

All Saints Central Catholic Schools

Technology Plan 2016-2021

The All Saints Central Schools is a system of Catholic Schools created within the Vicariate IV Region of the Diocese of Saginaw. It is the first Catholic school system encompassing grades pre-12 within the greater system of the Diocese of Saginaw

All Saints Central Middle / High School

All Saints Central Elementary

Bay-Arenac ISD
District Code: 09010

Years Covered:
July 1st, 2016
through
June 30th, 2021



All Saints Central nurtures academic and personal excellence in all students while emphasizing Catholic values and service to others in Christ's name.

All Saints Central Catholic Schools

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All Saints Central Technology Plan 2016-2021

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All Saints Central Technology Plan 2016-2021

Technology Planning Team

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Building:

ASC Administrative Office
Technology Director
All Saints Central High School
All Saints Central Elementary

All Saints Central Introductory Material SECTION 2

Mission Statement

All Saints Central nurtures academic and personal excellence in all students while emphasizing Catholic values and service to others in Christ's name.

Introduction

In 1996 the All Saints Central (ASC) was established. The ASC system emerged from eight Vicariate IV parish schools located in Bay City and Essexville. ASC serves approximately six hundred thirty-five (635) students, fifty full-time/part-time teachers, four principals who work within the following buildings:

- ★ Three Elementary Schools (Pre K-Grade 5)
- ★ One Middle / High School (Grades 6-12)

All the schools are located in a free and reduced lunch qualifying geographic area and attending students come from throughout the Saginaw Valley area.

SCHOOL BUILDINGS:

All Saints Central High School (9-12)
217 S. Monroe St. Bay City, MI 48708
School Code: 4939

All Saints Central Middle School (6-8)
217 S. Monroe St. Bay City, MI 48708
School Code: 3728

All Saints Central Elementary (Pre K-5)
715 14th St. Bay City, MI 48708
School Code: 5448

All Saints Central Vision and Goals SECTION 3

Vision

The mission of All Saints Central (ASC) technology plan is to assist staff and prepare students within a Christian setting to become safe, responsible, and successful users of technology in society

Goals

- Enhance the curriculum through technology integration
- Plan thoroughly for financial, curriculum, in-service, maintenance, upgrading needs
- Procure and utilize age/grade appropriate software/hardware and Internet access
- Encourage innovations through staff, parent, and student input
- Value the uniqueness of each student including culture, background, ability, etc.
- Improve and develop skills to effectively and ethically utilize technology
- Provide support through a full time technology professional
- Bring about awareness of the importance of the global society
- Prepare ASC students to become productive citizens in a global society
- Take precautions to provide adequate network protection
- Implement broader use of technology for communication purposes
- Maintain an interactive website that is user friendly and up to date
- Establish a list of websites and web services
- Ensure Internet safety through the use of adequate filtering
- Continue to broaden the use of technology for communication purposes

I. CURRICULUM

A. Curriculum Integration

SECTION 4

The All Saints Central will follow the Michigan Curricula Standards for Technology Integration. See the Michigan Curriculum Frameworks for details.

Basic Use and Literacy: Student

Educational technology will be appropriately and equitably integrated into instruction and management and used by all students in our building. Curricular adjustments and additions will be made to enable students to use technology to enhance and facilitate learning. The technology components include:

- Keyboarding
- Word Processing
- Information Processing
- Media Literacy
- Computer Literacy
- Data Base
- Spreadsheets
- Multimedia Productions

Basic Use and Literacy: Staff

Educational technology will be appropriately and equitably integrated into instruction and management and used by staff members for:

- Lesson Preparation And Presentation
- Word Processing
- Grading and Record Keeping
- Varied Learning Experiences for Students
- Data Management

Training will be provided to ensure that staff has the appropriate competencies needed to use educational technology. The effective use of technology assumes that teachers are facilitators of learning, designers of individualized programs, and learners themselves. Training options include using All Saints Central staff as trainers, participating in local course offerings by Bay Arenac Intermediate School District, colleges and universities, and collaborating with other schools or systems for staff training.

Basic Use and Literacy: Administration

Technology will be appropriately used by administrative staff for:

- Word Processing
- School Management Tasks:
 - Budget
 - Record Keeping
- Student Management Program:
 - Attendance
 - Discipline
 - Learning Needs
- Curriculum Data Management
- Communication
- Accessing Information

Basic Use and Literacy: Community

Technology will be made accessible for use by the school community for:

- Accessing Media Resources
- Electronic Communications With School Personnel
- Accessing the All Saints Central's Calendar Policies, Etc.

I. CURRICULUM
B. Student Achievement
SECTION 5

The Saginaw Diocese Technology Curriculum follows the Michigan Educational Technology Standards & Expectations.

Elementary School (K-5)

Kindergarten

Technology Literacy

1. Introduce basic computer related components: monitor, keyboard, mouse, power strip, USB drive, CPU, printer, headphones, audio jack
2. Know grade appropriate technological terms
3. Understand all the rules of computer care
4. Locate and use mouse and keyboard
5. Identify: enter/return, escape, spacebar, letters, numbers, shift, delete, backspace and age appropriate punctuation

Technology Ethics

1. Follow social and ethical behaviors of lab and classroom
2. Respect the equipment, use carefully, store software properly
3. Identify uses of computers in various situations
4. Work cooperatively and collaboratively with peers, and others when using technology in classroom and lab

Desktop Publishing/Word Processing

1. Introduction to simple typing of words and/or phrases
2. Make corrections using backspace, delete and space bar
3. Introduction to making simple modifications to text

Keyboarding and Spreadsheets

1. Show correct posture while working at a computer station
2. Use the following-keys appropriately: numbers and letters, enter, spacebar, backspace/delete, shift and caps
3. Operate a mouse
4. Access a program
5. Practice basic key functions to run appropriate age level computer programs

Telecommunications

1. Students will go on the Internet to directed websites and follow directions as given by Instructor
2. Students will go on-line as a group and find information related to the curriculum
3. Students will use appropriate vocabulary

4. Students will model responsible on-line behavior by becoming familiar with Internet procedure

Multimedia

1. Use a paint program such as Kid Pix, Paint or Creative Writer to create a picture
2. Insert text: one to three word captions

First Grade

Technology Literacy

1. Name basic computer related components introduced in Kindergarten
2. Know grade appropriate technological terms
3. Take proper care of technology equipment
4. Operate the computer using software and hardware with guidance
 - a. Open and close software programs
 - b. Use the scroll bar features Save or Save As
 - c. Mouse skills
 - d. Use proper shut down procedures with teacher direction
5. Identify uses of technology in various situations

Technology Ethics

1. Follow social and ethical behaviors of lab and classroom
2. Respect the equipment, use carefully, store software properly
3. Work cooperatively and collaboratively with peers, and others when using technology in classroom and lab
4. Demonstrate proper handling and care of hardware and software

Desktop Publishing/Word Processing

1. Practice creating text compositions that include phrases and/or sentences
2. Practice making simple modifications to the text to include use of arrow and delete keys
3. Introduce the creation of graphics using a drawing tool and accessing clip art
4. Use a simple word processing program to publish a simple document
5. Describe a simple word processing menu
6. Use periods and question marks at the end of sentences
7. Insert space between words
8. Use capital letters
9. Edit a simple document using arrow, backspace and spacebar
10. Print Preview
11. Print the document
12. Understand word wrap

Keyboarding

1. Show correct posture while working at a computer station
2. Locate and use the following keys: letter, numbers, space bar, enter/return, backspace, delete, shift, caps lock, tab and punctuation symbols

3. Operate a mouse
4. Access a program
5. Awareness of left/right position of letter and number keys
6. Awareness of home row keys
7. Use the keyboard to type letters, words and simple phrases

Spreadsheets

1. Understand the concept of columns and rows
2. Enter labels (simple text) and values (numbers)

Telecommunications

1. Go to pre-selected web sites and follow directions as given by teacher
2. Use appropriate technology vocabulary
3. Model ethical and respectful behavior while on the Internet
4. Navigate to specified websites to gather information

Multimedia

1. Demonstrate proper use and care of multimedia tools: camera, VCR/DVD, Computer
2. Create a Presentation/Project e.g. Kid Pix—3 slides and insert text
3. Use a paint program to create a picture
4. Introduced to use of: DVD, CD players

Second Grade

Technology Literacy

1. Able to load a program independently
2. Know grade appropriate technological terms
3. Demonstrate care of equipment, software, and materials
4. Define the use of the components of a computer
5. Use proper shut down procedures
6. Identify computer related careers
7. Identify uses of computers in various situations

Technology Ethics

1. Follow social and ethical behaviors of lab and classroom
2. Work cooperatively and collaboratively with peers, and others when using technology in classroom and lab

Desktop Publishing

1. Introduce simple programs that combine text and graphics
2. Apply editing tools to document for modifying text in word processing
3. Introduce students to graphic sizing and layout
4. Expose students to toolbars

Keyboarding

1. Show correct posture while working at a computer station
2. Utilize letter, number, function, and character keys

3. Become proficient in using a mouse to right/left click, highlight, drag
4. Access a program
5. Use home row hand position
6. Practice key/finger accuracy at 5 words per minute using only home row keys

Word Processing

1. Utilize tools necessary for word processing
 - a. Construct a document using elements of word processing
 - b. Use a simple menu
2. Define and use a simple tool bar
3. Demonstrate the management of files
 - a. Edit a simple document and undo the changes using special keys
 - b. Demonstrate Save, Open, New, Close, Quit/Exit
 - c. Demonstrate basic print skills

Spreadsheets

1. Introduce vocabulary: spreadsheet, cells, column, rows, auto sum function/addition
2. Gather and input data to create a simple spreadsheet

Telecommunication

1. Type in and go to specified web-sites and follow directions as given by the teacher
2. Discuss and model Internet safety: such as never giving out personal information
3. Use appropriate vocabulary
4. Model ethical and responsible behavior while on the Internet

Multimedia

1. Design presentation/project
2. Manipulate different ways of locating information through the use of multimedia
 - a. Books
 - b. Camera
 - c. DVD
 - d. Pre-selected web-sites
 - e. Paraphrase useable data using various forms of multimedia
 - f. Using correct terminology to propose the project
 - g. Insert a graphic
 - h. Prepare a layout (3-5 slides)
 - i. Create project
 - j. Present project
 - k. Evaluate presentation layout
 - l. Document Cameras

Third Grade

Technology Literacy

1. Manipulate computer components to properly load and run prepared programs from a CD-ROM or USB drive
2. Know grade appropriate technological terms
3. Operate and care for a computer, demonstrate proper use and care of hardware and software
4. Recognize the internet can be a sources of information
5. Define/explain function of various components of the computer
6. Discuss common uses of technology in daily life

Technology Ethics

1. Work cooperatively and collaboratively with peers and others when using technology in the classroom and lab
2. Identify and document sources of information
3. Know copyright law and implications for technology
4. Discuss basic issues related to responsible use of technology and information

Desktop Publishing

1. Introduce usage of the toolbars
2. Apply above skills to create and modify text
3. Insert clipart into documents
4. Edit text for publishing
5. Use “Print Preview”
6. Publish final product

Keyboarding

1. Show correct posture while working at a computer station
2. Utilize letter, number, function, and punctuation keys
3. Show mastery of the mouse and its functions
4. Introduce touch typing: type sentences without looking at hands
5. Demonstrate proper keyboarding (touch typing) skills by achieving 10 words per minute with 80% accuracy

Word Processing

1. Construct a document
 - a. Use tab to indent paragraphs
 - b. Use proper spacing after punctuation marks
2. Demonstrate the management files
 - a. Utilize New, Exit, Format, Open and Close, Save and Save As
 - b. Edit using Copy/Paste
3. Use the spell check tool
4. Use “Print Preview”
5. Print the document

Spreadsheets

1. Understand spreadsheet vocabulary
2. Create a spreadsheet
 - a. Collect data
 - b. Organize data into cells and be able to use sort function
 - c. Enter data
 - d. Calculate data
3. Print, display and interpret the spreadsheet
4. Introduce graphs

Telecommunications

1. Demonstrate ethical behavior in use of telecommunications
 - a. Practice appropriate etiquette and confidentiality
2. Demonstrate appropriate procedures to access and use the Internet
3. Introduce use of kid-safe search engine
4. Access pre-selected website for use in the curriculum
5. Use appropriate vocabulary

Multimedia

1. Utilize various multimedia tools
2. Demonstrate proper use and care of multimedia tools introduced
3. Create presentation/project
 - a. Select multimedia tools for location and gathering data
 - b. Interpret useable data
 - c. Produce presentation/project.
 - d. Insert sound and slide transitions
 - e. Assess appropriateness of presentation
 - f. Use appropriate documentation (bibliography)
 - g. Present the project to an audience
4. Introduce a digital camera, scanner, and video camera

Fourth Grade

Technology Ethics

1. Work cooperatively and collaboratively with peers and others when using technology in classroom and lab
2. Identify and document sources of information
3. Know copyright law and implications for technology
4. Know about plagiarism and develop ability to paraphrase
5. Discuss common uses of technology with advantages and disadvantages
6. Recognize and report computer misuse
7. Comply with Diocesan Electronic Information Access and Use for Educational Purposes Policy concerning Internet and other media uses

Desktop Publishing

1. Use simple template to produce a document
2. Introduce students to Copy/Paste functions or importing of graphics and/or text from one program to another
3. Integrate text and graphics in a layout form
4. Make modifications of layout for presentation
5. Use drawing tools to design simple graphics and documents
6. Use “Print Preview”
7. Using Duplex option for printing work on both sides of paper

Keyboarding

1. Show correct posture while working at a computer station
2. Utilize specific symbol keys such as: asterisk, period, exclamation point, question mark, backslash, quotation marks
3. Using the mouse, access pull down menus for File, Edit, View, Insert, Format, Tools, Window, Help
4. Exhibit speed and accuracy with touch typing skills to 15 words per minute with 85% accuracy
5. Introduce numeric keypad functions and finger placement

Word Processing

1. Construct a document using elements of word processing
 - a. Use the tool bar in simple word processing setups
 - b. Identify shortcuts and key commands
2. Demonstrate the management of files and create a simple document
 - a. Use Open/Retrieve, Save /Save As
 - b. Use help screen
 - c. Edit using special keys, including Insert, Cut, Copy, Paste
 - d. Apply style changes, such as Bold, Underline, Size, Font
 - e. Use justification, center titles, left or right justify
 - f. Change line spacing, double space, single space
 - g. Use page layout, printer set-up (landscape or portrait printing)
 - h. Use Spell Check/Thesaurus
 - i. Use Print Preview
3. Assess and revise a word processing document. Print document

Spreadsheets

1. Use Spreadsheet vocabulary appropriately
2. Create a spreadsheet
 - a. Introduce simple formula such as Subtract, Multiply, Divide
 - b. Introduce simple formatting of cells such as cell width, align columns, bold, center
3. Interpret the results of a spreadsheets by comparing and contrasting the data
4. Create graph and introduce formatting of the graph

Telecommunications

1. Explore the Internet for topic investigation
 - a. Introduce bookmarks
 - b. Evaluate accuracy, relevance, appropriateness, information sources
 - c. Use search engines as a means to gather information
 - d. Utilize individual software
 - e. Demonstrate appropriate procedures to access and use the Internet

Multimedia

1. Create presentation/project
2. Create and import images from a variety of sources
 - a. Internet
 - b. Scanning
 - c. Cameras
 - d. Others programs
 - e. Drawing/painting
3. Create and use sound from a variety of sources
4. Use appropriate documentation
5. Critique use of media
6. Critique project
7. Show mastery of multimedia tools: DVD, cameras, scanner

Fifth Grade

Technology Ethics

1. Work cooperatively and collaboratively with peers and others when using technology in classroom and lab
2. Identify and document sources of information
3. Understand and adhere to copyright laws
4. Know about plagiarism and demonstrate ability to paraphrase
5. Recognize and report computer misuse
6. Comply with Diocesan Electronic Information Access and Use for Educational Purposes Policy concerning Internet and other media uses
7. Examine current and emerging issues dealing with etiquette
8. Use appropriate etiquette on the Internet

Desktop Publishing

1. Review and master all text and editing menus
2. Integrate text and graphics using columns, margin, tabs, and textboxes
3. Import graphics through scanning, internet, and digital cameras

Keyboarding

1. Show correct posture while working at a computer station
2. Utilize appropriate keys on the keyboard, including asterisks, periods, exclamation point, question mark, backslash, and quotation marks
3. Using the mouse, access pull down menus to:
 - a. Load and run programs

- b. Utilize text options
 - c. Create documents
 - d. Revise a document using the Edit command
 - e. Improve a document using the Insert command
 - f. Revise a document by revising text
 - g. Organize a document with the Format command
 - h. Elect the correct tools to improve a document
4. Exhibit speed and accuracy with touch typing skills to 20 words per minute with 90% accuracy
 5. Utilize appropriate keys and functions on numeric keypad

Word Processing

1. Construct a document using elements of word processing. Use short cuts and key commands
2. Make revision by assessing a document, changing the settings, revising and printing the document
3. Insert headers and footers
4. Manipulate graphics within a text document (text wrap)
5. Insert, position, format and remove tab stops

Spreadsheets

1. Use spreadsheet vocabulary appropriately
2. Create spreadsheet
 - a. Order Operation
 - b. Formatting cells
 - c. Enter formulas and calculate
3. Copy and edit graphs to a word processing program and interpret graph

Telecommunications

1. Understand the basics of the web and browser usage
 - a. Demonstrate proper use of a web browser
2. Learn acceptable use of communication on the Internet
3. Use an Internet kid-safe search engine to find information
4. Know how to bookmark/un-bookmark favorite sites
5. Know what to do if inappropriate material from the Internet appears
6. Know how to handle error messages
7. Introduce appropriate use of copyright laws
8. Demonstrate appropriate procedures to access and use the internet

Multimedia

1. Utilize various multimedia tools
2. Create a presentation/project
3. Assess presentation/project
4. Review all elementary skills K-4 (text, sound, graphics, images)

Middle School (6-8)

Sixth Grade

Technology Ethics

1. Work cooperatively and collaboratively with peers, and others when using technology in classroom and lab
2. Understand about plagiarism and demonstrate ability to paraphrase
3. Recognize and report computer misuse
4. Comply with Diocesan Electronic Information Access and Use for Educational Purposes Policy concerning Internet and other media uses
5. Identify and document sources of information
6. Understand and adhere to copyright laws
7. Examine current and emerging issues dealing with etiquette
8. Exhibit the importance of documenting sources
9. Understand the hazards of viruses as related to computers
10. Recognize strategies for identifying and solving routine hardware and software problems that occur in everyday use
11. Exhibit legal and ethical behaviors when using information and technology and discuss consequence of misuse
12. Use e-mail according to Diocesan Electronic Information Access and Use for Educational Purposes Policy

Desktop Publishing

1. Continue mastery of desktop publishing skills taught at the elementary level in the following ways:
 - a. Assemble and compose text, modify spacing and text size
 - b. Demonstrate ability to import files and graphics
 - c. Evaluate effectiveness of layout
 - d. Use drawing tools to draw lines, boxes, and ellipses
 - e. Add color, patterns and gradients to objects and lines
 - f. Add and manipulate objects in draw mode
 - g. Add text to projects as objects
 - h. Layer, align and group objects
 - i. Insert borders
 - j. Select, move, and resize objects
 - k. Use 'Print Preview'
 - l. Assess completeness and appropriateness of document

Keyboarding

1. Show correct posture while working at a computer station
2. Exhibit continuing proficiency in touch typing skills to 30 WPM with 95% accuracy
3. Utilize numeric key pad to enter numerical data

Word Processing

1. Construct a document using elements of word processing. Use short cuts and key commands
2. Change margins, create columns, change text attributes, align text (left, center, right, justify)
3. Utilize spell check, thesaurus, insert clip art

Spreadsheets

1. Continue with K-5 spreadsheet skills
2. Predict outcome of data presented in the spreadsheet
3. Add graphics to enhance spreadsheet

Telecommunications

1. Develop search strategy by using key words to define the topic
2. Introduce on-line resources (e-mail, on-line discussions, web environment) to participate in collaborative problem-solving activities
3. Evaluate the accuracy, appropriateness, comprehensiveness and bias of electronic information sources
4. Exhibit appropriate use of copyright laws
5. Utilize appropriate etiquette regarding confidentiality and follow Diocesan Electronic Information Access and Use for Educational Purposes Policy in telecommunications
6. Demonstrate appropriate procedures and use of the Internet

Multimedia

1. Exhibit knowledge of and proper use and care of various multimedia tools
2. Evaluate and integrate appropriate hardware and software tools to produce multimedia projects
3. Investigate and gather data using various multimedia tools
4. Demonstrate proper documentation of multimedia sources
5. Select target data and utilize Copy/Paste techniques
6. Assemble proper components of layout design
7. Assess appropriateness and completeness of the multimedia presentation/project

Seventh Grade

Technology Ethics

1. Work cooperatively and collaboratively with peers, and others when using technology in classroom and lab
2. Review and sign Diocesan Electronic Information Access and Use for Educational Purposes Policy
3. Understand about plagiarism and demonstrate ability to paraphrase
4. Recognize and report computer misuse
5. Comply with Diocesan Electronic Information Access and Use for Educational Purposes Policy concerning internet and other media uses
6. Understand and exhibit the importance of documenting sources

7. Apply strategies for identifying and resolving routine hardware and software problems that occur in everyday use
8. Use e-mail according to Diocesan Electronic Information Access and Use for Educational Purposes Policy

Desktop Publishing

1. Continue application of composition, editing and publishing skills

Keyboarding

1. Show correct posture while working at a computer station
2. Exhibit continued proficiency in touch typing skills to 40 WPM with 95% accuracy
3. Utilize numeric key pad to enter numerical data

Word Processing

1. Create documents using word processing skills
2. Continue to use editing and formatting skills
3. Proofread documents and preview before printing

Spreadsheets

1. Continue to master K-6 spreadsheet skills

Telecommunications

1. Develop search strategy by using key words which define the topic
2. Search by keyword
3. Use on-line resources for research projects
4. Evaluate the accuracy, appropriateness, comprehensiveness and bias of electronic information sources
5. Participate in collaborative, problem-solving activities
6. Use multiple search engines on the Internet
7. Utilize appropriate etiquette regarding confidentiality and follow Diocesan Electronic Information Access and Use for Educational Purposes Policy in telecommunications
8. Use appropriate judgment upon entering Internet sites
9. Exhibit appropriate use of copyright laws
10. Demonstrate appropriate procedures to access and use of the Internet

Multimedia

1. Exhibit knowledge of and proper use and care of various multimedia tools
2. Evaluate and integrate appropriate hardware and software tools to produce multimedia projects
3. Investigate and gather data using various multimedia tools
4. Demonstrate proper documentation of multimedia sources
5. Select target data utilizing copy/paste techniques
6. Assemble proper components of layout design
7. Assess appropriateness and completeness of the multimedia presentation/project

8. Multimedia used as a tool for organizing, arranging and storing information by creating buttons, fields, cards and stacks
9. Introduce technology media (computer, laser disc, DVD, telecommunications, still and live video) to effectively search, collect, process and store information

Eighth Grade

Technology Ethics

1. Comply with Diocesan Electronic Information Access and Use for Educational Purposes Policy concerning Internet and other media uses
2. Understand and exhibit the importance of documenting sources
3. Apply strategies for identifying and resolving routine hardware and software problems that occur in everyday use
4. Use e-mail according to Diocesan Electronic Information Access and Use for Educational Purposes Policy

Desktop Publishing

1. Continue application of composition, editing and publishing skills

Keyboarding

1. Show correct posture while working at a computer station
2. Exhibit continuing proficiency in touch-typing skills to 50 WPM with 95% accuracy
3. Utilize numeric key pad to enter numerical data

Word Processing

1. Create documents using more advanced elements of word processing
2. Continue to use editing and formatting skills
3. Proofreading documents and “Print Preview” before printing
4. Demonstrate use of tab settings (right, left, center, and decimal)
5. Create headers and footers
6. Utilize business letter format

Spreadsheets

1. Continue to master K-6 spreadsheet skills

Telecommunications

1. Search by keyword and determine which keywords are more efficient
2. Develop search strategy using key words and Boolean logic to define the topic
3. Use on-line resources for research
4. Evaluate the accuracy, appropriateness, comprehensiveness and bias of electronic information sources
5. Use Cut/Copy/Paste commands to take notes from the Internet sites and electronic sources
6. Practice-mail skills to communicate with the active community
7. Utilize appropriate etiquette regarding confidentiality and follow Diocesan Electronic Information Access and Use for Educational Purposes Policy in telecommunications

8. Use appropriate judgment upon entering Internet sites
9. Exhibit appropriate use of copyright laws
10. Demonstrate appropriate procedures to access and use the Internet

Multimedia

1. Exhibit knowledge of and proper use and care of various multimedia tools
2. Evaluate and integrate appropriate hardware and software tools to produce multimedia projects
3. Investigate and gather data using various multimedia tools
4. Use pre-existing databases to collect research
5. Insert self-taped video selection into presentation
 - a. Field trips
 - b. Parties
 - c. Sporting events
 - d. Interview
6. Demonstrate proper documentation of multimedia sources
7. Select target data, utilizing Copy/Paste functions
8. Assemble proper components of layout design
9. Assess appropriateness and completeness of the multimedia presentation/project

High School (9-12)

Word Processing Class

Utilize Tools

1. Demonstrate proper handling and care of hardware and software.
2. Use some of the quick key commands in MS Word.
3. Use proper computer terminology.
4. Demonstrate proper procedures for start-up and shut-down of machines.
5. Log in and out of the network.
6. Demonstrate knowledge of printer use and care.
7. Utilize the Internet browser to research and enhance learning.

Maintain Ethical Behavior

1. Maintain the ASC' Acceptable Use Policy.
2. Understand and adhere to copyright laws.

Keyboarding

1. Operate the computer keyboard by touch.
2. Use proper finger techniques.
3. Improve accuracy and speed.
4. Develop proficiency in keyboarding.
5. Achieve 40 WPM at 95% accuracy.

Word Processing

1. Utilize basic centering techniques to properly format a business letter
2. Type and comprehend the various elements of memos and e-mails
3. Properly format a personal note
4. Type and comprehend the various elements of an unbound report
5. Identify and utilize the different pieces of the computer system
6. Compose and edit documents
7. Utilize some of the quick key commands in MS Word
8. Achieve an understanding of the basic uses of MS Word.
9. Change margins, tab stops, font size and style
10. Use and understand proofreading marks
11. Create headers and footers
12. Utilize spell check and thesaurus

Computer Applications Class

Utilize Tools

1. Use correct computer terminology.
2. Understand and use the network.
3. Access the Internet.

Maintain Ethical Behavior

1. Maintain the ASC' Acceptable Use Policy.
2. Understand and adhere to copyright laws.

Word Processing

1. Perform format changes to documents.
2. Basic editing techniques to manipulate documents.
3. Insert clipart.
4. Use columns for documents.
5. Insert symbols.
6. Use bullets.
7. Create mail-merge documents.
8. Enter, save, and retrieve data into and from MS Word.
9. Utilize spell check tool and thesaurus.
10. Use quick keys to perform commands in MS Word.
11. To achieve an understanding of the many uses of MS Word.

Spreadsheet

1. Enter, save, and retrieve data into and from MS Excel.
2. Insert and delete columns and rows.
3. Perform format changes to spreadsheet.
4. Use borders, shading, and font changes.
5. Change row heights and column widths.
6. Use basic spreadsheet formulas.
7. Use "if-then" statements.
8. Print portions of spreadsheet and whole spreadsheet.

9. Use fill series, fill down, and fill across.
10. Create charts using data from the spreadsheet.
11. To achieve an understanding of the many uses of MS Excel.

Database

1. Enter, save, and retrieve data into and from MS Access.
2. Create tables.
3. Edit table by inserting new fields and deleting old fields.
4. Change data type.
5. Change field size.
6. Create reports using data from the table.
7. Use queries to sort data and then create new reports from queries.
8. Create mailing labels.
9. To achieve an understanding of the many uses of MS Access.

Internet Usage

1. Utilize the Internet browser to research and enhance learning.
2. Use the Internet to insert different clipart.

Multimedia

1. Create a slide show using MS Power Point
2. Insert clipart.
3. Change font style and color.
4. Change backgrounds.
5. Use animation.
6. Use slide transition.
7. Automate the slide show.
8. Adjust slide layout.
9. Use and understand the basic tools of MS Power Point.

Advanced Computers

Advanced Skills

1. Show an understanding and working knowledge of the Windows environment.
 - a. Program Manager.
 - b. File Manager.
 - c. Control Panel.
 - d. Print Manager.
 - e. Integrate Various Applications.
2. Learn advanced word processing and desktop publishing.
 - a. Format Text.
 - b. Modify Page Layouts.
 - c. Work With Headers And Footers.
 - d. Work With Tables.
 - e. Use Frames.
 - f. Import Documents.

- g. Create Templates.
 - h. Layout Grids.
 - i. Work With Blocks.
 - j. Use Drawing Tools.
3. Learn to produce business graphics.
 4. Use software to set up publications.
 5. Work on individualized projects for the school and related organizations.
 6. Become proficient in the use of the Internet.
 - a. Send electronic mail to the instructor.
 - b. Search for information.
 - c. Maintain the school home page on the Internet.
 7. Work directly from software documentation.
 - a. Interpret the knowledge from the documentation.
 - b. Perform various functions in the different programs.

Website Development

1. Learn proper development and implementation of design with a WYSIWYG program.

Problem Solving Skills

1. Develop skills.
2. Encourage initiative.
3. Improve teamwork abilities.

Curriculum Timeline

Definition of Terms

A = Awareness-recognize vocabulary and concept

P = Practice-use the skill with guidance

M = Mastery-use the skill independently

R = Reinforcement-maintain the skill's independent use

Keyboarding				
The learner will:	K-2	3-5	6-8	9-12
Identify the parts of the computer	A	P	M	R
Demonstrate understanding of rules for the importance of the care of technological equipment	A	P	M	R
Simulate correct basic physical form while working at the computer station	A	P	M	R
Use the specified keys to develop proficiency at keyboarding	A	P	M	R
Locate and use function keys on the keyboard	A	P	M	R
Manipulate computer components to properly load and run prepared programs	A	P	M	R
Exhibit speed and accuracy when keyboarding		P	P	M
Locate specified keys and pull down menus	A	P	M	R
Word Processing				
The learner will:	K-2	3-5	6-8	9-12
Operate a computer	A	P	M	R
Construct a document using elements of word processing	A	P	M	M
Revise a document		A P	M	M
Demonstrate the management of files		A P	M	M
Assess a word processing document		A P	M	R

A = Awareness-recognize vocabulary and concept

P = Practice-use the skill with guidance

M = Mastery-use the skill independently

R = Reinforcement-maintain the skill's independent use

Database				
The learner will:	K-2	3-5	6-8	9-12
Create a database		A	P	M
Utilize the database in a class activity		A	P	M
Utilize database for project		A	P	M
Assess database usage		A	P	M
Manage database		A	P	M
Evaluate project use of database		A	P	M
Spreadsheet				
The learner will:	K-2	3-5	6-8	9-12
Explore the characteristics of a spreadsheet	A	P	P	M
Practice the skills necessary to develop a spreadsheet		A P	P	M
Produce a printout of a spreadsheet		A P	P	M
Examine and show understanding of vocabulary and functions related to spreadsheets		A P	P	M
Construct a spreadsheet		A P	P	M
Interpret the results of a spreadsheet		A P	P	M
Appraise the accuracy of the usage in a spreadsheet		A P	P	M
Analyze formulas and their use in a spreadsheet			A	P M

A = Awareness-recognize vocabulary and concept

P = Practice-use the skill with guidance

M = Mastery-use the skill independently

R = Reinforcement-maintain the skill's independent use

Desktop Publishing				
The learner will:	K-2	3-5	6-8	9-12
Practice using proper tools to create a product	A	P	M	R
Show assembly and compose text	A	P	M	R
Develop and modify graphics		A P	P	M
Incorporate text and graphics		A P	P	M
Arrange document for publication		A P	P	M
Critique for publication		A P	P	M
Telecommunications				
The learner will:	K-2	3-5	6-8	9-12
Demonstrate appropriate procedures to access and use the Internet	A	P	M	M
Assess telecommunication usage		P	M	R
Multimedia				
The learner will:	K-2	3-5	6-8	9-12
Identify basic multimedia tools	A	P	M	R
Design presentation/project	A	P	M	M
Utilize basic multimedia tools	A	P	M	R
Assess hardware, software, and care of equipment	A	P	M	R
Reading & Mathematics				
The learner will:	K-2	3-5	6-8	9-12
Participate in the Accelerated Reading program.	A P	M	M	
Participate in the Accelerated Math program.	A P	P M	M	

I. CURRICULUM

C. Technology Delivery

SECTION 6

The All Saints Central use the Internet to:

- Search for information pertinent to learning in all curricular areas
- Take Virtual Field Trips to enhance learning activities
- Construct and display web pages about school and group activities
- Utilize on-line educational games to enhance learning
- Gather testing data
- Staff use of e-mail
- Electronic Parent Newsletters
- On-line ordering
- Utilize Publisher recommended web sites to expand concepts learned.
- Use of e-learning to enhance curriculum when possible especially with connections to approved websites
- Interconnection among ASC staff utilizing e-mail
- Collaborative document sharing
- Access to BAISD on-line courses
- Access to publication regarding available college graduate courses online
- Access to local community education regarding computer skills
- Use of wireless technology in buildings that are equipped
- Update parents with homework and daily activities on-line

I. CURRICULUM

D. Parental Communications and Community Relations

SECTION 7

The Educational Technology Plan will be available to the community through the ASC website (<http://www.ascbaycity.org>). A hard copy of the plan will be available upon request in the ASC office and individual school offices. Parental and community support and input is a vital component of our schools' educational goals. ASC works to include and utilize all of the elements that contribute to the educational opportunities we strive to provide.

ASC uses technology to disperse, accept, and/or share information with:

- National Catholic Education Association
- Michigan Association of Non-Public Schools
- Vicariate IV Parishes and their Members
- Superintendent of the Diocese of Saginaw
- Director of All Saints Central
- ASC Technology Director
- Bay-Arenac ISD
- Local Public School Administrators
- School Committee Members
- All Saints Central' Advisory Committee
- Home and School Associations
- Athletic Clubs
- All Staff Members
- Parents, Guardians and Volunteers
- Students
- Local Government, Businesses and Business Leaders
- Browsers of the ASC Web Page
- Media (Television, Radio, etc.)

The All Saints Central utilize the following to communicate the goals and progress of the Technology Plan, promote parental involvement, and communicate with the parents and the community:

1. The ASC Administrator communicates through:

- Diocesan Meetings and News Releases
- Building Administrator Meetings
- Local Technology Meetings
- Teacher Forum Gatherings
- Parent Advisory Group Meetings
- Parish Bulletins and Newsbriefs (Monthly ASC Newsletter)
- Community Group Meetings
- Local Public Educational Meetings (Bay-Arenac ISD, Title I, and other government funding programs)
- ASC Web Page

2. Principals communicate through:

- Newsletters for Parents (weekly and/or monthly)
- Mailed Notices
- ASC Website
- Meetings with Parents (curriculum nights, parent/teacher conferences, etc)
- School Committee Meetings
- Parent/Teacher Meetings
- Flyers/Brochures to Pediatrician, Dentist Offices, Libraries, Real Estate Offices
- Staff (newsletters, departmental meetings, faculty meetings, and in-service)
- Press/Media (are given special invitations into buildings)
- Businesses (create a press kit or flyer)
- Volunteers (in building and at in-service)
- Parish Bulletins
- Announcements over Public Address system

3. Teachers communicate through:

- E-mailed notices
- Parent/Teacher meeting
- Meetings with parents
- Progress reports from technology programs (such as: Accelerated Reader and Math and Computer Lab classes)
- Teacher/Parent communication web service (such as: Skyward)

Parents and community members volunteer their services via meetings, technical support, and resources that help implement the technology plan.

I. CURRICULUM

E. Collaboration

SECTION 8

The ASC have variety of resources for collaboration. The list of collaborators involves the following:

- ★ **ASC** - All Saints Central, at the elementary, middle school, and high school levels are individualized and integrated to promote a fluent transition.
- ★ **ASC** – A website provides valuable and current school information throughout the system, with the possibility of expanding the website to include involvement of parents, school organizations, and community, and include a closed circuit TV System to provide a schedule of events throughout the system/schools.
- ★ **Vicariate IV Parishes** - The thirteen (13) parishes of the Vicariate financially support the All Saints Central by giving thirty percent (30%) of their annual income to the system’s general budget.
- ★ **Bay Arenac ISD** - Provides connections between district and state organizations and initiatives.
- ★ **REMC 6** – An association of Michigan ISD, staff participate in the association established statewide services which improve learning opportunities.
- ★ **MANS** - Michigan Association for Non-Public Schools, provides services and resources that enhance its member schools, as well as, influences standards for education for all children throughout the state.
- ★ **Diocese of Saginaw** - The Diocese is developing a Long Range Strategic Plan for technology advancement, curriculum development, professional development, and budget and finance planning.
- ★ **Saginaw ISD** – The ISD collaborates in the areas of training, workshops, and purchase of educational materials. They also provide media/technology support services to schools.
- ★ **ATA** - AmeritechTechnologyAcademy, converts professional development theory into practice by creating a professional development plan to train teachers to use technology effectively to enhance student learning.
- ★ **Great Lakes SCRIP** – Through this program, businesses have agreed to allow ASC to purchase official business gift certificates at cost. When purchased at the schools, they are sold at face value. The profit is divided evenly between the system and the family purchasing the gift certificates to supplement the ASC budget. Families use the credit toward their children’s tuition.

- ★ **Community Collaboration** – An annual technology open house either daytime and/or evening to display and demonstrate technology equipment, power point presentations or projects in use at the individual ASC schools.
- ★ **Parent Training** – Sessions will be offered at various times of the year at each school. Parents will have the opportunity to become familiar with the current technological and related equipment in use at their child/ren’s school.
- ★ **Staff Training** – ASC will work to produce quality training and instruction throughout the system for all staff members.
- ★ **County Public Libraries**– ASC partners with the local public libraries with regard to the Accelerated Reading (AR) Program, the library’s summer reading activities, and making books available to the teachers and/or students for special projects.
- ★ **Michigan Department of Education** – Schools participate in testing of students through Michigan Educational Assessment Program (MEAP).
- ★ **Michigan Department of Health**– Schools participating in the Hot Lunch program through the state use on-line applications etc.
- ★ **Protect MI Child Directory** – This is a secure database of protected e-mail, fax, instant message, and mobile text message addresses. It allows MI’s parents and schools to register electronic addresses that children may access. Children are forbidden from purchasing certain products and services. It also acts as a tool for prosecutors to hold accountable those senders who target children with inappropriate material.

II. PROFESSIONAL DEVELOPMENT

F. Professional Development

SECTION 9

- 1. Ensure that all staff members are aware of all technologies to improve student learning.**
 - a. Annually survey staff members at the beginning and end of the year to determine the need for technology professional development. (see the below form)
 - b. Using compiled survey results, networking and support between the ASC allows collaboration in the planning needed for professional development.
 - c. Each faculty member based on the results of their technology survey and their own personal goals establishes an individual timeline.

- 2. Provide professional development that sets the groundwork for integration.**
 - a. Provide grade level integrated staff development.
 - b. Work with coordinators and teachers to determine areas of need.
 - c. Instruct teachers in the use of voice, video, and data networks.
 - d. Familiarize staff members with technology related terminology.
 - e. Instruct staff on the operation of district computers and installed software.
 - f. Demonstrate basic troubleshooting techniques related to a computer system.
 - g. Enhance productivity through use of technology in conducting research, solving problems, and collecting data.
 - h. Utilize research software for learning and application in curricular areas.
 - i. Operate electronic mail and web browser applications for online communication.
 - j. Combine data management with grading and record keeping.

- 3. Through the following timeline ASC will offer adequate time, scheduling and resources for technology professional development.**
 - a. **A professional technology/media resource person to serve the system.** (Continue to increase staff through 2021)
 - This professional spends his/her time directly training and/or modeling the integration of technology in lessons with staff. Additional responsibilities include maintaining hardware, software, network, and media center collection.
 - This would allow for professional development opportunities as well as focus individual teacher support.
 - b. **Provide in-service time for teachers during the school day.**
(ongoing through 2021)

The district will dedicate professional development days, as well as early dismissal days to conduct whole/small group training with the teaching staff. Training may be conducted on a building level, cross-district grade level or departmental basis.
 - c. **Provide quarterly common planning time for media center teachers and computer resource personnel.**
(increase time through 2021)

The district will provide at least a half-day per quarter for the media center teachers and computer resource personnel to meet together. During this meeting time they

- will have the opportunity for continuing and planning professional development so that they may remain confident and skilled trainers for their staff.
- d. **Send the teaching staff to various educational conferences:**
(ongoing through 2021)
 - i.e. MACUL, MANS, ISD Classes, Technology Camps
 - e. **Develop a collection of lessons/units for teachers to access and use with students.**
(ongoing through 2021)
These lessons:
 - Could be available on the ASC website or Online
 - Have been aligned with Michigan Curriculum Framework
 - Have technology-integrated strategies included
 - Contain an evaluation component

Professional development will be organized into staff training plans:

- Assess the technology skill stage of staff and compare them to results of past assessments.
- Provide training for media center personnel and computer resource teachers for the design of content lessons and assessment to deliver integrated curriculum.
- Staff training in technology to enhance the delivery of instruction and to learn how to use curricular, application software and online resources.

Ideas being considered and/or continued:

- a. In-service for all grade levels. Teachers from ASC schools will meet in common sessions. This will enable teachers to discover new uses of technology within their classroom and share strategies they have found successful.
- b. Yearly subject specific in-service as to how technology can be integrated into their curriculum. Subject areas develop technology integration plans. In-service should take place as needed to keep departments abreast of emerging technologies.
- c. Plan sessions at a variety of time and locations including summer, after school, or professional development days.
- d. Coordinate training with neighboring school districts.
- e. Allow for weekly mini technology sessions.
- f. Develop a program whereby teachers are compensated for professional hours outside of the normal schedule.
- g. Provide effective trainers/presenters to assist in technology growth.
- h. Encourage visits to other sites to see technology use in everyday life.
- i. Offer training as new equipment becomes available.

4. Awareness of state and national standards addressing technology competencies for teachers, administrators and other relevant educators.

In order to create an awareness of state and national standards addressing technology competencies for teachers, administrators and other relevant educators, the ASC offers the American Institutes for Research Learning Point Association resources as guidelines

Refer to:

AIR-LPA (<http://goal.learningpt.org/catalog/category.asp?SessionID=321664133&ID=9>)

Technology Self-Assessment

Name: _____ Date: _____

District: _____ School: _____

Read each statement and rank yourself using the following criteria:

- Does Not Apply
- Beginner
- Intermediate
- Proficient

	Does Not Apply	Beginner	Intermediate	Proficient
Teacher Skills				
1. Operating a computer system including:				
• Turning on the computer				
• Installing software				
• Saving files				
• Deleting files				
Basic Skills				
2. Able to set up and operate peripherals devices:				
• Digital Imaging				
• VHS/DVD Players				
• CD ROM				
• Printers				
Applications				
3. Utilize application software:				
• Word processors				
• Spreadsheets				
• Databases				
• Desktop publishing				
• Graphics				
4. Integration of application software into the curriculum				
5. Use of presentation software.				

	Does Not Apply	Beginner	Intermediate	Proficient
Telecommunications				
6. Integration of Internet access into a classroom assignment.				
7. Use of telecommunications: <ul style="list-style-type: none"> • Send/receive e-mail • Access Internet resources 				
Multimedia				
8. Use of multimedia to create instructional lessons for students use.				
9. Use of multimedia tools:				
• CD ROM				
• VHS/DVD Player				
• Interactive White Boards				
• Digital photography camera				
10. Integration of multimedia into classroom assignments.				
Related Skills				
11. Application of principles of instructional design to evaluate and select technology tools and software appropriate to a given grade level, subject or varying abilities.				
12. Promotion of ethical and legal behavior in the use of instructional technology.				
13. Knowledge of national and state standards regarding the use of technology.				
14. Use of assisted/adaptive devices for special needs students.				
15. Ability to access and complete an online course.				

II. PROFESSIONAL DEVELOPMENT

G. Supporting Resources

SECTION 10

The All Saints Central (ASC) recognize the need for internal and external support services to maintain and update technology. The system has started to address the issues as to how to better support the internal staff and its resources within the system and how to create a more efficient means so as to provide a better quality of service to our external customers.

It is the system's intent to use a variety of resources that support the technology program by:

- Having an ongoing system-wide technology committee that will meet on a regular basis during the year to review the implementation of the plan and to develop created means of support throughout the system and to keep abreast of new and innovating technologies. It will consist of the technology specialist, coordinators, principals, teachers, support staff, improvement plan members, All Saints Central Advisory Committee (ASCAC) members, and interested parents.
- Maintaining a technology coordinator to provide building support for curriculum, on-site staff training, online services, media centers, and hardware and software maintenance.
- Working closely with the finance committees while developing a budget and prioritizing the acquisition process
- Utilizing a technology specialist to work closely with each building's technology coordinator while planning, organizing, funding, and overseeing the development of technology throughout the system
- Using the ASC website for dispensing a multitude of information and resources to students, staff, parents, community, and those interested in learning more about the ASC.
- Continuing to utilize the training and materials offered through MANS, the local ISD, REMC, colleges, and public schools within the district.
- Assessing local and state conferences and/or purchase equipment through Title I, II, and V funds.
- Meeting the Universal Service Fund deadlines so as to take advantage of E-rate.
- Investigating the potential of local businesses being partnered with the schools
- Taking advantage of virtual field trips, e-learning and internet subscriptions for example World Book Encyclopedia.
- Offering professional training through participating in MACUL, MILIFE, ATA, University of Dayton On-line, Michigan Virtual University, and other technological in-services.
- Maintaining a media center within each building whereby manuals, videos, tutorials, catalogues, and centralized technology equipment can be easily accessed by staff.
- Implementing the All Saints Central' System Technology Policies.
- Being aware and incorporating METS-S, METS-T, METS-A and the GLCEs.
- Utilizing a variety of instructional/training software (see inventory list under Section 11)

III. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE

H. Infrastructure Needs/Technical Specification and Design

SECTION 11

Within the ASC system, the existing technology infrastructure is growing every year. It is the goal of the system to be creative in ways to fund technological equipment and to include technology as a budgetary item.

The schedule for upgrading the infrastructure is tied to the documents on projected costs and allocations of technology as found in Section 13.

Elementary Level (K-5)			
	Holy Trinity	All Saints Central	St. John
Software			
Mathematics	38	46	13
Language Arts	27	74	16
Science	39	14	5
Social Studies	16	17	5
Computer Skills	6	11	2
Desktop Publishing	8	7	2
Reference	7	6	7
Desktop Computers			
Apple Based	0	65	0
Windows Based	80	2	23
Laptop Computers			
Windows Based	7	9	24
Apple Based	0	20	0
Tablet Style	1	24	0
Structured Media			
Server/s	1	2	1
Backup Drive/s	1	1	1
Router/Filter	1	1	1
Switches	3	10	7
Hubs	0	4	0
Firewall	1	1	1
Internet Access	Yes (Cable)	Yes (Cable)	Yes (Cable)
Cable Television	Yes	Yes	Yes
Television/s	7	5	8
VCR	8	5	7
DVD Players	6	2	3
CD/Cassette Player	7	6	6
Phone Extensions	11	2	14
FAX Machines	1	1	1
Cell Phones	0	2	0
Network Printing			
Laser	9	1	4
Inkjet	0	4	0
Stand-Alone Printing			
Copier/s	2	2	1
Laser	1	12	2
Peripherals			
Interactive White Boards	7	8	4
Scanners	1	5	2
Digital/Document Cameras	13	4 / 6	7
Camcorder	0	3	1
Optical Scanner	3	7	3
Barcode Scanner	0	1	0
TV Scan Converter	0	0	0
Digital Projector	7	7	5
Overhead Projector	6	6	3

Secondary Level (6-12)	
All Saints Central Middle / High School	
Software	
Mathematics	5
Language Arts	5
Science	5
Social Studies	5
Computer Skills	4
Desktop Publishing	2
Reference	1
Desktop Computers	
Apple Based	0
Windows Based	103
Laptop Computers	
Windows Based	12
Structured Media	
Server/s	3
Backup Drive/s	1
Routers/Filter	1
Switches	8
Hubs	0
Firewall	1
Internet Access	Yes (Cable)
Cable Television	Yes
Television/s	2
VCR	6
DVD Player	6
CD/Cassette Player	3
Phone Extensions	48
FAX Machines	1
Cell Phones	3
Network Printing	
Laser	4
Inkjet	0
Stand-Alone Printing	
Copier/s	3
Laser	2
Inkjet	1
Peripherals	
Interactive White Boards	6
Scanners	3
Digital Document Cameras	8
Camcorder	2
Barcode Scanner	0
TV Scan Converter	0
Digital Projector	18
Overhead Projector	8

III. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE

I. Increase Access

SECTION 12

Since the implementation of the technology plan, ASC ensures that the students and staff have increased access to technology. It is the goal of the system to implement technology into the daily curriculum thus providing more opportunities whereby technology can be accessed. To achieve this goal more equipment has been purchased and additional training continues to be provided to the staff as new equipment is installed.

It is the goal of the system to purchase the following equipment and offer training thus providing more access to technology:

Elementary/Middle Levels/High School Timeline Continued			
Equipment	2012-2013	2013-2014	2014-2021
Software	Continue to upgrade software.	Continue to upgrade software.	Continue to upgrade software.
Closed Circuit Broadcaster	Investigate installing a Closed Circuit Broadcaster.	Pilot a building with Closed Circuit Broadcaster.	Install a Closed Circuit Broadcaster in other buildings, especially ASC office and ASC.
Digital Imaging	1 per building	1 per classroom	Integrate into the curriculum.
Digital Projectors	1 per building and provide teacher training.	1 per classroom, provide teacher training, and integrate into curriculum.	Use in each classroom on a regular basis with teacher training and curriculum integration.
Graphic Board/Elmo	Schools that have them continue to use them.	Provide training to the teachers within the system who will commit to use one as a pilot.	Purchase graphic boards/Elmo for each classroom and provide ongoing training.
Digital Video Camera	1 per building and provide teacher training.	Integrate into the curriculum.	Integrate into the curriculum.
On-Line Contracts	Look at ordering on-line contracts as a system.	Continue to purchase on-line contracts as a system.	Continue to purchase on-line contracts as a system
Computers	Purchase 5 – 10 new computers per building	Purchase 3 – 5 new computers per building	Purchase 3 – 5 new computers per building
Printers	Repairs and Cleaning	Repairs and Cleaning	Repairs and Cleaning

Equipment	2012-2013	2013-2014	2014-2021
Multimedia Cart	1 cart containing a DVD/VCR/Digital Projector/Laptop per floor, per building as needed.	On-going maintenance of cart.	On-going maintenance of cart.
Technology Support	Provide on-going training. Quarterly system meetings. Encourage community and business support and input.	Provide on-going training. Quarterly system meetings. Encourage community and business support and input.	Provide on-going training. Quarterly system meetings.
Digital Document Cameras	One per classroom. Offer training for proper use of equipment.	Provide on-going training for new users and advancement in equipment. Integrate into curriculum.	Provide on-going training for new users and advancement in equipment. Integrate into curriculum.
Collaborative Online Content Sharing	Start training and using Microsoft Office 365 for document sharing.	Continue training and providing online sharing ideas. Discuss including student collaboration with the addition of student emails in a closed campus environment.	Evaluate project. If positive, offer training, and increase project to include student closed campus emails at the Middle and High school.
Building Wide and Portable Wireless LAN	Install a more robust, stable system utilizing a managed security system. Continue to use Wireless LAN in the buildings who have it. Make sure safeguards are in place and the firewall is secure.	Revisit the use of wireless LAN. If positive, update buildings' existing networks and power sources to accommodate wireless LAN. Make sure safeguards and a secure firewall are in place. Provide a 25 station cart per building. Provide on-going training for users to accompany advancement in equipment.	Provide on-going training for users to accompany advancement in equipment. Make sure safeguards and a secure firewall are in place.
Library Automation	Continue to implement Library Automation and labels on bar codes. Offer training to Librarian/Resource Personnel and volunteers on proper use of the equipment.	Update equipment and offer training to new staff persons and volunteers on the proper use of equipment.	Update equipment and offer training to new volunteers on the proper use of equipment.

IV. FUNDING AND BUDGET
J. Budget and Timetable
SECTION 13

ASC realizes the importance of having qualified staff to implement and coordinate the system so the technology plan will be incorporated throughout the system. Therefore, ASC is committed to supporting the following budget expenses as projected.

IV. FUNDING AND BUDGET
K. Coordination of Resources
SECTION 14

ASC realizes that technology is a critical component in education today. In order to achieve the goals of the technology plan, the system will have to look beyond the traditional means of its budget. Therefore, we will utilize a variety of funding sources to implement the technology plan.

V. MONITORING AND EVALUATION

L. Evaluation

SECTION 15

Evaluation is an integral part of growth of the Technology Plan for All Saints Central.

A variety of strategies will be used to evaluate the effectiveness of integrating technology into curricula and classroom instruction. The focus is to increase the ability of teachers to teach, and enable students to reach state and national academic standards.

The evaluation has many elements and input is necessary from staff, parents and students. It is carried out on a continual basis, with the following areas emphasized during specific intervals:

Evaluate how the curriculum is being integrated through technology:

Teacher self-assessment of technology integration in subject areas (see following rubric)

Frequency of evaluation:

Assess whether an increased use of technology has occurred at end of each semester.

Persons responsible for evaluation:

Administration and staff will review progress.

Strategies describing how unmet goals will be addressed

- Inventory technology materials.
- Determine the needs, based on benchmarks and outcomes, for having the ability to meet grade level expectations.
- Determine whether the correct portion of the budget has been allocated to the technological needs of the schools.

Encourage innovations through staff, parent, and student input:

- List the innovations that are newly acquired/developed on an annual basis.
- Request input twice yearly from staff, parents, and students for ideas on technology use and purpose.
- Provide opportunities for open communication between staff, parents & students on utilization of technology.

Technology Assessment /Evaluation

Name _____ Grade Taught _____ Date _____

Put a NUMBER for each area of technology that you use within a particular subject area.
 0=Never 1=Occasionally 2=Weekly 3=Daily (Use N/A if it doesn't apply.)

Subject	Computer Lab Internet Resources	Individual Computer	Digital Projector Digital Camera	Computer Software	VCR/DVD
Religion					
Math					
Literature					
English					
Science					
Social Studies					
Art					
Spanish					
Music					
hys. Ed					
Other					

List any concerns you may have that might keep you from using a particular form of technology.

Future goals:

Administrator Signature _____ **Date** _____

V. MONITORING AND EVALUATION

M. Acceptable Use Policy

SECTION 16

The purpose of the All Saints Central Internet access is to promote the exchange of information, to further education and research and to be consistent with the mission of the ASC School District Technology Plan. ASC Internet connections are not for private or commercial business use or political purposes. Any use of ASC computer networks for illegal activity is prohibited. Technology protection measures as in place are in compliance as required by the Children's Internet Protection Act (CIPA), as codified at 47 U.S.C. § 254(h) and (l). Internet access is filtered or blocked and students are monitored when online. The parents and students must sign a Computer/Internet Use Agreement at the beginning of each school year.

A. Educational Purpose

1. The ASC computer networks have been established for limited educational purposes. The term "educational purposes" include classroom activities, career development, and limited high-quality self-discovery activities.
2. The ASC computer networks have not been established as a public access service or a public forum. ASC, and its designees, has the right to place reasonable restrictions on the material accessed. It is expected that the rules set forth in student handbooks, and the law in the State of Michigan, regarding use of the Internet while attending ASC.
3. Student education will include instructions on appropriate online behavior including interacting with other individuals on social networking websites, in chat rooms, and what is cyber bullying.
4. ASC Internet connections cannot be used for commercial purposes. Users may not offer, provide, use or purchase products or services through ASC computer networks.
5. ASC computer networks may not be used for political lobbying. ASC computer networks may be used to communicate with elected representatives and to express opinions on political issues.

B. Student Internet Access

1. All students, who have parental and teacher permission, will have access to World Wide Web information via one or more of the following means: classroom, library, and/or school computer lab.
2. Accessing e-mail, instant messaging, visiting chat rooms, and posting on message boards are not permitted, except with the express permission of the teacher.

C. Unacceptable Uses

1. Personal Safety
 - a. Personal contact information may not be posted. Personal contact information includes addresses, telephone numbers, school addresses, work addresses, etc.
 - b. Meeting someone or contacting someone online without parent/guardian's approval is not permitted.
 - c. Disclose to teachers or other school employees any messages received that are inappropriate.

- d. Should a network user transfer a file, shareware, or software that infects the Network with a virus and/or causes damage, the network user will be liable for any and all repair costs to make the network once again fully operational, and may be subject to other disciplinary measures as determined by ASC.
- e. The misuse of computer equipment or computer related equipment will not be tolerated, and may be grounds for loss of access privileges and/or disciplinary action

2. Illegal Activities

- a. Do not attempt to gain unauthorized access to the Internet or to any other computer system through ASC computer network or go beyond the authorized access. Attempting to log in through another person's account or access another person's files is not allowed. These actions are illegal, even if only for the purposes of "browsing".
- b. Deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means are illegal.
- c. Do not use the Internet connection at any ASC computer network to engage in any illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of a person, etc.

3. ASC Computer Network Security

- a. Users are responsible for their account and should take all reasonable precautions to prevent others from being able to use their account. Under no conditions should a password be disclosed to another person.
- b. Immediately notify a teacher or the system administrator if a possible security problem has been identified. Do not go looking for security problems, because this may be construed as an illegal attempt to gain access.
- c. To avoid the inadvertent spread of computer viruses, users will only download programs with the express permission of the teacher, or other ASC employee or their designee.
- d. The user is responsible for making a back up of any critical documents.

4. Inappropriate Language and Bullying

- a. Do not post information that could cause damage or a danger of disruption.
- b. Do not engage in personal attacks, including prejudicial or discriminatory attacks.
- c. Do not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. Users must stop communicating when instructed.
- d. Do not knowingly or recklessly post false or defamatory information about a person or organization.

5. Respect for Privacy

- a. Users will not re-post a message that was sent privately (outside school) without permission of the person who sent the message.
- b. Do not post private information about another person.

6. Respecting Resource Limits

- a. ASC computer networks are to be used only for educational and career development activities and limited, high-quality, self-discovery activities.

- b. Users will not download large files unless absolutely necessary, and with permission from teacher or other ASC designee.

7. Plagiarism and Copyright Infringement

- a. Do not plagiarize works that are found on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours.
- b. Respect the copyright owners. Copyright infringement occurs when a work that is protected by a copyright is inappropriately reproduced. If a work contains language that specifies appropriate use of that work you should follow the expressed requirements. If unsure whether the work can be used or not, request permission from the copyright owner. Copyright law can be very confusing. If there are questions, ask a teacher.

Copyright Rules
Governing Software and the Internet

Medium	What You Can Do	According to...	The Fine Print
Purchased Software Licensed Software	Software may be lent by the library. Software may be installed at home and at school. Software may be installed on multiple machines. Software may be copied for archival use to replace lost, damaged, stolen, copies. Software can be distributed to users via a network. Librarians may make archival copies.	Section 107 and 108 of Copyright Act and subsequent amendments.	Take aggressive action to monitor that copying is not taking place (for retention). Only one machine at a time may use the program. The number of machines being used must never exceed the number licensed. The number of simultaneous users must not exceed the number of licenses. A network license may be required for multiple users.
Internet connections World Wide Web	Images may be downloaded for student projects. Sound files may be downloaded for use in projects (see portion restrictions above)	Fair Use Guidelines for Educational Multimedia & DMCA	Images may NOT be reposted onto the Internet without permission. Sound or music files may not be copied and posted on the internet without permission.

8. Inappropriate Access to Material

- a. Do not use the ASC computer networks to access material that is profane or obscene (pornography), that advocates illegal acts, or that advocates violence or discrimination towards other people (hate literature). A special exception may be made for hate literature if the purpose of the access is to conduct research and both the teacher and parents/guardians have approved.
- b. If inappropriate information is mistakenly accessed, immediately tell the teacher or another ASC employee, to protect against a claim of intentionally violating this policy.

- c. Parents/guardians will instruct if there are additional materials that would be inappropriate to access.
- d. ASC connections have a firewall, which is URL & content-based to help protect users from inappropriate material. Teacher supervision also helps to protect you.

D. Limitation of Liability

ASC makes no guarantee that the functions of the services provided by or through ASC system will be error-free or without defect. ASC will not be responsible for any damage the user may suffer, including but not limited to, loss of data or interruptions of service. ASC is not responsible for the accuracy or quality of the information obtained through or stored on the system. ASC will not be responsible for financial obligations arising through the unauthorized use of the system.

E. Personal Responsibility

When using a ASC Internet connection, it may feel like the user can easily break a rule and not get caught. Whenever the user does something on a network little “electronic footprints” are left.

F. Network Etiquette

1. Be polite. Abusive or inappropriate messages to others are prohibited. Using programs that harass ASC users or infiltrate a computing system and /or damage the software components is prohibited.
2. Use of ASC connections to intentionally access objectionable material is prohibited.
3. Make the most efficient use of network resources to minimize interference with others.
4. Any use of ASC connections that accesses outside resources must conform to their “Acceptable Use Policy”.
5. Subscriptions to list servers, bulletin boards, and online services are prohibited.
6. The user is expected to abide by the generally accepted rules of network and internet etiquette.
7. Do not reveal personal information online.
8. Do not use the network in such a way that the user would disrupt the use of the network by other users.
9. All communications and information accessible via the network should be assumed to be private property.
10. As the rules and guidelines for network etiquette change and evolve, users are responsible for understanding and abiding by those generally accepted rules of the Internet.

Please see All Saints Central’ Web Publishing Policy regarding things that may or may not be published on the districts’ WebPages.

The use of ASC computer networks/Internet is a privilege, not a right. Inappropriate use of that connection may result in cancellation of those privileges. Interpretation, application and modification of this Acceptable Use Policy are within the sole discretion of All Saints Central. Any questions or issues regarding this policy should be directed to All Saints Central Administration.

Violation of any conditions of use described here can be cause for disciplinary action.

Student Internet/Computer Use Agreement

Dear Parent/Guardian,

We are pleased to offer students within the BayAreaCatholicSchool system access to the Internet. Use of the Internet for educational purposes will assist students in identifying resources, gathering information, and developing the technical skills needed for life and work in this century.

It must be made clear, however, that although your child's use of the Internet will be supervised, and areas of the Internet will be blocked by a firewall, we cannot completely guarantee that a student will not be able to access information that you might consider to be objectionable. Therefore, it is imperative that both students and their parents be aware of each individual student's responsibility for ethical and appropriate Internet use. Just as students are expected to behave properly in the classroom and hallways, they will also be required to behave responsibly while using school computers and networks. Technical resources are provided to help students meet their informational needs within the context of teacher-planned assignment and school-sponsored activities. Access to these resources, however is a privilege, not a right. It is permitted only on the condition that a student agrees to act in a responsible manner. School staff reserves the right to suspend or terminate the use of the Internet by any student or person who violates these policies. Similarly, Internet use is subject to all policies and regulation that govern student behavior in other school activities.

Please review the attached Acceptable Use Policy. You will need to review this policy with your child, ensuring s/he understands the rules contained in the document. The form below is to be signed, indicating compliance with the policies set forth in the Acceptable Use Policy. The form below must be returned for students to be granted access to computers within their school. We encourage you to take advantage of this opportunity to discuss your family's values with your child and how they too, should affect Internet use. Please feel free to contact the school if you have any questions about Internet or computer usage. **YOU ARE NOT REQUIRED TO GRANT PERMISSION FOR YOUR CHILD TO ACCESS THE INTERNET**, but we firmly believe that Internet use in an approved educational setting, with specific educational objectives, and under appropriate supervision will prove to be a positive learning experience for your child.

I have read this letter, as well as the All Saints Central (ASC) Acceptable Use Policy, and give permission for my child to use the Internet at ASC.

Parent/Guardian Signature: _____ **Date:** _____

I have read, or been read, the Acceptable Use Policy for ASC as attached and agree to use the Internet and all equipment and information in a way that is consistent with these policies. I understand that failure to comply with these policies will result in the loss of Internet and computer privileges and/or other disciplinary action as deemed appropriate by school officials.

Student Signature: _____ **Date:** _____

Staff/Volunteer Internet/Computer Use Agreement

Dear Staff/Volunteer,

We are pleased to offer staff/volunteers within the BayAreaCatholicSchool system access to the Internet. Use of the Internet for educational purposes will assist you and your students in identifying resources, gathering information, and developing the technical skills they will need for life and work in this century. Staff/volunteer use of web base email services is permissible for school related communications.

It is imperative that staff/volunteers be responsible for ethical and appropriate use of the Internet. Technical resources are provided to help staff/volunteers meet their information needs within the context of teacher-planned assignment and school-sponsored activities. Access to these resources, however, is a privilege, not a right. It is permitted only on the condition that a staff/volunteer agrees to act in a responsible manner. School administration reserves the right to suspend or terminate the use of the Internet by anyone who violates these policies. Similarly, Internet use is subject to all policies and regulation that govern your professional behavior in other school activities.

Please review the attached Acceptable Use Policy. The form below is to be signed, indicating compliance with the policies set forth in the Acceptable Use Policy. The form below must be return to be granted access to computers within the school. Please feel free to contact the school if you have any questions about Internet or computer usage. **YOU ARE NOT REQUIRED TO ACCESS THE INTERNET**, but we firmly believe that Internet use will prove to be a positive learning experience for you and students.

I have read the Acceptable Use Policy for ASC as attached and agree to use the Internet and all equipment and information in a way that is consistent with these policies. I understand that failure to comply with these policies will result in the loss of my Internet and computer privileges and/or other disciplinary action as deemed appropriate by school officials.

Staff/Volunteer Signature: _____ **Date:** _____

District Web Publishing Policy

All Saints Central

Revised - June 1, 2006

The purpose of All Saints Central' (ASC) Web Publishing Policy is to promote the spiritual and educational benefits of the schools within our system; and to protect staff and students, as well as facilitate a home-school-community connection.

WHAT

Our ASC websites will include:

1. School calendars
2. Hot lunch menus
3. Contact information for schools, including ASC office
4. Sporting events schedules
5. Special events details
6. Newsbrief

Our ASC websites will NOT include:

1. Individual photos of students
2. Names of students in conjunction with pictures
3. Information that would compromise the safety of staff and students
4. Old, out-of-date information
5. Links that could be construed as commercial in nature
6. Message boards and chat areas
7. Links to student or teacher personal homepages

In addition the ASC website may include:

1. Photos showing the special things our students do
 - a. Field trips
 - b. Productions (musical, theatrical)
 - c. Sports
 - d. Classroom projects/experiments
2. Details about individual classes.
 - a. Outcomes
 - b. Benchmarks
 - c. Syllabus/outline
3. Teacher web pages (classroom based)
 - a. Assignment pages (initially, to be used for long-term projects, or for ongoing studying and to be developed into a daily homework page for teachers to update).
 - b. Show-off page for teachers to show off work by students.
4. Feedback pages for parents – to teachers, administration.
5. PRAYERonLINE. Community members can submit special intentions for students to include people in daily prayer.
6. Interactive map, allowing the user to obtain directions to any of the ASC schools.
7. Informational pages for schools, sponsored groups, clubs, other groups and clubs existing to benefit school alumni information page.

WHO

Initially, there will be webmasters at each school who will be allowed to upload material to the schools' web space. Material must be approved by the principal prior to upload.

WHEN

Websites will be updated no less than monthly. New calendars for events and lunches should be uploaded by the 25th of each month. Newsletter information should be published as soon as available from the principal/administration – by the 25th is ideal. Web content should be changed, and kept up-to-date. If last minute things come up, insert them in a prominent place on the index page of the website.

HOW

Websites will be built using HTML. A web editor is suggested, but not required. A FTP (File Transfer Protocol) program will also be necessary to upload the files to the web server. Some web editors have a FTP client integrated into the program.

Web authors will observe all policies outlined in the ASC Acceptable Use Policy, including copyright, as well as respect for privacy and network etiquette.

All Saints Central

Building Active Christian Spirituality

Student Photographs - Works Media Release Form

All Saints Central have created school web sites to showcase student work, projects or activities in which students are involved. Student photographs may be posted on the web site for an undetermined period of time during the school year.

All Saints Central has developed content guidelines for school web sites in this regard. The following points will be addressed by the school before any student photograph or work is posted on a website.

- The name, address, phone number, or email address of a student will not be published on the school web site.
- Photographs of large groups of students may be published on a school web site **without** parental permission as long as individual students are not identified. (e.g., school mass, classrooms, work in progress, sporting activity or music program).

Please complete the following information and return it to the school:

We/I hereby knowingly ask ASC and _____ School to follow our/my wishes:

- Allow the use of my child's photograph on the web site or printed media.
- Do Not Allow** the use of my child's photograph on the web site or printed media.
- Allow the use of my child's work on the web site or printed media.
- Do Not Allow** the use of my child's work on the web site or printed media.
- Other: _____

CURRENT YEAR: _____

Teacher Name: _____

Student Name: _____

Parent/s' Signature: _____ **Date:** _____

_____ **Date:** _____

All Saints Central

Building Active Christian Spirituality

Teacher - Staff - Volunteer Photographs - Works Media Release Form

All Saints Central have created school web sites to showcase teacher, staff, and volunteer work, projects or activities that they are involved in with students. Staff and volunteer photographs may be posted on the web site for an undetermined period of time during the school year.

All Saints Central has developed content guidelines for school web sites in this regard. The following points will be addressed by the school before any photograph or work is posted on a website.

- The address, phone number, or email address will not be published on the school web site.
- Photographs of staff and volunteers with groups of students may be published on a school web site **without** permission as long as individuals are not identified. (e.g., school mass, classrooms, work in progress, sporting activity or music program).

Please complete the following information and return it to the school:

I hereby knowingly ask ASC and _____ School to follow my wishes:

- Allow the use of my photograph on the web site or in printed media.
- Do Not Allow** the use of my photograph on the web site or in printed media.
- Allow the use of my name on the website with my photograph or in printed media.
- Do Not Allow** the use of my name with my photograph on the web site or in printed media.
- Allow the use of my work on the web site or in printed media.
- Do Not Allow** the use of my work on the web site or in printed media.
- Other: _____

CURRENT YEAR: _____

Staff/Volunteer NAME: _____

Staff/Volunteer Signature: _____ **Date:** _____