

# Technology Plan

## Forest Park School District (36015)

801 Forest Parkway  
Crystal Falls, MI 49920  
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**2012 – 2015**

**Draft Revisions Process beginning on 10/3/2011**

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Years Covered by this plan: July 2012 to June 2015

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Intermediate School District: - Dickinson-Iron Intermediate School District #22000

**URL for Technology Plan: [www.fptrojans.org/PDF/techplan.pdf](http://www.fptrojans.org/PDF/techplan.pdf)**

# TECHNOLOGY PLAN SUMMARY SHEET

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## **Forest Park School District**

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### **District Profile**

Forest Park Schools (February 2012 Count)

- Location: Crystal Falls in Iron County
- 469 Students
- 29 Teachers
- Rural community
- Consolidated district from 5 communities
- 51% free and reduced student population

### **Schools Located on single campus**

- Forest Park High School
- Forest Park Middle School
- Forest Park Elementary

### **District Mission Statement**

Our commitment is to empower students, parents, and community to pursue their potential by creating opportunities to acquire essential skills through exploratory avenues of intellectual, creative, and social growth.

## **DISTRICT TECHNOLOGY PLANNING TEAM**

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2012-2015

<b>Name</b>	<b>Position</b>
• Becky Waters	Superintendent/Elementary Principal
• Lisa Olson	Middle/High School Principal
• REMC1	Technology Support
• Debbie Smithson	Business Teacher
• Ashley Bortolini	Middle School Computer Teacher
• Katie Bonacorsi	Middle/High School Teacher
• Lisa Koon-Bloomburg	School Board
• Bill St. John	School Board

## **Forest Park School District VISION AND GOALS**

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### **Technology Mission: Tomorrow's Technology is Today's Education**

#### **Technology Background and Vision:**

In 1997 upon completion of the new school building a concerted effort was made to integrate technology into the classroom at all grade levels. During the building process Internet access was established in all classrooms grades Pre-K through 12. This is reflected in our school improvement plan and current technology goals.

Since that time, steady improvement has been made in attaining these goals to include acquiring additional internet bandwidth, network servers, computer labs, security camera system, Smartboards®, document cameras and data projectors, computerized Student Information System software, other hardware, and professional development.

#### **Major goals:**

1. Technology will be used as a tool to increase student learning in curriculum areas.
2. Students at Forest Park will progress through basic sequential technology skills to meet grade level requirements.
3. The Forest Park Technology Team will support professional development by providing the staff with the technology training necessary to meet district technology objectives as stated in the district curriculum.
4. Every Forest Park student and staff member will have the opportunity for interactive communication that is directly integrated within their grade level curriculum
5. Teachers will be actively involved in the evaluation and selection of instructional software.
6. All Forest Park Students will progress yearly in keyboarding (see Appendix A).
7. Teachers will apply/integrate their knowledge and skills to teaching and learning. Students will apply/integrate their knowledge and skills in technology into projects and products assigned by the teacher.
8. Each classroom teacher will assist students in attaining the skills identified for each grade level. (see curriculum).
9. There will be increased organizational efficiency due to the use of technology by teachers, students, administration, and support staff of Forest Park.

10. Staff members will evaluate students using various assessment methods.
11. The Forest Park technology team will be responsive to requests, consulting and individualizing to meet staff and student needs.
12. The Forest Park Technology Team will evaluate and revise the Technology Plan yearly according to the technology goals/vision and curricular needs of the district.
13. Forest Park staff members will assess their technology skills yearly to further their professional development.
14. Students and teachers will use the World Wide Web and other telecommunications as an integrated part of their curriculum.
15. The District will provide training to effectively utilize software and peripherals.

**The technology goals integrate directly into the school improvement plan. The objectives in the School Improvement Plan encourage the use of technology to increase academic learning and meet our overall achievement goals for the district.**

### **Technology as an Instructional Tool**

Forest Park Public School believes that instruction can be made more efficient through computer aided instruction, student research of electronically stored data, and classroom presentation of information using sound, graphics, video and databases. We also believe that distance learning is essential in bringing advanced level course work to both current students and our graduates. The following objectives have or will be implemented to insure these beliefs are made a part of our curriculum.

1. Every student in the grades PreK through five will be given basic introductory computer instruction.
2. All students grades K-12 will have access to a computer lab for the purpose of classroom computer projects.
3. Students in grades 9-12 will have access to advanced level course work through distance learning and classes offered in district.
4. There will be at least one computer in every classroom PK –12.
5. All classrooms will be networked with direct Internet connections.
6. Every teacher who desires will have assistance and/or training in developing their own basic, interactive multimedia, and video skills.
7. By the end of eighth grade, every student will have an online learning experience.
8. A wireless mobile lab is available for K-12 instruction.

## **Teaching Students How to Use the Technology**

Those who are a part of the Forest Park Public School District believe that high school graduates must know how to use technology to compete effectively in today's world. Therefore, all of our graduates must be computer literate as a minimum with advanced level training available for those who desire it. The following objectives flow directly from this broad goal.

1. All students in grades Kindergarten through third will have time weekly at the computer to develop basic level skills with the keyboard, mouse, and Desk Top interactions.
2. All classes, PK-12, will have the services of a *Technology Support* assignment will be to help teachers help student use technology for learning projects.
3. Between grades three and five, all students will be involved in at least one project per year that utilizes the Internet.
4. Between grades three and five, all students will be involved in at least one interactive multimedia project.
5. Between grades third and eight all students will use some components of Microsoft Office to complete a class assignment or project.
6. All Middle School students will have one section of computer instruction each year. The computer interaction shall cover word processing, digital video, interactive multimedia development, and Internet applications.
7. Middle school students will have one nine week session of instruction in the computer lab.
8. High school students will have the option of taking classes that integrate computerized accounting.
9. All high school students are required to take and complete at least two semesters of Computer Applications.
10. High school students have the option of taking a Media Productions class, which incorporates video, Office, and interactive multimedia presentations in a year long course.
11. High school students have the option of taking a PC servicing and troubleshooting course.
12. High school students will improve their skills in the use of productivity software through a series of required projects, which involve the use of such software. These projects will be integrated into all curriculum areas.

## **Technology Is Used to Streamline Administrative Tasks**

We believe that our staff's time is valuable and technology is a tool that should be used to reduce the time that is spent on administrative tasks. We propose:

1. Every teacher will be provided instruction and support to allow them to be able to submit daily attendance, lesson plans, discipline referrals, parent communication and grading from their computers.
2. Every teacher will be provided the technical support necessary to expand their efficient use of curriculum, lesson plans, and communications.
3. All employees will be provided the technical support necessary to complete forms online, such as, building use forms, requisitions, employee absentee forms, etc.
4. The master schedule will be developed online.
5. All 8<sup>th</sup> grade students will develop an EDP online and revisit their class schedules each year thereafter with the high school counselor.
6. All high school students will schedule classes online.
7. Every teacher will be provided the technology support necessary to analyze data electronically for their efficient use of data analysis to improve instruction.
8. Every teacher will be provided technology necessary to support the use of ITV equipment for curricular support and enhancement.

## **Technology to be Acquired**

As a part of our District vision for technology we plan to acquire the following:

1. We propose to provide the instructional and administrative staff with technical support using a technical support system (REMC), to insure that equipment and software perform and that teachers and administrators are properly trained.
2. We propose to continue to work closely with neighboring school districts and the ISD in an effort to ensure that quality professional development is available.
3. Classroom resources will be equipped with technology to digitize sound, photographs, graphics, and video. Multimedia development software will be available including titles such as Microsoft PowerPoint, Movie editing software, and graphics editing software.
4. We propose to equip our classrooms with interactive white boards and professional development as funds permit. Our goal is to ensure that all teachers have access to a means of enhancing their instruction through technology.
5. We propose to add a mobile lab of iPads and laptops.
6. We propose to upgrade wireless access system.
7. We will continue our collaborative internet services and other available resources with the ISD and REMC1.
8. We will investigate and implement a “bring your own device” system for students.

## CURRICULUM INTEGRATION

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The Forest Park School District has identified four important uses of instructional and acquired technology.

1. Support the active involvement of students as they learn.
2. Teach and build students' skill in the use of technology.
3. Expand the curriculum through online coursework.
4. Empower students in using technology to solve problems.

Technology use is being integrated into each curricular area as it is revised using the Technology Content standards from the Michigan Department of Education Curricular Framework and the 21 Things 4 Students resources.

Technologies that are an integral part of the curriculum include network access, Internet resources, teacher computers, computer lab access, digital cameras, document cameras, data projectors, interactive white boards, video production equipment, projecting microscopes, hand held graphing calculators, GIS/GPS equipment, educational television and video resources, and other educationally useful equipment as it becomes available.

Michigan Virtual High School makes it possible for our students to have access to a number of classes that would otherwise not be available in our area.

The technology committee meets on a regular basis to discuss technology curriculum and evaluate course selections. This committee recommends which technology classes will be taught each year and recommends equipment for the computer labs, media centers and classrooms.

See Appendix A: Forest Park Technology Curriculum

# CURRICULUM – STUDENT ACHIEVEMENT

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## **Strategy A:**

See Appendix A

## **Strategy B:**

Provide access to on-line learning for students as an alternative and enrichment to the courses that are offered at Forest Park High School

Implementation:

1. Michigan Virtual High School (ongoing)
2. Career Forward/File-sharing resource such as Blackboard, Google Docs, etc. (ongoing)
3. Mydream Explorer (Middle School Career program) (ongoing)
4. The use of software application, Internet research, on-line learning and technology innovations will prepare students for mandated state examinations and post graduation.

## **Strategy C:**

Upgrade the student computers in the labs to facilitate access to online learning.

Implementation:

On a rotational basis, computer labs, media center, servers, printers, and teacher stations will be replaced and upgraded. – 2013/14 – 2016/17

## **Strategy D**

Combine technology coursework across the curriculum

Implementation:

Curriculum mapping by all staff K-12 - ongoing

## **Strategy E**

Technology will be used to provide communications between parents, teachers, students, and staff.

Implementation:

1. Provide & maintain a secure e-mail system for staff to communicate with parents. – established 2001
2. Maintain assignment, attendance and grading information online grading system– ongoing
3. Daily world news broadcast through Channel One.
4. Daily school announcements online for 6-12.
5. Web Page – reestablished early 2006 (ongoing)

6. Continued internet access through internet service provider.
7. Open house technology showcase for staff, parents, school board, and community yearly.
8. Voice-mail for all staff – ongoing
9. Centralized Grade book software for teachers
10. Technology Plan is published on the school website
11. Family/Student Web Access for Student Records

**Strategy F:**

Forest Park School District will continue to work closely with the Dickinson Iron Intermediate School District and REMC1 to search out and take full advantage of any assistive technology techniques that will improve our ability to provide appropriate education for all students including those students with special needs.

**Strategy G:**

Currently, all enrichment and adult literacy classes are held in nearby outlying districts.

**Strategy H:**

Forest Park Schools follow Michigan benchmarks for education. See <http://www.michigan.gov/mde>.

## CURRICULUM – TECHNOLOGY DELIVERY

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### Distance Learning Technologies

It has been established that distance learning is an important component of instruction. Forest Park currently provides this course content by distance learning through Michigan Virtual High School and ITV instruction.

Forest Park School District has wireless connectivity throughout the district. This technology allows increased access in different locations to allow for more students to be included.

The Internet is utilized throughout the district and curriculum to provide enhanced and up-to-date instruction in all areas. United Streaming by Discovery Education is one example of the resources available. United Streaming currently provides 40,000 video clips, teacher lesson plans, and student activities. Learnport is another resource available to all staff. We

propose to maintain our subscription and provide data projectors in classrooms for easy use.

We have developed a distance learning infrastructure throughout the schools in our ISD and local universities. We have pursued this goal through a Public Telecommunications Facilities Planning grant and will be pursuing other options for grants and funding sources to purchase the hardware and other infrastructure necessary for this technology.

We have upgraded our internet from a wireless and T1 line to a fiber optic line through Merit Technologies. This line connects our school directly to the local ISD and other districts/organizations throughout the state of Michigan.

## Parental Communications & Community Relations

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### Disseminating the Educational Technology Plan

Forest Park uses a variety of methods to communicate with our staff, students, parents and community members, and encourages feedback on our technology initiatives. Our District website provides links to our Technology Plan. Hard copies of the Technology Plan are available to the public at the administration office building.

Technology updates and goals are presented regularly at board of education meetings; public response/comment is welcomed.

### Dissemination of Related Information

- Teachers and administrators arrange newspaper write-ups on special technology integration projects
- Schedules for all school staff professional development are publicized in the newspaper, on the website and school newsletter
- Board of education meetings are covered by the local newspaper, website, and radio station; the public is informed that their attendance/involvement at these meetings is welcomed
- Administration contacts local media concerning special announcements or programming
- Interactive Television and distance learning is utilized within the Forest Park School District in cooperation with some schools within the ISD. Students at Forest Park use MVHS for online learning and dual enrollment courses are offered through the local college.

## Parental Communication

Communication between home and school has continue to improve at Forest Park through the use of the PowerSchool System. Through PowerSchool, parents/guardians have comprehensive access to information regarding school records, grades, attendance, and school announcements. The system also provides an effective communication route between parent and teacher through direct e-mail links. The Forest Park website at [www.fptrojans.org](http://www.fptrojans.org) is also used for communication purposes for parents, students and community members. A plan to implement an emergency data communication portal is being investigated for possible implementation in the fall of 2012.

## Community Involvement

Forest Park School District has parents and community members involved in each phase of the development of our Technology Plan and School Improvement Plan. These members are also involved in the implementation, assessment and revision of these plans on a regular, continuing basis.

Community business owners and managers provide valuable information regarding what they'd like students who graduate from Forest Park, as prospective employees, to be able to do technologically. This helps the teacher decide what's pertinent for the students to learn, and also provides a more employable pool of job applicants to our community. This information garnered from local professionals is utilized in the formation of new, and the revision of existing, technology plan goals, and also in the assessment of how well the plan is meeting the needs of both students and businesses in our community.

Guest speakers from the local law enforcement agencies provide internet safety information to students.

## Collaboration

The adult education programs are located in Iron County in Iron River, Michigan. Iron River is approximately 15 miles from Crystal Falls, MI. The services are offered in Iron River, and are available to all the residents of the local area including the Crystal Falls and surrounding communities. The GED and adult literacy programs are also available 30 miles away in Iron Mountain, Michigan.

# PROFESSIONAL DEVELOPMENT

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## Sustained Professional Development

The Forest Park Public School System is dedicated to the concept that, although helpful, professional development does not occur through a day or a week of in-service training. Professional development is an on-going process that must be tailored to the needs of each professional. The administrative team will supervise this professional development program, with technology training overseen by the technology support services.

Professional development does not have to be delivered through an in-service training. A teacher may learn effectively by working with a facilitator to complete a project, which calls upon the teacher to use undeveloped or underdeveloped skills.

### **Strategies and Actions**

#### **1. Provide staff with experience in using the computer as a tool.**

*Action:* To provide continued instruction on how to retrieve various lesson plans and resources from Web sites. Utilize current teaching resources and methods. (Ongoing)

*Action:* Encourage and support staff interested in implementing interdisciplinary projects and thematic instruction. (Ongoing)

#### **2. Integrate use of the Internet as an information resource and a communication mode with the rest of the world.**

*Action:* Provide guidance and instruction in use of the Internet for students and staff. Provide staff with instruction in using various types of technology devices and projection equipment. (Ongoing)

*Action:* Educate our students and staff about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms using the state police district educator as a resource person. (Ongoing)

*Action:* Provide students with cyberbullying awareness and response using an outside source to supplement the in-house curriculum. (Ongoing)

### **Enhance instruction with multimedia use.**

*Action:* Utilize students and select staff to provide instruction in creation of Multi-Media projects. (Ongoing)

*Action:* Provide training and equipment in video and multi-media applications to teachers who could utilize that technology in their curriculum. (Ongoing)

### **3. Designate person(s) responsible for coordinating routine, frequent, and on-going in-service opportunities within the district.**

*Action:* Utilize district technical support for group and individualized instruction in computer use and national and state technology standards. (Ongoing)

*Action:* Provide the staff with the following webpage for a roundtable discussion on where we are in regards to technology and where we need to go:  
[http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS\\_T\\_Standards\\_Final.pdf](http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_T_Standards_Final.pdf)

### **4. Support and encourage staff to do annual visitations to see new technologies.**

*Action:* Obtain release time for staff (technology days). (Ongoing)

*Action:* Make information on workshops, meetings, and seminars readily available. (Ongoing)

### **5. Correlate departmental/team/grade level planning in K-12.**

*Action:* Provide courses in curriculum that use multi-media and other technologies as part of the subject. (Ongoing)

*Action:* Curriculum mapping to be used and maintained throughout the district using computer program, e-mail, and web servers. (Ongoing)

## **Training and Technical Assistance**

Forest Park has provided faculty and staff with technology training as an online resource and through professional development days. For training beyond the skills of our own staff, we have access to a large number of supplementary sources of technology training. (Dickinson-Iron ISD, grant projects, private contractors, on-line training, and commercial workshops.)

Forest Park uses a technology support system to assist staff and students with technology use in the classroom. Duties also include repair work, software installation, computer upgrades and maintenance, network maintenance and repair and Internet implementation, monitoring and filtering, curriculum planning, and professional development planning.

The district has also implemented a Students Offering Support (SOS) desk manned by student technology leaders through the A+/N+ vocational certified class. The purpose of SOS is to support teachers with technology in the classroom. This can involve all aspects of using computers including help with software, printing, scanning, presentations and setting up projection equipment. Students who participate in the SOS program will get real life experience as a computer technician, troubleshooter, and instructor of technology. They will also have the opportunity to expand their own knowledge of computers and become technology leaders in the school and community.

## **Supporting Resources**

### **Services**

Services available are training the educators to utilize and understand current technology resources. Currently, there is technology support available for repair and improvement of our network equipment and software. The technology team meets regularly to assist with maintaining the overall technology goals.

An online and telephone help desk system is made available to all staff.

The Dickinson-Iron ISD provides periodic classes that are available for our district to utilize. These classes cover a variety of technology topics.

### **Software**

Many elementary, middle, and high school classes are currently using software specific to their needs. The process of upgrading and adding to this software will continue as needed. Some of our current software includes Microsoft Office 2007 and 10, Internet Explorer, Type To Learn, Presentation Software, Drill and Practice Software, Learning Games, iMovie and iDVD, Final Cut Pro, PhotoStory, Adobe Creative Suite, Adobe Premiere Elements, ExamVue, Kid Pix, Macromedia Studio, Math Arena, and Kidspiration.

### **Print Resources**

Currently, print resources include “Techworks” by Teacher Created Materials. Shelly Cashman Series for Microsoft Office. Support of the network and other areas of technology will come from accompanying manuals and contracted experts.

### **Online Resources**

Forest Park provides Learnport and United Streaming access to teachers to develop teaching tools and lesson plans. MVHS is offered to high school students for those courses that Forest Park is not able to provide. File sharing programs are tools used for online learning. Forest Park also maintains a district intranet to provide resources to teachers.

### **Timetable**

Ongoing.

# INFRASTRUCTURE/TECH SUPPORT HARDWARE – SOFTWARE

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The Forest Park School District utilizes the following technologies relating to academic work, administrative tasks, and public information:

- Shared academic and administrative resources – Powerschool student records management, Microsoft Office, e-mail communications, web page.
- Enhanced curricular choices, including Michigan Virtual High School and ITV classes.
- Complete connectivity between all networked computers in the district and ISD.
- Current Network Operating Software (NOS) Microsoft Windows 2000, Windows Server 2003, Windows Server 2008, Windows 2000 Professional, Windows ,XP Professional, Windows VISTA, Windows 7
- High speed fiber connections between all switching closets
- Upgrade to all POE switches
- Telephone system in each office and classroom.
- Internet account management through Cisco Pix Firewall & Fortiguard.
- Wireless Access points available throughout the building.

## Goals for Technology

- All teachers in the Forest Park district will use PowerSchool to maintain communication with parents.
- Replace servers every 3 – 5 years. Replace connectivity hardware as needed and as bandwidth requirements dictate.
- Upgrade adequate power protection from electrical issues by the use of UPS devices on all essential network hardware.
- Environmental control, static reduction, and access control of main server room.

- Completely connected to all classrooms for data, voice, and video communication. Upgrade the phone system during this plan.
- Upgrade the wireless access throughout the building.
- Equip each classroom with document cameras and interactive white boards.
- Upgrade to gigabit switches.
- Expand, cleanup, upgrade network wiring.
- Install audio system in various places throughout the building.
- Upgrade business lab.

### Timetable:

We propose to replace all computers in the labs on a five year rotational schedule based on updated technology and technology requirements in the classes. The Forest Park School Board reviews and approves these purchases yearly.

### **One Time Purchase 2013-2015 based on passage of bond in August 2012**

Interactive White Boards  
Document Cameras  
iPads  
Laptops  
Audio Enhancements  
Phone System  
Video Cameras

### **Rotation – 2012-13**

- Evaluate for upgrade or purchase business lab computers
- Purchase needed software for above computers
- Rotation will happen again in 2017.
- Upgrade business lab software
- Purchase new server
- Purchase additional ipads

### **Rotation – 2013-14**

- Replace Middle School Lab
- Purchase needed software for above computers
- Rotation will happen again in July 2018.
- Increase number of classroom ipads
- Purchase new server

### **Rotation – 2014-2015**

- Evaluate school laptops for purchase or upgrade
- Purchase needed software for above computers
- Rotation will happen again in July 2019.

### **Rotation - 2015-2016**

- Evaluate Elementary lab computers with possible purchase or upgrade
- Purchase needed software for above computers.
- Rotation will happen again in July 2020.

## **Rotation – 2017-2018**

- Evaluate for upgrade or replacement of Business lab computers and associated software.
- Rotation will happen again in July 2021.
- Evaluate server for possible replacement
- Purchase new server

**Repeat rotation process above.** We recognize that the field of technology is in a constant state of change. Each year the Technology Committee will meet to review, evaluate, and update each current rotation cycle to reflect the needs of all stakeholders.

## Technical Support

Technical support will be provided to all staff. We propose to develop our intranet to incorporate support requests and include self-help resources. Staff should complete the proper request forms to schedule service and upgrades in their classrooms. The staff can also contact their building office to request and schedule service. The technology committee at each regular meeting shall monitor the technical support metrics provided through the technology support provider. Technical support will incorporate the guidelines as developed under the Michigan State Technology Plan.

## Increase Access

Forest Park has network and internet access in all classrooms available to all students and staff. We plan to upgrade the wireless access throughout the buildings to allow for students to “bring their own devices”.

We also utilize several software packages for curriculum support through assistive technology for special needs students. We propose to maintain and increase these available resources.

## FUNDING AND BUDGET

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### Technology Budget – Projected Cost

Year	2012- 2013	2013- 2014	2014- 2015	2015- 2016
Technology Personnel Salaries and Benefits	\$40,000	\$24,000	\$25,000	\$26,000
Software Licenses (Virus, Filter, Microsoft, license renewal)	\$7,000	\$7,000	\$7,000	\$7,000
Software/Supplies ( projector bulbs)	\$2,000	\$2,000	\$2,000	\$2,000
Internet Wireless	\$6,600	\$6,600	\$6,600	\$6,600
Computers/Servers/ Network/Printers *	\$6,000	\$6,000	\$6,000	\$6,000
New Equipment	\$5,000	\$5,000	\$5,000	\$5,000
Prof. Development/Travel/Workshops	\$1,500	\$1,500	\$1,500	\$1,500
Support/Maintenance	\$1,000	\$1,000	\$1,000	\$1,000
Printer Supplies/Maintenance	\$7,000	\$7,000	\$7,000	\$7,000
Telephone Costs	\$9,500	\$9,500	\$9,500	\$9,500
<b>**Total Cost</b>	<b>\$69,030</b>	<b>\$69,600</b>	<b>\$70,600</b>	<b>\$71,600</b>

\* This is a capital outlay fund item. The balance at the end of each year rolls over to the next year.

\*\* The technology budget will be reviewed yearly by the Technology Committee and recommendations made to the Board of Education.

## **Sustainability and Coordination of Services**

The Forest Park School District designates money in the general fund budget each year for technology throughout the district. By far, the most important grant resource for the acquisition of technology at this time is the “Universal Service Fund (USF)” and REAP funds. Forest Park has made every effort to use this source to the fullest extent possible. Since Forest Park Schools is an economically challenged district, the rate of discount for us is high and its value is realized in the cost of internet activity.

Forest Park in coordination with the Dickinson-Iron ISD had received a Public Telecommunications Facilities Planning Grant to incorporate distance learning throughout the ISD. This technology allows more access to classes that would ordinarily not be available to our students. A goal is to increase the course offerings through ITV during this technology plan period.

We also receive Title grant money and several other grants relating to technology. Forest Park Public Schools is dedicated to actively pursuing available grants including, but not limited to, technology that can be utilized in instruction and administrative tasks.

# MONITORING AND EVALUATION

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We will monitor and evaluate our technology plan using the following strategies:

- Technology curriculum appropriate with current technology (semi-annually)
- Technology committee will meet regularly to discuss changing technology and decide on the appropriateness of the current situation. (monthly)
- Professional development appropriate with the needs of the current staff (annually)
- Maintain and improve technical support available within the district
- Actively pursue funding for technology (ongoing)
- Electronic help desk to monitor the repair categories to assist with future purchase and training decisions. (ongoing)

Goals and objectives of this plan will be monitored to establish the degree to which computers are integrated into the daily life of students, teachers, support staff, volunteers and administration. Specific areas to be monitored include curriculum integration, administration and technology, staff competency, and funding sources.

Monitoring is a never-ending process. Technology reports will be made monthly to the administration and to the school board. An annual technology evaluation will be submitted at the end of each school year.

Quantitative and Qualitative data will be obtained on a continual basis. Data will include, but is not limited to: MEAP scores, reading assessments, grade level assignments, graduate follow-up surveys, student surveys, staff surveys, and student projects.

## **Evaluation Plan**

### **Evaluation tools for student achievement:**

- Collection of data on multimedia project completion (Ongoing)
- Students computer use survey - Ongoing

### **Evaluation tools for staff and district:**

- Survey staff members annually using an online tool to assess skill levels and provide ideas for professional development.

Forest Park School District will establish a plan for evaluating technology integration and continue the technology committee to coordinate the evaluation. (annually)

- The committee will devise a survey instrument to see what is needed
- Determine school climate by assessing staff needs, concerns, and recommendations.
- The committee will monitor survey results and provide results of the surveys to the staff.
- The committee will utilize the chart on the attached page for evaluating the technology plan on an annual basis.

### **Evaluation of the Impact and Effectiveness of the District's Use of Technology**

Forest Park Public School's use of technology has four major objectives:

- To improve student mastery of the state learning standards using innovative technology.
- To deliver advanced course work to our high school students using technology.
- To prepare our students for the use of technology in college or the world of work, and in everyday use.
- Increase the school-community communication, parent-teacher communication, student-teacher communication, in house staff communication electronically.

### **Student Mastery of the State Learning Standards**

Forest Park School District certifies 8<sup>th</sup> grade students to be technology literate by the end of their 8<sup>th</sup> grade year pursuant to the Michigan Educational Technology Standards. See attached verification sheet. Appendix C.

All teachers will have access to the internet and use of the district's technology services. We have incorporated the State and National standards for teacher competencies in our professional development plan. Some basic goals for teachers include: sending and receiving e-mail as a method of district wide communication, using search engines to seek needed information, and using on-line educational resources to modify and enrich student instruction. We believe that as a teacher becomes more technologically proficient so will the students.

We provide remedial instruction for students that need additional assistance. We also provide paraprofessional assistance to special needs students who have difficulty meeting the curriculum goals.

It will be the responsibility of the technology technician and facilitator to gather the data from all technology surveys and evaluations to present administration for recommendations based on the results of the surveys. Suggestions will then be formalized into a strategic plan to remedy any student or staff technology deficits that may be occurring.

## EVALUATION FORM

Year: \_\_\_\_\_

Required Components	Accomplishments	Progress Towards Goals	Focus Areas for Improvement	Notes
Infrastructure				
Curriculum Integration				
Collaboration				
Professional Development				
Technical Support				
Supporting Resources				
Timetable				
Cost/Funding				
Coordination of Funding Resources				
Acceptable Use Policy				
Communications (Optional)				
Impact on Student Achievement				

To be filled out annually by the Technology Committee consisting of Teacher(s), Media Specialist, Principal(s), Technology Technician, Technology Facilitator(s), Parent, School Improvement Team Member, and School Board Member.

## District Policy

### Acceptable Use of Networked Resources

#### (1) Introduction:

(1.1) **Filtered Internet access** is available to students and staff in the Forest Park School District. We are very pleased to bring this access to Forest Park and believe the Internet offers vast, diverse, and unique resources to both students and teachers. Our goal in providing internet and network access is to promote educational excellence in schools, innovation, and communication. All activity over the network or using district technologies may be monitored and retained.

#### (2) Philosophy:

(2.1) *The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual subscribers. With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. On a global network it is impossible to control all materials, and an industrious user may discover controversial information. We (Forest Park) firmly believe that the valuable information and interaction available on this worldwide network far outweigh the possibility that users may procure material that is not consistent with the educational goals of the District. Access to online content via the network may be restricted in accordance with our policies and federal regulations, such as the **Children's Internet Protections Act (CIPA)**.*

#### (3) Acceptable Use:

(3.1) Internet access is coordinated through a complex association of government agencies and regional and state networks. In addition, the smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. These guidelines are provided here so that you are aware of the responsibilities that go along with the use of equipment and resources at Forest Park. In general this requires efficient, ethical, and legal utilization of the network resources. If a Forest Park student or staff member violates any of these provisions, his or her privilege to access the Internet at school will be immediately terminated and future access could possibly be denied. A violation of this policy is considered insubordination and subject to the discipline code.

(3.2) ***The use of the Internet must be in support of education and research and consistent with the educational objectives of Forest Park School District.*** Use of other organization's networks or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secrets. Use for commercial activities is generally not acceptable. Use for product advertisement or political lobbying is also prohibited.

**(4) Privileges:**

*(4.1) The use of the Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The student's teacher will deem what is inappropriate use, in relation to Forest Park's educational goals, and their decision is to be sent in writing to the Superintendent. Also, a teacher may suspend a student's privileges to use the network/Internet at any time as required. The administration, faculty, and staff of Forest Park may request teachers to deny, revoke, or suspend a specific student's privilege to access the network/Internet.*

**(5) Network Etiquette:**

*(5.1) You are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:*

- Be polite. Do not get abusive in your messages to others.*
- Use appropriate language. Do not swear, use vulgarities or any other inappropriate language. Illegal activities are strictly forbidden.*
- Do not reveal any personal information (phone number, social security number, birth date, address, etc...) or any personal information of students or colleagues.*
- Do not use the network in such a way that you would disrupt the use of the network by other users.*
- You are expected to follow the same rules for good behavior and respectful conduct online as offline.*
- Do not plagiarize content including words or images from the internet. Research conducted from the internet should be appropriately cited, giving credit to the original author.*
- Cyber bullying will not be tolerated. Harassing, flaming, denigrating, impersonating, outing, tricking, excluding, and cyber stalking are all examples of cyber bullying. Activities are monitored and retained. Engaging in these behaviors or any online activities intended to harm (physically or emotionally) another person, will result in severe disciplinary action and loss of privileges. In some cases, cyber bullying is a crime and will be reported to the proper authorities.*

**(6) Warranty:**

*(6.1) Forest Park School District and its Internet provider make no warranties of any kind, whether expressed or implied, for the service it is providing. Forest Park School District will not be responsible for any damages you incur. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by its own negligence or your errors or omissions. Use of any information obtained via the Internet is at your own risk. Forest Park specifically denies any responsibility for the accuracy or quality of information obtained through its services. Forest Park will not be responsible for damage or harm to persons, files, data, or hardware. While Forest Park employs filtering and other safety and security*

*mechanisms, and attempts to ensure their proper function, it makes no guarantees as to their effectiveness. Forest Park will not be responsible, financially or otherwise, for unauthorized transactions conducted over the school network.*

**(7) Security:**

(7.1) Do not use a teacher's computer or lab computer without permission from that teacher, the lab coordinator, or librarian. Attempts to gain access to the Internet without permission of the teacher, lab coordinator, or librarian will result in cancellation of an individual's privilege to access the Internet. Any user identified as a security risk or having a history of problems with other computers may be denied access to the Internet.

(7.2) Defeating the network security and filter systems will result in a loss of network/Internet and/or computer privileges. This includes the use of unauthorized proxy servers, hacking utilities, and web page proxies.

(7.3) Users of the district network or other technologies are expected to alert IT staff and/or administration immediately of any concerns for safety or security. If a student believes a computer or mobile device may be infected with a virus, alert IT staff and administration. Do not attempt to remove the virus or download any programs to help remove the virus.

(7.4) Users should not download or attempt to download or run .exe programs over the school network or onto school resources with express permission from IT staff.

**(8) Vandalism:**

*(8.1) Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, Internet, or any of the above listed agencies or other networks that are connected to the Internet backbone. This includes, but not limited to, the creation, uploading, downloading, or spreading of computer viruses, hacking or changing network settings, modifying other users' files without permission, and unplugging or tampering with the computer hardware without permission.*

**(9) Restrictions:**

(9.1) When on the World Wide Web, if you happen to encounter a page that is not acceptable, simply click the back arrow or the back button and leave that page immediately. Do not wait for the page to load. Immediately contact a teacher, lab coordinator, or administration and report the incident. If the accidental incident is reported immediately, the incident will not be considered a violation and no disciplinary action will be taken.

(9.2) E-mail is only allowed under direct teacher approval and supervision. Forest Park may provide users with email accounts for the purpose of school-related communication. Availability and use may be restricted based on school policies. All other use of e-mail is strictly prohibited. When receiving e-mail, if the correspondence becomes unacceptable, such as the use of profanity or racial epithets (slurs), simply close the e-mail message. Do not answer or reply to anyone using unacceptable language or terms. Any improper e-mail message needs to be brought to the immediate

attention of a teacher, lab coordinator, or administration. Users should not send personal information; should not attempt to open files or follow links from unknown or untrusted origin; and should only communicate with other people as allowed by the district policy or the teacher. Email usage may be monitored and archived.

(9.3) Internet material, including but not limited to: programs, movie clips, sound bites, graphics, or other data may not be DOWNLOADED or PRINTED without the explicit permission of teacher, lab coordinator, or administration.

(9.4) Chat groups, chat rooms or any form of chat is only allowed under direct teacher approval and supervision. All other use of chat is strictly prohibited. Posts, chats, sharing, and messaging may be monitored. Users should not share personally-identifying information online.

(9.5) Any Internet material, including music lyrics, may be viewed only if it is free from questionable language, inappropriate behavior or any other offensive content and if the student has permission from the teacher or lab coordinator.

*(9.6) Students and staff are provided a storage place on the network referred to as a "home directory." Since storage space on the network is limited, home directories will be limited in size. Music files, audio players, game files, and video files are prohibited. These files may be saved in a shared space with prior teacher approval for assignments/class projects, but they must be deleted after the assignment/class project is completed. Unauthorized files will be deleted from home drives. A first offense will result in a warning and parent notification; a second offense will result in loss of computer privileges.*

**(10) Personally Owned Devices:**

(10.1) Students should follow district policy on personally-owned devices (including laptops, tablets, smart phones, and cell phones). All personally owned devices should be turned off and put away during school hours-unless in the event of an emergency or as instructed by a teacher or staff for educational purposes. Because of security, personally owned mobile devices should not be used over the school network without express permission from IT staff or administration.

## COMPUTER USE DISCIPLINE GUIDELINES

VIOLATION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
Accessing the network of Internet without a parent-signed Acceptable Use Policy.	Loss of access for remainder of year. Parent/guardian notified.	N/A	N/A
Illegal access to restricted areas with deliberate modification or damage to files.	Loss of access for remainder of year. Parent/guardian notified.	N/A	N/A
Deliberate downloading of virus or other damage to computer files.	Loss of access for remainder of year. Parent/guardian notified.	N/A	N/A
Transmitting unreleased stories, pictures, or confidential information reports (i.e., someone's address or phone number without permission).	Loss of access for remainder of year. Parent/guardian notified.	N/A	N/A
Vandalism of equipment. Unauthorized tampering with equipment	Loss of access for remainder of year. Parent/guardian notified.	N/A	N/A
Allowing illegal access to the network or Internet by letting someone use your log-in.	2 weeks loss of access. Parent/guardian notified.	Loss of access for remainder of year. Parent/guardian notified.	N/A
Accessing the network or Internet using someone else's log-in.	2 weeks loss of access. Parent/guardian notified.	Loss of access for remainder of year. Parent/guardian notified.	N/A
Unauthorized use of account or illegal access to restricted areas.	2 weeks loss of access. Parent/guardian notified.	Loss of access for remainder of year. Parent/guardian notified.	N/A
Bypassing filter system/network restrictions.	2 weeks loss of access. Parent/guardian notified.	Loss of access for remainder of year. Parent/guardian notified.	N/A.
Printing non-educational materials, an excess of material, and/or inappropriate material.	2 weeks loss of access. Parent/guardian notified.	Loss of access for remainder of year. Parent/guardian notified.	N/A
Unsupervised use of computers or computer lab. Written permission required.	Verbal warning. Parent/guardian notified.	2 weeks loss of access. Parent/guardian notified.	Loss of access for remainder of year. Parent/guardian notified.
Unauthorized e-mail or chatting.	Verbal warning. Parent/guardian notified.	2 weeks loss of access. Parent/guardian notified.	Loss of access for remainder of year. Parent/guardian notified.
Transmitting inappropriate or offensive language, slander or gossip.	2 weeks loss of access. Parent/guardian notified.	Loss of access for remainder of year. Parent/guardian notified.	N/A
Downloading of programs or games.	2 weeks loss of access. Parent/guardian notified.	Loss of access for remainder of year. Parent/guardian notified.	N/A
Saving pictures, sound clips, etc. without staff/teacher approval.	Verbal warning. Parent/guardian notified.	2 weeks loss of access.	Loss of access for remainder of year.

		Parent/guardian notified.	Parent/guardian notified.
Ripping or downloading music to home drive without staff approval.	2 weeks loss of access. Parent/guardian notified.	Loss of access for remainder of year. Parent/guardian notified.	N/A
Saving of wallpaper, screen saver, icons, etc. to local workstation or changes to system settings.	Verbal warning. Parent/guardian notified.	2 weeks loss of access. Parent/guardian notified.	Loss of access for remainder of year. Parent/guardian notified.
Creating/saving inappropriate files or documents and/or non school related materials to a work- station or network/home drive. Ex. Music files, game files, video files.	2 weeks loss of access. Parent/guardian notified.	Loss of access for remainder of year. Parent/guardian notified.	N/A
Unauthorized playing games of a non-educational nature.	Verbal warning. Parent/guardian notified.	2 weeks loss of access. Parent/guardian notified.	Loss of access for remainder of year. Parent/guardian notified.
Cyber-bullying or harassment of other students or other individuals	2 weeks loss of access. Parent/guardian notified.	Loss of access for remainder of year. Parent/guardian notified.	N/A
Unauthorized use of personal computing devices and wireless systems. Ex. Ipods, cell phones, laptops, flash drives, external hard drives, etc.	2 weeks loss of access. Parent/guardian notified.	Loss of access for remainder of year. Parent/guardian notified	N/A

**Forest Park School District**  
**Acceptable Use Agreement for Network Resources & Internet**

Student: \_\_\_\_\_  
(please print)

Grade: \_\_\_\_\_ School Year: 20\_\_ - 20\_\_

In consideration of the privileges of using the district and/or network resources, including the Internet, I agree to abide by the acceptable use guidelines which include, but are not limited to, the information attached to this document. I also understand that the misuse of network resources, or the Internet, will result in disciplinary action and the loss of technology privileges at Forest Park School District.

\_\_\_\_\_  
(student signature) (date)

As the student's parent or legal guardian, I agree to the terms of this policy and I hereby release the district, network, their operators and administration from any all claims, fees, expenses or damages incurred as a result of my child's misuse of the network resources or Internet.

\_\_\_\_\_  
(parent or legal guardian signature) (date)

In addition, I agree to allow photographs of my child to appear on the school's web site in accordance with the district policy outlined in this document.

\_\_\_\_\_  
(parent or legal guardian signature) (date)

**Please turn only this page in to the school office.**  
**Retain the remainder of this document for future reference.**

# Forest Park School District Technology Plan

## Appendix A

### Forest Park Technology Curriculum Overview

# Forest Park Schools Technology Curriculum Overview

## Kindergarten

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### OVERALL EXPECTATIONS

By the end of *Kindergarten* students will:

- Navigate through a given software program
  - Identify a keyboard, monitor, disk, disk drive, and mouse
  - Operate a mouse correctly
  - Learn the basic operation of the computer
  - Run age-appropriate software
- 

### SPECIFIC EXPECTATIONS

Students will:

<b>Keyboarding</b>	<b>Operating the Computer</b>	<b>Graphics</b>
<ul style="list-style-type: none"> <li>• Identify the keyboard layout</li> </ul>	<ul style="list-style-type: none"> <li>• Use mouse</li> <li>• Identify monitor, keyboard, disk, and disk drive</li> <li>• Open and run a software program</li> <li>• Recognize icons</li> </ul>	<ul style="list-style-type: none"> <li>• Create free form images</li> <li>• Create background for images</li> </ul>
<b>Multimedia</b>	<b>Word Processing</b>	<b>Internet</b>
<ul style="list-style-type: none"> <li>• Definition and demonstration of multimedia software</li> </ul>	<ul style="list-style-type: none"> <li>• Definition and demonstration of word processing software</li> </ul>	<ul style="list-style-type: none"> <li>• Browse a specified website</li> </ul>

# Forest Park Schools Technology Curriculum Overview

## First Grade

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### OVERALL EXPECTATIONS

By the end of *First Grade* students will:

- Learn the basic operation of the computer
  - Run age-appropriate software
  - Identify some very basic keyboarding techniques
  - Manipulate simple graphics
  - Be able to access the Internet
  - Be able to use appropriate terminology
- 

### SPECIFIC EXPECTATIONS

Students will:

<p><b>Keyboarding</b></p> <ul style="list-style-type: none"> <li>• Identify letters of the alphabet</li> <li>• Identify right and left hand side of the keyboard</li> <li>• Use space bar and basic function keys</li> </ul>	<p><b>Operating the Computer</b></p> <ul style="list-style-type: none"> <li>• Turn on computer</li> <li>• Log on/off</li> <li>• Use mouse</li> <li>• Turn off computer</li> <li>• Identify monitor, keyboard, disk drive, printer</li> <li>• Open and close programs</li> <li>• Open and run applications</li> <li>• Recognize icons</li> </ul>	<p><b>Graphics</b></p> <ul style="list-style-type: none"> <li>• Create free-form images</li> <li>• Create images using geometric forms</li> <li>• Modify images (color, pen, fill)</li> </ul>
<p><b>Multimedia</b></p> <ul style="list-style-type: none"> <li>• Be exposed to some multimedia program</li> </ul>	<p><b>Word Processing</b></p> <ul style="list-style-type: none"> <li>• Enter word</li> <li>• Enter sentence</li> <li>• Use fonts</li> <li>• Use styles</li> </ul>	<p><b>Internet</b></p> <ul style="list-style-type: none"> <li>• Access internet</li> <li>• Browse a specified website</li> <li>• Describe appropriate and inappropriate uses of technology</li> </ul>

# Forest Park Schools Technology Curriculum Overview

## Second Grade

### OVERALL EXPECTATIONS

By the end of *Second Grade* students will:

- Learn the basic operation of the computer
- Run age-appropriate software
- Manipulate simple graphics
- Be able to access the Internet
- Be able to use appropriate terminology

### SPECIFIC EXPECTATIONS

Students will:

<p><b>Keyboarding</b></p> <ul style="list-style-type: none"> <li>• Identify letters of alphabet</li> <li>• Identify right and left Hand side of keyboard</li> <li>• Use space bar and return and enter keys</li> <li>• Identify keys for right and left of keyboard</li> <li>• Enter simple words</li> <li>• Use escape, control and basic function keys</li> </ul>	<p><b>Operating the Computer</b></p> <ul style="list-style-type: none"> <li>• Turn on the computer</li> <li>• Use mouse</li> <li>• Turn off computer</li> <li>• Identify monitor, printer, keyboard, and disk drive</li> <li>• Open and close programs</li> <li>• Open and run applications</li> <li>• Print files</li> <li>• Save files</li> <li>• Retrieve files</li> <li>• Recognize icons</li> </ul>	<p><b>Graphics</b></p> <ul style="list-style-type: none"> <li>• Create free form images</li> <li>• Create geometric images using geometric forms</li> <li>• Modify images (color, pen, fill)</li> </ul>
<p><b>Multimedia</b></p> <ul style="list-style-type: none"> <li>• Be exposed to some multimedia program</li> <li>• Navigate in a virtual environment (electronic books, games)</li> <li>• Explain ways technology can be used to solve problems (cell phones, traffic lights, GPS units)</li> </ul>	<p><b>Word Processing</b></p> <ul style="list-style-type: none"> <li>• Enter word</li> <li>• Enter sentence</li> <li>• Use fonts</li> <li>• Use styles</li> <li>• Edit</li> <li>• Delete</li> <li>• Insert</li> </ul>	<p><b>Internet</b></p> <ul style="list-style-type: none"> <li>• Access internet</li> <li>• Browse a specified website</li> <li>• Recite the Michigan Cyber Safety Initiative's three rules (Keep Save, Keep Away, Keep Telling)</li> <li>• Identify personal information that should not be shared on the Internet (name, address, telephone number)</li> <li>• Identify a trusted adult to inform of any online suspicious communication</li> </ul>

# Forest Park Schools Technology Curriculum Overview

## Third Grade

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### OVERALL EXPECTATIONS

By the end of *third grade* students will:

- Learn the basic operation of the computer
  - Run age-appropriate software
  - Identify correct keyboarding techniques
  - Manipulate graphics
  - Be able to access the Internet
  - Create simple multimedia presentations
  - Be able to use appropriate terminology
- 

### SPECIFIC EXPECTATIONS

Students will:

<p><b>Keyboarding</b></p> <ul style="list-style-type: none"> <li>• Enter simple words</li> <li>• Use escape, control and basic function keys</li> <li>• Use proper finger position including home row keys</li> <li>• Correct posture</li> <li>• Simple sentences</li> </ul>	<p><b>Operating the Computer</b></p> <ul style="list-style-type: none"> <li>• Open and close programs</li> <li>• Open and run applications</li> <li>• Save files</li> <li>• Retrieve files</li> <li>• Print files</li> </ul>	<p><b>Graphics</b></p> <ul style="list-style-type: none"> <li>• Create images</li> <li>• Modify images (color, pen, fill)</li> <li>• Add text to image</li> </ul>
<p><b>Multimedia</b></p> <ul style="list-style-type: none"> <li>• Be exposed to some multimedia program</li> <li>• Create simple multimedia presentation (ex. Kidpix, Storybook Weaver).</li> </ul>	<p><b>Word Processing</b></p> <ul style="list-style-type: none"> <li>• Enter word</li> <li>• Enter sentence</li> <li>• Use fonts/styles</li> <li>• Edit</li> <li>• Insert and delete</li> <li>• Cut, copy and paste</li> </ul>	<p><b>Internet</b></p> <ul style="list-style-type: none"> <li>• Access the Internet</li> <li>• Browse a specified website</li> <li>• Discuss scenarios involving acceptable and unacceptable uses of technology (file sharing, social networking, text messages, cyber bullying)</li> </ul>

# Forest Park Schools Technology Curriculum Overview

## Fourth Grade

### OVERALL EXPECTATIONS

By the end of *fourth grade* students will:

- Open and run age-appropriate software
- Demonstrate correct keyboarding techniques
- Receive an introduction to word processing
- Manipulate graphics
- Receive an introduction to Internet searches
- Create simple multimedia and HTML presentations
- Research using the computer
- Be able to use appropriate terminology
- Compose a report using word processing skills
- Sign Internet use regulations

### SPECIFIC EXPECTATIONS

Students will:

Database/Spreadsheets/Multimedia	Operating the Computer	Graphics
<ul style="list-style-type: none"> <li>• Create simple spreadsheets and graphs</li> <li>• Create simple multi-media presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Open and run applications</li> <li>• Open and save files to different drives</li> <li>• Print files</li> </ul>	<ul style="list-style-type: none"> <li>• Create images</li> <li>• Modify images (color, pen, fill)</li> <li>• Add text to image</li> <li>• Create animation</li> <li>• Manipulate graphic</li> </ul>
Keyboarding	Word Processing	Internet
<ul style="list-style-type: none"> <li>• Use escape, control and basic function keys</li> <li>• Use proper finger position on home row keys</li> <li>• Correct posture</li> <li>• Use proper stroking for each letter</li> <li>• Identify usage of shift keys</li> <li>• Keyboard word lists</li> <li>• Type 10 wpm</li> </ul>	<ul style="list-style-type: none"> <li>• Enter sentence</li> <li>• Use font/styles</li> <li>• Use tabs and margins</li> <li>• Indent</li> <li>• Double space</li> <li>• Use bold, italics, etc.</li> <li>• Edit</li> <li>• Insert and delete</li> <li>• Cut, copy and paste</li> <li>• Use spell check</li> <li>• Use thesaurus</li> <li>• Function of shift key</li> </ul>	<ul style="list-style-type: none"> <li>• Access internet</li> <li>• Browse a website</li> <li>• Use search engines</li> <li>• Use search tips – and, or, not</li> <li>• Understand how plagiarism applies to the Internet</li> <li>• Role play scenarios involving acceptable and unacceptable uses of technology (file sharing, social networking, text messages, cyber bullying)</li> </ul>

# Forest Park Schools Technology Curriculum Overview

## Fifth Grade

### OVERALL EXPECTATIONS

By the end of *fifth grade* students will:

- Open and run age-appropriate software
- Demonstrate correct keyboarding techniques
- Show ability with word processing
- Manipulate graphics
- Show familiarity with Internet searches
- Create simple multimedia and HTML presentations
- Research using the computer
- Be able to use appropriate terminology
- Compose a report using word processing skills
- Sign Internet use regulations

### SPECIFIC EXPECTATIONS

Students will:

<b>Database/Spreadsheets/Multimedia</b>	<b>Operating the Computer</b>	<b>Graphics</b>
<ul style="list-style-type: none"> <li>• Create simple spreadsheets and graphs</li> <li>• Use database terms: row, column, cell</li> <li>• Create simple multi-media presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Open and run applications</li> <li>• Open and save files to different drives</li> <li>• Print files</li> <li>• Minimize, maximize and resize windows</li> <li>• Describe ways technology has changed life at home and school</li> <li>• Know how to exchange files with other students using technology (network file sharing, flash drives)</li> </ul>	<ul style="list-style-type: none"> <li>• Create/modify images</li> <li>• Add text to image</li> <li>• Manipulate graphics</li> </ul>
<b>Keyboarding</b>	<b>Word Processing</b>	<b>Internet</b>
<ul style="list-style-type: none"> <li>• Use escape, control and basic function keys</li> <li>• Use proper finger position on home row keys</li> <li>• Correct posture</li> <li>• Use proper stroking for each letter</li> <li>• Identify usage of shift keys</li> </ul>	<ul style="list-style-type: none"> <li>• Enter sentence</li> <li>• Use font/styles</li> <li>• Use tabs and margins</li> <li>• Indent</li> <li>• Double space</li> <li>• Edit</li> <li>• Save files</li> </ul>	<ul style="list-style-type: none"> <li>• Access internet</li> <li>• Browse a website</li> <li>• Use search engines and directories (example: yahoooligans.com)</li> <li>• Use search tips – and, or, not</li> </ul>

<ul style="list-style-type: none"> <li>• Keyboard word lists</li> <li>• Use proper techniques</li> <li>• Increase speed and accuracy</li> <li>• Use shift numerals and symbols</li> <li>• Type 10-15 wpm</li> </ul>	<ul style="list-style-type: none"> <li>• Retrieve files</li> <li>• Print files</li> <li>• Insert and delete</li> <li>• Cut, copy and paste</li> <li>• Use spell check</li> <li>• Use thesaurus</li> <li>• Bullets, numbering</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how plagiarism applies to the Internet</li> <li>• Discuss and role play scenarios involving acceptable and unacceptable uses of technology (file sharing, social networking, text messages, cyber bullying)</li> <li>• Describe precautions surrounding personal safety that should be taken when online, including what personal information should not be shared online</li> </ul>
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# Forest Park Schools Technology Curriculum Overview

## 6<sup>th</sup> Grade Computers/Careers

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### OVERALL EXPECTATIONS

By the end of *Class/Grade* students will:

- Understand what is and is not ethical in regards to computer use
  - Demonstrate correct keyboarding techniques
  - Show familiarity with internet searches
  - Demonstrate ability to use Microsoft Word
  - Explain log-in password importance
  - Review cyber safety
  - Increase keyboarding skills using Type to Learn
  - Follow the policies as described in the Forest Park student handbook
- 

### SPECIFIC EXPECTATIONS

Students will:

Create a newsletter using Microsoft Publisher

Create a timeline of their life using a template

Create a basic spreadsheet using nutrition facts from fast food restaurants

Word process a nutrition report after doing research on a specific topic

Understand the long term ramifications (digital footprint) of participating in questionable online activities and the potential risks and dangers associated with online communications

<b>Keyboarding</b>	<b>Operating the Computer</b>	<b>Graphics</b>
<ul style="list-style-type: none"> <li>• Use proper finger position</li> <li>• Use correct posture</li> <li>• Use escape, control and basic function keys</li> <li>• Keyboard word lists</li> <li>• Increase speed and accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Open and run applications</li> <li>• Open and save files</li> <li>• Print files</li> <li>• Apply simple troubleshooting strategies</li> <li>• Use templates to create documents</li> </ul>	<ul style="list-style-type: none"> <li>• Create and modify images</li> <li>• Add text to images</li> <li>• Manipulate graphics</li> <li>• Design an advertisement</li> </ul>
<b>Multimedia</b>	<b>Word Processing</b>	<b>Internet</b>
<ul style="list-style-type: none"> <li>• Create basic multimedia presentations</li> <li>• Illustrate a content-related concept using a model, simulation or concept-mapping software</li> </ul>	<ul style="list-style-type: none"> <li>• Format documents</li> <li>• Edit documents</li> <li>• Insert and delete</li> <li>• Use spell-check</li> <li>• Change fonts/styles</li> <li>• Create and use bullets</li> <li>• Insert watermarks</li> <li>• Use thesaurus</li> <li>• Cut, copy and paste</li> </ul>	<ul style="list-style-type: none"> <li>• Access Internet</li> <li>• Browse a website using search engines</li> <li>• Understand how plagiarism, privacy, security, copyright, viruses, and file-sharing applies to the internet</li> <li>• Evaluate information from online resources for accuracy and bias</li> <li>• Use digital resources to collaborate with peers, experts, and other audiences (blogs, ITV, webcasts)</li> <li>• Role play scenarios involving acceptable and unacceptable uses of technology (file sharing, social networking, text messages, cyber bullying)</li> <li>• Describe precautions surrounding personal safety that should be taken when online, including what personal information should not be shared online</li> </ul>

# Forest Park Schools Technology Curriculum Overview

## 7<sup>th</sup> Grade Computers/Careers

### OVERALL EXPECTATIONS

By the end of *Class/Grade* students will:

- Demonstrate correct keyboarding techniques
- Show ability with word processing
- Understand ethical behavior when using computers
- Show proficiency with internet web searches
- Demonstrate an understanding of the impact of information technology on individuals, careers, and society
- Compose a report using word processing skills
- Follow the internet use policies as described in the Forest Park student handbook
- Understand the long term ramifications (digital footprint) of participating in questionable online activities and the potential risks and dangers associated with online communications

### SPECIFIC EXPECTATIONS

Students will:

Create a lesson plan for a Human Services Project

Create a visual for the Human Services Project

Create a newsletter using Publisher for the Arts and Communications Project

<b>Internet</b>	<b>Word Processing</b>	<b>Graphics</b>
<ul style="list-style-type: none"> <li>• Use search engines</li> <li>• Understand how plagiarism applies to the internet</li> <li>• Understand safety procedures when using the internet</li> <li>• Follow the guidelines in the Forest Park handbook when using the internet</li> <li>• Research cost analysis of building supplies for the Engineering Pathway project</li> <li>• Use templates to create a floorplan for the Engineering Pathway project</li> </ul>	<ul style="list-style-type: none"> <li>• Use fonts and styles</li> <li>• Edit</li> <li>• Insert and delete</li> <li>• Cut, copy, and paste</li> <li>• Use spellcheck</li> <li>• Use grammar check</li> <li>• Use thesaurus</li> <li>• Compose report</li> <li>• Format</li> <li>• Create layouts</li> </ul>	<ul style="list-style-type: none"> <li>• Create and modify images</li> <li>• Add text to image</li> <li>• Manipulate graphics</li> <li>• Export to word processing</li> <li>• Create a business card with a logo for the Arts and Communication project</li> <li>• Create an advertisement for their business in the Arts and Communication project</li> </ul>
<b>General Technology</b>	<b>Keyboarding</b>	<b>Multimedia</b>
<ul style="list-style-type: none"> <li>• Open and run applications</li> <li>• Follow the guidelines in the Forest Park handbook regarding computer use</li> </ul>	<ul style="list-style-type: none"> <li>• Use proper techniques</li> <li>• Increase speed and accuracy</li> <li>• Keyboard documents</li> </ul>	<ul style="list-style-type: none"> <li>• Create a powerpoint presentation of their business project.</li> </ul>



# Forest Park Schools Technology Curriculum Overview

## 8<sup>th</sup> Grade Computers/Careers

### OVERALL EXPECTATIONS

By the end of *Class/Grade* students will:

- Open and run age appropriate software
- Demonstrate correct keyboarding techniques with an increase in speed and accuracy
- Show proficiency with word processing
- Create spreadsheets and manipulate graphics
- Show proficiency with internet searches
- Create multimedia presentations
- Research the effect of a computer virus on various industries
- Be able to use appropriate terminology
- Use an online system to create an Individual Development Plan
- Follow the guidelines in the Forest Park handbook regarding internet use
- Understand the long term ramifications (digital footprint) of participating in questionable online activities and the potential risks and dangers associated with online communications
- Create media-rich presentations on the appropriate and ethical use of digital tools and resources

### SPECIFIC EXPECTATIONS

Students will:

Wordprocess a paper on the effects of computer viruses on school, business, health services, scientific research, or national defense.

Using various computer techniques students will create a business, create evaluation forms for employees, create a floorplan of the commercial business, produce advertising and promotional tools. Students will create a personalized business card for their business.

Using Excel, students will record and analyze results of a database, make predictions, develop strategies and evaluate decisions to assist with solving a problem.

Discuss possible uses of technology to support personal pursuits and lifelong learning

<b>Word Processing</b>	<b>Operating the Computer</b>	<b>Internet</b>
<ul style="list-style-type: none"> <li>• Use fonts/styles</li> <li>• Edit / Format</li> <li>• Insert and delete</li> <li>• Cut, copy, and paste</li> <li>• Spell - grammar check</li> <li>• Use thesaurus</li> <li>• Create layouts</li> <li>• Headers/Footers</li> <li>• Bullets</li> </ul>	<ul style="list-style-type: none"> <li>• Open and run and save applications to and from a variety of storage devices and places</li> <li>• Apply computer troubleshooting strategies</li> <li>• Use file management skills : file types, folders, doc, xls, pdf, txt, jpg, mp3</li> </ul>	<ul style="list-style-type: none"> <li>• Use search engines and directories and identify web sites based on their domain names</li> <li>• Understand how plagiarism applies to the internet</li> <li>• Understand the effect a virus has on various industries</li> <li>• Internet use for class project presentations</li> </ul>

	<ul style="list-style-type: none"> <li>• Use a variety of technology tools to maximize the accuracy of products</li> <li>• Perform queries in existing databases</li> </ul>	
<b>Graphics</b>	<b>Keyboarding</b>	<b>Multimedia</b>
<ul style="list-style-type: none"> <li>• Create/modify images</li> <li>• Add text to image</li> <li>• Manipulate graphics</li> <li>• Create graphs</li> </ul>	<ul style="list-style-type: none"> <li>• Use proper stroking</li> <li>• Keyboard papers and reports</li> <li>• Increase speed and accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Create multimedia presentations on the appropriate and ethical use of digital tools and resources</li> <li>•</li> </ul>

# Forest Park Schools Technology Curriculum Overview

## Computer Application I

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### COARSE OVERVIEW

- By the end of course students will: This course is an introductory course about the digital age, specifically computers, communications, the digitization of information and the exchange of digital information. Students will be exposed to many different software applications. They will learn how to properly research the internet, create digital presentations and videos, word process, create spreadsheets and databases. Students will understand the long term ramifications (digital footprint) of participating in questionable online activities and the potential risks and dangers associated with online communications

### SPECIFIC EXPECTATIONS

Students will:

- Produce announcements, magazine covers, MLA documentation style manuscripts, letters, templates using Microsoft Word
- Create spreadsheets using relative and absolute formulas, web queries, and graphing using Microsoft Excel
- Create a personal database (address book) using Microsoft Access
- Create a PowerPoint presentation using the Master Slide specifications based on a personal interview. Inserting a music file or streamed video is a requirement as well as custom animations.
- Create a video (group or personal) using iMovie 4

<b>Microsoft® Word</b>	<b>Microsoft® Excel</b>	<b>Microsoft® Access</b>
<ul style="list-style-type: none"> <li>Clip art, font changes, graphics, page set-up</li> <li>MLA and APA Documentation Style</li> <li>-margins, tabs, header/footer, footnotes, formatting paragraphs, hanging and first line indents,</li> <li>Works Cited page</li> <li>Wizards for Resumes</li> <li>Letterheads</li> </ul>	<ul style="list-style-type: none"> <li>Enter text and numbers</li> <li>Autosum</li> <li>Copy a cell to a range</li> <li>Apply the AutoFormat</li> <li>Chart Wizard</li> <li>AutoCalculate</li> <li>Correct errors</li> <li>Enter multiple lines of text</li> <li>Enter a formula</li> <li>Apply mathematical functions to formulas</li> <li>Format the worksheet</li> <li>Add conditional formatting</li> <li>Use a Web-query</li> <li>Freeze, insert, and delete cells</li> <li>Format numbers</li> <li>Use the NOW function</li> <li>Absolute cell references</li> <li>Use the IF function - on the basis of a logical test</li> <li>Answer what-if questions</li> <li>Use the Goal Seek command</li> </ul>	<ul style="list-style-type: none"> <li>Create a table add records</li> <li>Create/use a simple query</li> <li>Create/use a simple form</li> <li>Create/print simple form</li> <li>Create/print custom report</li> <li>Design to eliminate redundancy</li> <li>Create/run queries</li> <li>Include fields in design grid</li> <li>Create/use parameter queries</li> <li>Compound queries</li> <li>Sort data</li> <li>Join Tables</li> <li>Perform calculations</li> <li>Use grouping</li> <li>Create crosstab queries</li> </ul>
<b>Microsoft® PowerPoint</b>	<b>Multimedia</b>	<b>File Management</b>
<ul style="list-style-type: none"> <li>Slide Layout</li> <li>Using Wizards and Designs</li> <li>Master Slide</li> <li>Animation Effects</li> <li>Custom Animation</li> <li>Transition</li> <li>Inserting Music and Videos</li> <li>Scanning and inserting pictures</li> <li>Editing a Presentation</li> <li>Creating a Presentation from an Outline</li> <li>Notes and Handouts Features</li> <li>Interviewing Techniques</li> </ul>	<ul style="list-style-type: none"> <li>Camera angles</li> <li>Lighting</li> <li>Zooming and Panning</li> <li>Storyboarding</li> <li>Shooting Schedules</li> <li>Credits</li> <li>Copyright Laws</li> <li>Importing data</li> <li>Editing/Timeline</li> <li>Importing music</li> <li>Transitions</li> </ul>	<ul style="list-style-type: none"> <li>Saving and Retrieving Documents</li> <li>Searching for folders and files</li> <li>Printing</li> </ul>

# Forest Park Schools Technology Curriculum Overview

## Computer Application II

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### COURSE OVERVIEW

Students taking Computer Applications II will be exposed to various software applications. An in-depth approach will be taken in the creation of documents and presentations. Emphasis will be placed on Desktop Publishing, editing photos, and web page design. MOUS (Microsoft Office User Specialist) prep test will be reviewed and students are expected to pass the sections.

### SPECIFIC EXPECTATIONS

Students will:

- Produce flyers, brochures, invitations, cards, placements, coupons, menus (Frillio's Pizza Simulation) using Microsoft Publisher and Adobe InDesign
- Edit photos using Adobe Photoshop
- Create a Web Page using FrontPage 2003
- Create Web Pages to aid the Advanced Web Design class.
- MOUS Prep Test

<b>Microsoft® Publisher</b>	<b>Adobe® InDesign</b>	<b>Adobe® Photoshop</b>
Page layout and design White space Working with typefaces Margins and spacing Working with graphic images, objects, and elements used in graphic design Creativity and imagination Technical writing Critical Thinking Real-world business identity Advertising and marketing Planning and decision-making Real-world projects "KIS"	Setting up a document Working with frames Importing and editing text Working with typography Working with color Importing and linking graphics Creating tables Drawing vector graphics Printing	File browser Basic photo corrections Working with selection tools Layer basics Masks and Channels Retouching and repairing Painting and editing Basic pen tool techniques Vector masks, paths, and shapes Advanced layer techniques Creating special effects
<b>FrontPage® 2003</b>	<b>DDC MOUS Prep Test</b>	
Starting FrontPage Work with text and hyperlinks Inserting pictures and files Formatting lists Positioning objects Adding feedback forms Design a photo gallery Create a web structure Saving Shared borders and navigation bars Customize a graphical theme Preview and test in browser Organize files and folders Generate a site summary report Check spelling Replace text Publish a web	Microsoft® Word Proficient and Expert Microsoft® Excel Proficient Microsoft® PowerPoint Expert  (Students will perform all functions tested in the prep test.)	

# Forest Park Schools Technology Curriculum Overview

## Media Productions

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### COURSE OVERVIEW

This course is an applied computer application class covering the basics of desktop publishing. Included in the class are the layout and design of a variety of different printed publications such as the school yearbook and the school newspaper. The Video Productions portion of the course is designed to utilize digital video as an innovational, viable instructional tool in the classroom. The nature of the course commands hands on total motivation, creativity and interest. These elements certainly exemplify elements for effective learning. An instructional digital video process, specifically designed and developed for the course, is used to provide focus and direction to the students. The process involves eleven steps. Each step in the production of a video is followed by a three-pronged assessment, which encompasses a teacher review, peer review, and a self-assessment. The steps are: defining the video, creating a storyboard and script writing: shooting the video: video editing: final revision and editing: and final presentation. Digital video is on the cutting edge of technology. It is currently being used as an instructional tool for learning across the curriculum. Students learn and develop the skills to use this technology as well as utilize and apply these skills across the content areas. This translates into effective learning.

### SPECIFIC EXPECTATIONS

#### PREREQUISITE IS COMPUTER APPLICATIONS II

- Students will create Yearbook pages using Adobe® InDesign
- Students will create a monthly newspaper “Trojan Times” using Microsoft® Publisher
- Students will create videos using Final Cut Express 2

Microsoft® Publisher	Adobe® InDesign	Final Cut Express
See Computer Applications II	Setting up a document Working with frames Importing and editing text Working with typography Working with color Importing and linking graphics Creating tables Drawing vector graphics Printing Josten’s toolbar	Setting up: connecting camera, choosing initial settings, optimizing performance Organizing clips in browser Working with clips in viewer Working with clips in canvas Working with clips in timeline Tool Palette Working in capture window Disk space needed Computring Adding a clip to sequence Adding a storyboard of clips Locking tracks Using razor blade Deleting clips Commonly used edits Editing with audio Ripple edit, ripple delete, roll edits Adding transitions Applying filters Creating titles and credits Sharing movie