

Global Preparatory Academy
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Educational Technology Plan

July 1, 2012 through June 30, 2015

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Macomb Intermediate School District 50000

Technology plan located at <http://www.gpak8.com>



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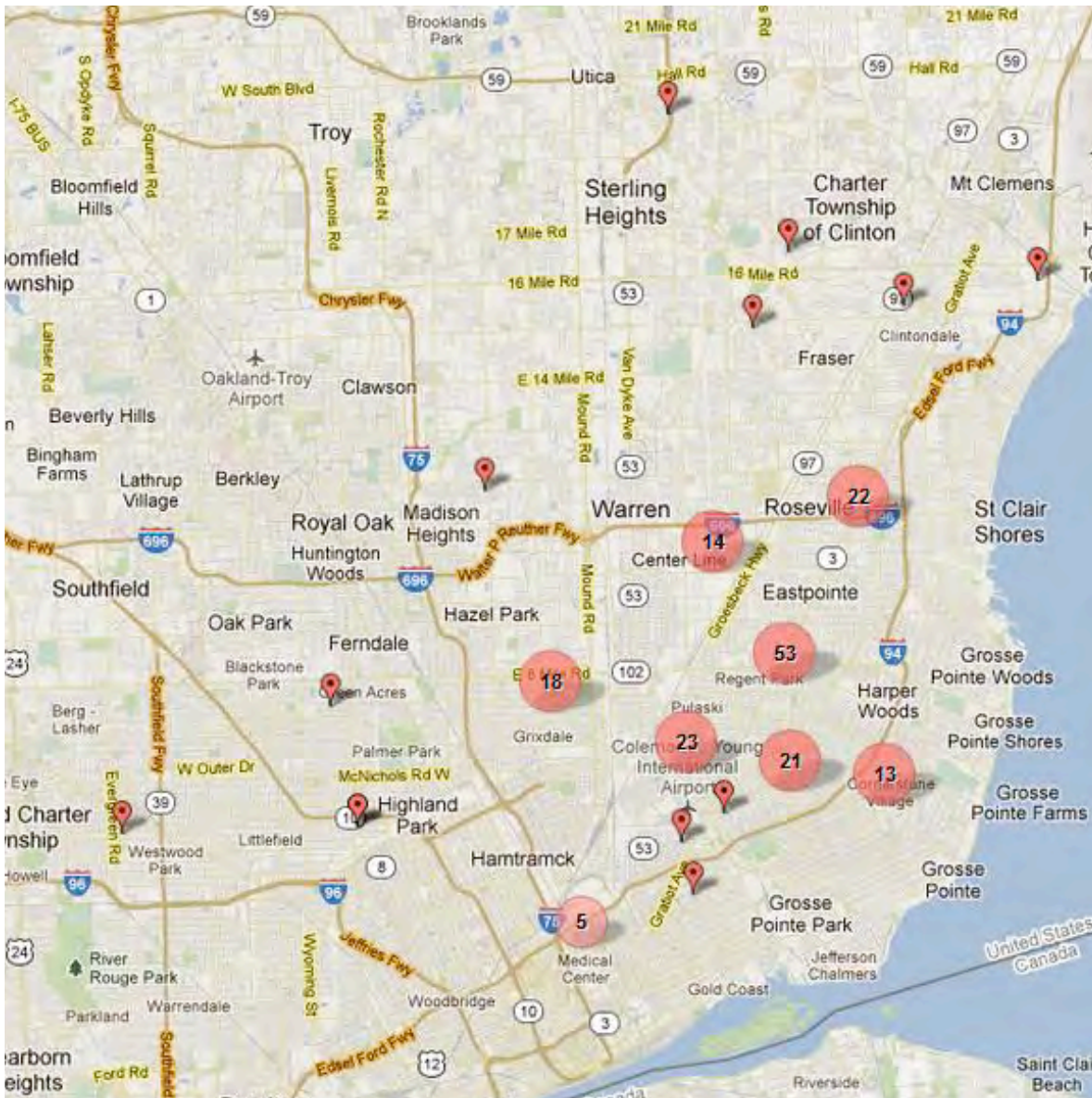
INTRODUCTORY MATERIAL

School Mission Statement:

Global Preparatory Academy (GPA) is committed to preparing students to be globally competitive through an education that engages the whole family in a purpose driven, character centered, and academically rigorous community of learning.

Academy Profile:

At the end of June, 2012, there were 168 students. 52% of the students were male, 48% were female; 91% African American, 9 % White, Asian, American Indian or other. 87% of the students qualified for free or reduced lunches. The school has 19 teachers, 4 teacher aides, 4 support staff, and 1 administrator. The chart below shows the geographic location of the students' residences at the end of last year.



VISION AND GOALS

Vision Statement:

Technology is an essential part of our daily lives. The growth and indeed the very survival of a community depend on a technologically literate workforce. As a result, the need to prepare students for a future in a technologically oriented society becomes crucial. Students today must be empowered through the use of technology to think more critically, communicate more creatively, and solve problems more analytically, thus allowing them to gain skills necessary to become contributing members in their community and lifelong learners.

Goals and Objectives:

Curriculum - Increase the student performance through the use of technology

- Students and their parents will be assessed for their basic computer skills.
- Students will conduct research and find help with homework using the Internet, online student databases and other appropriate sources of information.
- Students will be able to correctly choose the appropriate technology to use with the correct communicator; using PowerPoint, Word Processing, Excel, Access and Adobe.
- Students will be able to use word processors, databases, and spreadsheets independently for the appropriate age level.
- Implement technology benchmarks: integrate the ISTE National Educational Technology Standards (NETS-S) and performance indicators into existing content standards: integrate the Michigan Education Technology Standards (METS); integrate the Framework for 21st Century Learning; and the Michigan based 21 Things for Students and Teachers.

Professional Development - Increase staff technology knowledge

- The staff will be able to use technology for doing grades, taking attendance, composing letters and using email by attending staff development.
- The staff will be able to use technology for enhancing lessons.
- The staff will be able to help students use technology for conducting research, analyzing and synthesizing data, and communicating results in the appropriate content areas.
- The staff will be fully trained in the "21 Things for Teachers" program.

Infrastructure: Increase productivity and efficiency through the use of technology.

- Standardize the software installed on the computers.
- Continue 1:1 netbook/student usage.
- Provide upgrades in hardware/software within budget guidelines that address the school's needs
- Increase bandwidth to meet the instructional needs of the school.
- Submit an annual budget outlining technology needs.

Technical Support:

- Support and assist teachers and staff to ensure that all hardware, software, and network resources can be utilized in the learning environment

Monitoring and Evaluation:

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

CURRICULUM

- A. Curriculum Integration: goals and strategies, aligned with challenging State and national standards, for using telecommunications and technology to improve teaching and learning.

Technology is a tool to support the curriculum, to reinforce prior learning, to increase productivity, and to encourage creativity and problem solving. Therefore, technology will be integrated into the curriculum as follows:

- Students and their parents will be assessed for their basic computer skills.
- Students will conduct research and find help with homework using the Internet, online student databases and other appropriate sources of information.
- Students will be able to correctly choose the appropriate technology to use with the correct communicator. Using PowerPoint, Word Processing, Excel, Access and Adobe.
- Students will be able to use word processors, databases, and spreadsheets independently for the appropriate age level.
- Implement technology benchmarks. ISTE NETS-S, METS and 21st Century technology standards and performance indicators will be integrated into existing content standards gradually over time.
- Student standardized assessment given with the 21st Century Assessment through the EasyTech curriculum.

TECHNOLOGY CURRICULUM GOALS

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

- Teachers will be given time to incorporate technology standards into the existing curriculum maps that apply to all grade levels. This process is described in the Professional Development portion of the technology plan.
- Increased student achievement will be obtained with the development of problem solving strategies that incorporate higher order thinking skills. The following timeline will be used to incorporate technology standards into the student's K-12 educational experience. These content standards and benchmarks will be used as developmentally appropriate and accelerated as needed.

Standards Alignment

Michigan Educational Technology Standards (METS)	ISTE National Educational Technology Standards (NETS)	21 st Century
6-8.CI. Creativity and Innovation – By the end of Grade 8 each student will:		
1. apply common software features (e.g., spellchecker, thesaurus, formulas, charts, graphics, sounds) to enhance communication with an audience and to support creativity	NETS 2007 1. reactivity/Innov. 2. Comm./Collab. 6. Oper./Concepts	21st Century C S, 21st Cent. I, M, T Skills
2. create an original project (e.g., presentation, web page, newsletter, information brochure) using a variety of media (e.g., animations, graphs, charts, audio, graphics, video) to present content information to an audience	1. Creativity/Innov. 2. Comm./Collab. 6. Oper./Concepts	C S, 21st Cent. I, M, T Skills
3. illustrate a content-related concept using a , model, simulation, or concept mapping software	1. Creativity/Innov. 6. Oper./Concepts	
6-8.CC. Communication and Collaboration – By the end of Grade 8 each student will:		
1. use digital resources (e.g., discussion groups, blogs, podcasts, videoconferences, Moodle, Blackboard) to collaborate with peers, experts, and other audiences	NETS 2007 2. Comm./Collab. 6. Oper./Concepts	21st Century L, I Skills I, M, T Skills
2. use collaborative digital tools to explore common curriculum content with learners from other cultures	2. Comm./Collab. 6. Oper./Concepts	L, I Skills I, M, T Skills
3. identify effective uses of technology to support communication with peers, family, or school personnel	2. Comm./Collab. 6. Oper./Concepts	L, I Skills I, M, T Skills
6-8.RI. Research and Information Fluency – By the end of Grade 8 each student will:		
1. use a variety of digital resources to locate information	NETS 2007 3. Res./Info. Lit. 6. Oper./Concepts	21st Century L, C Skills I, M, T Skills
2. evaluate information from online information resources for accuracy and bias	3. Res./Info. Lit. 6. Oper./Concepts	L, I Skills I, M, T Skills
3. understand that using information from a single Internet source might result in the reporting of erroneous facts and that multiple sources should always be researched	3. Res./Info. Lit. 6. Oper./Concepts	L, I Skills I, M, T Skills
4. identify types of web sites based on their domain names (e.g., edu, com, org, gov, net	3. Res./Info. Lit. 6. Oper./Concepts	I, M, T Skills
5. employ data-collection technologies (e.g., probes, handheld devices, GPS units, geographic mapping systems) to gather, view, and analyze the results for a content-related problem	3. Res./Info. Lit. 6. Oper./Concepts	L, C Skills I, M, T Skills
6-8.CT. Critical Thinking, Problem Solving, and Decision Making – By the end of Grade 8 each student will:		
1. use databases or spreadsheets to make predictions, develop strategies, and evaluate decisions to assist with solving a problem	NETS 2007 4. CT, PS, DM 6. Oper./Concepts	L, I Skills I, M, T Skills
2. evaluate available digital resources and select the most appropriate application to accomplish a specific task (e, g., word processor, table, outline, spreadsheet, presentation program)	4. CT, PS, DM 6. Oper./Concepts	L, C Skills I, M, T Skills
3. gather data, examine patterns, and apply information for decision making using available digital resources	4. CT, PS, DM 6. Oper./Concepts	L, I Skills I, M, T Skills
4. describe strategies for solving routine hardware and software problems	4. CT, PS, DM 6. Oper./Concepts	I, M, T Skills
6-8.DC. Digital Citizenship – By the end of Grade 8 each student will:		
1. provide accurate citations when referencing information sources	NETS 2007 5. Digital Citizens.	21st Century L, C Skills I, M, T Skills
2. discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, viruses, file-sharing)	5. Digital Citizens	I, M, T Skills
3. discuss the consequences related to unethical use of information and communication technologies	5. Digital Citizens	L, C Skills I, M, T Skills
4. discuss possible societal impact of technology in the future and reflect on the importance of technology in the past	5. Digital Citizens	L, C Skills I, M, T Skills
5. create media-rich presentations on the appropriate and ethical use of digital tools and resources	5. Digital Citizens. 6. Oper./Concepts	I, M, T Skills
6. discuss the long term ramifications (digital footprint) of participating in questionable online activities (e.g., posting photos of risqué poses or underage drinking, making threats to others)	5. Digital Citizens. Internet Safety	C S, 21st Cent. I, M, T Skills
7. describe the potential risks and dangers associated with online communications	5. Digital Citizens. Internet Safety	I, M, T Skills

6-8.TC. Technology Operations and Concepts - By the end of Grade 8 each student will:	NETS 2007	21 st Century
1. identify file formats for a variety of applications (e.g., doc, xls, pdf, txt, jpg, mp3)	6. Oper./Concepts	I, M, T Skills
2. use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced materials	6. Oper./Concepts	C S, 21st Cent. I, M, T Skills
3. perform queries on existing databases	6. Oper./Concepts	L, C Skills I, M, T Skills
4. know how to create and use various functions available in a database (e.g., filtering, sorting, charts)	6. Oper./Concepts	I, M, T Skills
5. identify a variety of information storage devices (e.g., CDs, DVDs, flash drives, SD cards) and provide rationales for using a certain device for a specific purpose	6. Oper./Concepts	I, M, T Skills
6. use accurate technology terminology	6. Oper./Concepts	I, M, T Skills
7. use technology to identify and explore various occupations or careers, especially those related to science, technology, engineering, and mathematics .	6. Oper./Concepts	L, C Skills I, M, T Skills
8. discuss possible uses of technology to support personal pursuits and lifelong learning	6. Oper./Concepts	L, C Skills I, M, T Skills
9. understand and discuss how assistive technologies can benefit all individuals	6. Oper./Concepts	L, C Skills I, M, T Skills
10. discuss security issues related to e-commerce	6. Oper./Concepts	L, C Skills I, M, T Skills

Curriculum Integration Timeline

2012							
Sept - Oct	Nov -Dec	Jan	Feb	March	April	May	June
Assessment of level with 21st CSA. Grades 6, 7, 8.	Begin Implementing NETS/Mets Standards		Assess progress and make adjustments		Continue integration per curriculum map, with focus on word processing, spreadsheets, and presentation graphics, reinforcing concepts where needed	8th Grade Technology Literacy Assessment 21st CSA portfolio.	Assess progress and make adjustments – Measure outcomes against the ISTE NETS-S standards. Assess level of integration in the content areas through 21st CSA grades 6, 7, 8.
Begin Basic Operations and Concepts - All grades	Creativity and Innovation	Communication and Collaboration	Research and Information Fluency	Critical Thinking, Problem Solving and Decision Making	Digital Citizenship	Technology Operations and Concepts	
Introduce Technology Ethics – All grades where appropriate	Introduce internet safety – All grades where appropriate.	Begin Online Communications 6 - 8	Begin Internet Research for Grades 6-8. Add grades 3-5.	Begin critical think units presenting global issues – Grades 6-8	Add Digital Citizenship concepts to Computer Ethics – Grades 3 - 8	Begin Computer Literacy grades 3, 4, 5	
2013							
Sept - Oct	Nov -Dec	Jan	Feb	March	April	May	June
Assessment of level with 21st CSA. Grades 6, 7, 8.	Continue Implementing NETS/Mets Standards		Assess progress and make adjustments		Continue integration per curriculum map, with focus on word processing, spreadsheets, and presentation graphics, reinforcing concepts where	8th Grade Technology Literacy Assessment 21st CSA portfolio.	Assess progress and make adjustments – Measure outcomes against the ISTE NETS-S standards. Assess level of integration in the content areas through

					needed		21st CSA grades 6, 7, 8.
Continue Basic Operations and Concepts - All grades	Creativity and Innovation	Communication and Collaboration	Research and Information Fluency	Critical Thinking, Problem Solving and Decision Making	Digital Citizenship	Technology Operations and Concepts	
Continue Technology Ethics – All grades where appropriate	Continue internet safety – All grades where appropriate.	Continue Online Communications 6 - 8	Continue Internet Research for Grades 6-8. Add grades 3-5.	Continue critical think units presenting global issues – Grades 6-8	Add Digital Citizenship concepts to Computer Ethics – Grades 3 - 8	Continue Computer Literacy grades 3, 4, 5	
2014							
Sept - Oct	Nov -Dec	Jan	Feb	March	April	May	June
Assessment of level with 21st CSA. Grades 6, 7, 8.	Continue Implementing NETS/Mets Standards	Begin visual mapping and thinking concepts grades 6 - 8	Assess progress and make adjustments	Continue to introduce where indicated, and reinforce, previous curriculum concepts.	Continue integration per curriculum map, with focus on word processing, spreadsheets, and presentation graphics, reinforcing concepts where needed	8th Grade Technology Literacy Assessment 21st CSA portfolio.	Assess progress and make adjustments – Measure outcomes against the ISTE NETS-S standards. Assess level of integration in the content areas through 21st CSA grades 6, 7, 8.
Continue Basic Operations and Concepts - All grades	Creativity and Innovation	Communication and Collaboration	Research and Information Fluency	Critical Thinking, Problem Solving and Decision Making	Digital Citizenship	Technology Operations and Concepts	
Continue Technology Ethics – All grades where appropriate	Continue internet safety – All grades where appropriate.	Continue Online Communications 6 - 8	Continue Internet Research for Grades 6-8. Add grades 3-5.	Continue critical think units presenting global issues – Grades 6-8	Add Digital Citizenship concepts to Computer Ethics – Grades 3 - 8	Continue Computer Literacy grades 3, 4, 5	
2015							
Sept - Oct	Nov -Dec	Jan	Feb	March	April	May	June
Assessment of level with 21st CSA. Grades 6, 7, 8.	Continue Implementing NETS/Mets	Continue visual mapping and thinking	Assess progress and make adjustments	Continue to introduce where indicated, and	Continue integration per curriculum map,	8th Grade Technology Literacy	Assess progress and make adjustments –

	Standards	concepts grades 6 - 8 Add grades 3-5.		reinforce, previous curriculum concepts.	with focus on word processing, spreadsheets, and presentation graphics, reinforcing concepts where needed	Assessment 21st CSA portfolio.	Measure outcomes against the ISTE NETS-S standards. Assess level of integration in the content areas through 21st CSA grades 6, 7, 8.
Continue Basic Operations and Concepts - All grades	Creativity and Innovation	Communication and Collaboration	Research and Information Fluency	Critical Thinking, Problem Solving and Decision Making	Digital Citizenship	Technology Operations and Concepts	
Continue Technology Ethics – All grades where appropriate	Continue internet safety – All grades where appropriate.	Continue Online Communications 6 - 8	Continue Internet Research for Grades 6-8. Add grades 3-5.	Continue critical think units presenting global issues – Grades 6-8	Add Digital Citizenship concepts to Computer Ethics – Grades 3 - 8	Continue Computer Literacy grades 3, 4, 5	

Target Technology Curriculum (Based on MI-State Standards)

	I = Introduce; R = Reinforce; P = Proficient								
	K	1	2	3	4	5	6	7	8
Computer Literacy Concepts									
Students will:									
Use appropriate terminology when referring to technology, including the following terms: input/output devices, keyboard, mouse, monitor, speakers, CPU, printer, disk, CD-ROM	I	I	I	R	R	P	P	P	P
Use appropriate terminology when referring to technology, including the following terms: icons, desktop, menus, scroll bars, folders, and files.	-	I	I	R	R	P	P	P	P
Identify peripherals and additional technology resources, such as: digital camera, video camera, scanners, and external drives.	-	I	I	R	R	P	P	P	P
Become familiar with the following terms: cold boot, hard boot, restart, and shut down.	-	I	I	R	R	P	P	P	P
Use appropriate terminology when referring to technology, including the following: RAM/ROM, drivers, motherboard, ports, networks, logging on/off, drives, LAN/WAN, client, and server.	-	-	-	I	P	R	P	P	P
Competency									
Students will be able to:									
Use the mouse and keyboard effectively.	I	I	R	R	R	P	P	P	P
Properly start up/shut down computer.	I	I	R	R	R	P	P	P	P
Use CR-ROMs.	I	I	R	R	R	P	P	P	P
Properly use peripherals and additional technology resources (video and digital camera and scanner).	I	I	R	R	R	P	P	P	P
Open, save, and rename files.	-	I	I	R	R	P	P	P	P
Navigate through, create, move, rename, and delete folders.	-	-	I	I	R	P	P	P	P
Successfully log into/off of the network.	-	-	I	I	R	P	P	P	P
Format disks and use a variety of storage devices including local drives.	-	-	I	I	R	R	P	P	P
Access the network to open/save files and install/select printers.	-	-	I	I	R	P	P	P	P
Create CD's and DVD's, transfer digital recordings to video, convert files.	-	-	-	I	I	R	R	P	P
Troubleshoot minor computer errors.	-	-	-	I	R	R	R	P	P
Integration									
Students will:									
Share documents and presentations on shared network.	-	-	I	I	R	R	P	P	P
Use technology resources for word processing, DTP, and multimedia presentations appropriately to support curriculum.	I	I	I	R	R	P	P	P	P

Ethics and Internet Safety

Students will:

Demonstrate proper care and use of technology resources.

Follow the AUP guidelines for appropriate uses for technology.

Respect and adhere to copyright and licensing laws.

K	1	2	3	4	5	6	7	8
I	I	I	R	R	P	P	P	P
-	I	I	R	R	P	P	P	P
-	I	I	R	R	P	P	P	P

Keyboarding

Concepts

Students will:

Identify the keyboard.

Identify the home row keys.

Identify special keys (shift, spacebar, enter, caps lock).

Identify punctuation keys.

I	I	I	R	R	P	P	P	P
-	I	I	R	R	P	P	P	P
-	I	I	R	R	R	P	P	P
-	I	I	R	R	R	P	P	P

Competency

Students will be able to:

Demonstrate familiarity with keyboard.

Demonstrate proper left/right hand position on keyboard.

Demonstrate proper finger/key positions.

Demonstrate appropriate use of special keys (shift, spacebar, enter, caps lock)

Keyboard 7 words per minute with 50% accuracy.

Keyboard 10 words per minute with 65% accuracy.

Keyboard 20 words per minute with 80% accuracy.

Keyboard 30 words per minute with 80% accuracy.

I	R	R	R	P	P	P	P	P
-	I	I	R	R	R	P	P	P
-	-	I	I	R	R	R	P	P
-	-	I	I	R	R	R	P	P
--	-	-	I	R	R	P	P	P
-	-	-	-	I	R	R	P	P
-	-	-	-	-	I	R	R	P
-	-	-	-	-	-	I	R	P

Integration

Students will:

Use proper keyboarding skills when using various applications and resources.

-	I	I	I	R	R	R	P	P
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Ethics

Students will:

Demonstrate proper care and use of technology resources.

Follow the Acceptable Use Policy guidelines for appropriate uses for technology.

I	I	I	R	R	P	P	P	P
-	I	I	R	R	P	P	P	P

Internet and Research

K 1 2 3 4 5 6 7 8

Concepts

Students will:

Describe the following ideas and concepts related to the Internet: Internet, browser, World Wide Web, homepage, web page, web sites, links, and URL (address).

I I I R R P P P P

Describe the following ideas and concepts related to the Internet: menu and toolbars, scrolling, and icons.

- I I R R P P P P

Describe the following ideas and concepts: search engines and directories, downloading, uploading, favorites, bookmarks, refresh, history, and printing.

- - I I R R P P P

Describe the following ideas and concepts: FTP, file formats (JPEGs, GIF, TIF), Java, HTML, chat rooms, Boolean searches, domain names, Internet protocols, plug-ins, and multimedia (Shockwave, Flash)

- - - - I R R P P

Competency

Students will be able to:

Navigate a website using the appropriate toolbars and menus.

I I R R R P P P P

Use the Internet to gather, analyze, and communicate information.

- - I I R R P P P

Use online reference tools (dictionaries, thesaurus) to support learning environment.

- - I I R R P P P

Mark and retrieve websites using bookmarks.

- - I I R R P P P

Organize bookmarks.

- - - I I R R P P

Utilize search engines and directories.

- - - I R R R P P

Perform Boolean searches.

- - - - - I R R P

Evaluate websites for accuracy and appropriateness.

- - - - - I R R P

Participate in online learning community.

- - - - - I R P

Integration

Students will:

Post work to a website.

- I I R R P P P P

Collaborate with peers on a web page.

- - I I R R P P P

Create and publish a website.

- - - - I R R P P

Engage in inquiry-based learning.

- - - - - I R P

Participate in web quests, collaborative and open-ended exploration.

- - - - - I R P

Ethics and Internet Safety

Students will:

Demonstrate proper care and use of technology resources.

I I I R R P P P P

Follow the AUP guidelines for appropriate uses for technology.

- I I R R P P P P

Respect and adhere to copyright and licensing laws.

- I I R R P P P P

Accurately cite references and resources.

- - - I R R P P P

Online Communications

K 1 2 3 4 5 6 7 8

Concepts

Students will:

Identify various types of communication including wireless, cellular, cable.	I	I	I	R	R	P	P	P	P
Describe the following concepts related to the email: inbox, messages, address, creating, and sending.	-	I	I	R	R	P	P	P	P
Identify the concepts: formatting, deleting, folders, replying, forwarding, alias, groups, and attachments.	-	-	I	I	R	R	P	P	P

Competency

Students will be able to:

Participate in class email with subject-matter experts and to collaborate with peers.	-	I	I	R	R	P	P	P	P
Compose, send and receive emails using proper format and structure.	-	-	I	R	R	P	P	P	P
Reply and forward emails.	-	-	I	R	R	P	P	P	P
Compose, send and receive emails with attachments.	-	-	I	R	R	P	P	P	P
Save attachments to floppy A: or network.	-	-	-	I	R	R	P	P	P
Create and use email groups and lists.	-	-	-	I	R	R	P	P	P
Participate in discussion and news groups.	-	-	-	I	R	R	P	P	P
Participate in online learning community.	-	-	-	I	R	R	P	P	P

Integration

Students will:

Present information gathered in online communication, communities, and discussion groups as related to the curriculum.	-	-	I	I	R	R	P	P	P
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Ethics and Internet Safety

Students will:

Demonstrate proper care and use of technology resources.	I	I	I	R	R	P	P	P	P
Follow the Acceptable Use Policy guidelines for appropriate uses for technology.	-	I	I	R	R	P	P	P	P
Respect and adhere to copyright and licensing laws.	-	I	I	R	R	P	P	P	P
Accurately cite references and resources.	-	-	-	I	R	R	P	P	P

Word Processing

Concepts

Students will define the following concepts:

	K	1	2	3	4	5	6	7	8
Open, name, save, and save as.	-	I	R	R	P	P	P	P	P
Edit, undo, redo, backspace, delete, and format fonts.	-	I	R	R	P	P	P	P	P
Cut, copy, paste, and insert.	-	-	-	I	R	P	P	P	P
Spell Check and Thesaurus.	-	-	-	I	R	P	P	P	P
Paragraph formats (alignment, indentation, and spacing).	-	-	-	I	I	R	R	P	P
Page setup (landscape/portrait, headers/footers, page numbering, bibliography, index, table of contents).	-	-	-	I	I	R	R	P	P
Print, print preview.	-	-	-	I	R	R	R	P	P

Columns, tables and templates.	-	-	-	-	-	I	R	R	P
Competency									
Students will be able to:									
Open, create, save, and print a document.	-	I	R	R	P	P	P	P	P
Modify, format and delete text.	-	I	R	R	P	P	P	P	P
Use the undo and redo features for editing.	-	-	I	R	R	P	P	P	P
Insert and edit graphics.	-	-	I	R	R	P	P	P	P
Use templates to create a new document.	-	-	-	I	R	P	P	P	P
Format paragraphs (line spacing, indentation, alignment)	-	-	-	I	I	R	R	P	P
Preview a document / setup a document to print.	-	-	-	I	I	R	R	P	P
Setup automatic page numbering and headers/footers.	-	-	-	I	R	R	R	P	P
Create a table of contents, index, and bibliography.	-	-	-	-	-	I	R	R	P
Create and modify columns and tables; create and use templates.	-	-	-	-	-	I	R	R	P
Integration									
Students will:									
Create a variety of reporting and publications related to the curriculum.	-	I	I	R	R	P	P	P	P
Ethics and Internet Safety									
Students will:									
Demonstrate proper care and use of technology resources.	I	I	I	R	R	P	P	P	P
Follow the Acceptable Use Policy guidelines for appropriate uses for technology.	-	I	I	R	R	P	P	P	P
Respect and adhere to copyright and licensing laws.	-	I	I	R	R	P	P	P	P
Accurately cite references and resources.	-	-	-	I	R	R	P	P	P
Spreadsheets and Databases	K	1	2	3	4	5	6	7	8
Concepts									
Students will define the following concepts:									
Cells, rows, columns, spreadsheet, database, fields, labels, records, cell highlight	-	-	-	-	I	R	R	P	P
Workbook, worksheets, entering data, Print Preview, Printing, Page Setup	-	-	-	-	I	R	R	P	P
Charts	-	-	-	-	I	R	R	R	P
Formulas, relative and absolute referencing, functions	-	-	-	-	I	R	R	R	P
Series, fill, formatting cells, number formats	-	-	-	-	I	R	R	R	P
Autofit; Autosum, Sort Ascending/Descending, Filter	-	-	-	-	I	R	R	R	P
Import and export data	-	-	-	-	-	-	I	R	P
Competency									
Students will be able to:									
Enter data into a cell.	-	-	-	-	I	R	P	P	P
Enter data into a database; create records.	-	-	-	-	I	R	R	P	P
Open, create, save, and print a spreadsheet.	-	-	-	-	I	R	R	P	P
Create and print charts	-	-	-	-	I	R	R	R	P

Use formulas and functions for spreadsheet calculations.	-	-	-	-	I	R	R	R	P
Sort and filter data.	-	-	-	-	I	R	R	R	P
Import and export data.	-	-	-	-	-	-	I	R	P
Integration									
Students will:									
Create a variety of spreadsheets and populate databases as related to the curriculum.	-	-	-	-	R	R	R	P	P
Ethics and Internet Safety									
Students will:									
Demonstrate proper care and use of technology resources.	I	I	I	R	R	P	P	P	P
Follow the Acceptable Use Policy guidelines for appropriate uses for technology.	-	I	I	R	R	P	P	P	P
Respect and adhere to copyright and licensing laws.	-	I	I	R	R	P	P	P	P
Accurately cite references and resources.	-	-	-	I	R	R	P	P	P
Presentations, Graphics, and Multimedia	K	1	2	3	4	5	6	7	8
Concepts									
Students will define the following concepts:									
Toolbox, Tool Palette, Paintbrush, Spray Can, Paint Bucket, Eraser, Line Tool, Pencil Tool, Rectangle and Oval Tool, Selector Tools, Text Tool, Menus, and Toolbars	I	I	R	R	R	R	P	P	P
Stacks, Cards, Slides, Presentations, and Slide Shows.	I	I	R	R	R	R	P	P	P
Sound files, Clip Art, JPEG, Graphic Object, Text Objects, Moving Cursor, Resize Handles, Slide Timings, Transitions, Multimedia Settings, Buttons, Animation, and Hyperlinks.	I	I	R	R	R	R	P	P	P
Convert, Import, and export.	-	-	-	I	R	R	P	P	P
Competency									
Students will:									
Appropriate use and application of the following: Paintbrush, Spray Can, Paint Bucket, Eraser, Line Tool, Pencil Tool, Rectangle and Oval Tool, Selector Tools, Text Tool, Menus, and Toolbars	I	I	R	R	R	P	P	P	P
Create, Save, and Print Cards, Stacks, Slide, and Presentations.	I	I	R	R	R	P	P	P	P
Add Clip Art, JPEG, Graphic Objects and Text Objects.	-	I	I	R	R	P	P	P	P
Add sound files, buttons, hyperlinks, and animation to a stack or presentation.	-	-	I	R	R	R	P	P	P
Apply slide timings and transitions to create a slide show.	-	-	-	I	R	P	P	P	P
Create audio and video files, convert files, and publish to CD, DVD, or videotape.	-	-	-	I	I	R	R	P	P
Import and/or Export Slide Shows and Stacks for web publication.	-	-	-	-	I	R	R	P	P
Integration	K	1	2	3	4	5	6	7	8
Students will:									
Create a variety of presentations and publications as related to the curriculum.	I	I	R	R	R	R	P	P	P
Ethics and Internet Safety									
Students will:									
Demonstrate proper care and use of technology resources.	I	I	I	R	R	P	P	P	P
Follow the Acceptable Use Policy guidelines for appropriate uses for technology.	-	I	I	R	R	P	P	P	P

Respect and adhere to copyright and licensing laws.	-	I	I	R	R	P	P	P	P
Accurately cite references and resources.	-	-	-	I	R	R	P	P	P
Visual Mapping and Thinking	K	1	2	3	4	5	6	7	8
Concepts									
Students will define the following concepts:									
Picture View, Writing View, Symbols, Symbols Palette, Library, Grouper, Ideas, Links, Text,	I	I	R	R	P	P	P	P	P
Shape Tools, Nudge Tools, Formatting Tools,	-	-	I	R	R	P	P	P	P
Diagram View, Outline View, Subtopics, Note Text, Promoting/Demoting, Rapid Fire Tool, Create Tools, Arrange, Unlinked Ideas, Preferences	-	-	-	I	R	R	P	P	P
Competency									
Students will:									
Use the following tools to organize thoughts, ideas, or concepts: Symbols, Symbols Palette, Library, Grouper, Text and Notes	I	I	R	R	P	P	P	P	P
Create, Save, and Print a project.	I	I	R	R	R	P	P	P	P
Use the following tools to enhance organized thoughts, ideas, or concepts: Rapid Fire Tool, Create Tools, Arrange, Unlinked Ideas, Preferences	-	-	-	I	R	R	P	P	P
Organize thoughts, ideas, or concepts using Outline View using Subtopics, Note Text and Promoting/Demoting.	-	-	-	I	R	R	P	P	P
Export Projects as graphics, text file, or web page.	-	-	-	-	I	R	R	P	P
Integration									
Students will:									
Create a variety of presentations and publications as related to the curriculum.	I	I	R	R	R	P	P	P	P
Ethics and Internet Safety									
Students will:									
Demonstrate proper care and use of technology resources.	I	I	I	R	R	P	P	P	P
Follow the Acceptable Use Policy guidelines for appropriate uses for technology.	-	I	I	R	R	P	P	P	P
Respect and adhere to copyright and licensing laws.	-	I	I	R	R	P	P	P	P
Accurately cite references and resources.	-	-	-	I	R	R	P	P	P

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

Global Preparatory Academy will explore and employ alternative methods of instructional delivery using various technologies (when/if available), including (but not limited to):

- Video Streaming – where sufficient network bandwidth allows, video-streaming resources, such as Discovery Streaming, will be used to enhance existing curricular areas at all grade levels. The Video-ON-Demand service provided by Discovery Streaming satisfies all four reform principals designated by the “No Child Left Behind Legislation.”
- Virtual Field Trips – individual classrooms will utilize opportunities to explore educational topics electronically. Virtual field trips will be created in which students visit a variety of websites that relate to current topic being studied.
- Michigan Virtual Schools – online learning for 6 – 8h grade.
- One-to-one Classrooms - One computer per student in all classrooms, grades 1st through 8th.

D. Parental Communications & Community Relations: strategies to promote parental involvement and to increase communication with parents and community, including a description of how parents and community will be informed of the technology to be used with parents.

Global Preparatory Academy will increase communication with parents and the community by continuing existing methods of communication and implementing new projects, including:

- Maintaining the district web page to inform parents and the community about general news, activities, policies, homework assignments and other bulletins.
- Updating the district web page to include curriculum maps reflecting technology standards that are embedded in existing curriculum.
- Provide a voice mail system to the school office.
- Implementing a secure online information system that allows parents access to student grades, attendance and other relative data.
- Continuing to expand our current e-mail system for teachers, administrators, and other instructional staff in order to provide effective communication between staff, parents, and community members.
- Reporting progress annually to the school board on the meeting of goals and objectives.
- Include parents and community members in technology committees. (School Board members provided input into this plan.)
- Providing on-line access to the districts technology plan.

E. Collaboration: strategies for developing the program, where applicable, with adult literacy service providers.

Global Preparatory Academy is a K-8 grade public school academy that does not provide adult literacy services. This section is not applicable to our district.

F. Professional Development: strategies for providing ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to ensure that staff know how to use the new technologies to improve education or library services.

PROFESSIONAL DEVELOPMENT

Introduction

Six venues for training will be available for all Staff and Administrators: professional development days, voluntary training sessions, ISD training, training on demand, one-on-one training, and out-of-district training. Following a training session, a follow-up process will be used to answer any remaining questions and to provide further, more personal assistance. The focus of technology training will be integration into the total educational program of the school.

Timelines

Our timelines for Professional Development are entirely dictated by when budgets will allow us to purchase and acquire technology. Timelines (while somewhat artificial at this point) would implement basic technology trainings, assess current technology levels of staff, and providing appropriate training based on these levels of expertise and thereafter. Training will be provided in 2012-14 for the use of Power School student enrollment and attendance system, staff email system, homework page website software, Scantron online assessment, Curriculum Crafter, 21 Things etc.

2012	2013					2014	
Dec	Jan	March	June	Sept	Nov - Dec	Jan - June	Sept – Dec
Assess all staff – this will be a self-assessment of interest and skills. The skills are related to the goal of integrating technology	Post survey results with ISD PD offerings. Use the assessment to plan PD Day. PD day will focus on technology Integration	Identify key early adopters and schedule 10-minute briefs at staff meeting.	Contact ISD to schedule pd series based on curriculum and staff needs for 2010-11. Complete	Focus PD on the content areas and METS results. Post ISD PD offerings. PD day will focus on technology Integration	Assess progress and make adjustments – Measure outcomes against the ISTE NETS-T Indicators and standards. Assess level of integration in the	Focus PD on the content areas. Post ISD PD offerings. PD day will focus on technology Integration.	Re-Assess all staff – interest and skills for development of new plan, Evaluation of the 21 Things for Teachers

into the curriculum through the completion of the 21 Things for Teachers parts 1-7.		Completion of the 21 Things for Teachers parts 8-14.	on of the 21 Things for Teachers Program Parts 15-21		content areas. Revision of the 21 Things for Teachers Program parts 1-7	Revision of the 21 Things for Teachers Program parts 1-21	Portfolio.
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G. Supporting Resources: strategies and supporting resources such as services, software, other electronically delivered learning materials and print resources that will be acquired to ensure successful and effective uses of technology.

Strategies and Supporting Services Utilized by Global Preparatory Academy staff:

Resources in both Print and Web Format:

- Acceptable Use Policy
- Laptop Agreement Form
- Technical Support Procedures
- Application for E-Mail Account
- Application for Web Site Account/Folder
- District Technology Guidelines
- Request for Off Site Use of Computer Equipment
- Process for Technology Acquisition

Resources in Web Format Only:

- Scantron
- PowerSchool
- District Informational Web Site
- MDE
- Curriculum Crafter
- Software Research Sites
- Rosetta Stone Online Language Program

Staff will have access to the following additional resources for professional development: school policies, manuals and printed material, informational school website, etc.

INFRASTRUCTURE

- H. Infrastructure Needs/Technical Specifications, and Design: strategies to identify the need for telecommunication services, hardware, software, and other services to improve education or library services, and strategies to determine interoperability among the components of the technologies to be acquired.

Global Preparatory Academy is a one building Ethernet network (LAN) consisting of 10 classrooms, each with 1 desktop PC. Classrooms grades 1-8 each have a netbook cart with 25 netbooks stored for use. There is also a computer lab of 30 PCs and a laser jet printer. Additionally 6 wireless printers are placed in 5 classrooms. The administrative staff is connected to the LAN, consisting of a reception area, and main office with computers and printers. Erate funding is used for phone and Internet service.

Current Technology Equipment & Information Status:

Administrative Office Desktop	0
Administrative Laptop PC	2
Laptop Computers for teachers	14
Laptop Computers (stored)	45
Netbook Computers for staff	10
Netbook Computers for students	214
Desktop Computers	42
Printers	10
Copier/Scanner/Fax	1 copiers, 6 scanner, 1 fax
Servers	2
Phone System / Voicemail	Cisco VOIP

Planned Technology Acquisition:

Educational hardware/software components for professional development: Continued upgrade of computers, TV/VCR, network printers and scanners, LCD, projectors, video and digital cameras, Elmo's, Mimio's, Internet and email software, anti-virus software and Wi-Fi access points.

Software: The Academy will be purchasing Microsoft EES licenses in June 2012 that will enable the school to revise/upgrade all of its Windows and Office software to the same version.

Security and Antivirus: The Academy will look for ways to upgrade security system to SonicWall NSA 2400 and to provide Kaspersky Business Space Security. Current budget will not support this acquisition unless grant funds can be secured.

Server and infrastructure: The school will have recently upgraded the 30 desktops in the computer lab as of June 2012. The lab and infrastructure will need eventual upgraded network hardware and cabling during the course of this new plan. The server room will

need eventual supplemental air conditioning. Current budget will not support this acquisition unless grant funds can be secured.

One to One Classroom Computing System: Classrooms (grades 1st through 8th) will be setup to allow one computer per student with a netbook. One-to-one computing increases student achievement and involvement, as well as allowing greater teacher awareness of student progress.

The school expects delivery of adequate Internet access and the use of local, long distance, and cellular services in support of student learning and safety. Funding for phone and Internet services are provided by Erate finances. Plans are in place to apply for Priority 2 Erate funds for 2013-14 to re-cable the pc lab to the server.

Tech Support

Macro Connect and IC Datacom are available for technical support of technology, hardware, and network services.

- | |
|--|
| I. Increase Access: strategies to increase access to technology for all students and all teachers. |
|--|

Global Preparatory Academy will attempt to provide access to technology for all staff and students. All classrooms will have at least one network drop and one wireless access point per floor. Strategies for continuing, as well as increasing access include:

- Continue to expand wireless conductivity.
- Continue to expand software library.
- Continue to expand and upgrade existing hardware
- Upgrade Internet protection systems.
- Upgrade main frame capacity
- Provide assistive technology as needed.

FUNDING AND BUDGET

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

	2012-2013	2013-2014	2014-2015
Computers and Instructional Hardware and Software	\$15,000	\$15,000	\$15,000
Upgrades	\$10,000	\$10,000	\$10,000
Telecommunications	\$4,500	\$4,500	\$4,500
Network Infrastructure	\$5,000	\$5,000	\$5,000
Staff Development	\$14,000	\$14,000	\$14,000
Maintenance/Technical Support	\$13,000	\$13,000	\$13,000
Parent/Community Training and Collaboration	\$1,500	\$1,500	\$1,500

K. Coordination of Resources: strategies that will be employed to coordinate available state and local resources to implement activities and acquisitions prescribed in the technology plan.

Global Preparatory Academy has established a structured method of planning for the acquisitions of the technology resources:

- These goals are prioritized in order of greatest impact to instruction.
- Costs are associated with each project.
- The CAO develops a plan including budget and timeline for completing each project
- The Instructional Technology Committee evaluates and approves the plan.
- If necessary, the school district initiates a bidding process for technology acquisitions.
- The Board of Education evaluates the plan, approves the budget, and awards bids.

Grants

State, local, federal and private sources will be coordinated as available to support the implementation of this plan that details the time period 2012-2015. Current resources include operational funds, capital outlay, fund equity, Universal Service Fund discounts, and various grant sources. Global Preparatory Academy will submit requests for discounts from the Universal Service Fund monies for funding year 2012-2015. Global Preparatory Academy aggressively pursues grand funding wherever possible for contributing to the cost of maintaining the technology at the school.

Alignment of Technology Plan

Global Preparatory Academy will continually monitor state and national technology plans to ensure that the district's goals and objectives coordinate with state and national guidelines and requirements. The ISTE NETS, METS and 21st Century standards will be consulted. The district's technology plan will be revised and amended as needed.

MONITORING AND EVALUATION

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

Goal:

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

Staff Needs Assessment:

A Staff Needs Assessment will be created and implemented annually by the school leader. The results will be shared with the school staff and technology committee, allowing the district to:

- Verify that technology integration goals are being met
- Identify weaknesses and create strategies to integrate technology into the curriculum
- Determine if implemented strategies are improving standardized test scores
- Plan future professional development

As the district identifies goals that are not being met, strategies will be reevaluated to determine how to best meet staff needs in order to improve technology integration.

Questions for Staff Needs Assessment:

1. Is the technology available and working correctly to perform the task?
2. Do staff members have enough time to implement technology-related projects?
3. Have goals and objectives been explained to instructional staff?
4. Has staff completed sufficient training to implement the technology?
5. Has staff willingly accepted the integration of the particular technology?
6. Are students able to utilize the technology proficiently?
7. Are technology-related lesson plans grade-level appropriate?
8. Has technology integration resulted in increased student creativity and problem solving skills?
9. Has technology integration resulted in increased productivity?
10. Is our district using technology effectively to ensure the best possible teaching and learning?
11. What areas should our district focus on to improve its level of technology integration?

M. Monitoring and Evaluation: strategies are in place to monitor the districts' Acceptable Use Plan for staff and student use of the technologies.

The appropriate use of school technology is monitored on a regular basis. No student will be allowed access to the Internet without staff supervision. An acceptable use policy has been developed and is included with this plan.

TECHNOLOGY AND INTERNET ACCEPTABLE USE POLICY

Global Preparatory Academy of Board of Directors pursues the goal of making advanced technology available to students and staff to increase access to learning and to promote personal growth in information gathering techniques, critical thinking skills, and communications skills. We believe that technology, including access to the Internet, will help our students and staff to access and use information sources from distant computers, communicate and share information with individuals or groups of our students and staff, and significantly expand their knowledge base. The Internet is a tool for life-long learning and opens doors to many advanced tools.

The networking environment requires school officials to define guidelines for student explorations and use of electronic information resources. Such guidelines should address issues of privacy, ethical use of information with respect to intellectual property, using the networks for illegal activities, or knowingly spreading embedded messages or other computer programs that have the potential of damaging or destroying programs or data. The availability of on-line resources does not indicate endorsement of their contents by school officials.

The Board of Directors has selected technology for its computers with Internet access to filter or block Internet access to material that is obscene, child pornography, or deemed to be harmful or inappropriate for children. By this policy, the Board directs the Principal to enforce this policy to ensure the operation of technology according to filtering requirements.

Teachers will oversee guidelines and procedures that are appropriate for the electronic information sources being used and the students being served. Guidelines must adhere to the policy and guidelines of the Board, while providing the expectation of appropriate and responsible behavior by students and staff, including teachers and staff serving as a model for that behavior. We must work together to help students develop the intellectual skills needed to discriminate among information sources and to evaluate and use information to meet the educational goals of the Academy.

USE OF THE INTERNET AND ON-LINE SERVICES PROCEDURES

Belief Statement

Freedoms of inquiry and access to information are fundamental to the development of a democratic society and are rights of students and staff. On-line electronic resources provide an exceptional opportunity for the promotion of intellectual inquiry, comprehensive information gathering, and awareness of global diversity through worldwide communication and exploration.

On-line resources like the Internet can be used to educate, to inform, to communicate and to entertain. As a learning resource they are similar to books, magazines, video, CD-ROM, and other information sources. Students and staff have access to other individuals, government documents, social and scientific data, library indexes, and many other types of information.

Proper and Ethical Use

With this learning tool, students and staff must understand and practice proper and ethical use. Teachers are responsible for training students in the proper use of available technologies and for monitoring use of technologies.

CONDITIONS AND RULES FOR USE:

Acceptable Use:

- A. Parents must give written permission for their child's independent use of the Internet for educational purposes.
- B. Students are to receive training in the use of the Internet.
- C. The Academy's computer network system shall be used only for educational and research purposes that are consistent with our mission and goals.
- D. All users have the same right to use the equipment. Therefore, users shall not play games or use the computer resources for other non-academic activities when other users require the system for academic purposes.
- E. All passwords must be disclosed to the Network Coordinator or they are invalid and cannot be used.
- F. The person in whose name an account is issued shall be responsible at all times for the proper use of that account.
- G. Software or disks, which are personal or not licensed to the Academy, may not be loaded into the Academy's computers or computer network system.
- H. The confidentiality of any message should not be assumed. Even when a message is erased, it is still possible to retrieve and read that message.

Procedures for Student Use of the Internet:

Internet users are expected to behave responsibly in accessing and viewing information that is pertinent to the educational program of the Academy. Students are expected to abide by the generally accepted rules of the network protocol. These include (but are not limited to) the following:

- A. Students must always get permission from their instructors before using the computer network, Internet or e-mail.
- B. Students must sign-in legibly on the appropriate log or register in the classroom each time they use the Internet.
- C. Users must sign the "Internet Use Agreement" for use of the computer network system at the beginning of each school year.
- D. Parents and community members given permission to use the computer network system during designated hours must sign this IUA.
- E. All district employees are required to abide by the Academy rules and policies.
- F. Each user shall be issued a "login" name and password.
- G. All users are expected to abide by the generally accepted rules of network etiquette, which includes being polite and using only appropriate language. Obscene, offensive, or sexually explicit language, vulgarities, and swear words are all inappropriate and prohibited, as is any kind of racist, sexist, abusive, or harassing language.

The Academy delegates authority to the Principal to determine appropriate use and may deny, evoke, suspend or close any user account at any time based upon inappropriate use by account holder or user.

Monitoring:

The Principal reserves the right to review any material on user-accounts and to monitor fileserver space to determine whether specific uses of the network are inappropriate. In reviewing and monitoring user-accounts and fileserver space, the Principal shall respect the privacy of user-accounts. Content filtering will be provided via an Untangle server.

No Warranties:

The Academy Board makes no warranties of any kind, whether expressed or implied, for the service it is providing. Use of any information obtained via Internet/LAN/WAN, Voice Mail is at the user's own risk. The Board makes no guarantees, implied or otherwise, regarding the reliability of the data connection. The Board shall not be liable for any loss or corruption of data resulting while using the network connection.

Security - "An even balance":

To allow the use of shared folders and other activities, a network must be open and flexible. This raises security issues. To avoid them, network administrators sometimes want more control; a balance must be found.

- A. Security on any computer system is a high priority, especially when the system involves many users. Users must never allow others to use their password. Users should also protect their password to ensure system security and their own privilege and ability to continue to use the system.
- B. If you feel you can identify a security problem on the Network/Internet, you must notify the building technology coordinator. Do not demonstrate the problem to other users.
- C. Do not use another individual's account without express written permission of the account holder and District Technology Coordinator.
- D. Attempts to log on to the Network/Internet, as a system administrator will result in cancellation of user privileges.
- E. Any user identified as a security risk for having a history of problems with other computer systems may be denied access to Network/Internet.

Vandalism and Harassment:

- A. Vandalism, harassment, and bullying will result in cancellation of user privileges.
- B. Vandalism is defined as any malicious attempt to harm or destroy Academy equipment or materials, or data of another user of the Academy's system or any of the agencies or the other networks connected to the Internet. Vandalism shall include, but is not limited to, the following:
 - 1) Uploading or creating computer viruses.
 - 2) Intentionally disrupting computer network system traffic or crashing the computer network system and connected systems.
 - 3) Stealing data, equipment, or property.
 - 4) Gaining or seeking to gain unauthorized access to any files, resources, or computer or phone systems, or vandalizing data of another user.

- C. Harassment and bullying is defined as the persistent annoyance of another user, or the interference of another user's work. Harassment and bullying includes, but is not limited to, the sending of unwanted mail, threatening others, intimidation, etc.

Penalties for Improper Use:

- A. Any user violating these rules is subject to loss of technology privileges and any other disciplinary options.
- B. In addition, any unauthorized access, attempted access, or use of any state computing and/or network system is a violation of state and other applicable federal laws, and is subject to criminal prosecution.
- C. The Principal has the first level of responsibility to review the infraction and to determine appropriate action.

The Academy Board empowers the Principal to change the Conditions and Rules for Use at any time, without notice.

Internet Guidelines:

- A. Be courteous and respectful in your messages to others.
- B. Do not reveal your home address or phone numbers, or those of other students or colleagues. Use school addresses and phone numbers only -- even if you think you "know" your correspondent.
- C. Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
- D. Always try to do your best writing, and proofread and edit your messages.
- E. Do not post personal messages on bulletin boards or "list serves". Send personal messages directly to the person to whom you want to write.
- F. Do not use the network in such a way that you would disrupt the use of the network by other users.
- G. All communications and information accessible via the network should be assumed to be private property.

Privilege:

All technologies used at the Academy are required to follow the Board Policy and Regulations governing use of technology at the Academy. The use of technology is a privilege, not a right. Inappropriate use, including any violation of these conditions and rules, may result in cancellation of the privilege.

The Academy does not assume responsibility for the inappropriate use of technology, including hardware, Internet, and other on-line resources.

Legal Reference: Children's Internet Protection Act (2000)

TECHNOLOGY AND INTERNET ACCEPTABLE USE POLICY SIGNATURE PAGE

Please detach this form and return it signed by both the parent/legal guardian and student. This must be completed and placed in a student file before computer use may occur.

Student

I understand and will abide by the above Acceptable Use Agreement. I further understand that any violation of the regulations above is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be instituted.

Student Name (please print) Student Signature Date

Parent or Guardian

As the parent or guardian of this student, I have read the Acceptable Use Agreement. I understand that access is designed for educational purposes. I recognize it is impossible for Global Preparatory Academy to restrict access to all controversial materials, and I will not hold the Academy (or any of its personnel) responsible for materials acquired on the network. I hereby give my permission to allow Internet access for my child.

Parent or Guardian Name (Please print) Parent Signature Date

Please detach this form and return it signed by the computer user. This must be completed and placed on file before computer use may occur.

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**Staff**

I understand and will abide by the above Acceptable Use Agreement. I understand that access is designed for educational and staff development purposes. I recognize it is impossible for Global Preparatory Academy to restrict access to all controversial materials, and I will not hold the School (or any of its personnel) responsible for materials acquired on the network. I further understand that any violation of the regulations above is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school/administrative disciplinary action may be taken, and/or appropriate legal action may be instituted.

\_\_\_\_\_  
Name (please print)                      Signature                      Date