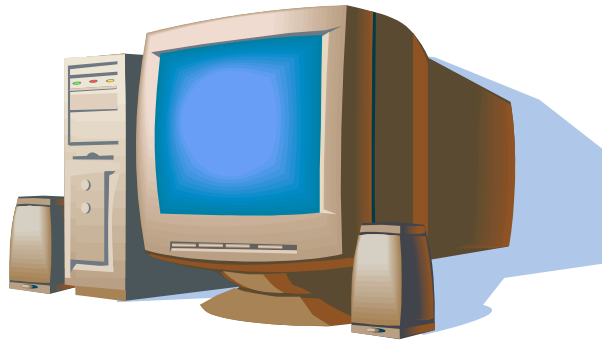


# RIVERSIDE HAGAR #6 SCHOOL TECHNOLOGY PLAN

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**ISD Name:** Berrien County Intermediate School District

**Location of Tech Plan on Web:** <http://www.remc11.k12.mi.us/rside>

**Years covered by this plan: July 1, 2009 to June 30, 2012**

# TABLE OF CONTENTS

<b>OUR SCHOOL’S MISSION</b> .....	4
<b>INTRODUCTION TO DISTRICT</b> .....	4-5
<b>VISION AND GOALS</b> .....	5-7
Vision of Our Technology Program.....	5
Integration of Teaching and Technology.....	5
Goals of Technology Plan .....	6-7
<b>CURRICULUM</b> .....	8-10
Curriculum Integration.....	8
Student Achievement.....	9
Tech Delivery.....	9
Parental Communications and Community Relations .....	9-10
Parental Involvement.....	10
Contributors.....	10
Collaboration.....	10
<b>PROFESSIONAL DEVELOPMENT</b> .....	11-12
Professional Development.....	11
Supporting Resources.....	12
<b>INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE</b> .....	13-14
Infrastructure.....	13
Technical Support.....	14
Increase Access.....	14
<b>FUNDING AND BUDGET</b> .....	15-16
Budgets and Time lines.....	15-16
Coordination of Resources.....	16
<b>MONITORING AND EVALUATION</b> .....	16-18
Evaluation.....	16-18

5

<b>ACCEPTABLE USE POLICY</b> .....	<b>19-22</b>
Teachers AUP.....	19-20
Students AUP.....	21-22
 <b>APPENDIX A</b> .....	 23-27
Riverside Technology Curriculum.....	23-27
 <b>APPENDIX B</b> .....	 28-38
Teacher Needs Assessment.....	28-34
Student Needs Assessment.....	35-36
Parent Needs Assessment.....	37-38
 <b>APPENDIX C</b> .....	 39-43
NteQ Model.....	39-43

# Our District

## Our School's Mission:

*The community, staff, and students of Riverside - Hagar #6 are cooperatively committed to and will provide instruction in a highly motivational and supportive learning environment where all students will become independent lifelong learners with the skills and knowledge necessary to live successfully in our changing society. This will be achieved through the use of textbooks and multi-media resources.*

## Introduction:

At Riverside Hagar #6 School District we believe in a safe, well-structured learning environment. We instill in students an enthusiasm for education and motivation to succeed, enabling all students to strive for excellence. Students are expected to maintain a high level of respect and responsibility, not only for themselves, but for all members of the community. To achieve this success, interaction, and cooperation between board members, staff, parents, and students is a priority.

Our school district is a K-8 district comprised of 65 students, 6 full-time staff members, and 5 part-time staff members. We are located in a rural area of Southwest Michigan between the towns of Coloma and Benton Harbor. 37 % of our students are at or below poverty level. We are 2% Native American, 9% Hispanic, 2% Bi-Racial, and 87% Caucasian. In recent years we have begun to build a solid foundation for our technology education.

In the table below, you will find the members of our technology planning team. Due to the small size of our district, each of our teachers are a part of our technology planning as well as various members of the community.

## *Technology Planning Team*

<b>Name of Person</b>	<b>Title /Position</b>
Nicole Fodor	Classroom Teacher/Technology Director
Sally Woods	Classroom Teacher/Principal
Christi Blunt	Special Education/Classroom Teacher
Marlene Brown	Classroom Teacher
Lindsay Morsaw	Classroom Teacher
Vickie Frees	School Secretary/Paraprofessional
Jennifer Fisher	School Board Member/Parent
Teresa McCain	School Board Member Parent
Joan Bell	School Board Member

## **Vision and Goals**

### **Vision of Our Technology Program:**

Riverside Hagar #6 School's vision for technology is to develop a collaborative bond between teachers and their students in order to understand that technology is a useful tool. This tool provides students with more opportunities to succeed in all aspects of their lives, as well as increasing success in student achievement in daily work as well as standardized testing. Furthermore, technology will encourage members of the Riverside Hagar #6 School community to be lifelong learners through community based activities.

### **Integration of Teaching and Technology:**

It is the goal of Riverside Hagar #6 School to incorporate and integrate technology throughout our Core Curriculum in all grades K-8. Professional development opportunities will be given so teachers can use technology most effectively. This may be through attending conferences, workshops, and "in-house" training. Teachers will feel less reluctant to use technology in new ways if trained and will feel more comfortable with the tools at hand. The district's mission is to promote life long independent learners, and our technology mission is to introduce technology as an effective tool in being such. Therefore, the end goal result of the two are essentially the same. We would like our students to be self motivated, individuals who possess all the tools necessary to be successful in the world beyond our school.

How will technology be used to improve student learning and achievement? Annually we receive a federally funded rural school grant, that allows us to update and acquire new software and hardware for our technology program. Students are learning basic keyboarding, word processing, and Internet surfing skills. Teachers have become more familiar with the software and hardware tools that are available to them. Interest and quality of assignments such as research reports have increased due to the availability of these tools.

In the 2004-2005 school year, we became a Michigan Freedom to Learn Laptop School. Our 6th-8th graders have now been lead a little further down the “road of technology” and are really using computers to assist them in the everyday lessons in the classroom. Students have researched and designed PowerPoint presentations in various Core Curriculum areas. These junior high students have also been in the position of teaching the younger grades various computer programs that we have available here and we would like to continue to push our students to be pioneers in the field of technology.

The Riverside Hagar #6 School Technology Plan ties in with the district mission and school improvement plan by being committed to helping students and faculty learn now while encouraging them to strive to be lifelong learners. In addition, we want our school community to have exposure to and experience with technology, so that they are prepared for their futures. The technology the school intends to integrate into the curriculum will help achieve both of these goals.

## Goals:

Major goals for this technology plan are listed below in order of importance to this district.

- Fully implement and integrate our technology program into the everyday classroom.
- Annually update our hardware as needed to keep up with the demands of our students and staff.
- To ensure that 100% of our staff members are fully trained on the current software and hardware at the school and any future items we acquire.
- Design and implement diagnostic tools to measure student achievement of technology goals.
- Update laptops that our 6th-8th grade room uses allowing for more effective 1-to-1 computing.

- Upgrade and change school website on a quarterly basis
- Enter grades electronically on the computer and allow parents to access their child's progress via the Internet.
- Make technology, more available to students, teachers, and community members.

# Curriculum

## **Curriculum Integration:**

Riverside Hagar #6 School's technology curriculum was developed in the 2003-2004 school year. This technology curriculum was initially based on the National Standards for Technology. Annually, we evaluate our curriculum based on performance and needs assessments. Having a small staff allows this school to look at our technology goals across all grades.

With the introduction of the Michigan Grade Level Expectations we have once again realigned our technology expectations. Improvements in our students keyboarding skills as well as growth in word processing beginning in the younger grades will be a high priority. Building a solid foundation in computing will be a must for all grades. Our 6<sup>th</sup>-8<sup>th</sup> graders are given tasks on a regular basis using laptop computers, and therefore advance their computing skills as well as gaining experiences into research.

The long term objectives of our technology plan would be to make all students K-8 computer literate, and to show our students that technology can be a valuable asset in achieving higher standards and scores on items such as the MEAP test. Eventually, we would like to see technology integrated in all classrooms, in all core curriculum areas at all levels. This will be done by the use of the NTeQ model (format found in Appendix C). It is important that our students realize that technology is part of every aspect of life today.

As mentioned earlier, our district will identify and promote teaching strategies that integrate technology effectively into curriculum and instruction. Eventually, we'd like to not just have a specific and separate technology curriculum but we'd like to have technology goals that are in the core curriculum's objectives. Doing needs assessments with not only teachers, but also students and parents, would be another effective tool in the identification of areas of weakness that need to be worked upon.

## Student Achievement:

Our school's full technology curriculum can be found in Appendix A. Below you will find our time line for technology integration in the classroom.

	<b>Begin Date</b>	<b>End Date</b>
Evaluate and realign our current curriculum	July 2009	Ongoing
Annually evaluate the hardware we have and what updates are needed	July 2009 July 2010 July 2011	June 2010 June 2011 June 2012
Make repairs to current hardware, etc.	July 2009 July 2010 July 2011	August 2009 August 2010 August 2011
Upgrade our laptops for grades 6 <sup>th</sup> - 8 <sup>th</sup> .	June 2010	July 2011
Have in place a system that parents can access their child's grades online	June 2010	Ongoing

## Technology Delivery:

Technology will be used to promote higher order thinking with our students. For example, in our 6th-8th grade classroom instead of just reading about World War II our students will read about it and be able to research and present it via the Internet and other Web-authoring tools. After careful research and exploration students will then synthesize this information into a PowerPoint presentation exhibiting the knowledge that they obtained. They will then use a digital projector to present their research to the class.

Through the Freedom to Learn grant we have also acquired many useful software applications that will help with the integration of technology these include Connected Tech, Class Server, and United Streaming. These have already proven to have engaged more reluctant learners in various curriculum areas. With these programs we have been able to expand our students' minds beyond paper and pencil.

## Parental Communications & Community Relations:

The Riverside Hagar #6 School's Technology Plan will be distributed through the school district's website <http://www.remcl1.k12.mi.us/rside>. The School Board will also hold a public meeting in which the technology plan will be discussed, presented, and approved. This technology plan will also be available at the request of parents or other community members

from the school's office. Each staff member will receive a copy of the technology plan in their mailboxes.

### **Parental Involvement:**

Besides the telephone, teachers and parents can communicate using e-mail. Each staff member has a school e-mail account. We also have a website that parents can use to check up on our different classrooms as well as look at items such as the school calendar, and upcoming school board meetings.

### **Contributors:**

Involving parents in the technology planning process is important. Asking parents and community members to fill out needs assessments, as well as asking for feedback on comments/concerns will enable our technology program to flourish. Having representatives from these groups on our technology planning teams allows different perspectives on areas of improvement.

### **Collaboration:**

N/A we are a K-8 district

# **Professional Development**

## **Professional Development:**

First of all, Riverside teachers, secretary and principal have access to technology training programs at Berrien Regional Educational Services Agency (BRESA), Kalamazoo Regional Education Service Agency (KRESA), and other facilities in Michigan. These facilities allow each of us to pursue training in the use of technology.

In addition, the school has the funding to financially support professional development. The principal and teachers will look for grants that will continue to support our professional development. Also, each teacher has access to information on curriculum; various computer programs such as Excel, Word and PowerPoint; and teaching strategies. In the contract, teachers are reimbursed for a percentage of tuition costs. We will use what we already know and understand and combine that knowledge with new strategies and information. We will attend training sessions that will help us along those lines.

Next, each of us will avail ourselves of whatever means we can to better understand how to use technology for our own and our students' personal and professional needs. We will do research on how to enhance, change and/or replace the curriculum. We will observe other schools that successfully use technology in order to learn from them; this will help us make more decisions for our school. Teachers will receive release time in order to pursue options that will help our school understand how to use technology in the school. We will also attend seminars, preview software, enlist the expertise of other educators and look for whatever opportunities we come across that will aide our quest to find the best information for improving the education of students and staff.

Finally, we will make sure that we have days for professional development scheduled on our calendar. We will use the time for training staff and for contracting speakers who can help us in areas where we are weak. We have access to funds for professional development and will make sure we have the opportunities in terms of time and resources to help us learn and improve.

## **Supporting Resources:**

Riverside Hagar #6 School has many resources to draw from in order to enhance our technology program. There are:

- \* In the office and in each classroom is a copy of the Riverside Hagar #6 Technology Handbook. This document contains information on the school's hardware, software, policies, procedures, and basic computer information.
- \* Berrien County ISD is a major source of support for this school. We are offered several professional development opportunities from this institute. They also provide us with computer support, and assist us with Passport applications. We can also attend video field trips through them.
- \* We have a subscriptions to the following software companies:  
Deep Freeze: Instantly protects and preserves computer figurations.  
Sonic Wall- Helps to filter Internet web sites  
Comcast: Comcast is our Internet provider

## **Timeline for Professional Development :**

Each year the following Professional Development Timeline will be in place:

In August teachers will be trained on new software/hardware acquired over the summer. After administering Needs Assessments in the fall, January will be another month to hold mini technology workshops on areas of weaknesses. In June a final Needs Assessments will be evaluated and further training will be done to meet problem areas. Throughout each school year teachers are given the opportunity to attend outside professional development activities in such places as our local ISD. Each teacher would be require to attend one technology training session there per school year.

# Infrastructure, Hardware, Technical Support, and Software

## Infrastructure:

We are fully networked throughout our school, providing both wired and wireless accessibility.

### *Technology We Currently Have*

Quantity	Item Description
22	HP 22in. LCD Monitor
22	HP Compaq Desktop Towers
4	HP Deskjet Printers
1	HP Laserjet Printer
1	HP Photosmart Printer
1	HP 1250 Fax Machine
2	Digital Projectors
1	Nikkon Digital Camera
2	Cannon Digital Cameras
5	27" Sharp Televisions
5	Samsung DVD/VCRs
13	HP nx9010 laptops
2	HP Access Points
1	Laptop Cart
11	Compaq Laptops
6	Dell Teacher Laptops

As we incorporate and integrate technology into our curriculum, we will need to continually look at the necessary updates and hardware must be purchased. In the future we hope to change the following:

1. Purchase software that can help teach community members computer skills
2. Continue to purchase software as needed to meet the needs of our students.

### **Technical Support:**

Because of the small size of our district, our Technology Director performs the small in house repairs. For networking issues we use Teekies, Inc. out of South Haven, Michigan. Hard repairs beyond our capable are sent to JD Technologies. All technical issues are reported directly to the Technology Director.

### **Increase Access:**

All students in our building have equal access to all technology that is available. As a technology planning team, we would like to offer classes that would allow community members in this low socio-economic district to have an opportunity to use the equipment and knowledge we possess.

# Funding and Budget

The budget and time line below are projected with funds from the school's state foundation money as well as monies from various state, federal, and nonprofit grants.

## **Budget and Timetable:**

### ***2009-2010***

<i><b>Budget Line Item</b></i>	<i><b>Time line</b></i>	<i><b>Approximate Cost</b></i>
<i>Part-time Technology Director</i>	<i>N/A</i>	<i>\$1000</i>
<i>Comcast Internet Access</i>	<i>June 2009-July 2010</i>	<i>\$1200</i>
<i>Printer Supplies</i>	<i>September 2009-June20010</i>	<i>\$3000</i>
<i>Software Updates/Licenses</i>	<i>September 2009-June 2010</i>	<i>\$3000</i>
<i>Repairs/Maintenance</i>	<i>September 2009-June 2010</i>	<i>\$1050</i>
<i>Professional Development</i>		<i>\$600</i>
<i>Total</i>		<i>\$9,850.00</i>

### ***2010-2011***

<i><b>Budget Line Item</b></i>	<i><b>Time line</b></i>	<i><b>Approximate Cost</b></i>
<i>Part-time Technology Director</i>	<i>N/A</i>	<i>\$1025</i>
<i>Comcast Internet Access</i>	<i>June 2010-July 2011</i>	<i>\$1300</i>
<i>Printer Supplies</i>	<i>September 2010-June2011</i>	<i>\$3025</i>
<i>Software Updates/Licenses</i>	<i>September 2010-June 2011</i>	<i>\$3500</i>
<i>Repairs/Maintenance</i>	<i>September 2010-June 2011</i>	<i>\$1500</i>
<i>Professional Development</i>		<i>\$800</i>
<i>Total</i>		<i>\$11,150</i>

## 2011-2012

Budget Line Item	Time line	Approximate Cost
<i>Part-time Technology Director</i>	<i>N/A</i>	<i>\$1050</i>
<i>Comcast Internet Access</i>	<i>June 2011-July 2012</i>	<i>\$1400</i>
<i>Printer Supplies</i>	<i>September 2011-June 2012</i>	<i>\$3050</i>
<i>Software Updates/Licenses</i>	<i>September 2011-June 2012</i>	<i>\$4000</i>
<i>Repairs/Maintenance</i>	<i>September 2011-June 2012</i>	<i>\$2000</i>
<i>Professional Development</i>		<i>\$1000</i>
<i>Total</i>		<i>\$15,550</i>

### **Coordination of Resources:**

Riverside Hagar #6 will use funds available from 31A At Risk to finance part of the technology needed to increase student achievement through additional software purchases. The federal Rural Grant we receive will be used to purchase hardware updates, as well as much needed items. Throughout the years that this plan covers, we'll continue to apply for grants to help with funding costs.

## **Monitoring and Evaluation**

### **Evaluation:**

As with other school curriculum areas the evaluation of our school's technology program is important. Although in recent years we've obtained quite a bit of technology in our building, it is imperative to look at the way in which it is utilized. In the following section you will see various forms that are used to evaluate our technological progress, and to make sure that future needs are addressed.

The evaluation of the Freedom to Learn program is being done through the state. They are using the Center for Research and Technology Policy department at the University of Memphis. The Lead Teacher of the building has been trained to do the SOM (School Observation Measure) for this educational institution.

What is SOM?

An observer enters the classroom and does a three hour block observation. This person moves from classroom to classroom every 15 minutes during the three our observation period. The observer works on two levels of coding: Classroom Observation Notes, and SOM Data Summary. Information on this program can be found at <http://www.memphis.edu>. The components of this measurement can be applied beyond the Laptop program in our school.

We will also administer Needs Assessments to both students and teachers. An example of these can be found in Appendix B.

If through the evaluation process we are seeing the our technology goals are not being met, a committee will gather together to reevaluate. Research and brainstorming will be done to come up with alternative goals that are challenging yet attainable.

<b><i>School Year</i></b>	<b><i>Month</i></b>	<b><i>Type of Evaluation</i></b>	<b><i>Evaluator(s)</i></b>
<b><i>2009-2010</i></b>	<b><i>September</i></b>	<b><i>Needs Assessments given to both teachers and students</i></b>	<b><i>Technology Director</i></b>
<b><i>2009-2010</i></b>	<b><i>October</i></b>	<b><i>Analyze Needs Assessments for Upcoming School Year</i></b>	<b><i>Technology Team</i></b>
<b><i>2009-2010</i></b>	<b><i>May</i></b>	<b><i>Evaluate Technology Plans Goals and Outcomes - Make Needed Changes</i></b>	<b><i>Technology Team</i></b>
<b><i>2009-2010</i></b>	<b><i>June</i></b>	<b><i>Needs Assessments Given Out Again and Compared to Beginning of the Year</i></b>	<b><i>Technology Director</i></b>
<b><i>2010-2011</i></b>	<b><i>September</i></b>	<b><i>Needs Assessments given to both teachers and students</i></b>	<b><i>Technology Director</i></b>
<b><i>2010-2011</i></b>	<b><i>October</i></b>	<b><i>Analyze Needs Assessments for Upcoming School Year</i></b>	<b><i>Technology Team</i></b>
<b><i>2010-2011</i></b>	<b><i>May</i></b>	<b><i>Evaluate Technology Plans Goals and Outcomes - Make Needed Changes</i></b>	<b><i>Technology Team</i></b>
<b><i>2010-2011</i></b>	<b><i>June</i></b>	<b><i>Needs Assessments Given Out Again and Compared to Beginning of the Year</i></b>	<b><i>Technology Director</i></b>
<b><i>2011-2012</i></b>	<b><i>September</i></b>	<b><i>Needs Assessments given to both teachers and students</i></b>	<b><i>Technology Director</i></b>
<b><i>2011-2012</i></b>	<b><i>October</i></b>	<b><i>Analyze Needs Assessments for Upcoming School Year</i></b>	<b><i>Technology Team</i></b>
<b><i>2011-2012</i></b>	<b><i>May</i></b>	<b><i>Evaluate Technology Plans Goals and Outcomes - Make Needed Changes</i></b>	<b><i>Technology Team</i></b>

## **Acceptable Use Policy:**

Our Acceptable Use Policies are looked at annually before the beginning of each school year. Once these are evaluated they are placed in our Student Handbook which is approved yearly by the school board and distributed to parents. Both parents and students sign this agreement and return it to school. We keep these on file for the entire school year.

### **RIVERSIDE HAGAR #6 SCHOOL**

#### **ACCEPTABLE USE POLICY**

##### **For Staff**

Riverside Hagar #6 provides access to technology to students for the purpose of promoting the use of technology as a tool to enhance classroom teaching and learning. All use of District technology must be consistent with this purpose and be in accordance with this policy and/or any other policies established by the Board of Education. Technology as defined in this policy includes but is not limited to the use of the District computers and networks, the Internet, video monitors and tape players, and the District's telephone system. In addition, all users must be aware that by traversing another network via the Internet that they may be subject to the guidelines and policies of that network. The purpose of this policy is to ensure that those using the technology provided by the District will do so with respect for the public trust and in accordance with the mission and educational goals of the Riverside Hagar #6 School District, and the policies and regulations as established from time to time by the District and/or local, state, and federal agencies.

***Network/Hardware:*** All technological equipment should be treated with respect and proper care. All Users are responsible for all files created, and it should not be assumed that any information stored on district equipment is confidential, or private

***Computer Accounts:*** Staff members are given a Username and Password. It is the responsibility of the staff member that this remains confidential. Passwords should not be shared with others. Any materials under the staff member's account are the responsibility of those personnel.

***Unauthorized Access:*** Staff members are not to use another staff member's user ID for accessing information, e-mailing others, or saving files.

***E-mail:*** When receiving e-mails do not open suspicious attachments. These may cause harm to the entire network. NEVER open an e-mail from someone you don't know.

**Internet Use:** The Internet is to be used for educational purposes. The Internet is not to be used for instant messaging or shopping online during instructional hours.

**Using Software:** All software found in district is loaded and licensed. Staff members are not to tamper with these applications.

**Viruses:** Staff members will not infect the network with worms, or viruses intentionally.

**STAFF MEMBER AGREEMENT** I have read and understand the information presented in the Technology Acceptable Use Policy and agree to follow the guidelines. I also realize that the school personnel have the right to block all inappropriate sites on the web. I also understand that misuse of any of the school's resources could lead to the suspension of accounts and discipline action taken by the school.

---

Staff Signature

---

Date

## **ACCEPTABLE USE POLICY**

### For Students

Riverside Hagar #6 provides access to technology to students for the purpose of promoting the use of technology as a tool to enhance classroom teaching and learning. All use of District technology must be consistent with this purpose and be in accordance with this policy and/or any other policies established by the Board of Education. Technology as defined in this policy includes but is not limited to the use of the District computers and networks, the Internet, video monitors and tape players, and the District's telephone system. In addition, all users must be aware that by traversing another network via the Internet that they may be subject to the guidelines and policies of that network. The purpose of this policy is to ensure that those using the technology provided by the District will do so with respect for the public trust and in accordance with the mission and educational goals of the Riverside Hagar #6 School District, and the policies and regulations as established from time to time by the District and/or local, state, and federal agencies.

***Network/Hardware:*** All technological equipment should be treated with respect and proper care. All Users are responsible for all files created, and it should not be assumed that any information stored on district equipment is confidential, or private. Any information stored on server may only be removed by authorized Riverside personnel.

***Computer Accounts:*** Students are given a Username and Password. It is the responsibility of the student that this remains confidential. Passwords should not be shared with others. If the student's password is accessed by another student, that student must immediately inform the district's Technology Coordinator. Students are accountable for all material sent and received on their account.

***Unauthorized Access:*** Students are not to use another student's user ID for access information, e-mailing others, or copying another's work.

***Internet Use:*** In accordance with the Children's Internet Protection Act, Riverside Hagar #6 School has made every effort to block access by minors of inappropriate material on the Internet wherever possible. E-mail is only to be used for class work. Students will not use malicious behavior on the Internet nor may they participate in the sending of hate mail, harassment or discriminatory remarks. Students will NOT give out personal information of any kind on the Internet. This includes: home phone, address, age. The Internet may not be used for the purchasing of goods and services, gaming, or the participation in chat rooms. Pornography is not acceptable.

***Sharing Files:*** Students will save all files onto the school server, or removable media. Inappropriate files should not be saved nor shared.

**Using Software:** All software found in district is loaded and licensed. Students are not to tamper with these applications.

**Using Printing Resources:** Students may not print more than a 10 page document without a staff member's approval. These documents should contain no profanity, threats, or other inappropriate materials.

**Viruses:** Students will not infect the network with worms, or viruses intentionally.

***Students in grades K-3 will have limited access to Internet. Grades 4-8 will be allowed to do select Internet searches on pre-approved sites. All students will be monitored AT ALL TIMES while on the Internet. Internet usage will not be allowed during recess time.***

**STUDENT-PARENT AGREEMENT**I have read and understand the information presented in the Technology Acceptable Use Policy and agree to follow the guidelines. I understand that all files on the network may be viewed at any time by school personnel. I also realize that the school personnel have the right to block all inappropriate sites on the web. I also understand that misuse of any of the school's resources could lead to the suspension of accounts and discipline action taken by the school.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

# *Appendix A*

## *Riverside Hagar #6 Technology Curriculum*

*The following curriculum is based on the Michigan Grade Level Expectations for Technology.  
Each year builds upon the prior year.*

### *Kindergarten*

Use CD-ROMS for subject integration and to gather information.

Develop keyboarding skills

Become familiar with the keyboard

Acquire knowledge of word processing

Become familiar with the menu

Type text, and print

Expand his/her knowledge and the use of the Internet

Gain access and awareness

Identify technology in the everyday world

### *1<sup>st</sup> Grade*

Use CD-ROMS for subject integration and to gather information.

Develop keyboarding skills

Become familiar with the keyboard

Experience right and left positions

Acquire knowledge of word processing

Learn to use OPEN, SAVE, and PRINT

Use mouse to insert cursor

Learn to use the keys: DELETE, RETURN, and the ARROW KEY

Expand his/her knowledge and the use of the Internet

Gain access and awareness

### *2<sup>nd</sup> Grade*

Use CD-ROMS for subject integration and to gather information.

Develop keyboarding skills

Make use of the home-row hand positions and develop/key finger accuracy

Type 5 words per minute with 50% accuracy.

Acquire knowledge of word processing

Learn to use OPEN, SAVE, QUIT and PRINT

Use font selection any size.

Learn to use the keys: DELETE, RETURN, and the ARROW KEY  
Expand his/her knowledge and the use of the Internet  
Gain access and awareness  
Expand his/her knowledge in desktop publishing and graphic design  
Type text, choose graphics, edit, and print

### *3<sup>rd</sup> Grade*

Use CD-ROMS for subject integration and to gather information.  
Develop keyboarding skills  
Acquire knowledge of all keys, SHIFT, SPACE BAR, and punctuation  
Type 10 words per minute with 80% accuracy.  
Acquire knowledge of word processing  
Learn to use OPEN, SAVE, QUIT, NEW, SAVE AS, CLOSE, and PRINT  
Use edit menu: UNDO  
Use document menu: SPELLING, and THESAURUS  
Use TAB key Expand his/her knowledge and the use of the Internet  
Communication skills  
Expand his/her knowledge in desktop publishing and graphic design  
Add graphics to documents  
Change size of text

## *4th Grade*

Use CD-ROMS for subject integration and to gather information.

Develop keyboarding skills

Demonstrate skills in left and right hand positions

Demonstrate skills using home-row hand positions

Type 15 words per minute with 80% accuracy.

Acquire knowledge of word processing

Learn to use OPEN, SAVE, QUIT, NEW, SAVE AS, CLOSE, and PRINT

Use edit menu: CUT, COPY, PASTE, and SELECT ALL

Use font selection and size

Use justification and style

Expand his/her knowledge and the use of the Internet

Communicate and research

Expand his/her knowledge in desktop publishing and graphic design

Add graphics to documents

Change size of texts

Use alignment and style

## *5th Grade*

Use CD-ROMS for subject integration and to gather information.

Develop keyboarding skills

Demonstrate skills using home-row hand positions

Type 20 words per minute with 90% accuracy

Acquire knowledge of word processing

Use edit menu: CUT, COPY, PASTE, and SELECT ALL

Set margins and tabs

Use justification and style

Expand his/her knowledge and the use of the Internet

Communicate and conduct research

Expand his/her knowledge in desktop publishing and graphic design

Add graphics to documents

Change size of texts

Use alignment and style

## **6th Grade**

Use CD-ROMS for subject integration and to gather information.

Develop keyboarding skills:

Demonstrate skills using home-row hand positions

Type 25 words per minute with 90% accuracy.

Acquire knowledge of word processing

Use edit menu: CUT, COPY, PASTE, and SELECT ALL

Use font selection and size

Use justification and style

Expand his/her knowledge and the use of the Internet

Communicate and research

Type an essay using TWO Internet resources

Expand his/her knowledge in desktop publishing and graphic design

Add graphics to documents

Use alignment and style

## **7th Grade**

Use CD-ROMS for subject integration and to gather information.

Develop keyboarding skills:

Demonstrate skills using home-row hand positions

Type 30 words per minute with 90% accuracy.

Acquire knowledge of word processing

Use edit menu: CUT, COPY, PASTE, and SELECT ALL

Use font selection and size

Use justification and style

Expand his/her knowledge and the use of the Internet

Communicate and research

Type an essay using THREE Internet resources

Expand his/her knowledge in desktop publishing and graphic design

Add graphics to documents

Use alignment and style

Identify how different cultures utilize technology

Use technology to organize thoughts in a logical manner

## **8th Grade**

Use CD-ROMS for subject integration and to gather information.

Develop keyboarding skills:

Demonstrate skills using home-row hand positions

Type 35 words per minute with 90% accuracy.

Acquire knowledge of word processing

Use font selection and size  
Use justification and style  
Expand his/her knowledge and the use of the Internet  
Communicate and research  
Make a list of useful websites and present to class.  
Expand his/her knowledge in desktop publishing and graphic design  
Add graphics to documents  
Use alignment and style

## *Appendix B*

### *Teacher Needs Assessment*

Teacher Name \_\_\_\_\_

Grade Level \_\_\_\_\_

Answer the following questions.

1. How long have you been teaching?
2. How many students are in your classroom?
3. Do you have a computer in your classroom?
4. Do your students have access to a computer lab?
5. How often do your students utilize a lab?
6. Are any of the computers that you use connected to the Internet ? Please list the computers that are not below.

What technologies do you use? Please check the most appropriate category for each item listed.

## YOUR TECHNOLOGY KNOWLEDGE

Name of Technology	Frequently	Once in a While	Sometimes	Rarely	Never
Apple Computer					
IBM Computer					
VCR					
DVD Player					
Video Camcorder					
Digital Camera					
Digital Projector					
Internet					
E-mail					
Fax Machine					
CD-Rom					
Scanner					
CD Burner					

**Do you use the following items in your classroom?**

Area of Job	Frequently	Once in a While	Sometimes	Rarely	Never
Grading/Attendance					
Student Records/Health Records					
Budgets, and Scheduling					
Developing a Webpage					
Word Processing					
Making a Spreadsheet or Database					

PowerPoint Presentation					
Using a Video Making Program					
Computerized Testing					
Research					
Photoshop/Illustrator					
Hyperstudio					

**Which computer components do students use in your classroom?**

Name of Technology	Frequently	Once in a While	Sometimes	Rarely	Never
Drill and Practice Software					
Educational Games					
Games for Fun					
Word Processing					
Databases					
Spreadsheets					
Encarta/World Book					
Internet					
E-mail					
Problem Solving Software					
PowerPoint					
Webpage Development					

**Which of the following items do you think are important to your instruction in the classroom?**

Name of Technology	Vital	Somewhat	N/A/	Not Really	Not at All
Laptop					
Interactive Videoconferencing					
VCR					
DVD Player					
Video Camcorder					
Digital Camera					
Digital Projector					
Internet					
E-mail					
Electronic Chalkboard					
CD-Rom					
Scanner					
CD/DVD Burner					

**Staff Development is important in having a successful technology program. Please mark the following areas that you have received training in.**

Name of Technology	Trained In	Never Been Trained
Using Digital Media		
Accessing E-mail and the Internet		
TV/Audio/Video		
WORD		
POWERPOINT		
EXCEL		
WORDPERFECT		
Webpage Development		
Electronic Research		
Grading/Attendance Digitally		

**What are the areas that you haven't been trained in that you would like to be trained in?**

Name of Technology	Would Be Interested	Am Not Interested
Using Digital Media		
Accessing E-mail and the Internet		
TV/Audio/Video		
WORD		
POWERPOINT		
EXCEL		
WORDPERFECT		

Webpage Development		
Electronic Research		
Grading/Attendance Digitally		

# Student Needs Assessment

## Technology Needs Assessment

Check the highest level that describes what you can do at the present time. If you mark 4 that means you can also do 2 and 3.

### Responsible Use

- \_\_\_\_\_ Level 1 I do not understand what responsible use means  
\_\_\_\_\_ Level 2 I take care of the equipment I use and leave it ready for next user  
\_\_\_\_\_ Level 3 I understand and follow rules concerning harassment, language, passwords, privacy, copyright, appropriate use.  
\_\_\_\_\_ Level 4 I model responsible use and teach others how to be responsible users.

### Basic Computer Use

- \_\_\_\_\_ Level 1 I do not use a computer  
\_\_\_\_\_ Level 2 I log on, log off, open and use programs on my own.  
\_\_\_\_\_ Level 3 I open programs from icons, and Start bar and use more than one program at a time.  
\_\_\_\_\_ Level 4 I learn new programs and discovery additional features on my own.

### File Management

- \_\_\_\_\_ Level 1 I do not save any documents I use on the computer  
\_\_\_\_\_ Level 2 I select, open, and save documents to the H: drive  
\_\_\_\_\_ Level 3 I create folders to organize my materials on the H: drive  
\_\_\_\_\_ Level 4 I use Windows Explorer or my computer to locate files on different drives, and I move files between drives.

### E-mail

- \_\_\_\_\_ Level 1 I do not use e-mail  
\_\_\_\_\_ Level 2 I compose and send appropriate e-mail messages  
\_\_\_\_\_ Level 3 I organize my mail folders to save messages and delete those I no longer need  
\_\_\_\_\_ Level 4 I use e-mail to request or send information for research or school projects.

### Word Processing

- \_\_\_\_\_ Level 1 I do not use a word processor  
\_\_\_\_\_ Level 2 I use a word processor for basic writing tasks  
\_\_\_\_\_ Level 3 I use a word processor tools (font, spell check, grammar check) to enhance writing  
\_\_\_\_\_ Level 4 I use a word processor to edit, compare, or improve my previous drafts and publish a final document

## **Graphics**

- \_\_\_\_\_ Level 1 I do not use graphics
- \_\_\_\_\_ Level 2 I create pictures and drawings with programs
- \_\_\_\_\_ Level 3 I insert my own graphics
- \_\_\_\_\_ Level 4 I select and modify graphics to show what I've learned

## **Desktop Publisher**

- \_\_\_\_\_ Level 1 I do not use a desktop publisher
- \_\_\_\_\_ Level 2 I use templates to create a presentation
- \_\_\_\_\_ Level 3 I create original documents from a blank page
- \_\_\_\_\_ Level 4 I design original publications to show others what I've learned.

## **Spreadsheet**

- \_\_\_\_\_ Level 1 I do not use a Spreadsheet
- \_\_\_\_\_ Level 2 I enter data into a spreadsheet
- \_\_\_\_\_ Level 3 I choose and create charts with spreadsheet tools
- \_\_\_\_\_ Level 4 I explain my charts with well labeled charts, etc.

## **Internet**

- \_\_\_\_\_ Level 1 I do not use the Internet
- \_\_\_\_\_ Level 2 I use school-selected Internet sites and use navigation buttons
- \_\_\_\_\_ Level 3 I use search engines to find information.
- \_\_\_\_\_ Level 4 I evaluate and decide good Internet sites with accurate information

# **Parent Needs Assessment**

## **Technology Needs Assessment**

**Check the highest level that describes what you can do at the present time. If you mark 4 that means you can also do 2 and 3.**

### **Responsible Use**

- \_\_\_\_\_ Level 1 My child does not understand what responsible use means
- \_\_\_\_\_ Level 2 My child takes care of the equipment he/she uses and leaves it ready for next user
- \_\_\_\_\_ Level 3 My child understands and follow rules concerning harassment, language, passwords, privacy, copyright, appropriate use.
- \_\_\_\_\_ Level 4 My child models responsible use and teach others how to be responsible users.

### **Basic Computer Use**

- \_\_\_\_\_ Level 1 My child does not use a computer
- \_\_\_\_\_ Level 2 My child logs on, logs off, opens and uses programs on his/her own.
- \_\_\_\_\_ Level 3 My child open programs from icons, and Start bar and use more than one program at a time.
- \_\_\_\_\_ Level 4 My child learns new programs and discovers additional features on their own.

### **File Management**

- \_\_\_\_\_ Level 1 My child does not save any documents they use on the computer
- \_\_\_\_\_ Level 2 My child selects, opens, and save documents to a particular drive
- \_\_\_\_\_ Level 3 My child create folders to organize materials on their drives
- \_\_\_\_\_ Level 4 My child uses Windows Explorer or My Computer to locate files on different drives, and moves files between drives.

## **E-mail**

- \_\_\_\_\_ Level 1 My child does not use e-mail
- \_\_\_\_\_ Level 2 My child composes and sends appropriate e-mail messages
- \_\_\_\_\_ Level 3 My child organizes mail folders to save messages and delete those no longer needed
- \_\_\_\_\_ Level 4 My child uses e-mail to request or send information for research or school projects.

## **Word Processing**

- \_\_\_\_\_ Level 1 My child does not use a word processor
- \_\_\_\_\_ Level 2 My child uses a word processor for basic writing tasks
- \_\_\_\_\_ Level 3 My child uses a word processor tools (font, spell check, grammar check) to enhance writing
- \_\_\_\_\_ Level 4 My child uses a word processor to edit, compare, or improve my previous drafts and publish a final document

## **Graphics**

- \_\_\_\_\_ Level 1 My child does not use graphics
- \_\_\_\_\_ Level 2 My child creates pictures and drawings with programs
- \_\_\_\_\_ Level 3 My child inserts own graphics
- \_\_\_\_\_ Level 4 My child selects and modifies graphics to show what's learned

## **Desktop Publisher**

- \_\_\_\_\_ Level 1 My child does not use a desktop publisher
- \_\_\_\_\_ Level 2 My child uses templates to create a presentation
- \_\_\_\_\_ Level 3 My child creates original documents from a blank page
- \_\_\_\_\_ Level 4 My child designs original publications to show others what I've learned.

## **Internet**

- \_\_\_\_\_ Level 1 My child does not use the Internet
- \_\_\_\_\_ Level 2 My child uses school-selected Internet sites and uses navigation buttons
- \_\_\_\_\_ Level 3 My child uses search engines to find information.
- \_\_\_\_\_ Level 4 My child evaluates and decides good Internet sites with accurate information

# **APPENDIX C:**

## **NteQ Model Template**

NTeQ Lesson Plan

iNtegrating Technology for inQuiry

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The following template provides guidance for creating a lesson plan that is problem-based and dependent on technology to reach a solution.

**LESSON TITLE:**

**SUBJECT AREAS:**

**GRADE LEVEL:**

**TIME REQUIRED:**

**AUTHOR(S):**

**EMAIL:**

### **LESSON SUMMARY**

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Briefly describe the purpose of the lesson and the student activities.

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### **MATERIALS**

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What materials and resources will the students need to solve the problem (achieve the learning objective)? Sample items: CD-ROM encyclopedias; Internet resources; email correspondence with experts or students in other states or countries; data collected from student experiments, newspapers, magazines, interviews of fellow students, local professionals, family members or neighbors. Also list handouts students will use during the lesson. It is helpful to include a “**Think Sheet**” of questions that require students to use critical thinking skills.

**MATERIALS:**

**SPECIFY OBJECTIVES**

What objectives will your student achieve as a result of completing this lesson? For example, “by the end of this lesson, the students will classify leaves as simple or complex.”

**IDENTIFY COMPUTER FUNCTIONS**

---

Specify the learning tasks that have a match with a computer function. (e.g., Sort – Database, Calculate average – Spreadsheet, etc.).

Learning Task	Computer Function

**PROBLEM STATEMENT**

What problem will your students solve as they work through the content? Write the problem statement in the language you will use with your students. For example, “What is the most common leaf shape in our playground?”

--

**DATA MANIPULATION**

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Now you determine specifically how students will use the identified computer functions to help solve the problem. Think carefully about the problem to be solved and how the data need to be manipulated to find a solution. Briefly describe each manipulation activity.

<i>Computer Function</i>	<i>Computer Application</i>	<i>Data Manipulation</i>
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**RESULTS PRESENTATION**

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Briefly describe how the students will present their results or solutions to the problem. The results can consist of a written report, slide show, poster, or other different formats. Please refer to Chapter 11 in the book for details on how to publish results.

Results Presentation:

**MULTIDIMENSIONAL ACTIVITIES**

---

Briefly describe the lesson activities. Please remember to include the *computer activities* or what students need to do before they go the computers, while they are at the computers, and what they do after they finish computer work, and the *supporting activities*. Also describe how student learning will be evaluated.

**Activities Prior to computer**

**Activities while at computer**

**Activities after using computer**

***ASSESSMENT***

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Describe how you will assess student achievement.

Taken from [www.nteq.com](http://www.nteq.com)