Oak Park School District Technology Plan 2012-2015

13900 GRANZON • OAK PARK, MI 48237
DISTRICT TELEPHONE: (248) 336-7700
School Code: 63250

Plan start date: July 2012
Plan end date: June 2015

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A Member of the Oakland Schools Intermediate School District
Download this plan: www.oakparkschools.org/files/technology12.pdf

Created 12/2011- Revision 3: 4/2012- Get the Oak Park Advantage

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CONTACT INFORMATION

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School Code:	63250
Years Covered by this plan:	July 2012 to June 2015
Date of next state review:	2015
Intermediate School District:	Oakland Schools

URL for Technology Plan: www.oakparkschools.org/files/technology12.pdf

INTRODUCTORY MATERIAL

DISTRICT MISSION STATEMENT

The mission of the Oak Park School District is to provide quality education in which we respect the student's individual and cultural differences, educate all students to meet or exceed the District academic standards, and ensure that they possess the life skills necessary to become life-long learners and productive citizens.

District Profile

Oak Park, "The Family City," is located in the metropolitan Detroit area. Many have been attracted to this well-planned city because of its efficient government and its fully committed school system. The Oak Park School District is known for the quality of its teachers, staff, and educational programs. Many of our graduates attend institutions of higher learning all over the nation. The District is home to approximately 4,300 students from a wide range of socio-economic backgrounds. OPSD is comprised of three Pre-K to 6th grade elementary buildings (with an early elementary program), one 7th- 8th grade middle school (OPPA), one 9th grade freshman institute (OPFI), one 8 to 15 year old alternative school (NOVA), and 10th-12th grade high school (OPHS), and a 16 to 19 year old alternative school (Operated by ATS partnership).

The diversity in Oak Park's population makes it a very culturally rich place to live and visit. The many African-American, Arabic, Asian, Chaldean, and Jewish residents provide an eclectic mix of race, culture, and religion in a relatively small land area. This diversity is exciting and provides a strong business and educational base.

The District's instructional staff consists of approximately 205 highly qualified teachers who are excited to integrate technology into the classrooms. Through special funding, one building (OPFI) has implemented a 1 to 1 classroom laptop program, while two buildings (OPHS & OPFI) have received complete installation of interactive whiteboards (Promethean) and projectors for each classroom. The teachers are ready to venture away from simple drill and practice classroom activities and into an exciting new technology-integrated instruction. They will utilize the power of computers, video, music, and their students' bright imaginations, to reach rigor and relevance in the academic environment.

School Buildings

Oak Park High School
13701 Oak Park Blvd.
Oak Park, MI 48237

Clinton Center
Oak Park High School Freshman Institute
NOVA of Oak Park
22180 Parklawn
Oak Park, MI 48237

Oak Park Preparatory Academy
23261 Scotia
Oak Park, MI 48237

Einstein Elementary School
14001 Northend
Oak Park, MI 48237

Key Elementary School
23400 Jerome
Oak Park, MI 48237

Pepper Elementary School
24301 Church St.
Oak Park, MI 48237

Alternative Education Center- Lessenger Campus
12901 Albany
Oak Park, MI 48237

District Technology Planning Sub-Committee

Name	Position
Stan Trompeter	**Executive Director of Curriculum and Title Programs**
Jim Nye	Manager of Technology
Anna Winiarski	Secondary Educator
Steven Snead	Data Specialist
Sandi Duschinsky	Elementary School Teacher
Paul Giroux	Elementary School Teacher
Thomas Lurie	Secondary Technology Teacher
Delores Love Smith	Computer Technologist/CDF
Lorna Wadlington	Coordinator to the Superintendent/Parent

VISION, MISSION AND GOALS

Technology Vision Statement:
The Oak Park School District will create an environment that is rich in technology, to support the successful application of knowledge, tools, and skills to solve problems using a variety of media to extend academic and occupational capabilities.

Technology Mission Statement:
The Oak Park School District, working with families and the community, will educate and empower every student to succeed as responsible participants in a diverse, 21st century society.

Technology Goals Statement:

The following goals will be used to ensure that we will implement our Technology vision:

1. The Oak Park School District will work diligently to increase the capacity of all stakeholders to utilize current technology and increase innovative evidence based learning.
2. The Oak Park School District will work diligently to ensure complete curriculum integration and technological literacy, including online learning opportunities.
3. The Oak Park School District will work diligently to provide ongoing professional development opportunities.
4. The Oak Park School District will work diligently to provide stable infrastructure, bandwidth, hardware, technical support, and software assistance necessary to support continuing technological advancements.
5. The Oak Park School District will work diligently to support technology equipment advancement through funding and budgetary allocations.
6. The Oak Park School District will provide thorough monitoring and evaluation of the curriculum and goals set forth in this plan and update them as appropriate.

CURRICULUM

Integration

In order to meet the demands of a 21st century learning environment, the Oak Park School District continuously evaluates its curriculum. The District believes that all students must meet or exceed the Michigan Educational Technology Standards (METS) and attempts to align with the National Educational Technology Standards for Students benchmarks (NETS-S). These standards reflect professional studies in education that provide fundamental concepts and skills for applying information technology in educational settings. The District technology curriculum was designed to be aligned with the METS and NETS-S-benchmarks.

The District plans to look into a new initiative for all elementary schools to include basic technology instruction through a "specials" rotation. Students would rotate through technology instruction as a "special" at least weekly. Either Media Specialists or Elementary Technology Instructionalists will be responsible for formal technology instruction. Instruction will be focused on preparing all elementary students for the statewide Smarter Balanced Assessment Initiative that will include high stakes testing using technology. Oak Park School District recognizes the importance of basic technology literacy in order for students to articulate academic knowledge in a comfortable environment. The district will continue to focus on opportunities to introduce "one-to-one" classroom technology opportunities as funding becomes available. Classroom teachers will continue to be responsible for the day-to-day integration of technology into academic instruction as follows:

Kindergarten

The Oak Park School District introduces technology beginning in Kindergarten. Kindergarten instruction focuses on the development of basic technology skills related to number recognition, counting, and phonics skills. Students learn how to log on and log off, use a mouse, and how to launch software programs. Kindergarten teachers utilize interactive web 2.0 computer activities that allow students to practice a variety of age-appropriate skills such as counting up to 20, adding with objects, matching letter sounds, matching upper and lower case letters, and other activities that are aligned with the kindergarten curriculum (*i.e. Brain Pop Jr.*). Many instructors use a variety of internet websites to assist with math and language arts skills related to patterns, phonemic awareness, and number counting as part of this curriculum.

Kindergarteners will understand:
- Basic Operations and Concepts
    - Turn on and shut down computer properly
    - Log on, log off
    - Use mouse
    - Recognize, name, and will label the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, and printer)
    - Launch software programs
    - Use a variety of age-appropriate technology for sharing information

- Social and Ethical Human Issues
    - Discuss advantages and disadvantages of using technology
    - Demonstrate how technology is a tool to help complete a task
    - Identify places in the community where one can access technology

- Technology Productivity Tools
    - Work with others or as a class when using technology tools (e.g., word processing, drawing tools, presentation software) to convey ideas or illustrate simple concepts relating to a specified project

- Technology Communication Tools
    - Provide a rationale for choosing one type of technology over another for completing a specific task

- Technology Problem-Solving and Decision-Making Tools
    - Identify ways that technology has been used to address real-world problems (personal and community)

First Grade

The development of basic technology skills continues in the First grade. Basic operations and concepts focus on turning on/off a computer properly, launching software, as well as discussing various media types. In addition, students will be taught to recognize basic Window file menu choices (e.g. new, open, close, save, and print). First grade lessons integrate technology as part of other academic lessons. Social studies activities such as Who I Am, and Money Counts use computer software to develop personal concepts with students. Language arts skills such as alphabetical order, phonemic awareness, word chunk sorting, and sequencing are enhanced through the use of computer activities. Math skills such as math manipulative with technology, patterns, and telling time are also developed using interactive computer activities that have been designed by Oak Park teachers. First graders may also be exposed to drawing and painting with a mouse and other related software as the instructor chooses.

First Grade Students will Understand:
- Basic Operations and Concepts
    - Turn on and shut down computer properly
    - Launch software programs
    - Identify common uses of technology found in daily life
    - Discuss the basic care of computer hardware and various media types (e.g., diskettes, CDs, DVDs, videotapes and flash drives)
    - Recognize the functions of basic file menu (e.g., new, open, close, save and print)
    - Use a variety of age-appropriate technology for sharing information
- Social and Ethical Human Issues
    - Discuss advantages and disadvantages of using technology
    - Demonstrate how technology is a tool to help complete a task
    - Identify places in the community where one can access technology

- Technology Productivity Tools
    - Recognize the best type of age-appropriate productivity software to use (e.g., word processing, drawing, web browsing).
- Technology Communication Tools
    - Identify procedures for safely using telecommunications tools (e.g., e-mail, phone) with assistance from teachers, parents, or student partners.
- Technology Research Tools
    - Recognize the Web browser and associate it with accessing resources on the Internet.
- Technology Problem-Solving and Decision-Making Tools
    - Identify ways that technology has been used to address real-world problems (personal and community).
    - Discuss how to use technology resources (e.g., encyclopedias, search engines, websites) to solve age-appropriate problems.

Second Grade

Second grade students continue to refine basic operation skills and concepts. Students explore social and ethical issues related to the use of technology. Student will continue to become familiar with Windows functions like how to minimize and maximize windows, use cut and paste, retrieve and save documents. These computer skills are developed as students work on a wide variety of curriculum-related activities including counting money and making change, graphing, number grids, and fractions that allow students to develop important math skills while learning more about technology. Students may use computers to assist with Social Studies, Science, Art, Language Arts assignments and other authentic assessment projects.

Second Grade Students will understand:
- Basic Operations and Concepts
    - Launch software programs
    - Recognize the functions of basic file menu (e.g., new, open, close, save and print)
    - Identify common uses of technology found in daily life
    - Discuss the basic care of computer hardware and various media types (e.g., diskettes, CDs, DVDs, videotapes and flash drives)
    - Use a variety of age-appropriate technologies for gathering information (e.g., drawing a picture, writing a story)
- Social and Ethical Human Issues
    - Discuss advantages and disadvantages of using technology
    - Demonstrate how technology is a tool to help complete a task
    - Identify places in the community where one can access technology
- Technology Productivity Tools
    - Recognize the best type of age-appropriate productivity software to use (e.g., word processing, drawing, web browsing)
- Technology Communication Tools
    - Identify procedures for safely using telecommunications tools (e.g., e-mail, phone) with assistance from teachers, parents, or student partners
- Technology Research Tools

- ○ Recognize the Web browser and associate it with accessing resources on the internet
- Technology Problem-Solving and Decision-Making Tools
  - ○ Identify ways that technology has been used to address real-world problems (personal and community)
  - ○ Discuss how to use technology resources (e.g., encyclopedias, search engines, websites) to solve age-appropriate problems

Third Grade

Third grade will begin a more intense use and integration of technology skills with a focus on preparing students for the computerized testing environment. Third grade students begin the development of keyboarding skills with touch-typing techniques. The District uses *Type to Learn IV* in the 3-7 technology curriculum. Other integrated technology lessons have been developed to help students learn math, science, and social studies skills. Math activities include telling time, using base ten blocks to subtract with regrouping, and missing number grids.

Third Grade Students will understand:
- Basic Operations and Concepts
  - ○ Launch software programs
  - ○ Recognize the functions of basic file menu (e.g., new, open, close, save and print)
  - ○ Identify common uses of technology found in daily life
  - ○ Discuss the basic care of computer hardware and various media types (e.g., diskettes, CDs, DVDs, videotapes and flash drives)
  - ○ Use a variety of age-appropriate technologies for gathering information (e.g., drawing a picture, writing a story)
- Social and Ethical Human Issues
  - ○ Discuss advantages and disadvantages of using technology
  - ○ Demonstrate how technology is a tool to help complete a task
  - ○ Identify places in the community where one can access technology
- Technology Productivity Tools
  - ○ Recognize the best type of age-appropriate productivity software to use (e.g., word processing, drawing, web browsing)
- Technology Communication Tools
  - ○ Identify procedures for safely using telecommunications tools (e.g., e-mail, phone) with assistance from teachers, parents, or student partners
- Technology Research Tools
  - ○ Recognize the Web browser and associate it with accessing resources on the internet
- Technology Problem-Solving and Decision-Making Tools
  - ○ Identify ways that technology has been used to address real-world problems (personal and community)
  - ○ Discuss how to use technology resources (e.g., encyclopedias, search engines, websites) to solve age-appropriate problems

Fourth Grade

Fourth grade students continue the development of keyboarding skills with the assistance of *Type to Learn IV*, while learning other technology and curriculum-related skills. We continue to prepare students for the computerized testing environment. Fourth graders use their newly developed word processing skills to complete actual writing assignments which may include writing a friendly letter to a parent or relative. Students also use presentation software to create presentations of personal growth and accomplishments. These presentations maybe used a basis for future, student lead conferences. Fourth graders use websites to learn about science, social studies, and math.

Fourth Grade Students will understand:
- Basic Operations and Concepts
  - Launch software programs
  - Recognize the functions of basic file menu (e.g., new, open, close, save and print)
  - Identify common uses of technology found in daily life
  - Discuss the basic care of computer hardware and various media types (e.g., diskettes, CDs, DVDs, videotapes and flash drives)
  - Use a variety of age-appropriate technologies for gathering information (e.g., drawing a picture, writing a story)
- Social and Ethical Human Issues
  - Discuss advantages and disadvantages of using technology
  - Demonstrate how technology is a tool to help complete a task
  - Identify places in the community where one can access technology
- Technology Productivity Tools
  - Recognize the best type of productivity software to use to certain age-appropriate (e.g., word processing, drawing, web browsing)
- Technology Communication Tools
  - Identify procedures for safely using telecommunications tools (e.g., e-mail, phone) with assistance from teachers, parents, or student partners
- Technology Research Tools
  - Recognize the Web browser and associate it with accessing resources on the internet
- Technology Problem-Solving and Decision-Making Tools
  - Identify ways that technology has been used to address real-world problems (personal and community)
  - Discuss how to use technology resources (e.g., encyclopedias, search engines, websites) to solve age-appropriate problems

Fifth Grade

The fifth grade technology expectations are to ensure students are prepared for middle school while continuing to integrate technology into the everyday fifth grade curriculum. Students extend their keyboarding (*Type to Learn IV*), word processing (MS Word), and presentation software (MS Power Point) skills through a variety of lesson and activities. Webquests challenging students in social studies (core democratic values), science (nutrition, weather), and language arts are just a few of the varied lessons offered. Fifth grade instructors may choose one

of many lessons designed to introduce the use of spreadsheets. One lesson often used, involves designing a spreadsheet to predict the variety of colors contained in a pack of "Skittles" candy. In this lesson, students count the actual colors/numbers and compare their actual results with their predicted results. Concurrently, students will continue to discuss internet ethics and safety issues. The District encourages teachers to use innovative, evidence-based technology initiatives to engage students. That may include project based web 2.0 activities (i.e. Weebly, Prezi, Google Docs).

Fifth Grade Students will understand:
- Basic Operations and Concepts
  - Launch software programs
  - Recognize the functions of basic file menu (e.g., new, open, close, save and print)
  - Identify common uses of technology found in daily life
  - Discuss the basic care of computer hardware and various media types (e.g., diskettes, CDs, DVDs, videotapes and flash drives)
  - Use a variety of age-appropriate technologies for gathering information (e.g., drawing a picture, writing a story)
- Social and Ethical Human Issues
  - Discuss advantages and disadvantages of using technology
  - Understand that technology is a tool to help complete a task
  - Identify places in the community where one can access technology
- Technology Productivity Tools
  - Recognize the best type of age appropriate productivity software to use (e.g., word processing, drawing, web browsing)
- Technology Communication Tools
  - Identify procedures for safely using telecommunications tools (e.g., e-mail, phone) with assistance from teachers, parents, or student partners
- Technology Research Tools
  - Recognize the web browser and associate it with accessing resources on the internet
- Technology Problem-Solving and Decision-Making Tools
  - Identify ways that technology has been used to address real-world problems (personal and community)
  - Discuss how to use technology resources (e.g., encyclopedias, search engines, websites) to solve age-appropriate problems

Sixth Grade

The sixth grade technology expectations are to prepare students for Middle School while continuing to integrate technology into the everyday sixth grade curriculum. We will continue to increase students' keyboarding skills through drill, practice, and reinforcement of correct techniques using *Type to Learn IV*. Students will also continue with the *Microsoft Office Suite* where they will cover basic applications such as Word (word processing), Excel (spreadsheets), PowerPoint (presentations) and database principles. Introductory principles of computer technology, ethics, and use of the Internet for research and evaluation will also be a focus. Students will begin to explore careers using resources such as Career Cruising and various

Internet sources. Additionally, students will begin to use online learning resources (MOODLE) and email messaging.

Additional technology labs are available on a rotating basis for all subject matter instructors to integrate technology to meet specific curriculum guidelines. These activities may include Web quests, Moodle, databases, presentation software, spreadsheets, and word processed documents. These also may include project based web 2.0 activities (i.e. Weebly, Prezi, Google Docs).

Seventh Grade

A nine week rotation of seventh grade technology is required. This course is a continuation of the sixth grade technology curriculum. Keyboarding skills, Microsoft Office, Internet Safety, research and evaluation skills will be further developed. Students will be required to produce documents in Microsoft Word (formatting a report, letter, Excel spreadsheet (with formulas), and Power Point Presentation (with photographs, video, and other graphics). Students will be exposed to Internet ethics, research skills using the internet, and computer systems vocabulary. Students will also continue to explore online learning, email messaging and career exploration.

Additional technology labs are available on a rotating basis for all subject matter instructors to integrate technology to meet specific curriculum guidelines. These activities may include Web quests, Moodle, database, presentation software, spreadsheets, and word processed documents.

Eighth Grade

One semester of eighth grade technology is **required**. Eighth grade technology is a culmination of the Michigan Educational Technology Standards & Expectations (METS) that need to be met by the end of eighth grade.

> *It is a goal of No Child Left Behind that schools will "Assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability."*

All students attending the Oak Park School District through 8th grade will have completed the required technology course, *21Things4Students* which in part was designed to assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade and that they meet or exceed the Michigan Educational Technology Standards (METS) and NCLB. The course is delivered utilizing Moodle and other Web 2.0 directed instructional experiences. This provides students with evidence that they have completed an online course or learning experience. (Act No. 124, Public Acts of 2006; Section 380.1278a (1) (b)). Students are provided instruction to promote safe internet usage by children in school and in the community. This course also incorporates the use of Career Cruising to continue and enhance the career development process and Educational Development Plans (EDP's).

This course is a semester long course **required** by all 8th grade students. Assessment goals are logged by both the teacher and the student. Students complete a portfolio of work demonstrating their knowledge of technology skills. This portfolio serves as verification of the METS, EDP,

and online learning experience. Students are also engaged in Web 2.0 project based learning activities to enhance and engage students across core curricular areas.

Students who are unable to meet the requirements of this course may be guided toward supplemental instruction as appropriate or required to repeat the course as condition of promotion to the 9th grade.

Two additional computer labs and a laptop cart on wheels (COW) are available to 8th grade teachers where entire classes have access to computers in pursuit of specific academic benchmarks. These activities may include, but are not limited to Web quests, Moodle, Weebly, Internet research, word processing, spreadsheets, presentation software, database production, printing, and digital photo enhancement. Further, classroom instructors have access to carts equipped with laptops and projectors, digital document projectors, and interactive whiteboards for use in their individual classrooms.

Ninth Grade

Currently, the District does offer a basic technology course as an elective for ninth grade students at Oak Park Freshman Institute.

Computer Applications (elective).
In this course students continue with the METS by improving their keyboarding skills using a web tool called *typingweb*. Students enhance their Microsoft Office skills through a series of mini projects. Rubrics are provided to guide students through the technology expectations.

Additionally, the building offers a computer lab equipped with desktop computers and each classroom has been assigned a laptop cart (COW) providing 1 to 1 classroom technology. This allows for a laptop per student. Each teacher is responsible for the integration and implementation of technology in the classroom through the use of the laptop computers. The building is equipped with wireless access throughout. Further each classroom is equipped with a Promethean board, projector, and document camera to help create a more interactive classroom experience. Now entire classes have access to computers in pursuit of specific academic benchmarks. These activities may include, but are not limited to; Moodle Chats/discussions, Internet research, word processing, spreadsheets, presentation software, database production, printing, and digital photo enhancement.

Tenth – Twelfth Grades

Oak Park High School offers three career oriented academies. Courses within each academy are aligned with core curriculum benchmarks with a focus on the Michigan Career Pathways represented by the respective academies. The goal is to infuse technology throughout the curriculum, utilizing technology as an integral part of the core curriculum. This will require that students bring foundation (K-8) technology skills with them to the high school setting. As technology skills have become a part of the 21st century society, Oak Park students must be prepared to embrace these skills as second nature to the learning environment. Besides integrating technology into the core curriculum, Oak Park High School offers (or is currently exploring) the following Technology offerings for the 2012-15 cycle:

- **Broadcasting, Art & Film**
  This course emphasizes hands-on, performance skills essential to successful video production. Video Production 1 students will learn to use video cameras and edit video on one non-linear, and one linear editing system, as well as learn concepts involved in video production. Students will have the opportunity to produce video segments including public service announcements, interviews, and commercials. Software will include Avid Liquid Pro and Windows Movie Maker. Students may then take the Video Production 2 class where they will be responsible for producing, taping, and editing programs in the district, as well as running A/V support in the OPHS Auditorium.

- **Computer Graphic Design I**
  Computer graphics and computer-generated commercial art have become the norm in our environment.
  Computer Graphic Design I is an introduction to using the computer to create works of art. Students will learn to use artistic composition and design skills with the computer medium.

- **Computer Repair and Tech Support I and II (not a current offering)**
  This class will provide students with the opportunity to build computers, learn how to make basic repairs, and develop troubleshooting skills. Students will be exposed to the basic design, installation, and maintenance of a personal computer. They will learn and understand how a personal computer works, improve the performance of a computer through preventative maintenance, acquire efficient computer-related troubleshooting skills, work on computers, printers, keyboards and other computer hardware, develop customer service skills in relation to the computer industry, and prepare for the industry validated testing. Successful completion of the Computer Repair (A+ Certification) curriculum along with passing the industry validated testing allows students to either obtain an entry level position in the computer industry or possibly receive college credit at a number of institutes of higher learning. Additionally, students may be selected to work in co-op experiences with the Oak Park School District's Technology Department.

- **Computer Science (not a current offering)**
  This course is an introduction to computer programming using the structured language. This course is suggested for the college bound student wishing to learn computer programming, and will focus on JAVA. This course does have Algebra, Geometry, and Computer Science prerequisites

- **Intro to Technology I**
  These are introductory courses that will have many technological sections, including: Microsoft Office Applications, digital design, digital photography, web page design, video production, and basic computer animation

- **Office Administration Technology I and II (not a current offering)**
  This Office Administration course offers students the opportunity to study all facets of the Microsoft Office Suite. Students will receive training in Word, Outlook, PowerPoint, and Excel. All concepts taught in this class are directly related to the world of work.

- **Digital Photography I**
  Photography I explores the basic film and printing side of photography. Students learn about and experience photography as a form of visual communication. Students will utilize 35mm cameras and develop prints in a darkroom
  Digital Photography I is the advanced photography course for those students seriously interested in photography. A portfolio of quality photographs will be created and students will use advanced, experimental darkroom techniques, along with digital photo editing using Adobe Photoshop.

- **Webpage Design I**
  Webpage Design I will expose students to software currently available for producing and publishing websites on the internet. Students will be expected to create and manage websites.

Students who wish to pursue additional technology courses are also supported by the Oakland Schools Technical Campus and the Center for the Advance Studies and Arts (CASA). It is understood that budgetary constraints may limit course offerings, but the following course offerings are to be phased in during the 2012-2015 Technology plan period.

Strategies for Student Achievement and Technology Integration

Our philosophy on technology integration follows the belief that technology is a tool that must be used seamlessly and appropriately by our staff to function more efficiently and to promote student achievement. We understand that it is vital that we teach in the same environment that we test. Providing hardware, software, and connectivity is only one step toward creating a technology-enriched environment where learners successfully apply knowledge, tools, and skills to solve problems and extend human capabilities. We envision technology integration at Oak Park Public Schools as a total team effort, as is evident in the breadth of professional learning communities to raise student achievement. It is recognized that the integration of technology by

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all the stakeholders will engage, empower, and raise student achievement. Whether in large group initiatives, simple everyday functions, troubleshooting, or professional development, we have found that by using teams, we may foster individual buy-in, total system growth, and enhanced communication. Many minds bring perspective; many hands – with proper leadership – make our goals reachable.

We have deployed a large amount of technology hardware in the past year. One building proudly utilizes a one to one classroom laptop program with building wide wireless access. Two buildings now have fully integrated Promethean Boards and projectors in each classroom, while other buildings have added laptop carts equipped with projectors and document cameras. The elementary schools have fully embraced on-line record keeping and student data reporting. Teachers are now able to share information with students in real time - engaging and communicating with students in a new "tradigital" forum. Students and Parents are now empowered with real time feedback about grades and student assignments. This has improved parent involvement and communication with teachers throughout the system.

We have developed the following Technology Integration Timelines:

Software/Tech	2012- 2013	2013- 2014	2014- 2015
Moodle	Grades 7-12 will have course information stored in Moodle	K-12 will have curriculum stored in Moodle	All secondary courses will utilize Moodle
Discovery Education	Integration of Discovery Education materials grades 7, 8	Integration of Discovery Education materials K-8	All District Availability
K- 2 Technology Integration	Implement "specials" tech course. Provide basic skills	Integrate technology skills across the curriculum	Unified k-2 curriculum in use
3- 6th Technology Integration	Implement "specials" tech course. Provide basic skills Implement Internet safety for all students. Type to Learn, Brain Pop Jr, Office Suite	All teachers will demonstrate technology integration. Students will use technology as part of the learning environment. Recommendations followed for unified tech usage, curriculum	Unified 3-6th Tech Curriculum in use. Students prepared for high stakes on-line testing. One to one technology integration- as budget permits
7th – 8th Technology Integration	Type To Learn, Microsoft Office,Career Cruising, 21Things 4 Students, Brain Pop, Study Island, IXL	Using technology across the curriculum to prepare students for high stakes testing. Continue Type To Learn, Microsoft Office,Career	Unified 6th-7th Tech curriculum in use Continue Type To Learn, Microsoft Office,Career

Software/Tech	2012- 2013	2013- 2014	2014- 2015
	Web 2.0 engagement across the curriculum Project based learning using technology,	Cruising, 21Things 4 Students, Brain Pop, Study Island, IXL Project based learning using technology,	Cruising, 21Things 4 Students, Brain Pop, Study Island, IXL Project based learning using technology,
9th – 12th Technology integration	Type To Learn, Microsoft Office,Career Cruising, Carnegie Learning, E2020 Web 2.0 engagement across the curriculum	A+ Computer repair class pilot Type To Learn, Microsoft Office, Career Cruising, Carnegie Learning, E2020, Google docs. Web 2.0 engagement across the curriculum	A+ Computer repair class pilot Type To Learn, Microsoft Office,Career Cruising, Carnegie Learning, E2020, Google Docs. Web 2.0 engagement across the curriculum
Zangle/MiStar	All IEP's on-line, Medicaid Student and Parent connect AUPs and Media Forms	All IEP's on-line, Medicaid Student and Parent connect AUPs and Media Forms Email list-serv for parent/student	Athletic Eligibility Profiles Student and Parent connect Email list-serv for parent/student
Wireless Technologies	Additional areas become wireless as budget allows	Additional areas become wireless as budget allows	Additional areas become wireless as budget allows
Interactive White Boards	Curriculum Integration Training as budget allows	Curriculum Integration Training as budget allows	Curriculum Integration Training as budget allows

Software/Tech	2012- 2013	2013- 2014	2014- 2015
Special Services	Additional software as Special services Instructors deem appropriate and budget allows	Additional software as Special services Instructors deem appropriate and budget allows	Additional software as Special services Instructors deem appropriate and budget allows

Delivery of Technology

As the use of technology evolves, new and exciting ways to communicate with the existing world come into play. Just over the past few years, sites like "You Tube," "Teacher Tube," "Skype," and "Discovery Educational Streaming" have begun to play a role in the classroom. Elementary Staff can use a simple Skype video call, or Gaggle E-mail to replace the "Pen pals" of years past. Discovery Education streaming can bring a science experiment right into a general education classroom, and Michigan Virtual University can bring a distant teacher/class directly into a student's grasp.

The delivery of technology has also evolved. Ninth Grade students at OPFI have laptops available to each student. The 9th-12th grade buildings have Promethean Interactive White Boards, document cams, and projectors in each room. The 9th-12th Staff all have their own District-issued laptops. All other buildings have multiple LCD Projectors, Media Carts, DVD playing Computers, Promethean Boards, and Video Cameras available. These are all available for checkout via the school Media Center.

Technology for at-risk students is especially critical to their success. In many cases, computers are enabling students to catch up to their peers and reduce the achievement gap. Computers help remediate critical skills (E2020, Fast ForWord, Study Island, Razz Kids, IXL, Carnegie Learning, Read Naturally, Earobics, Lexia, Kurzweil Educational Systems) and enhance kids' ability to learn. Equipment is provided to accommodate a variety of learning styles. For example, books on tape or other audio format may be provided for the auditory learner.

All of these things open the doors for efficient, effective teaching and learning. Technology can level the playing field and enable students to participate, sometimes in situations where they would be left out without the provided equipment. Technology provides teachers with strategies to meet the needs of all learners. Technology takes learning to a higher standard, because it gives us access to a world of resources at our fingertips. Specific promotions and targeted audiences (for technology integration) are included in the next section.

Parental Communication & Community Relations

This technology plan is posted on the District Website. For those that may not check the website regularly, the District also has a quarterly Newsletter called "Reach." This newsletter is freely mailed to most homes in the Oak Park School District, and available on the web for download. The newsletter focuses on the latest District news and dates. This newsletter can also be used to provide hyperlinks to the Technology plan and also give a brief synopsis of the latest revisions.

In addition to parents and school, the community as a whole plays a key role in a student's success. It is our goal to work with the City of Oak Park to provide a school district that communicates effectively with students and parents alike. We use a multitude of resources to disseminate information.

Oak Park Schools use an emergency calling system. This can be used to contact most parents in the event of a true emergency, or simply used to call individual parents to alert them to excessive absences, or lunch fees that are overdue. Additionally, select buildings have electronic mailing lists of parental E-mail addresses. Principals can send out a mass e-mail to all parents at one time to alert them to upcoming important dates or projects.

The OPSD also has an educational access channel as a result of collaboration with the City of Oak Park and the cable provider, Comcast. This, teamed with the OPHS Video Production Classes, allow us to produce and cablecast educational programming, as well as a live announcement board. This live programming is now available for viewing on our website.

Oak Park Middle School Students, in conjunction with law enforcement, will receive instruction covering internet safety and cyber bullying. This program connects law enforcement with students and parents to help prevent students from falling victim to internet predators.

The District website also has a user friendly interface and calendar feature. The site was revised to allow specific building staff to revise and post their own building's information. It is here that the Technology Plan will be hosted and available for community viewing.

The District has implemented a Student Information System called Zangle (MISTAR). Parent Connect is a feature of this system. It's an application linked to our website that provides parents with direct access to student data we are pleased to announce that parents can log into the Zangle Parent Connect feature to view progress reports, attendance reports, report cards, and selected demographic information.

In 2011, the District added a Zangle (MISTAR) application called Student Connect. Each student is provided a username and password which allows the student to track grades, attendance, school lunches, assignments, demographic information and lunch account access. Students are able to closely monitor assignments and grades through this application.

The district also has a Professional Learning Community for Technology available through the Moodle application. This forum allows Technology Committee Members and Staff to chat openly about Technology.

In an effort to encourage all district stakeholders to embrace the use of technology, all communication will primarily be done using the web site and E-mail. It is the goal that all District Stakeholders become comfortable using computers, and other technological resources, to learn, teach, communicate, and make decisions. Another goal is that district stakeholders are able to recognize, anticipate, and benefit from the use of technology in society and from technological trends. To that end, we currently offer an Adult Computer Skills class.

The District realizes the importance of engaging the community in efforts to increase the use of technology for instructional purposes. To this end, the District has regular Technology Committee meetings. A minimum of 4 meetings are held per year, and the members include a vast array of teachers, administrators, parents, and community members. As of this writing, there are over 15 members on this committee. This committee helps to decide what technology is purchased, how it is used, and even assisted in writing this Technology Plan.

Collaboration

The District recently opened up a new alternative education center for students aged 16-19. This program gives students the opportunity to have a second chance at a full diploma. This campus also plans to offer GED prep for those twenty years of age and over and is also looking into ESL options.

For the adult learner, the Oak Park Career Center Michigan Works is located in the Oak Park Preparatory Academy, and is the primary adult literacy provider in the community. The center provides convenient one-stop access to job training programs and career services at no charge.

As one of nine electronically linked Oakland County Michigan Works one-stop centers, The center utilizes Oak Park Schools network to provide internet access, along with a statewide talent bank, Career Resource Center, case management assistance, skills enhancements, and training funds.

All aspects of the technology plan apply to members of the Career Center staff. Their clients are also provided with reasonable access to technology obtained by the District.

PROFESSIONAL DEVELOPMENT

Strategies and Resources

As stated earlier in the Technology Plan, the District believes that all educators should meet or exceed ISTE standards. The standards reflect professional studies in education that provide fundamental concepts and skills for applying information technology in educational settings. It is our intention to provide ongoing Professional Development to all instructional personnel, including teachers, media specialists, principals and Para-professionals. A "Table of Contents" will be built with links to public domain videos encompassing selected training sessions. We may also create our own training videos using our in-house Production Studio/Students. This "table of contents" document can be sent to the teaching staff and updated as new technologies evolve. New personnel may be introduced to the technology-related objectives of the district, the technological resources, and the technical support available by viewing this document or by viewing the PD videos.

During designated district-wide professional development, technology related workshops will be conducted to keep instructional personnel abreast of changes in the technology, as well as, enhancements to the District's network. In addition, voluntary professional development opportunities for technology may be made available as needs arise.

Instructional staff will be expected to learn to use these resources to provide all students with individualized learning opportunities. Some professional development opportunities will focus on integration of technology within the curriculum and implementation of new technology, while others will cover basic technology skills. Most of our professional development resources will attempt to merge the two. To truly integrate technology into the classroom, we believe users must be comfortable with the technology. Many of our trainings will open by refreshing or teaching a skill set, or group of skills, then end with tips for integration of that skill. We plan to provide examples of classroom usage and strategies to build upon for daily practice. The Goals of the Professional Development sessions will be not only to teach a certain technology, but to show how that technology can be successfully integrated into the classroom and curriculum.

In order to maximize effectiveness, the following timeline will ensure specific attention and focus is given to curriculum containing components to address the METS for students at the respective grade levels while addressing the performance objectives within the Michigan Curriculum Framework.

Professional Development Topic	2012-2013	2013-2014	2014-2115
"Table of Contents" video training document (integration and basic skills)	Gather videos, host on servers, and create initial document.	Updates to documents + new vids	Updates to documents + new vids
Classroom phone and voicemail training (basic skills)	Updates, new staff training	Updates, new staff training	Updates, new staff training
Outlook and web-mail (basic skills)	Update and Retrain	Updates, new staff training	Updates, new staff training
Zangle (basic skills)	Updates, new staff training.	Updates, new staff training	Updates, new staff training
Moodle Training and Classroom Integration (basic skills and integration into classroom)	Initial training and curriculum/classroom integration	Continue integration and updates.	Continue integration and updates.
Student e-mail – and ways to use in the classroom (secondary – integration)	Initial Training, full student implementation	Updates, new staff training.	Updates, new staff training.
Office 2007 (basic skills – integration into classroom)	Update, refresh, retrain as needed. Elementary integration Tips	Updates, refresh, retrain as needed. Elementary and Secondary integration Tips	Updates, refresh, retrain as needed. Elementary and Secondary integration tips
Photoshop (secondary) (basic skills and integration)	Training for instructional staff related to course objectives – "Fun Tips" for classroom use	General training for staff. Tips on classroom integration with projects	General training for staff. Tips on classroom integration with projects.
Type to Learn IV (basic training)	Training for instructional staff related to course objectives.	Fully implemented use K-8. Training as necessary.	Updates, new staff training
Vision (integration through classroom monitoring)	Training for computer lab personnel.- Ways to increase student achievement with more thorough monitoring	Updates as necessary	Updates as necessary.
Computer Lab Usage Guidelines	All staff, train and review written procedures-	Updates, new teacher in-service.	Updates, new teacher in-service.
Electronic White Boards (integration)	Initial train-the-trainer.- projects included to allow daily classroom usage. Initial templates for grade level	All staff training, updates. Sharing of templates and tips for boosting student interaction	All staff training, updates. Sharing of templates and tips for boosting student interaction.
Projector Cart/Elmo	Initial training at regular	Updates, new teacher	Updates, new

(integration)	building meetings.- Initial strategies for classroom usages. Tip sheet on ways to engage students through 3- dimensional objects	in-service. Strategies for classroom usage, and sharing of classroom usage by grade or subject	teacher in-service. Strategies for classroom usage, and sharing of classroom usage by grade or topic
Computer Basic Skills (basic skills)	Initial Technology Department demonstration on basic computer hardware and windows operations.	Updates as needed.	Updates as needed.
District Wireless (basic skills)	Initial train the trainer. Discussion of usage of wireless and BYOD initiatives	All staff training, updates.	All staff training, updates.
Integrated Elementary Software – for students (integration)	Grade level focus groups for identifying and implementing appropriate software. Discussion of ways to integrate the technology into the classroom.	Train staff on curriculum integration and software usage.	Continue focus groups for feedback and updates as needed.
District Website Usage (basic skills)	Training of lead website administrator in each building.	Updates as necessary.	Updates as necessary.

Supporting Resources

These courses may be taught using a variety of techniques and technologies including, but not limited to: Moodle Classrooms, REMC materials via Oakland Intermediate School District, training videos developed by Oak Park Schools, Training manuals and written procedures developed by Oak Park Schools, interactive web-based forums, district website pages, train the trainer opportunities, voluntary after school and evening workshops, attending out-district conferences, and instructor lead in-services.

Professional Development Evaluation

The planning and evaluation process is the responsibility of the Districts Technology and Curriculum Teams. Periodic presentations on the technology goals for the district will be delivered to district Administration and the Board of Education. The process will involve an evaluation of the effectiveness of the previously implemented technologies and a review of the proposed enhancements.

Depending on the needs identified, and the size of the building, multiple days of mini-workshops may be available at a given building.

A list of requested sessions will be maintained and reviewed for common needs. These will advise future professional development plans, including the need to develop new workshops and online training opportunities.

Following each Professional Development workshop a survey will be completed by each participant. These surveys will measure the usefulness of the information that was presented. The effectiveness of all delivered workshops will be reviewed, updated, or created at District Technology Team meetings.

In addition, annual surveys may be conducted to assess the current technology practices and future needs. These surveys will be reviewed by the technology and curriculum teams and common needs will be identified for the future. The implementation of technology within the classroom will also be assessed by the technology team and used as a measure for the technology plan.

INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE

Infrastructure Needs/Technical Specification and Design

This technology plan begins toward the end of a successful bond project. This allowed the District to cycle out much of the older equipment and purchase many newer computers and infrastructure items. The following technology is currently in place:

VOIP- We have Voice over IP phones in each classroom. Parents can contact the teachers directly and leave voicemail if unavailable. The servers for this system were replaced in 2011

Wireless- Large group areas of each building have newly designed wireless internet access. Our 9th grade and 10th-12th Buildings have complete wireless coverage.

Teen Center- OPFI has a "Teen Center" with educational materials, games, computers, and guest wireless access for students and community members alike. It is projected this will provide a safe and secure after school environment for students and families while providing internet access for online forums like Moodle.

Multimedia Carts-Each building has multiple media carts with laptops, projectors, and document imaging stations.

VPN - limited access for authorized personnel for network access while off grounds.

Interactive Whiteboards- Multiple interactive white boards will be available in each building. OPFI and OPHS have Promethean interactive boards in all classrooms.

Document Cameras – Each building has document cameras available for checkout from the Media Center. OPFI and OPHS have a document camera in each classroom, and a few available for additional meetings and presentations.

3 Student workstations in each elementary classroom

1 Teacher workstation in each classroom

Tablets/iPad/Other Devices – We currently have 30+ convertible netbook computers, and plan to order a batch of I-pads. We will conduct studies to see which devices allow for better student learning and plan further orders from those studies as funding allows.

Staff Laptops- Each teacher, and many staff members in OPHS and OPFI have a District laptop for their 24/7 usage. They also have a desktop computer with internet access in their classroom. This is hooked to an interactive whiteboard, projector, and document camera.

Student Laptops- OPFI has a 1-to-1 program. Each student has access to a laptop for in school usage.

9 Computer labs at OPHS

2 Full Computer Labs at OPFI

5 Computer Labs at Oak Park Preparatory Academy

2 Computer labs at each Elementary Building

Adobe Creative Suite in Secondary Computer labs. This includes Photoshop, Dreamweaver, and Flash.

Storage Area Network for improved data storage and recovery

Emergency Alert System for contacting parents. In addition, this system is also be used to notify parents of student absences, food service fees, and building events (i.e. snow day alert).

Infrastructure

Oak Park Schools completed an overhaul of the District's route/switched infrastructure in 2008. This included removing the previous Nortel/HP backbone and migration to a Cisco structure. Further, the upgrade included all core routing equipment, firewalls, content filters, VOIP phone system modifications, and added multiple wireless controllers. The District now has a redundant Cisco gigabit fiber switched and routed network path between buildings, and out to the internet. This network supports over 1700+ desktop PCs and over 600+ laptop computers. The wireless infrastructure will allow both guest access, and full staff network access. Wireless access includes 5-6 large locations per building, including lunchrooms, auditoriums, gyms, offices, and meeting rooms. OPHS and OPFI buildings have total wireless coverage to allow for current and future 1 to 1 projects. All classrooms currently have Cisco phones with the extension and voicemail available to parents any time of the day. This utilized the Cisco equipment purchased with previous E-rate funds, and merged it with the VOIP phone equipment. New Core switching and routing equipment was purchased in 2008, along with new IDL switches as necessary. With the current trend of utilizing "the cloud" for programs and applications, this causes concerns for the bandwidth required to carry such data loads. While the 2008 upgrade created a drastic improvement to service, all of the newer 1-to-1 and "BYOD" projects coming out increase the bandwidth requirements. The District projects that another network upgrade will be needed within the next few years.

The District network path traverses the "ONE Network" provided by Oakland Schools. In turn, network traffic moves through multiple firewalls and content filters designed to keep a safe and CIPA compliant flow of information to the students. Faculty logins allow slightly more relaxed multimedia content viewing, while student logins are slightly more restricted. Student computer labs in the Secondary buildings will have the Adobe Creative Suite, including Photoshop, Dreamweaver, Flash, and Fireworks, Microsoft Office, Type to Learn IV, and specialized areas may also have accounting, CAD, on-line course management (Moodle), and video editing programs available. Student computers in the elementary classrooms will have grade-specific software installed, as will laptops.

Students currently utilize a safe and secure E-mail solution. Staff uses Microsoft Outlook and Microsoft Exchange, while Administrators have Blackberry devices.

During the 2009-2010 school year, most computers were refreshed or not more than two years old. At the time, a six year Desktop replacement schedule was suggested, along with a proposed four year Laptop replacement schedule, however we became a deficit district and funding did not allow for us to keep with this schedule. As of 2011, the majority of laptops are one to two years old, but the majority of Desktops are four or more years old. Unless alternative funding sources are found, we will be unable to sustain this replacement schedule.

With the new influx of tablets, IPad, and other such mobile devices, it is becoming a challenge to both keep up with the current technology, and make certain all the technology is compatible and functional. For this reason, the District chose in 2011 to purchase a large group of laptops instead of tablet devices. These PC-based machines were able to run all current District software, and follow the then-current technology plans. In the 2011-2012 School year, the District has begun to pilot I-pads, Windows-based convertible netbooks, and may look into Android- based devices. We will pilot small groups of 20 to 30 devices, and verify compatibilities before purchasing and deploying a large mass of such devices. The goal of enhancing technology will result in improved curriculum and student achievement. We believe curriculum must drive technology purchases, and technology purchases must support this curriculum.

Currently the Technology Department provides a web-based Help Desk to track problems and repairs. Staff is asked to submit a written Help Desk ticket using the website. This system provides tickets for Technology repairs and acquisitions, along with Audio/Visual, Maintenance, and Transportation departments. Once users submit a ticket, they may track progress of the request using the automated system, and are sent E-mail messages as to the status of the request. Tickets are automatically sent to technicians via handheld devices, and technicians are expected to promptly complete tickets. Technicians are asked to answer a "Help Desk" phone line if they are available, however only written requests are guaranteed service.

Infrastructure, Hardware and Software - Increased Access

In order to help close the "digital divide," Oak Park Schools continue to work closely with the community to provide opportunities for access to technology outside of school. In addition to the "Student Center,"   Oak Park Schools also want to help with purchasing opportunities for lower income families that may not otherwise be able to afford a computer. We plan to do this through periodic "garage sales" of our older computer equipment at a very low cost. In previous years, functional computer systems were available for $20 each to members of the community.

Staff are also made aware of local sales, or opportunities to purchase new or refurbished computers, along with software that may be available at educational pricing. An example is the extraordinary REMC pricing for Microsoft Office software.

The Technology support team works closely with the Director of Specialized Student Services to ensure assistive technologies are in place for the benefit of students requiring accommodations.

Specialized Student Services Teachers may have an opportunity to attend workshops about the use of adaptive technology within the classroom environment. We are also looking into screen reading, and other specialized software packages to assist those needing assistive technologies.

A select number of laptops will also be available for temporary checkout to staff.

Voluntary faculty professional development will be offered over the course of the year to allow the staff to better use the equipment, share their experiences, and better help to integrate technology and teach our students.

FUNDING AND BUDGET

Budget and Timetable

The following table reflects the projected budgets suggested for a six year period. As the District's financial position is subject to change, the subsequent budgets may need to be modified. At the time of this writing, we are in year 2 of a 5 year deficit elimination plan. The proposed budget below is based upon meeting our deficit elimination goals.

Line Item	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Technology Support Staff Salaries and Benefits	$303,500.00	$303,500.00	$303,500.00	$303,500.00	$318,575.00	$333,575.00
Software Licensing	$10,000	$10,000	$10,000	$10,000	$11,000	$11,000
Contracted Services	$100,000.00	$100,000.00	$100,000.00	$100,000.00	$100,000.00	$100,000.00
Equipment Repairs	$10,000.00	$10,000.00	$10,000.00	$10,000.00	$10,500.00	$10,500.00
Software and Curriculum Support for integration of Technology into content	$9,075.00	$9,075.00	$9,600.00	$9,600.00	$10,000.00	$10,000.00
Professional Development	$7,500.00	$7,500.00	$7,500.00	$7,500.00	$8,500.00	$8,500.00
Technology Integration	$0	$0	$0	$0	$0	$10,000
Printing and Supplies	$20,000.00	$20,000.00	$20,000.00	$20,000.00	$21,000.00	$21,000.00
Tech Hardware	$10,000.00	$10,000.00	$10,000.00	$10,000.00	$10,500.00	$10,500.00
Computer Replacements *	$0	$0	$0	$0	$600,000.00	$722,400.00
Totals Without Comp Replacement	**$470,600**	**$470,600**	**$470,600**	**$470,600**	**$500,575**	**$515,075**
Grand Total	**$470,600**	**$470,600**	**$470,600**	**$470,600**	**$1,100,575**	**$1,237,475**

*The proposed budget is based upon meeting our deficit elimination goals. These budget numbers may change based upon alternate funding sources, such as grants or bonds.

Coordination of Resources

As with any major project, resources are not unlimited. Given such, it will be imperative for the District to seek and apply for federal, state, and local grant dollars. Special attention will be directed to those funding sources which support technology integration projects in the K-12 environment.

It is also imperative that the District review and evaluate whether existing grants contain technology awards. The district has been very resourceful in the past. This type of review will need to go on continually for the District to maximize resource dollars. The Technology Committee will work with the District grant managers to ensure these aspects of grant dollars are received.

We make attempts to coordinate as many resources as possible. We are a member of the ONE Network Consortium, which includes internet access and instructional services (Moodle). In the

past, we have used this consortium for assistance in server migration and Windows network support. We also plan to look into other consortiums with neighboring Districts.

In order to keep the equipment up to date, a replacement schedule must be followed. This allows the District to continuously upgrade their technology equipment instead of being forced to replace all equipment at once. This plan will be used to map out the funding required to keep the District ahead of technology trends.

Replacement Item	PC qty.	Notebook qty.	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Prof Dev.Ctr. PCs	35						:	
Prof. Dev. Ctr. Laptop		40						
Admin Bldg Refresh	19							$20,900.00
OPHS Staff	32							$35,200.00
OPHS Classroom	74					$81,400.00		
OPHS Lab 1-4	140							
OPHS Lab 5-8	140					$154,000.00		
OPHS Science Labs	70							
OPHS Sig Labs	70						$77,000.00	
OPHS Staff Laptops	90					$90,000.00		
OPFI Classroom	26					$28,600.00		
OPFI Staff	10					$11,000.00		
OPFI Lab 1-2	70						$77,000.00	
OPFI Student/Staff Laptops	480							$480,000.00
OPPAClassroom	30					$33,000.00		
OPPA Staff	10					$11,000.00		
OPPALab 1-2	70						$77,000.00	
OPPA Lab 3	35						$38,500.00	
OPPA Media Ctr	35						$38,500.00	
Einstein Lab	70						$28,600.00	
Einstein Staff	19					$20,900.00	$11,000.00	
Einstein Classroom	37					$40,700.00	$118,800.00	
Einstein Cl Pod	111							
Key Lab	70						$77,000.00	
Key Staff	9					$9,900.00		
Key Classroom	36					$39,600.00		
Key CL Pod	108							

NOVA Classroom PC	60						$66,000.00	
NOVA Staff	4					$4,400.00		
NOVA Lab	35					$38,500.00		
Pepper Lab	70						$77,000.00	
Pepper Staff	9					$9,900.00		
Pepper Classroom	25					$27,500.00		
Pepper C Pod	75							
Special Serv. Admin	7	14					$7,700.00	
Special Serv. Student	18						$19,800.00	
Technology Office	5	3					$8,500.00	
Technology Servers								
Estimated Totals	**1655**	**57**	**$0**	**$0**	**$0**	**$600,400.00**	**$722,400.00**	**$536,100.00**

*Estimated Desktop cost $1100. Price includes software, lockdown cable. Lab =35 pc
 Estimated Laptop cost $1000.

MONITORING AND EVALUATION

Evaluation

Oak Park Schools uses a three phased approach in the monitoring and evaluation process. Stage one is a program evaluation that ensures proper professional development for the staff. Stage two is the 8th Grade Technology Literacy courses that monitors student technological progress and ensures all Oak Park students enter High School with required technological skills. Stage three is an assessment of the Help Desk Technology requests to ensure technology is functioning properly, and track possible new areas for professional development. Our hope is that all three stages allow us to monitor, evaluate, and continually update our technology programs.

Phase One - Program Evaluation: A program evaluation process is an on-going part of the School Improvement initiative to monitor the impact of initiatives through a common evaluation design. At the conclusion of each Professional Development (PD) experience, the evaluation tool is deployed. Building Principals and other appropriate Administrators review the feedback in order to make recommendations for future professional development schedules and decisions. The Oak Park School District plans to begin utilizing online survey tools during this Technology Plan Cycle.

Prior to making the Bond Project technology hardware spending decisions, a survey was completed. The Oak Park Staff and Community input were instrumental in making tough decisions with regards to usage of the Bond funds. The Technology Committee will continue to survey the educational community annually to help determine strengths vs. weaknesses, wants vs. needs, and to make recommendations based, in part, from the analysis of this data.

In addition, Oak Park Schools feels that mastery of technology itself is an important part of the learning process. Careers increasingly center on the internet and other technological pathways. Thus the focus of this Technology plan is on developing and ensuring that each Oak Park student successfully accomplishes the standards and benchmarks outlined on the respective grade level METS checklist. Building Administrators are asked to review the METS checklist annually and make status reports to the Superintendent. This information, in turn, will provide the District with information where there may be a need to intensify our efforts.

Phase Two - 8th Grade Technology Literacy and Online Learning

All students attending the Oak Park School District through 8th grade will be required to complete the technology course, *21Things 4 Students,* which in part was designed to assist every student in crossing the digital divide. This course ensures that every student is technologically literate by the time that student finishes the eighth grade and also ensures each student has a minimum of 20 hours of online learning. Each student passing this course will meet or exceed the Michigan Educational Technology Standards (METS) and NCLB. The course is delivered utilizing Moodle and other web directed instructional experiences and provides students with evidence that they have successfully completed an online course or learning experience. (Act No. 124, Public Acts of 2006; Section 380.1278a (1) (b)).

Students are also provided instruction to promote safe internet in their school and community, which is expected to cover future legislation regarding internet safety.

Assessment goals are logged by the student who completes a portfolio. This class will be able to monitor and track some student technology trends. We may use the data derived from this class to alter our earlier technology programs, plans, and professional development.

Help Desk Reviews

All staff are required to create an online request for services such as computer repair, software additions, or even equipment, or building usage. Oak Park Schools Technology staff will monitor and track the time it takes to complete request tickets, frequency of requests, and nature of requests. This data can be used to provide valuable insight on possible hardware or software degradation, or the need for additional end user professional development. Concurrently, a periodic review of server and network utilization logs are reviewed to identify areas of concerns.

Unattained Goals

We believe our goals are highly realistic and attainable. After annual review, if, for some reason, our goals cannot be met, we will work as a team to analyze the data, "regroup," and come up with a solution. As an example: If our "Help Desk" review shows a decreasing usage of student computers, we may have a voluntary PD on strategies to increase Web 2.0 usage, or send out an email to all staff with latest educational sites. If our 8th Grade Technology Literacy and Online Learning class uncover a skill lacking in 8th graders, we will work as a group (or create a committee) to find the best ways to add that skill into the lower curriculum. Technology and the use of technology in education are continually evolving. As we meet goals, we will create new ones. If we fail to meet goals, we will take immediate steps to quickly rectify the situation. These steps may include creating a committee of staff or students, utilizing Administrative intervention, perhaps adding a professional development topic, or making changes to the

curriculum. As determined as The Oak Park School District is to meet our goals, we are more determined to continually improve upon the education we provide to our students.

ACCEPTABLE USE POLICY

Acceptable Use Policies are in place for staff and students within the district. The Children's Online Privacy Protection Act (COPPA) requires that web site operators obtain verified parental consent before collecting, using, or storing "personality identifiable information" about children less than 13 years of age. Internet safety lessons in our schools remind students that they should never reveal personal information online. Further, following the Children's Internet Protection Act (CIPA), the District has implemented measures to block and/or filter internet access to sites that may be obscene, pornographic or deemed harmful to minors. The District Acceptable Use Policy outlines that student online activity be monitored and addresses (1) access by minors to inappropriate content on the internet, (2) safety and security of minors when utilizing district e-mail, chat functions, online learning courses (Moodle) and other forms of electronic communication, (3) unauthorized access or other unlawful activities by minors online, and (4) unauthorized disclosure, use, or dissemination of personal information.

The Oak Park School District operates a content filtering system through its own servers, software, and network configuration. In addition, student computer labs may be equipped with additional software to enable the teacher to monitor student activity and block unauthorized internet activity. Internet activity is also monitored through Oakland Schools as student's access content through the ISD servers (e.g. Moodle)

All students and staff are expected to follow the Acceptable Use Policy for the District. Furthermore, Technology classes may have additional Use and Care agreements that must be signed by both the Student and the Parent.

Oak Park School District
Acceptable Use Policy

_____   _____ _____
Name (Please Print)   Building   Date

Rights

Each user has the conditional right of make use of hardware and software provided by the District as an integral component of the curriculum and for personal professional growth.

Users have the conditional right to access the Internet for personal professional growth, information gathering and communication as long as they do so in a manner consistent with the responsibilities listed below.

Responsibilities

A user exercising his/her conditional rights to use any hardware or software as an education resource shall also accept the responsibility for the preservation and care of that hardware of software. Users may be held responsible for damages caused to any District equipment.

An individual using the Internet as an educational resource shall accept the responsibility for the lawful and appropriate use of all material received under his/her account. Said individual acknowledges the District does not have complete control over the content or information on the internet. Some sites accessible via the internet may contain material that is inappropriate for educational use in a K-12 setting. The District does not permit usage of such materials, and it is the user's responsibility to navigate away from said materials.

Users will be held accountable for any attempts at or knowingly allowing and/or running a computer virus on district equipment.

Use of the network to access pornographic materials, inappropriate test files or files dangerous to the integrity of the network is prohibited.

Users will not attempt to gain access to, modify or use someone else's account.

Use of the network for commercial or for-profit purposes, or for fund-raising without district approval is not allowed.

Copyright laws will be strictly adhered to when using all Technological Equipment including, but not limited to computers, scanners, CD/DVD/Blue Ray, and video equipment in the building.

All violations of copyright laws (i.e., copying programs without written permission from the copyright holder who is the author or producer of the program) will be addressed under local, state or federal laws or ordinances.

Use of the network to harass other users or to plagiarize material is strictly prohibited and will be addressed local, state or federal laws or ordinances.

It is the user's responsibility to maintain the integrity and security of their network login Ids and passwords. Staff must login using their own login Id, and non-other. Users must not share, or allow others to use their passwords or account information.

It is the user's responsibility to maintain the integrity of electronic mail systems. Users must respect the privacy of others, and are responsible for reporting all violations of privacy. A user is responsible for reporting to an

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administrator, e-mail received by him/her, which contains pornography, inappropriate information such as unethical or illegal solicitation, or text files that are potentially dangerous to the hardware or software of the network. Sending e-mail, which contains any of the types of information listed above, is prohibited.

Oak Park District Rights

It is to be understood that there is not expectation of privacy on the District network and computers, and that the District has the right to review any material stored in files to which users have access, to edit or remove any material which the district in its sole discretion, believes is unlawful, obscene, abusive or objectionable, and to take appropriate legal action.

Oak Park School District makes no warranties of a kind, whether expressed or implied, for the service it is providing. The District will not be responsible for loss of data, service interruption, or for the accuracy or quality of information obtained through Internet service.

In compliance with the Children's Internet Protection Act ("CIPA"), Oak Park School District has implemented filtering and/or blocking software to restrict access to Internet sites containing child pornography, obscene depictions, or other materials harmful to minors under the age of 18.[Note: CIPA does not enumerate any actual words or concepts that should be filtered or blocked. Thus, CIPA necessarily requires that the School District determine which words or concepts are objectionable]. However, no software is foolproof, and there is still a risk an Internet user may be exposed to a site containing such materials. An Account user who incidentally connects to such a site must immediately disconnect from the site and notify a teacher or supervisor. If an Account user sees another user is accessing inappropriate sites, he or she should notify a teacher or supervisor immediately.

WARNING: The taking, disseminating, transferring, or sharing of obscene, pornographic, lewd, of otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a CRIME under state and/or federal law. Any person taking, disseminating, transferring, or sharing obscene, pornographic, lewd, or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies, which may result in arrest, criminal prosecution, and LIFETIME inclusion on sexual offender registries.

Employees/Students understand and agree to all of the above rights and responsibilities and further agree to indemnify and hold harmless the Oak Park School District, Its board members, officers, and employees, and all organizations affiliated with the Oak Park School District's Internet connection, for any and all claims of any nature arising from the Student's use of the Oak Park School District's computer software, hardware, and/or Internet connection per Board Policy 7540

_____ _____ _____ _____
Employee/Student Signature　　　　　　**Date**　　　　　**Parent/Guardian Signature** *(for all minors)*　**Date**

Oak Park School District
Technology/Computer Lab Acceptable Use and Care Agreement

The Oak Park School District takes great pride in providing students with the technology necessary to compete in the 21st Century. To that end, the school will make its best effort to repair any District computer that fails due to normal use. However, if a computer needs to be repaired because of vandalism or carelessness on the part of a student, the repair cost will become the responsibility of that student and their respective Parent/Guardian. Students are assigned computers; they are not to use another computer unless specifically directed by the teacher. Parents will be notified if a situation arises which may require charges for repairs or replacements.

Further, it is understood that if your child breaks any part of the computer or damages furniture he/she will not be allowed to use the computer equipment until the repair/replacement cost is settled with the school.

Computer lab rules and procedures:
Students are responsible for the respectful use and care of Computer/Technology equipment he/she uses.

Students are not to move/copy/delete/execute files on District owned equipment or network unless specifically told to do so by a faculty member.

Students are to show environmental responsibility with respect to the number of pages printed on school printers.

Food/Drink are not permitted in computer or Media Center labs.

The internet is only to be used for academic purposes and/or e-mail. No downloading of games or information of a personal nature us permitted.

Students may be given assignments which involve the use of the internet. Students are expected to abide by the Acceptable Use Policy at all times.

Any student found violating any of these rules and procedures may be subject to a loss of computer lab privileges or further restrictions

Student Guidelines:
Students are expected to follow all rules and regulations set forth is the Oak Park School District Acceptable Use Policy

Students are expected to demonstrate ethical behavior in using the District network facilities and follow all guidelines stated below as well as those given orally by the staff. Any actions showing disregard for District procedures, or those actions that might harm the computer equipment or software, or impair its effective use will not be tolerated.

Before initial lab use, students will receive an overview of the aspects of security and ethics involved in using the Oak Park School District computer network. Students are expected to abide by the information presented during the overview.

Students may be required to use e-mail, internet, and/or network logins/passwords. Students must not give out or allow others to use their passwords or account information, nor use other student's account information. To do so is a violation of the Acceptable Use Policy.

Any action by a student that is determined by his/her classroom teacher or system administrator to constitute an inappropriate use of the internet or improperly restrict or inhibit others from using and enjoying the internet may be deemed a violation of the Acceptable Use Policy.

Transmission of material, information, or software in violation of any school district policy, or local, state, or federal law is prohibited and is a breach of the Acceptable Use Policy.

Violating the Acceptable Use Policy may result in:
- Restricted network access
- Loss of network access
- Disciplinary or legal action including, but not limited to, criminal prosecution under appropriate state and federal laws

In order to ensure smooth system operations, the System Administrator has the authority to monitor all accounts. Every effort will be made to maintain privacy and security in this process

If you have any questions or concerns, please feel free to call or email: _____

Student Access Contract:
I understand that when I am accessing/using the internet or any other telecommunications environment within the Oak Park School District, I must adhere to the rules of courtesy, etiquette and all laws regarding the access and copying of information a prescribed by either Federal, State, or local law, and those of the Oak Park School District.

My signature below, and that of my parent(s) or guardian(s), means that I have read and agreed to follow the Oak Park School District Acceptable Use Policy, and also read and agree to abide by the guidelines of this Technology/Computer Lab Acceptable Use and Care Agreement.

THIS FORM MUST BE SIGNED BEFORE STUDENTS WILL BE ALLOWED TO USE THE COMPUTER EQUIPMENT

Student's Name: _____
                    Please Print

Parent/Guardian Name: _____
                        Please Print

Parent/Guardian Signature: _____ Date: _____