	X	

Michigan Educational Technology Standards (METS) - 9th to 12th Checklist

O = Teacher Observation	P = Portfolio Evidence	A = Formal Assessment	C = Technology Literacy Class

4. Technology communications tools **a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.**	**9**	**10**	**11**	**12**	
2. Students identify and describe various telecommunications or online technologies (e.g., desktop conferencing, listservs, blogs, virtual reality).	X	X	X	X	
3. Students use available technologies (e.g., desktop conferencing, e-mail, groupware, instant-messaging) to communicate with others on a class assignment or project.	X	X	X	X	
4. Students collaborate in content-related projects that integrate a variety of media (e.g., print, audio, video, graphic, simulations, and models) with presentation, word processing, publishing, database, graphics design, or spreadsheet applications.	X	X	X	X	
5. Students plan and implement a collaborative project using telecommunications tools (e.g., groupware, interactive web sites, videoconferencing).	X	X	X	X	
b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.	**9**	**10**	**11**	**12**	
2. Students use a variety of media and formats to design, develop, publish, and present products (e.g., presentations, newsletters, web sites) to communicate original ideas to multiple audiences.	X	X	X	X	
5. Technology research tools **a. Students use technology to locate, evaluate, and collect information from a variety of sources.**	**9**	**10**	**11**	**12**	
4. Students compare, evaluate, and select appropriate internet search engines to locate information.	X	X	X	X	
5. Students determine if online sources are authoritative, valid, reliable, relevant, and comprehensive.	X	X	X	X	

6. Students distinguish between fact, opinion, point of view, and inference.	X	X	X	X	
7. Students evaluate resources for stereotyping, prejudice, and misrepresentation.	X	X	X	X	
b. Students use technology tools to process data and report results.	**9**	**10**	**11**	**12**	
4. Students formulate and use evaluation criteria (authority, accuracy, relevancy, timeliness) for information located on the internet to present research findings.	X	X	X	X	
c. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.	**9**	**10**	**11**	**12**	
2. Students develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys).	X	X	X	X	
6. Technology problem-solving and decision-making tools **a. Students use technology resources for solving problems and making informed decisions.**	**9**	**10**	**11**	**12**	
2. Students use a variety of technology resources (e.g., educational software, simulations, models) for problem solving and independent learning.	X	X	X	X	
3. Students describe the possible integration of two or more information and communication technology tools or resources to collaborate with peers, community members, and field experts.	X	X	X	X	
b. Students employ technology in the development of strategies for solving problems in the real world.	**9**	**10**	**11**	**12**	
2. Students formulate a research question or hypothesis, then use appropriate information and communication technology resources to collect relevant information, analyze the findings, and report the results to multiple audiences.	X	X	X	X	

Acceptable Use Policy

The Oscoda Area School's student Acceptable Use Policy will be valid upon completion of student and parent/guardian signatures. It will remain valid throughout the duration the student attends a particular school building, Cedar Lake K-2, Richardson Elementary Middle School 3-8, Glennie Elementary K-4, and Oscoda High School 9-12. However, the Acceptable Use Policy will be reviewed annually by the student and parent/guardian. The Acceptable Use Policy is referenced in student handbooks. Signatures of students and parent/guardian will reflect this annual review.

_____ _____

LAST, FIRST NAME (please print) BUILDING

_____

DATE

OSCODA AREA SCHOOLS

STUDENT INTERNET ACCESS AND ACCEPTABLE USE AGREEMENT

Effective the date noted above, this Student Internet Access and Acceptable Use Agreement ("Agreement") is entered into between _____(the "Student" or "User") and the Oscoda Area School District, regarding the terms and conditions for access and acceptable use of the Internet for educational purposes through Oscoda Area School's (OAS) Internet provider.

Use of the District's technology, including student access to and use of the Internet through Oscoda Area School's Internet provider, is limited to legitimate educational purposes to support and enhance the School District's curriculum in a manner which is consistent with the School District's mission statement. Access to and use of the Internet, through the OAS Internet provider is a privilege offered to students for the following purposes:

To assist in the collaboration and exchange of information;
To facilitate personal growth in the use of technology;
To enhance information gathering and communicating skills; and
To provide resources which will enhance the Student's entire educational experience.

In exchange for the privilege of access to and use of the Computer Network/Internet through OAS Internet provider the student acknowledges that this privilege may be revoked at any time by the District at the sole discretion of the District and that improper use of Internet resources may also give rise to further disciplinary action consistent with District Policies and/or the Student Handbook. The Student agrees to abide by the following terms and conditions:

1. That the following uses of the Internet throughout the OAS Internet provider are strictly prohibited and may subject the student to restriction, suspension or termination of educational technology privileges, and to appropriate disciplinary sanctions, such conduct to include, but not be limited to:

    a. Unauthorized entry into a file, whether to use, read, change or for any other purpose.
    b. Unauthorized transfer, deletion, or duplication of a file.
    c. Unauthorized use of another individual's identification password.
    d. Unauthorized access to telecommunications files or facilities.
    e. Interference with the work of another student, faculty member, or school official.
    f. Use of computing facilities to draft, send, or knowingly view or receive inappropriate communications including, but not limited to, those communications which are indecent, offensive, obscene, profane, vulgar, threatening, defamatory, an invasion of privacy, or otherwise prohibited by law.
    g. Violation of copyright, trademark, trade secrets or licensing agreement.
    h. Use of OAS Internet provider for the purchase, sale and/or advertisement or posting of goods or services or for political lobbying.
    i. Use of the computing facilities for any activity detrimental to the stability and security of the School District's telecommunications equipment, the Internet provider for OAS and/or the Internet. This prohibited activity includes, but is not limited to:
        - The introduction of a virus, either intentionally or through irresponsible handling of data and telecommunications resources;
        - malicious destruction of hardware, software, or data;
        - attempting to learn or use accounts or passwords other than those issued to the Student; or disclosing, for any reason, one's own password or personal information, name address or phone number of the student or other person.

2. That the student may be responsible for attending appropriate training sessions in the use and care of educational technology and should refrain from using any technology for which the student has not received training.

3. That the student may be required to make full financial restitution for any damages to educational technology or unauthorized expenses incurred through the use of educational technology.

4. That the OAS Internet provider is a monitored telecommunications network and no stated or implied guarantee is made regarding the privacy of electronic mail (E-mail) or any other telecommunications.

5. That the District and/or Internet resources are intended for exclusive use by the registered users and that the student is responsible for the use of any account/password and/or access privileges.

6. That the District does not warrant that the functions of the system will meet any specific requirements the user may have, or that it will be error free or uninterrupted.

7. That the District should not be liable for any direct or indirect, incidental, or consequential damages (including, but not limited to, lost data, information, or time, or any harm caused by exposure to offensive material) sustained or incurred in connection with the use and operation of the system or inability to use the system.

8. That the District reserves the right to monitor information activity, and file server disk space utilized by the Student.

9. That in consideration for the privilege of access to and use of computer network/Internet resources through OAS Internet provider, the student release the District, the Internet provider and their employees, agents, and operators from any and all claims of any nature arising from the student use of, misuse of, or inability to use, the District, Intermediate School District, Internet provider and/or Internet resources.

10. The student agrees to abide by these rules of regulations of system usage and such further rules and regulations as may be further added from time to time the District. These rules will be available in hard copy from the Principal's office.

IF THE ABOVE STUDENT IS UNDER 18 YEARS OF AGE THIS AGREEMENT MUST ALSO BE SIGNED BY A PARENT OR GUARDIAN

When the parent signs the school handbook the parent is also agreeing to the following paragraph.

As the Student's parent or guardian, I have read the Agreement for Internet Access and Use and the accompanying cover letter. I understand that access to the Internet is a privilege provided to students for educational purposes only. I understand that the District has installed blocking software that is designed to limit access to pornographic or abusive material on all computers but it is possible that such material may nevertheless be encountered. I will not seek to hold the District responsible for materials acquired on the Internet. I hereby release the District and its employees, agents, and operators from any and all claims of any nature arising from my child's use of, misuse of, or inability to use District, the Internet provider and/or Internet resources. In addition, I agree to indemnify the District and/or the Internet provider for any damage or liability caused by or arising out of my child's use or misuse of the Internet resources or equipment as provided by the District, and/or the Internet provider.

Children's Internet Protection Act

CIPA Filtering Requirements

The Children's Internet Protection Act requires filtering and Internet Safety Policies for schools and libraries receiving federal technology funding. The following three items, specifically, are required:

1. Technology Protection Measure

A Technology Protection Measure is a specific technology that blocks or filters Internet access. It must protect against access by adults and minors to visual depictions that are obscene, child pornography, or - with respect to use of computers with Internet access by minors - harmful to minors. It may be disabled for adults engaged in bona fide research or other lawful purposes. For schools, the policy must also include monitoring the online activities of minors.

2. Internet Safety Policy

The Internet Safety Policy must address the following issues: access by minors to inappropriate matter on the Internet and World Wide Web; the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; unauthorized access, including so-called "hacking," and other unlawful activities by minors online; unauthorized disclosure, use, and dissemination of personal information regarding minors; and measures designed to restrict minors' access to materials harmful to minors.

3. Public Notice and Hearing

The authority with responsibility for administration of the school or library must provide reasonable public notice and hold at least one public hearing to address a proposed Technology Protection Measure and Internet Safety Policy.

Professional Development General Timetable

Oscoda Area Schools utilizes the National Educational Technology Standards for Teachers (NETS*T) as our standards for professional development and performance indicators for all teachers.

Oscoda Area Schools provides continuous professional development to its staff in the form of "Justin-Time Training". Through the use of remote control tools, and our phone communications, most technical support calls result in opportunities for 1-to-1 training with staff members. Below is a general timetable of opportunities for district staff to obtain professional development as it relates to their individual technology needs.

Annual Systemic Professional Development

- Classroom management software.
  Generally offered at the beginning of the school year for new teachers. Also offered as needed to provide staff with training to take advantage of new updates.

- Utilizing Subscription based applications.
  OAS maintains various subscriptions to online services, including Renaissance Learning, Apex, United Streaming, various online catalogs and other services. Ongoing training is provided to allow staff to make the best use of these services.

- Utilizing applications available on your computer.
  Opportunities for Professional Development are offered multiple times per year to staff to improve their ability to use applications installed on each computer. This includes training of aspects of the operating system, network operating system, office products, and printing.

Curriculum Driven Technology Integration

- As defined in our Curriculum Adoption Cycle on page 27. All curriculum adoptions will include accompanying software and professional development necessary to properly utilize all aspects of the newly adopted curriculum.

Oscoda Area Schools

Board of Education Office
3550 River Road ¸ Oscoda, Michigan 48750

(989) 739-2033
FAX (989) 739-2325

Technology Plan Addendums – June 2010

Addendum 1: NWEA – Northwest Evaluation Association

The district, in accordance with the NCA Accreditation requirements, will obtain a common assessment program.

We have explored many assessment methods and the North West Evaluation Association (NWEA) provides meaningful assessments for reading, language usage, science and math. According NWEA, they have developed Measures of Academic Progress (MAP), a state-aligned computerized adaptive assessment program that provides educators with the information needed to improve teaching and learning.

NWEA assert that educators can use the growth and achievement data from MAP to develop targeted instructional strategies and to plan school improvement. NWEA further asserts that with the ability to test students up to four times a year, MAP test results help educators make student-focused, data-driven decisions.

NWEA Assessments include a post-assessment report called the Achievement Status and Growth Report (ASG) and would be a more valuable measure of teaching effectiveness than the MEAP. The ASG report provides information on the growth of each child in a classroom from one assessment period to the next. This information is also provided in the context of predicted growth based on national norms used to determine target growth rates that each student should meet.

The ASG report includes a column indicating whether or not each student did meet their target growth rate. In addition a numeric value indicating how much each student met or exceeded the target growth rate is also provided. At the bottom of the report is a summary of the classroom performance stating whether or not the classroom met the target growth rate and how much the classroom met or exceeded target growth rates.

Addendum 2: Student Information System (SIS)

The district goal was to provide the administration and teaching staff with a user-friendly student information system and grade book that interacted seamlessly.

We have explored many student information systems. Pinnacle SIS is a system that provides educators with the information needed to improve teaching and learning through GUI interface. It allows for communication with the data ware house while being compatible with external programs such as Microsoft Access™, Crystal Reports™, Microsoft Word™ and Microsoft Excel™ as well as many others. It has interactive tools that build and maintain multiple calendars and detailed master schedules for students, teachers, and staff. Pinnacle's robust scheduler allows for complex scheduling models (e.g. block, rotating block, and other non-traditional schedules). Pinnacle SIS provide unlimited student and family contact management. Pinnacle SIS uses a centralized enrollment, attendance, health, transportation, and discipline system that has an unlimited number of data categories which can be defined and tracked such as extracurricular activities, sports, awards, and honors.

These addendums to the "Oscoda Area Schools Technology Plan - July 1, 2008 – June 30, 2011" are effective July 1, 2010.