

# **Bingham Arts Academy**

## **Technology Plan**

**June 30, 2010 – June 30, 2013**

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## **MISSION STATEMENT**

Bingham Arts Academy is an exciting learning community committed to academic excellence.

We provide a safe, nurturing environment where languages and cultures are valued and taught.

The academy is founded on the belief that the arts allow the expression of feelings, fulfill the inherent need to create, and can help to find meaning in our lives.

## **DISTRICT PROFILE**

Bingham Arts Academy is located in Alpena and opened in September of 2004 as a public charter school. Bingham Arts Academy is chartered by Bay Mills Community College. Our management company is Mosaica Education, Inc. The enrollment is currently 136 students in grades K-8. The majority of our students come from the city of Alpena.

Bingham Arts Academy provides a school in the community that opens up educational opportunities for all students. Our goals are to increase learning opportunities for all students, provide families with expanded public school choices, and focus on students, parent, and community. In support of this goal, we encourage best practices and greater school accountability through measurable academic standards. This educational environment provides new professional growth opportunities for teachers and staff and increased student learning.

Bingham Arts Academy fosters a close connection between home and school. Parents will have opportunities to participate in the planning for improvement within the school as well as helping with decisions related to the structure and organization of their child's school. Parent-teacher conferences are held twice per year and are only reinforcements of the constant communication between home and school. Parents provide input on school matters through Board Meetings, school committees, PTO, Parent Satisfaction Surveys, and Paragon nights.

### **School Building (1)**

Bingham Arts Academy  
555 S. Fifth Avenue  
Alpena, MI 49707

### **Current Enrollment**

- 136 students in grades K-8

### **Number of Teachers**

- 11

### **Socioeconomic Status**

- 90% of students are Caucasian
- 8% African American
- 2% Other
- 78% of students qualify for free and/or reduced lunch

## **DISTRICT TECHNOLOGY PLANNING TEAM**

<u>Name</u>	<u>Position</u>
Gareth Volz	Regional Vice President
Sarah Prevo	Chief Administrative Officer
Jennifer Manning	Middle School Teacher
Rebecca Meyer	Lower Elementary Teacher
Kurt Hines	Parent
Craig Brownridge	Community Member

## **BACKGROUND OF TECHNOLOGY PLANNING INITIATIVE**

Mosaica Education, the management company for Bingham Arts Academy, set up a technology plan to provide a coherent long-range direction for the organization as it envisioned how technology can enhance the teaching and learning process. The plan formalizes and documents how Mosaica Education and Bingham Arts Academy will provide access to modern technology for instructional use and to support student achievement. The planning process included surveys, interviews, examination of school planning documents from across the country, staff development with specific technologies and their application in the school environment, and collected usage and trend data from the network environment. Based upon this comprehensive data, findings and recommendations are prepared.

This new plan for Bingham Arts Academy builds on this foundation and focuses on the specific needs and opportunities at Bingham Arts Academy.

## **VISION STATEMENT**

Bingham Arts Academy is responsible for preparing our students to be knowledgeable, productive, ethical, and successful citizens of the community. Therefore, effective use of appropriate technology to meet the mission of the district must prepare our children for the community as well as the global society and enhance the teaching and learning process.

## **MISSION STATEMENT**

The technology mission of Bingham Arts Academy is to incorporate technology into every aspect of the educational process, which will enhance life-long learning by:

- Supporting the complete integration of technology into the teaching/learning environment
- Establishing creativity and competence that will promote self-esteem
- Creating avenues for career opportunities and exploration
- Encouraging and expanding communications on a local and global basis
- Ensuring accessibility and commitment to deal with current and future needs
- Providing for comprehensive faculty/staff training in technology applications
- Meeting and expanding local and state requirements

## **TECHNOLOGY PLAN CORRELATIONS TO MISSION STATEMENT AND SCHOOL IMPROVEMENT PLAN**

Bingham Arts Academy's School Improvement Plan focuses on improving student achievement in all academic areas. One of the ways in which we strive to accomplish these goals is through the use of technology throughout our curriculum. All of the classrooms are equipped with 8 student computers that have Internet access, along with a TV/VCR/DVD. Additionally, teachers will share the use of a state of the art computer lab with 35 computers and a SMART Board. Grades 2-8 will all have a SMART board in their classroom for use during the regular school day in addition to availability during after school tutoring. Kindergarten and first grade will have ELMO machines and LCD projectors in their classrooms.

All Bingham Arts Academy faculty will be provided a laptop computer so that they can complete necessary work both at school and at home. The laptop computers have Internet access both in school (LAN) and at home (modem) and are loaded with company-wide (Mosaica Education, Inc.) e-mail, and academic and professional software. The Paragon Curriculum (unique with Mosaica schools) incorporates instructional technology on a daily basis. Additionally, Bingham Arts Academy is

placing greater emphasis on technology integration into all areas of curriculum at every grade level. Faculty is provided numerous opportunities throughout the year for staff development in the use and integration of technology into their teaching.

All classroom grades and attendance are submitted and report cards generated electronically via the Powerschool student management system.

The software we have available is designed to compliment our curriculum and to help raise student achievement across all curricular areas

Mosaica Education, Inc. provides regional technology support on a regular basis to assist staff with technology problems and questions.

## **CURRICULUM MAJOR GOALS OF THE TECHNOLOGY PLAN**

One of the most important aspects of Bingham Arts Academy's technology integration is to use technology to enhance teacher and student productivity, efficiency, creative expression, communication, and access to information. A technology scope and sequence has been planned which provides a framework to help teachers weave the curriculum student centered learning practices, and technology into rich learning experiences.

- Information gathering
- Organizing and analyzing information
- Publishing
- Composing

The scope and sequence is intended to assist teachers to integrate technology into the curriculum. Most curricular/content areas contain aspects of these three functions:

- Gathering information
- Organizing information
- Analyzing information

Students then demonstrate their understanding through the process along a continuum of technology skills

The scope and sequence provides direction on how technology can play a role in each of these areas. It is designed to be used as a road map to help students progress along a continuum of technology skills. The scope and sequence can help teachers incorporate technology into curricular/content areas as they provide students with rich learning experiences.

It is assumed that the writing process, problem solving and other sound teaching practices are in place. It is also assumed that students will in the early elementary years master keyboarding, ethical behavior, and all students will have equal access to the technology.

### **Collaboration**

Teachers and staff will work together in order to enhance the technology applications into the curriculum. The specific goals and activities to seek collaboration among teachers and staff will be based on the following charts, which show the scope and sequence of the technology framework.

Bingham Arts Academy is a K-8 school, collaboration with the local community college is ongoing throughout the school year.

## **GOALS, OUTCOMES, AND ASSESSMENT**

While not a timeline in the traditional sense, students will progress to the next level of goals and skills when they become proficient at the previous level. For students who begin their education at Bingham Arts Academy, the following timeline will be observed:

- Basic level skills will be mastered in grades K-2
- Intermediate level skills will be mastered in grades 3-5
- Advanced level skills will be mastered in grades 6-8.

#### **Technology Goals and Sequence: Research**

##### **Level**

##### **Basic**

- Students assisted by teacher
- Students investigate electronic media sources to find information for task
- Students read/retrieve data from databases and spreadsheets
- Students create simple bibliography and citations
- Students use simulation software to broaden learning experiences

##### **Technology Skills**

Use WWW search engines  
Search/navigate CD ROM resources

Perform single topic searches;  
Open and read on-line databases;  
Read and interpret graphs & tables & Databases

Use software templates for bibliographies and citations

Run simulations

##### **Intermediate**

- Students assisted by peers/teachers
- Students use electronic media features to efficiently select pertinent information

Edit and save skills;  
Cut, copy, and paste skills  
Use notepad or note taking features of CD

- Students download files from the web which make information locally accessible  
Download text, graphics, video and sound; Save and organize data in folders on the hard drive
- Students cite information in the appropriate Manner  
Create formats for bibliographies/citations;
- Students narrow search parameters by using more than one word  
Perform boolean searches (and/or/not)
- Students communicate with experts via on-line discussion groups  
Use e-mail and on-line chat rooms/forums/ bulletin boards

**Advanced**

- Students independently select and use software and devices  
Use technology and software to organize and interpret collected information
- Students compile information for complex research projects and problems  
Create mind maps, outlines, databases, graphs, charts, and tables
- Students use multiple sources, including CD Roms, Internet, and WWW  
Use browser and CD ROM drive to find and cite sources
- Students compare, analyze, and synthesize information and downloaded files  
Use technology and software to organize and interpret collected information

**Technology Goals and Sequence: Data Organizing and Analyzing**

**Level**

**Technology Skills**

**Basic**

Database

- Students assisted by teacher
- Students investigate an existing database in a whole group setting  
Sort, find, match to, meet one condition
- Students create whole group database and Input date  
Create fields, format fields, enter data
- Students learn database terminology  
Know terms; filed, records, views (data, list, design, report)

Spreadsheet

- Students assisted by teacher
- Students create whole group spreadsheet and input information  
Enter labels and values
- Students produce whole group graphs/charts  
Use “make a chart” feature
- Students learn spreadsheet terminology  
Know terms: columns, rows, and cells\

**Intermediate**

Database

- Students assisted by peers/teachers
- Students create a database  
Create fields, format field, and enter data
- Students manipulate present, and analyze data to convey information  
Sort to meet more than one condition; Print use the report feature

Spreadsheet

- Students assisted by peers/teacher create a Spreadsheet  
Enter labels and values

- Students create graphs and charts
- Students use simple formulas
- Student use editing features

Use “make and define” chart features

Know that formulas begin wit “=” (multiply, subtract, etc.)

Edit: fill right and down

### **Advanced**

#### **Database**

- Students independently create effective Databases\
- Students use more sophisticated filters and formatting

Create appropriate fields and design layout

Create filters using multiple operators (equals, contains, less than . . .)

#### **Spreadsheet**

- Students independently create effective spreadsheets and graphs/charts
- Students manipulate values to explore cause and effect relationships
- Students use more sophisticated formulas and formatting
- Students use more sophisticated chart Features

Format fields (text, number, date, time); Design appropriate labels and values

Input different values; Use past function (percent, square root . . .)

Format cells (text, number, date, time)

Use draw features to enhance graph/chart

### **Technology Goals and Sequence: Desktop Publishing Level**

#### **Basic**

- Students assisted by the teacher
- Students explore basic word processing functions to produce sentences
- Students investigate basic drawing tools
- Students investigate basic paint tools

#### **Technology Skills**

Word processing functions: insert, delete, highlight . . .

Basic drawing tools: line, shapes, erase . . .

Basic paint tools: brush, spray can, patterns.

#### **Intermediate**

- Students assisted by peers/teachers
- Students format and edit text
- Students import, alter, and customize basic graphics/clip art
- Students use two programs to produce a final product

Formatting skills: font, style, justify, tabs, page breaks, margins, and page setup

Editing skills: cut, copy, paste, spell check

Graphic Skills: importing sizing; uses a scrapbook

#### **Advanced**

- Students independently select and use software and devices
- Students import graphics using peripherals
- Students add visual elements to the text
- Students add sophisticated word processing Features

MS Word, MS Excel, PageMaker, scanners, digital cameras

Scanners, digital cameras . . .

Columns, graphs, tables, borders, shading. .

Header/footer, footnote, thesaurus

- Students use three or more programs to produce a final product

MS Word; MS Excel, PageMaker` . . . ,

**Technology Goals and Sequence: Multimedia**

**Level**

**Basic**

- Students assisted by the teacher
- Students use tools to create buttons, text draw pictures, and import clip art
- Students use stand-alone devices to support Presentation
- Students create a simple presentation including Text and pictures

**Technology Skills**

Use text, buttons, and printing tools

Import/paste clip art

Use video, laserdiscs, CD-ROMS

**Intermediate**

- Students assisted by peers/teacher
- Students use tools to import Graphics from devices
- Students create presentations which include Attractive layout, easy navigation, and Meaningful content

Use scanner, CD-ROMS, Internet, digital cameras, and video cameras as a graphic resource

Create animations

**Advanced**

- Students independently select and use software And devices
- Students use tools to integrate sound video, CDs, and access the Internet
- Students create a clear presentation which requires research, formatting, and a skillful delivery

Create Internet links

Import sound files;  
Edit video and sound

Work in a scripting language

**Technology Goals and Sequence: Knowledge of Hardware and Software**

**Level**

**Basic**

- Students assisted by the teacher
- Students can identify basics technology components

**Technology Skills**

Monitor, computer tower, printer, digital camera, scanner, word processor, spreadsheet, database

**Intermediate**

- Students assisted by peers/teacher
- Students can identify problems with system

Troubleshoot and identify common problems associated with computer hardware and software

**Advanced**

- Selected students take an elective class in middle school where they learn to independently identify and solve simple hardware and software problems

Learn to troubleshoot and repair simple hardware and software problems

## **Strategies for Delivery of Specialized Courses**

Bingham Arts Academy encourages students, faculty, and staff to design and publish classroom web pages and to use any and all technology available to enhance learning in the classroom. In many of the Paragon™ lessons, opportunities for technology use are included. PowerPoint presentations are encouraged for use with students to help provide visual representations of materials being taught.

## **Professional Development and Support**

Three major areas of instructional technology and technology applications are addressed by this plan:

1. Instructional Technology is a Tool:
  - for assisting students in word processing and desktop publishing
  - for organizing and analyzing data
  - for drawing and graphic design
  - for facilitating learning
2. Technology is a Resource and Provides Access to Information
  - for information gathering and research done with interactive encyclopedias
  - for communication, via the Internet, with other students and teachers
  - for information gathering and research using the Internet
3. Technology is a Support to the Curriculum
  - for aiding in the production of written work
  - for furthering communication among students and teachers
  - for analyzing and synthesizing information in creative ways
  - for allowing students to share information with other learners through the presentation of interactive multimedia, and the sharing and displaying of projects
  - for the publication of student work on the Internet

The faculty will take the attached teacher technology survey so that the administration knows the areas where in-service is needed. Several in-service opportunities will be scheduled for teachers and staff throughout each school year to help in the area of integration of technology into the curriculum.

Our management company, Mosaica Education, Inc., supplies Regional Director of Curriculum Implementation and Regional Instructional Technology personnel to help facilitate professional development and support. Professional development in technology will be offered in the areas of need, as indicated by the teacher technology survey. Up to seven (3) days of professional development in the area of technology will be provided each year.

The Technology Plan of Bingham Arts Academy is supported by and the activities encouraged by the following resources:

- District Policies
- Management Company Policies
- School's Web Site
- On-line Subscription Services
- Bay Mills Community College

## **Alignment With Michigan Technology Standards**

Each of the goals listed on pages 8-11 are designed to meet one of the Michigan Technology Standards. Therefore, this plan is aligned with the following broad Michigan Technology Standards:

All students will:

- Use and transfer technological knowledge and skills for life roles (family member, citizen, worker, consumer, lifelong learner);
- Use technologies to input, retrieve, organize, manipulate, evaluate, and communicate information;
- Apply appropriate technologies to critical thinking, creative expression, and decision-making skills;
- Employ a systematic approach to technological solutions by using resources and processes to create, maintain, and improve products, systems, and environments;
- Apply ethical and legal standards in planning, using, and evaluating technology; and
- Evaluate the societal and environmental impacts of technology and forecast alternative uses and possible consequences to make informed civic, social, and economic decisions.

## **Alignment With National Technology Standards**

Each of the goals listed on pages 8-11 are also designed to meet one of the National Technology Standards listed below. Therefore, this plan is aligned with the following broad National Technology Standards:

All students will:

- Demonstrate a sound understanding of the nature and operation of technology systems;
- Become proficient in the use of technology;
- Understand the ethical, cultural, and societal issues related to technology;
- Practice responsible use of technology systems, information, and software;
- Develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity;
- Use technology tools to enhance learning, increase productivity, and promote creativity;
- Use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works;
- Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences;
- Use a variety of media and formats to communicate information and ideas effectively to multiple audiences
- Use technology to locate, evaluate, and collect information from a variety of sources;
- Use technology tools to process data and report results;
- Evaluate and select new information, resources and technological innovations based on the appropriateness for specific tasks;
- Use technology resources for solving problems and making informed decisions; and
- Employ technology in the development of strategies for solving problems in the real world.

## **COMMUNICATION WITH PARENTS & COMMUNITY RELATIONS**

### Communication of Plan to Parents

Bingham Arts Academy's Technology Plan will be communicated to parents in the following ways:

- A summary of the plan will be listed in the Parent-Student Handbook
- The plan will be posted on the school website once state approval is granted
- Parents will be notified through the weekly newsletter, and the Parent-Student Handbook that a copy of the plan is available to viewing in the main office.
- Parents may obtain a photo copy of the plan for a charge of ten (10) cents per page copied

### Communication With Parents

Bingham Arts Academy has established and maintained a website ([www.binghamartsacademy.org](http://www.binghamartsacademy.org)). Via this website, parents will be able to obtain information about the school, school events, and be able to e-mail faculty/staff.

### Parent Input in the Technology Plan

Two parents who have an interest in the school and technology will be invited to join the District Technology Planning Team. The parent members will be selected from a list of those who have indicated an interest and ability to serve on the team. Parents will also be encouraged to offer suggestions to the administration or planning team for improvements to the plan.

## **INFRASTRUCTURE**

The Mosaica IT Staff, in partnership with selected vendor, will support the infrastructure, routing, computer, and telecommunications equipment necessary to meet or exceed the technology application standards of the organization. In order to support the infrastructure in the most effective way possible, several goals have been set forth in this technology plan. These include:

- Deploying current level technology uniformly across the entire organization.
- Document the infrastructure standards for network wiring, telephone systems and wiring, video monitoring systems and writing. Drafting standards in accordance with industry standards for commercial cabling and adherence to current building codes. Ensuring full connectivity of required systems to every classroom and administrative area.
- Assess and document current technology against the Technology Maturity Model. Provide a replacement/upgrade plan that reflects the reasonable life of each item. This will be used extensively in future budgeting and planning efforts.
- Generate and publish annually the minimum equipment standards for new school integrations/procurements. Generate and publish annually the needs analysis to

- maintain current equipment at a comparable level to meet the revised curriculum needs.
- Create, compile and maintain all system designs centrally, under the technical management of the Senior Engineer. Any systems designed or provided by vendors will be reviewed for conformity with this plan, current network design and operations. The Curriculum Design team or a designee will further review any systems impacting curriculum and technology integration.
  - Mosaica Education, Inc. will publish standards in accordance with this plan for the ongoing purchase of new equipment and software. In addition, MosaicaNet has established a full-time help desk to support students, teachers, and staff in the use of this equipment and software.
  - Establish a full-time single-point helpdesk to answer student, teacher and staff questions and address Tier-1 support issues during working hours. Establish and document problem reporting methods and escalation guidelines for Tier-2 and Tier-3 support. Utilize selected sourcing to supplement support staff. Create a standard call management group schedules and areas of responsibility ensuring adequate coverage of resources and user issues.
  - Provide documentation and procedures on the MosaicaNet Intranet and MosaicaNet.com for user-level self-support items. Assess and expand offering as user skill base increases.
  - Publish the recommended computer configurations for various uses incorporating the minimum standards of this plan. Refine configurations continually to keep pace with advances in technology.
  - Continue proactive remote monitoring and deployment of support resources from NOC. Maintain the organization network infrastructure 24x7. Maintain adequate staff vendor availability to accommodate emergency response to school sites.
  - Expand the current capabilities and platforms in the system development lab. Maintain at least one of each deployed model of desktop and laptops for software integration testing and remote support item development.

### **Current Status**

Currently Bingham Arts Academy is equipped with a T1 telecommunications data line networked throughout the school. This includes data drops for Internet access in classrooms, offices, library and lunchroom. A state of the art lab with laptops and desktops with wireless capability are available for classroom use. Bingham Arts Academy also provides desktop PC computers throughout the school classrooms. Classroom access will average 6 computers in each room running Windows XP. Networked software will include: A+ Learning System, Scantron, STAR math and STAR literacy, Building Blocks Math, Excel, Microsoft Power Point, Rosetta Stone Spanish, Music Ace and PhotoShop. Each room will have a printer that is also networked.

Students and teachers have network storage that is available through scripted login rights. Students save work for further access and teacher review. Student web pages are also stored on the Student network storage drive. Teachers and staff access images of art works and photos of cultures that are integrated into the school-wide social studies curriculum called Paragon. Teacher training materials, school digital pictures,

announcements, templates, and recommended web sites categorized by subject area are also stored on the teacher network storage drive.

Other classroom technology hardware includes TV/VCR/DVD, overhead projector, CD Cassette Tape Player, ELMO, LCD projectors, SMART boards, digital cameras, digital video cameras and AverKey converters with speakers. Each teacher will also have a laptop loaded with MS Office, Outlook, and an on-line grading program with network and Internet connections.

Technology assistance is provided to students living high poverty areas (identified by receiving free or reduced lunch) and/or students needing accommodations (IEP) through the use of instructional aides in the classroom and the resource room teacher as needed. Teachers will insure that each student has equal access to the six computer classrooms.

### **Time Line for Technology Infrastructure**

<u>Item</u>	<u>2007-8</u>	<u>2008-9</u>	<u>2009-10</u>
Deployment	X	X	X
Documentation		X	X
Technology Maturity Model			X
Minimum Equipment Standards			X
Central System Designs	X	X	X
Equipment & Software Purchase Plan	X	X	X
Establish Help Desk	X	X	X
User Documentation	X	X	X
Publish Computer Configurations		X	X
Remote Monitoring & Deployment	X	X	X

### **TECHNOLOGY BUDGET FOR 2007-2008**

New Equipment Purchase	\$ 47,000
New Software Purchase	\$ 3000
Supplies	\$ 7,200
Network Charges T1	\$15,000
Software License	\$ 14,000
Equipment Maintenance	\$ 2000
<b>Total</b>	<b>\$86,200</b>

### **TECHNOLOGY BUDGET FOR 2008-2009**

New Equipment Purchase	\$2,000
New Software Purchase	\$ 2,000
Supplies	\$ 3,000
Network Charges T1	\$15,000
Software License	\$12,700
Equipment Maintenance	\$ 2,000
<b>Total</b>	<b>\$36,700</b>

## **TECHNOLOGY BUDGET FOR 2009-2010**

New Equipment Purchase	\$2,000
New Software Purchase	\$ 1,000
Supplies	\$ 3,000
Network Charges T1	\$15,500
Software License	\$ 12,700
Equipment Maintenance	\$ 2,000
<b>Total</b>	<b>\$36,200</b>

Bingham Arts Academy is committed, along with its management company, Mosaica Education, Inc., to make sure that financial support for this plan will be ongoing. Line items in the budget will be dedicated to funding the technology. In addition, grants will be actively pursued to bring additional funding support for the plan.

### **MONITORING AND EVALUATION Strategies To Evaluate Progress In Meeting Goals Of The Technology Plan**

The District Technology Planning Team will meet each spring to evaluate the District Technology Plan. The evaluation will be based on surveys completed by the faculty and students. The faculty and students will complete the surveys for grades 3-8. Faculty only will complete the survey for grades K-2. A survey instrument will be used. The survey will assess the goals in the Technology Plan. The Team will then make a report that will:

- Summarize the goals met;
- Summarize unexpected outcomes;
- Summarize goals not met; and
- Develop a plan for addressing unmet goals and objectives

The Chief Administrative Officer has the oversight of the evaluation and will take the Planning Team's report to the Board of Education.

## **ACCEPTABLE USE POLICY GUIDELINES**

**The following strategies will be used to monitor the district's Acceptable Use Plan for student and staff use of technology**

- The faculty/staff will sign a form that they will abide by the district's Acceptable Use Policy when they report to school each year.
- Students and their parents or guardians will sign a form that they will abide by the district's Acceptable Use Policy prior to being issued a network password each school year.
- Faculty, administration and Mosaica IT personnel will monitor the acceptable use of technology.
- The Acceptable Use Plan will recognize existing federal requirements for privacy and Internet safety.
- Faculty/staff violations of the Acceptable Use Policy will be handled according to the Employee Manual.
- Student violations of the Acceptable Use Policy will result in the loss of technology privileges up to, and including, the loss of access to the use of technology.

Dear Parent,

The purpose of this letter is to give you information about the terms and conditions for Internet use at Bingham Arts Academy. The Internet, a global electronic information infrastructure, is a series of networks used by educators, businesses, the government, the military, and other organizations. In schools and libraries, the Internet can be used to educate, to inform, and to entertain. As a learning resource, the Internet is similar to books, magazines, video, CD-ROM, and other information resources.

Students use the Internet to participate in learning activities, to ask questions and consult with experts, to communicate with other students and individuals, and to locate material to meet their educational and personal information needs.

Because the Internet is a fluid environment, the information that will be available to students is constantly changing; therefore, it is impossible to predict with certainty what information students might locate. Mosaica Education, Inc. and Bingham Arts Academy will take steps to preclude inappropriate materials. Nevertheless, there is a possibility that your child, through their own intentional efforts, could gain access to materials not suited for minors. Just as the purchase, availability, and use of media materials does not indicate endorsement of their contents by school officials, neither does making electronic information available to students imply endorsement of that content.

We ask you to review the terms and conditions with your child, sign the enclosed consent form and return the form to your child's school. Only those students whose parents sign the consent form will be permitted to access the Internet. Upon return of the executed consent form, your son or daughter will get access to the worldwide Internet network.

If you have any questions about the network curriculum activities, please call your child's teacher.

## PART ONE

### TERMS AND CONDITIONS FOR BINGHAM ARTS ACADEMY USE OF INTERNET CLASSROOM AND MEDIA CENTER ACCOUNTS.

Mosaica Education, Inc. and Bingham Arts Academy are pleased to announce the availability of EDUCATIONAL INTERNET USE in classrooms.

Internet access is available through Mosaica Education, Inc. and is an association of computer networks, including networks of governmental agencies and national, state and local organizations. The smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines established by the Internet. These guidelines are provided so that you are aware of your child's responsibilities in using the network.

Acceptable Use must be in support of education and research consistent with the education objectives of Bingham Arts Academy. Use of other organizations' network or computing resources must comply with the rules appropriate for that network and for Mosaica Education, Inc.

Unacceptable Use – Transmission of any material in violation of any federal or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening, harassing, or obscene material, material protected by trade secret, or defamatory material. Use for commercial activities, product advertising or political lobbying is prohibited. Any transmission or reception of pornographic material as defined by applicable federal and state law is expressly prohibited and will result in cancellation of the account.

Privileges – The use of Internet is a privilege, and unacceptable use will result in cancellation of those privileges.

Network Etiquette – You are expected to abide by generally accepted rules. These include but are not limited to the following:

- a) Be polite
- b) Use appropriate language
- c) Do not reveal your personal address or phone number or those of others
- d) Electronic mail (e-mail) is not guaranteed to be private. Messages relating to or in support of illegal activities may be reported to the authorities.
- e) Do not use the network in such a way that you would disrupt the use by others
- f) All communications and information accessible via the network should be assumed to be private property.

Students will also be required to comply with any rules established by Mosaica Education, Inc. for use of this service. Mosaica Education, Inc. makes no guarantee of any kind, whether expressed or implied, for the service it is providing.

Security on any computer is a high priority. All problems must be reported. Do not use any access without permission.

Vandalism will result in cancellation of privileges. Vandalism would include any malicious attempt to harm or destroy the data of another user.

## **PART TWO**

### **CONTRACT AGREEMENT FOR STUDENTS AND PARENTS OF BINGHAM ARTS ACADEMY FOR INTERNET USE.**

Directions: After reading the Terms and Conditions, please read and fill out the appropriate portions of the following contract completely and legibly. The signature of both the student and a parent or guardian is required. Please return the contract to your teacher as well. Any questions should be addressed to the teacher or CAO. Failure to have this contract properly executed and returned to the teacher will result in denial of INTERNET access.

## **STUDENT CONTRACT**

I have read the Terms and Conditions and understand and will abide by these Terms and Conditions. I further understand that violation of the Terms and Conditions may constitute a criminal offense, and may result in revocation of my access privileges, school disciplinary action, and/or appropriate legal action against me.

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

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **PARENT OR GUARDIAN**

(If the applicant is under the age of 18, a parent or guardian must also read and sign this agreement.) As the parent or guardian of this student I have read the Terms and Conditions. I understand that this access is designed for educational purposes and that Mosaica Education, Inc. and Bingham Arts Academy have taken reasonable precautions to eliminate access to controversial materials and I will not hold them responsible for materials acquired by my child on the network. I hereby give permission for my child to have access to the school Internet and certify that the information contained on this form is correct.

Parent/Guardian (Please print): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# **Mosaica Education, Inc. Technology Use Policy**

## **08/01/2000**

### **STUDENT USE OF TECHNOLOGY**

The Director, CAO or designee shall oversee the maintenance of each schools technological resources and may establish guidelines and limits on their use. He/she shall ensure that all students using these resources receive training in their proper use as well as copies of related use policies and regulations.

#### **On-Line Services: User Obligations and Responsibilities**

Students are authorized to use Mosaica Education, Inc. on-line services in accordance with user obligations and responsibilities specified below.

1. The student in whose name an on-line service account is issued is responsible for its proper use at all times. Users shall keep personal account numbers, account names, passwords, home addresses and telephone numbers private. They shall use the system only under their own account.
2. The system shall be used only for purposes related to education. Commercial, political and/or personal use of Mosaica Education's network is strictly prohibited. Mosaica Education, Inc. reserves the right to monitor any on-line communications for improper use.
3. Users shall not use the system to encourage the use of drugs, alcohol or tobacco, nor shall they promote unethical practices or any activity prohibited by law or Mosaica or school policy.
4. Users shall not transmit materials that is threatening, obscene, disruptive or sexually explicit, or that could be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, or religion or political beliefs.
5. Copyrighted material may not be placed on the system without the author's prior permission. Users may download copyrighted material for their own use only, only where permission is granted for such activity. Download of any copyrighted music, images, and applications without permission of author, even when readily available on the Internet, is prohibited.
6. Vandalism will result in the cancellation of user privileges. Vandalism includes uploading, downloading or creating computer viruses and/or any malicious attempt to harm or destroy Mosaica Education, Inc. or school equipment or materials or the data of any other user.
7. Users shall not read other users' mail or files; they shall not attempt to interfere with other users' ability to send or receive electronic mail, nor shall they attempt to read, delete, copy, modify or forge other users' mail.
8. Use of streaming technologies, along with high bandwidth consumptions, shall be limited to instructional use as determined by the teaching staff, management and IT Department.
9. Users are expected to keep messages brief and use appropriate language.
10. Use of chat services is prohibited.

11. Use of external email services is prohibited.
12. Users shall report any security problem or misuse of the network to the teacher or principal (CAO).

**Mosaica Education, Inc. Technology Access Policy**

**10/22/1999**

The Mosaica Education, Inc. Governing Board recognizes that technology provides ways to access the most current and extensive sources of information. Technology also enables students to practice skills and to develop reasoning and problem solving abilities. In addition, electronic resources foster workplace skills that may be transferable to new technologies. Every effort shall be made to provide equal access to technology throughout Mosaica schools and classes.

**On-Line Services**

To discourage access to adult content on on-line electronic services and preclude other misuses of the system, the Director of Instruction or designee shall establish age/grade-level qualifications and shall ensure that students receive training in user obligations and responsibilities.

Before using on-line services, the student and parent/guardian shall sign the user contract indicating that the student understands and agrees to abide by specified user obligations and responsibilities.

Staff shall closely supervise students while using on-line services and may ask teacher aides and student aides to assist in this supervision. The Governing Board or designee shall establish administrative regulations governing use of the Mosaica Education, Inc. on-line services. They shall ensure that users have no expectation of privacy and understand that Mosaica staff may monitor or examine all system activities to ensure proper use of the system. Students who fail to abide by these regulations shall be subject to disciplinary action, revocation of the user account, and legal action as appropriate.

## Technology Self-Survey Beginning of Year

Please fill out and return to your CAO.

Name \_\_\_\_\_

Date \_\_\_\_\_

These are the three technology goals I will set for myself this year.

- 1.
- 2.
- 3.

This is what I would like to use technology for in my classroom this year.

- 1.
- 2.
- 3.

This is the type of training opportunities I will need to reach my goals.

- 1.
- 2.
- 3.

This shows my comfort level in being able to use the following programs with my students and in my teaching.

1= I know nothing about this program or application

2= I have looked at this program but have little comfort using it.

3= I have used parts of this program and could use it in my teaching with some support.

4=I feel fairly comfortable with the basic features of this program and could use it in my teaching and with my students.

5=I am proficient with this program.

Word \_\_\_\_\_ Excel \_\_\_\_\_ PowerPoint \_\_\_\_\_ Publisher \_\_\_\_\_

Internet \_\_\_\_\_ E-mail \_\_\_\_\_ Kidpix \_\_\_\_\_ Edmark \_\_\_\_\_

Type to Learn \_\_\_\_\_ Scantron \_\_\_\_\_ RADaRS (Riverside) \_\_\_\_\_

TestWiz (MI) \_\_\_ Powerschool \_\_\_ Powergrade \_\_\_

STAR \_\_\_

Please put an X next to the hardware you feel comfortable using:

LDC panel \_\_\_ Video Camera \_\_\_ Digital Camera \_\_\_ ELMO \_\_\_

Rewriteable CD \_\_\_ Smart Board \_\_\_ AverKey \_\_\_

I think I could help train others on these programs: \_\_\_\_\_

\_\_\_\_\_

Anything else you would like to comment on related to technology? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Technology Self-Survey End of Year

Please fill out and return to your CAO.

Name \_\_\_\_\_

Date \_\_\_\_\_

These are the three technology goals I set for myself this year.

- 1.
- 2.
- 3.

Were you able to meet these technology goals? \_\_\_\_\_

If so, what helped you most in reaching these goals? If not, what would have helped you reach your goals?

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How did you integrate technology into your teaching this year?

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This shows my comfort level in being able to use the following programs with my students and in my teaching.

1= I know nothing about this program or application

2= I have looked at this program but have little comfort using it.

3= I have used parts of this program and could use it in my teaching with some support.

4=I feel fairly comfortable with the basic features of this program and could use it in my teaching and with my students.

5=I am proficient with this program.

Word \_\_\_\_\_ Excel \_\_\_\_ PowerPoint \_\_\_\_ Publisher \_\_\_\_

Internet \_\_\_\_ E-mail \_\_\_\_ Kidpix \_\_\_\_ Scantron \_\_\_\_

STAR \_\_\_\_ Type to Learn \_\_\_\_ RADaRS (Riverside) \_\_\_\_

TestWiz \_\_\_\_

Please put an X next to the hardware you feel comfortable using:

LDC panel \_\_\_\_ Video Camera \_\_\_\_ Digital Camera \_\_\_\_ AverKey \_\_\_\_

Rewriteable CD \_\_\_\_ SMART Board \_\_\_\_ ELMO \_\_\_\_

These are my suggestions for improving training opportunities next year:

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Anything else you would like to comment on related to technology? \_\_\_\_\_

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**MEMORANDUM**

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**TO:** ALL MOSAICA MANAGED CHARTER SCHOOLS  
**FROM:** ERIC HAUGEN, DIRECTOR OF INFORMATION TECHNOLOGY - MOSAICA EDUCATION  
**SUBJECT:** CIPA COMPLIANCE  
**DATE:** 5/5/2010

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The Children's Internet Protection Act (CIPA) was signed into law on December 21, 2000. As a provision of CIPA, schools that are recipients of E-rate services must provide certification of a policy of Internet safety that includes measures to block or filter Internet access for both minors and adults to certain visual depictions. This memo is composed to provide certification to Mosaica-managed charter schools of the Technology Protection Measures currently in place, provide assistance with composing a school Internet Safety Policy, and to inform the schools of other measures that need to be taken to comply with CIPA.

**Technology Protection Measures**

To protect against access by adults and minors to visual depictions that are obscene, child pornography, or harmful to minors, Mosaica Education filters all school web activity through a Websense Manager version 4.2.3 Internet filter. This is implemented on a Compaq Proliant, Windows NT 4.0 SP 6a, Microsoft Proxy Server. The web categories (established by Websense and updated nightly via remote download) that are blocked are: Adult Material, Adult Content, Lingerie & Swimsuit, Nudity, Sex, Drugs, Abused Medication, Gambling, MP3, Illegal/Questionable, Hacking, Proxy Avoidance Systems, Web Chat, Web-based e-mail, Militancy/Extremist, Racism/Hate, Alcohol/Tobacco, Gay & Lesbian Issues, Personals/Dating, Tasteless, Violence, and Weapons.

Implementation of the Internet filter on school laptops and computer workstations is achieved via logon script-launched, automated install of the Microsoft WinSock Proxy Client and Windows 98 registry modifications, which forces all Internet traffic to be filtered through the Websense Manager Internet filter.

A Windows System Policy that restricts students from modifying network and Internet Explorer settings on the computers is implemented throughout the network. This prevents the disabling of the Internet filter. Further security is provided by logon script registry modifications that prevent students from using a computer without first logging on.

The following is a sample Internet Safety Policy that you, as school administrators and school board members, are free to modify to the specific needs of your school (as long as your final-draft copy of the Internet Safety Policy conforms to the requirements of CIPA).

## Internet Safety Policy

1. Access to the Internet is provided to staff and students as an educational resource. Research and browsing on the Internet should be restricted in its scope to those topics and websites that relate to the educational material being taught at the time.
2. Students are prohibited from using electronic mail, chat rooms and other forms of direct electronic communications (including ICQ, AIM, Yahoo Instant Messenger, MSN Messenger Service, etc.).
3. No student shall engage in unauthorized access, including “hacking”, online auctions, online commerce (purchasing and selling), or other unlawful activities using school resources.
4. Students should be instructed against and prohibited from disclosing any personal information while online, including filling out online forms that request any personal information from the student.
5. No action may be taken by a student which undermines or subverts the security imposed upon the computer systems or the normal filtering of Internet traffic. This includes students logging onto computers as administrative or teaching staff.
6. Students shall not use computers connected to the Internet without a responsible adult present to monitor their activities.

Teachers and staff can verify the proper operation of the Internet filter and system security by logging onto a computer as a student and looking for the Run item on the Start Menu (its not being there is a sign that system security is in place), and then trying to access [www.gambling.com](http://www.gambling.com) through Internet Explorer (not being able to access this page is a sign that the Internet filter is functioning). Due to the ever-changing landscape of the Internet, inappropriate web pages are occasionally published before the Internet filter can add the site to its database of prohibited sites. In these instances it is requested, after verifying system security and filter operation, that teacher or staff members at the school e-mail Mosaica IT at [helpdesk@mosaicaeducation.com](mailto:helpdesk@mosaicaeducation.com) the address of the inappropriate website so that we may manually add it to the database.

A final requirement of CIPA is that public notice is given and at least one public hearing be held (possibly at a school board meeting open to the public) to address the proposed Internet Safety Policy.

If you have any questions, feel free to contact me.

Eric N. Haugen

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