



Concord Academy Boyne

Technology Plan

2015/16

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INTRODUCTION

Technology Vision Statement:

Technology at Concord Academy Boyne is a tool to be used to enhance student learning.

School Mission Statement:

The mission of CAB is to provide an inspiring and challenging educational environment conducive to critical and creative thinking by integrating a strong fine arts program into a traditional academic curriculum.



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K-12 ACCEPTABLE USE POLICY

MISSION

The mission of Concord Academy-Boyne's technology program is to enhance learning and teaching through increased access to information, communications, teacher training, collaboration, and distribution of successful educational practices, methods, and resources.

RESOURCES

The technology available to Concord Academy-Boyne students and staff consists of laptop computers, color laser printers, scanner, digital camera, mobile computer cart with outlet charger, instructional monitor, teaching station with audio visual bundle, uninterrupted power supply, and a wireless network with filtered Internet access. These devices are part of a network that runs throughout the school and, to start, will be brought into each classroom. Internet access for Web browsing and file transfers will be available from network computers. Software will be available to meet the goals and needs of the school curriculum. Students in the computer labs are supervised by school faculty, while homeroom teachers are responsible for the use of the classroom computers. The guidelines outlined in this policy extend to any new technology resources acquired by Concord Academy-Boyne. All users will be notified about any policy changes.

The school network and Internet access are provided for school-related purposes to staff, students, and parents who agree to act in a considerate and responsible manner. Users are responsible for appropriate behavior on the network just as they are in a classroom or hallway. Communications on the network are public in nature, so school rules for behavior and communications apply. This includes, but is not limited to: proper treatment of equipment, appropriate network etiquette, acceptable use of Internet resources, and respect for the privacy and rights of other users. Access is a privilege, not a right. Access entails responsibility.

Access to telecommunications will enable users to explore libraries, databases, and other resources, and to communicate with people worldwide. Concord Academy-Boyne will take steps to educate its school community in proper computer and Internet use.

SCHOOL RESPONSIBILITIES

Concord Academy-Boyne will strive to educate its school community in the appropriate use of computer and Internet resources and will do its best to provide error-free, dependable computer access. Each student will participate in a discussion about using school technology and the Internet, and network etiquette ("netiquette"). Internet use should occur in supervised settings. During school, teachers will guide students in finding appropriate material on the Internet. Outside of school, families bear the responsibility for setting and conveying the standards that their children should follow, just as they do with other information sources such as television and radio. Concord Academy-Boyne intends to provide information to the school community and to assist parents in understanding the issues and concerns regarding the Internet and its use. Concord Academy-Boyne strongly encourages parents to discuss the rights and responsibilities and the spirit of this acceptable use policy with their child, and to be involved with Internet use at home. Administration and faculty are available to discuss any concerns that you or your child may have.

Use of any information obtained via the Internet is at your own risk. Concord Academy-Boyne cannot guarantee the accuracy nor quality of the information obtained through its services.

STUDENT PRIVILEGES

Students have the privilege of using the computer equipment and software appropriately for school-related activities. Users have the privilege to access information from outside resources via the Internet which facilitates learning, personal academic growth, and educational information exchange. Internet use must occur in a supervised environment.

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STUDENT RESPONSIBILITIES

Students are responsible for properly using and caring for the computer hardware and software for which they have been trained to use.

Students have the responsibility to not waste limited resources, including: paper and other computer supplies.

Students have the responsibility to notify a teacher of any hardware, software, or security problems.

Users will act in a manner consistent with the Concord Academy-Boyne Student Code of Conduct and agrees they will not access inappropriate materials from web sites.

Users are responsible for adhering to copyright guidelines in the use of hardware and software, and in the copying of text or files on the Internet and from other resources.

DISCIPLINARY ACTION

Users violating any of these Rights and Responsibilities will face disciplinary action. The specific action taken will be based on the severity and frequency of the offense. Possible courses of action to users violating this policy are as follows:

Users may be restricted from using school equipment and/or software for a length of time ranging from one day to one year.

Users may be required to pay for any damages caused.

Users may be required to attend training sessions related to their inappropriate use of these technologies before being allowed to resume using computer equipment.

Users may face additional disciplinary action deemed appropriate in keeping with the disciplinary policies and guidelines of Concord Academy-Boyne.

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USE AGREEMENT

I have discussed this policy with my parent/guardian, and understand my privileges and responsibilities. I agree to use Concord Academy-Boyne's technology appropriately and to follow the guidelines and spirit of this Acceptable Use Policy.

Student's Name (Please Print)

Student's signature

As the parent or guardian of this student, I have read the Acceptable Use Policy for technology at Concord Academy-Boyne and have discussed it with my child. I understand that this access is designed for school-related purposes. I hereby give permission for my child to have access to Concord Academy-Boyne's technology resources.

Parent or Guardian's Name (Please Print)

Parent signature and Date



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PART I: CAB TECHNOLOGY BEGINNINGS

In the 1999/00 Annual Education Report, we stated, “This is probably the single-greatest improvement made in our school this year. We added a teaching position for it, Technology Coordinator. We acquired a portable lab of 11 laptop computers, color-laser network printer, ISDN high-speed data line and LAN modem for Internet access, digital camera, scanner, large screen monitor, network router, and 22 staff laptops - all connected by Apple Computer’s new wireless network technology called Airport. We also evaluated several Technology curriculums, selected one to acquire, and began offering computer instruction to our students. We are also in the process of supplying each classroom with the software necessary to enhance the curriculum. Points of interest:

- Techworks technology curriculum. The curriculum, Tech Works, has been purchased and is used for grades K- 8 to learn the proper use of computer. Each class has a scheduled period once a week, with the technology coordinator. The teacher attends this class and does follow through activities with the class throughout the week.

- Staff training sessions. Staff were organized into different levels of computer literacy, and we conducted extensive peer training workshops in areas such as lesson planning, record keeping and classroom work. Informal training continued throughout the year.

- High School computer class. This class had as one of their projects to make computer presentations to our elementary students, a great learning experience for both.

- Internet and CD-ROM Encyclopedia research. This resource increases in use all the time. We restrict student access to inappropriate material in several ways:

 - *Internet filter software, on our laptops and at our Internet Service Provider.

 - *CAB’s Acceptable Use Policy.

- Web page for the school. We established our first attempt at a website, www.concordboyne.com. This is a great communication tool. We put each teacher’s e-mail address on the faculty page of the website. We received an e-mail from someone in West Branch, MI. It said, “I just hit your website and loved it. I am a grandma of a kindergartener at CAB and now I can keep up with his school activities.”

We didn’t fully anticipate how our students & staff would discover ways to use this in their education. It’s been truly astounding. We were the first school in Michigan to acquire this innovative technology, and it has fit our needs perfectly. We will seek to increase use and availability of this resource in 2000/01.”

So, in the 2000/01 Annual Education Report we asked and answered, “How did we do this year in increasing the use and availability of this resource? Our achievement was pretty much handed to us by

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the State of Michigan, through the Teacher Technology Initiative.

-Laptop computers for teachers. Since our staff already had laptop computers, we developed a unique solution using a swap of new computers for old. Staff all got the new, TTI-specified laptops.

-Laptop computers for students. In exchange, they traded their old iBooks in to the school. We have assembled these into two additional carts of iBooks for student use. That's a total of 32 iBooks for students.

-TTI Fair Use Policy. Each teacher agreed to the TTI Fair Use Policy, which includes "Use of the computer to support and enhance his or her ability to deliver instruction to students through such things as:

- *Lesson Plan development
- *Online training
- *Using the computer during instruction
- *Communicating with colleagues, parents, and students.

-TTI Use Plan. Each teacher completed a TTI Use Plan describing how they intended to use the computer to enhance their own professional growth and teaching in the classroom.

-TTI Web-based self-assessment. Each teacher completed a self-assessment survey. This information can be used by the State, in aggregate, to determine the technology skills of Michigan teachers. It can also be used by each teacher to gauge his own skill-level and improvement.

-TTI follow-up self-assessment. Each teacher agreed to participate in a follow-up, Web-based self-assessment within one year of receiving a computer.

So, we continue to make great strides in technology. We already have plans for further improvements in the use of this powerful tool in 2001/02."

OK, what improvements did we make in the use of this powerful tool in 2001/02?

-Laptop computers for students. The new carts of iBooks were in demand immediately and remained so all year. They were used in almost every subject area - science, math, literature, english, social studies - in almost every capacity - research, typing, presentations, data collection & storage.

-Laptop computers for students with special needs. With funds from several grants, we were able to acquire 5 laptops for use by students with special needs. In one specific case, we were able to establish an educational program for an autistic boy almost entirely on a computer.

-INET Library Membership. Our Technology Coordinator discovered a fantastic research and resource site, Inet Library. We paid for a school-wide membership at this site, and use it as our primary internet tool for educational materials. It's even available for student use in their homes in the evenings.

-Inappropriate usage. One disappointing development this year was several instances of inappropriate use of school computers by students, including hi-jacking passwords, changing operating system settings, by-passing internet content filters, e-mailing untruths about school personnel.

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Then, in 2002/03 we undertook the following improvements:

-iPrism Internet Filtering Device. To address the issue of inappropriate usage, we researched and installed a more impregnable filter from St. Bernard.

-On-line classes. Through TBA-ISD, several of our students took high school classes, which we did not offer here.

-In-room computers. We re-allocated use of the student laptops, placing 1 computer in each room, and keeping the others for the mobile carts.

-Microsoft Office. We installed this on all student computers and began using it regularly in curriculums.

-Digital Cameras. We gave each staff member a simple digital camera for his personal and classroom use.

Finally, we have continued to make improvements over the intervening years:

- * Online curriculum mapping of all classes.
- * We began using a web-based standardized testing through Scantron Corporation.
- * We purchased 24 new eMacs for our student computer lab.
- * In 2005, we launched our new website, below.
- * In 2007, we purchased MacBooks for teacher use and a digital camera for the yearbook.
- * We commissioned a new Data Management System for student records.
- * We purchased Apple iPhones for staff members.
- * We purchased new document cameras and wireless LCD projectors for teacher use.
- * We purchased 10 additional eMacs for classrooms and the computer lab.
- * We purchased an electronic Piano Lab with 10 learning stations and one teaching station.
- * In 2009, we began incorporating technology standards into daily instruction.

PART II: CAB TECHNOLOGY IMPROVEMENTS THIS YEAR

For this year, we undertook our newest innovation, the Student iPad 50/50 Program. For all students in grades 9-12, we pay half the cost of an Apple iPad; the student pays the other half, and he owns the device. To encourage staff members to embrace this new direction, we gave them Apple Gift Cards to purchase their own iPads. We also plan to replace our aging computer lab with similar devices.

PART III: CAB TECHNOLOGY PLANS FOR THE FUTURE

A. Activities/Curriculum:

1. Elementary Students. Students will exit elementary classes:

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- a. Comfortable with technology, aware of its role in their education.
 - b. Having a competency level in keyboarding by the 5th grade, which includes the proper hand position and typing the entire alphabet.
 - c. Having mastered these functions in word processing:
 - i. Cut, copy, paste.
 - ii. Font selection, size, and formatting.
 - iii. File save, file open, file new and Print commands.
 - d. Having demonstrated knowledge in keyboarding, word processing, and desktop publishing through applications integrated into their subject matter.
2. Middle School Students. Students will exit middle school classes with all competencies of elementary students, above, plus:
- a. Be able to use technology independently as a research tool via CD-ROM and the internet.
 - b. Having presented educational material to peers via PowerPoint or similar slide show software.
 - c. Be able to type 15 words per minute with less than 5% error.
3. High School Students. Graduates will exit with all competencies of elementary and middle school students, above, plus:
- a. Specific levels of proficiency in word processing, data base, spreadsheet, desktop publishing skills, and beginning website management.
 - b. Full competency in file management (saving and retrieving files, moving, copying, and deleting of files) and overall manipulation of many software applications.
 - c. Adhere to copyright, patent, and Freedom of Information laws as they relate to the use of technology.
4. Staff.
- a. Curriculum Mapping. Staff will have mapped entire curriculum for the classes taught by each.
 - b. Communication. Staff will use technology to communicate with each other and parents and students, via e-mail and word-processed memos. Our ultimate goal is for greater use of our website for posting notices, Board Minutes, newsletters, financial records, homework assignments, and other such information.
 - c. Technology Director. This is really the biggest area of need and also the biggest hurdle. We need a dedicated, completely trained technology director.