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<p>Years Covered by this plan: July 2006- June 2009</p> <p>Member of Bay Arenac Intermediate School District</p>		

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Bay County PSA

District Profile

Bay County PSA, a public charter school located in Bay City, opened in 2001. We currently have 330 students in grades K-8. Approximately 60% of our students qualify for free and reduced lunch. Most of our students come to us from the Bay City or Essexville-Hampton School Districts.

Mosaica Education, Inc., headquartered in Atlanta, Georgia, manages Bay County PSA. Mosaica Education has a higher-level technology plan that covers all of the Mosaica managed schools. Bay County PSA has taken many portions of that technology plan and incorporated them into this technology plan. Bay County PSA also has added features to the technology plan that meet the needs of our school and that fulfill the state requirements for approval of technology plans.

Bay County PSA provides a school close to home which opens up educational opportunities for our students. Bay County PSA's goals are to increase learning opportunities for all students, provide families with expanded public school choice, and continuously focus on students, parents, and community needs. In support of this goal, Bay County PSA encourages innovative teaching practices and greater school accountability through measurable academic standards. Such an educational environment provides new professional opportunities for teachers and improved opportunities for student success.

Bay County PSA provides a new choice for parents, one that fosters a close connection between home and school. Parents have expanded opportunities for participating in hands-on improvements in the structure and operation of their child's school. Regular goal setting conferences, which include parent, child and teacher, are scheduled. Parents contribute to policy-making decisions through Parent Satisfaction Surveys, participation on school committees, board meetings, and other events schedule by the school. These expanded opportunities enable parents to become partners with Bay County PSA to help create better schools for their children.

School Buildings

Bay County PSA
1110 State Street
Bay City, MI 48706

Bay County PSA Mission Statement

The school community of Bay County PSA will endeavor to respect, challenge, and enlighten all students. It is our school's goal to establish an environment that promotes physical, social, and intellectual growth to all participants.

TECHNOLOGY PLAN INTRODUCTION

Background of Technology Planning Initiative

The purpose of the Mosaica Education Technology Plan is to provide a coherent long-range direction for the organization as it envisions how technology can enhance the teaching and learning process. The plan formalizes and documents how Mosaica Education and Mosaica managed schools 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.

Bay County PSA's Technology Plan takes the basic structure of the Mosaica Education Plan and customizes it to meet the needs of staff, students, and parents at Bay County PSA.

District Technology Vision/Mission Statement

Vision

Mosaica Education's purpose is to open portals of opportunity for children and adults through excellence in education. A Mosaica school serves as a community pillar for life-long learning, pride, and self-actualization. Technological advances accelerate at a rapidly changing pace, mandating a need in today's workplace for literate, analytical employees with a command of technology and broad problem-solving capabilities. Mosaica Education, in partnership with Mosaica managed schools, envisions working as a team that is committed to guiding our students toward the goal of personal excellence.

Mosaica Education, Inc. will provide students and staff the opportunity to become responsible learners in a global, ever-changing, technological society. Students and staff will use various technologies to communicate effectively, acquire new knowledge, problem solve, make decisions, create new products, and express individual creativity. Students and staff will learn to use technology across the curriculum and throughout the learning process thereby enhancing their educational experiences and preparing them for life beyond the classroom.

Technology Plan Tie In To Mission and School Improvement Plan

Bay County PSA'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 seamless integration of technology throughout the curriculum. All of our classrooms are equipped with computers that have Internet access and a TV/VCR/DVD player. Teachers have access to Elmo and LCD projectors, AverKeys, overhead projectors. All of our teachers are provided a laptop computer so that they can complete necessary work and instructional planning both at school and at home. Our unique curriculum strives to incorporate instructional technology on a regular

basis. Teachers are provided numerous opportunities for staff development in the use and integration of technology into their teaching. Bay County PSA also has a Program Facilitator who works on site and is available to assist staff with technology problems and questions.

Our software and ILS systems are designed to compliment our curriculum and to help raise student achievement across all curricular areas. Bay County PSA uses the A+ learning program, a self-paced math, reading, science, and social studies computerized tutorial program, to help students strengthen weak areas and further enhance their strengths.

Major Goals of the Technology Plan

Bay County PSA's technology plan seeks to:

1. Develop capable users of information technology.
2. Create individuals who are information seekers, analyzers, and evaluators.
3. Create problem solvers and decision makers.
4. Produce effective users of technological productivity tools.
5. Develop communicators, collaborators, publishers, and producers.
6. Develop informed, responsible, contributing citizens.

Goals for Teachers

1. Teachers will show a firm understanding of technology operations and concepts.
2. Teachers will design and plan effective learning environments and experiences that are supported and enhanced by technology.
3. Teachers will design and deliver lesson plans that incorporate methods and strategies for using technology to maximize student learning.
4. Teachers will use technology to facilitate effective assessment and evaluation strategies.
5. Teachers will use technologies to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
6. Teachers will understand the social, ethical, legal, and human issues surrounding the use of technology in school and apply that understanding in practice.

Goals for Students

1. Students will be able to use technology to develop and refine skills they will need as lifelong learners.
2. Students will learn to use current technologies to retrieve, organize, manipulate, evaluate, and communicate information.
3. Students will apply various technologies to critical thinking and decision-making skills and they will be able to use technologies to enhance their creative expression.
4. Students will use a systematic approach to achieving technological solutions by using various resources and processes to create, maintain, and improve products, systems, and environments.
5. Students will be able to apply legal and ethical tenets in using and evaluating technologies.
6. All students will evaluate the impacts of technology and be able to construct alternative uses of and possible consequences of technologies to make informed civic, social, and economic decisions.

Evaluation

Bay County PSA's Technology Planning Committee will meet yearly to evaluate the extent to which the technology plan has been implemented and to determine any changes or revisions that need to be made to the plan. Every three years, the plan will be thoroughly revised and updated to incorporate the newest technologies and to revise the goals and objectives. This technology plan will also be reviewed quarterly by the CAO and Program Facilitator at Bay County PSA to determine the extent to which the plan is being implemented and progress monitored. It will be the responsibility of the Program Facilitator and the CAO to ensure that all requirements set forth in the Technology Plan are being implemented to the fullest extent possible.

The CAO will be responsible for communicating any problems with implementation of the Technology Plan to the appropriate person(s) in a timely manner. The Program Facilitator will also be responsible for forwarding data gathered during the implementation of the Technology Plan (self-assessment survey's, use of technology data etc.) to the Mosaica Education Technology Planning Committee so that any necessary revisions or additions to the higher level technology plan can be made.

School Technology Planning Team

Name	Position	Status
Alicia Kubacki	CAO	Member/Chair
Elaine Morgan	Regional Vice President	Member
Jennifer Parrish	Program Facilitator- Bay County PSA	Member
Dan Laabs	Assistant CAO	Member
Amanda VanHoey	Lower Elementary Teacher	Member
Vicki Beyersdorf	Upper Elementary Teacher	Member
Dawn Voss	Middle School Teacher	Member
Seeing Individual	Parent	Member

The school technology planning team will meet in February and June of each school year to review and evaluate the data collected regarding this technology plan. They will recommend changes to be made as deemed necessary.

Infrastructure

The Mosaica IT Staff, in partnership with selected vendors, 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.
- Documenting the infrastructure standards for network, telephone system, and video monitoring systems wiring. 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 usable 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 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 with schedules and areas of responsibility ensuring adequate coverage of resources and user issues.

- Provide documentation and procedures on the MosaicaNet Intranet and MosacaNet.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 and 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.

Technology at Bay County PSA

Technology	Quantity	Owned	Leased
TV/VCR/DVD Combination	25	X	
Slide Projector	1	X	
Digital Camera	5	X	
Scanner	10	X	
Laser Printer	4	X	
Inkjet Printer	25	X	
Computers	200	X	
Elmo Projects	2	X	
LCD Projector	3	X	

Each classroom is equipped with a TV/VCR/DVD, 4-6 computers, and 1 inkjet printer. The media center has 5 computers and one linkjet printer. The office has 2 computers and 1 laser printer. The digital cameras and are located in the Program Facilitators office and are available for checkout and use by all staff as needed. The Elmo and LCD projectors are located in classrooms but are shared among all staff.

Each classroom and common area is equipped with a video camera hooked to a central monitor and control panel in the main office. Parents, staff, and administrators can use this video system to watch what is happening in individual classrooms and common areas. This video system allows parents to monitor their child in the classroom without interrupting the learning process. The video system does not contain sound capabilities.

A new server will be purchased during the 2006-07 school year to allow for more capacity. A computer lab will be established to increase the opportunity for whole group instruction with an LCD panel connected to a teaching station. Outdated or "worn out" computers continue to be replaced on a yearly basis.

Curriculum Integration

Mosaica Education, Inc. has established the following goals for technology curriculum and integration for all of its Mosaica managed schools. Included in the technology plan are the following goals for curriculum integration:

- Teachers and students will use technological tools to facilitate and enrich learning across academic disciplines.
- Integrate technology at all levels of the learning process as a transparent tool. The Curriculum Design team, Information Technology department and school Program Facilitators will support the application and integration of technology into the curriculum at every grade level.
- Provide uniform access to technology and resources in each classroom. Provide a maximum of 3:1 student to computer ratio and Internet access in every classroom.
- Provide safe, content-appropriate access to Internet resources.
- Obtain, test and deploy the best-of-breed educational software titles in support of the educational model and goals. Provide methods for requesting, testing and approving of desired additions. Refine software titles annually.
- Procure or develop an electronic method to check in, check out, track and inventory library resources. Utilize barcode technology. Ensure library categories are customizable and able to reflect Paragon Curriculum sections.
- Provide production support, distribution, access and mobile presentation systems for digital images in support of the curriculum.
- Provide a full-featured multimedia production station in each school with web camera, scanner, digital camera, photo editing software, color printer and Microsoft FrontPage 2000 for creation of digital imagery and web pages.
- Ongoing efforts, by both Mosaica and member schools, will be made to keep up to date on technology advances in hardware and software. Any schools currently requiring upgrade will be addressed on a school-by-school basis.
- All students K-8 are required to spend 10 minutes a day on A+ mathematics individualized learning system and 15 minutes a day on A+ English language arts individualized learning system.

Technology Indicators: Grades K-12

Performance Indicators

A major component of the NETS Project is the development of a general set of profiles describing technology-literate students at key developmental points in their pre-college education. These profiles reflect the underlying assumption that all students should have the opportunity to develop technology skills that support learning, personal productivity, decision making, and daily life. These profiles and associated standards provide a framework for preparing students to be lifelong learners who make informed decisions about the role of technology in their lives. The Bay-Arenac ISD technology development team has adopted the NETS performance indicators for the Bay-Arenac ISD technology curriculum.

GRADES K - 2

Performance Indicators: All students should have opportunities to demonstrate the following performances.

Prior to completion of Grade 2 students will:

1. Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies. (1)
2. Use a variety of media and technology resources for directed and independent learning activities. (1, 3)
3. Communicate about technology using developmentally appropriate and accurate terminology. (1)
4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1)
5. Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2)
6. Demonstrate positive social and ethical behaviors when using technology. (2)
7. Practice responsible use of technology systems and software. (2)
8. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (3)
9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)
10. Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners. (4)

GRADES 3 - 5

Performance Indicators:

All students should have opportunities to demonstrate the following performances.

Prior to completion of Grade 5 students will:

1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1)
2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2)
3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (2)
4. Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3)
5. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3, 4)
6. Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. (4)
7. Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. (4, 5)
8. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities. (5, 6)
9. Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5, 6)
10. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. (6)

GRADES 6 - 8

Performance Indicators: All students should have opportunities to demonstrate the following performances.

Prior to completion of Grade 8 students will:

1. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (1)
2. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2)
3. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (2)
4. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (3, 5)
5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (3, 6)
6. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (4, 5, 6)
7. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. (4, 5)
8. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5, 6)
9. Demonstrate an understanding of concepts underlying hardware, software, and connectivity and of practical applications to learning and problem solving. (1, 6)
10. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. (2, 5, 6)

Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked. The categories are:

1. Basic operations and concepts
2. Social, ethical, and human issues
3. Technology productivity tools
4. Technology communications tools
5. Technology research tools
6. Technology problem-solving and decision-making tools

Technology Integration Ideas in All Curricular Areas
Grade K-8

Language Arts	Mathematics	Paragon/Social Studies	Science
<ul style="list-style-type: none"> -Create a digital portfolio. -Record student reading on audiotape. -Research information on an author or genre. -Publish a report on the computer. -Have students type, illustrate, and print their work. -Videotape a class play or performance. - Make a CD of class poems or stories. - Scan student illustrations into their writings. - Make a class book. - A+ -Bailey's Book House 	<ul style="list-style-type: none"> -Create a graph. - Enter and analyze data in a spreadsheet. - Research a famous mathematician. - Use internet resources to find mathematical games or online projects. - Create a book of math puzzles. -A+ - Millie's Math House 	<ul style="list-style-type: none"> - Review Paragon related websites. - Publish reports on Paragon topics. - Create a PowerPoint presentation. - Paragon videotape and audio resources. - Digital camera photos and scanned photos for portfolios or student projects. - Create a timeline. - Use e-mail to communicate with various people related to units of study in Paragon. -Trudy's Time and Place House 	<ul style="list-style-type: none"> - Publish information from units of study or experiments. - Research relevant science topics. - Research and publish a report on a famous scientist. - CD-rom and video resources related to instruction. - Simulation software and internet resources for problem solving. - Download and analyze data from weather satellites, animal research or other types of information. -Sammy's Science House -Zap! Science
Spanish	Music	Physical Education	Special Education
<ul style="list-style-type: none"> - Publish a report on a topic related to Spanish. -Find online Spanish resource materials and websites. - E-mail to communicate with Spanish speaking pen pals. - Audio and video resources for Spanish instruction. 	<ul style="list-style-type: none"> - Research in music appreciation and history from Internet and CD resources. - Audio music tapes and video presentations. -Record student musical performances. - Have students create a musical piece digitally. 	<ul style="list-style-type: none"> - Research in health and PE topics. - Using spreadsheets to track progress in PE goals. - Video and audiotape resources related to instruction. - Student created reports or posters on health related topics. 	<ul style="list-style-type: none"> - A+ - Assistive peripherals and software for students - Student word processing and publishing. - Video and audiotape resources. - Multimedia productions. -Create a class book. - Internet research. - Resources on CD-rom.

Collaborations

Bay County PSA strives to include collaborative efforts whenever possible. Some of the collaborative efforts we have include:

- Creating a school website that will feature articles on school activities and include links for parents to educational websites that can help enhance their child's education.
- www.baycountypsa.org will feature the approved technology plan for parent and community review.
- A Parent Resource Room with a computer and printer available for parent use. This computer station will have resume and cover letter templates, tutorials for Microsoft Word applications and a connection to the internet so parents can check on student grades and attendance and so they can perform job searches. A copy of our technology plan will be included in the Parent Resource Room.

Bay County PSA is working to establish and strengthen community partnerships. However, as a K-8 school district, our focus is primarily elementary and middle school needs. We are also planning parent and child evenings which will focus on the integration of technology into the core curriculum areas. We will use these evenings to show parents how technologies they may have access to at home can benefit their child's education. Bay County PSA has also offered and will continue to offer evening computer training classes for adults. These classes have focused on Internet, E-mail, Word Processing Skills, Spreadsheets and other topics of interest.

Professional Development

Bay County PSA realizes that in order for technology to be successfully implemented in the classroom and across the curriculum, professional development is a prerequisite. Without targeted, on-going training, successful implementation of even basic technology will not be successful. Due to this need, the following goals for professional development have been developed:

- To promote teacher and staff use of technology as an effective and integrated part of the curriculum, all staff will be trained in the technology available in the MosaicaNet. In addition, staff will have opportunities to request and research new technologies.
- Build a technologically literate staff through a multi-modal training approach and generation of a core literacy requirement.
- Draft, implement, and assess a comprehensive training model addressing the varied needs of each teacher, staff and administrator. Utilize a combination of pre-service, in-service, vendor, staff, online, CBT, and video resources. Document and publish the training offerings and schedule. Utilize the Train-the-Trainer model where appropriate.
- Provide opportunities for staff/teacher training at school and at home. Allow for self-directed interests in addition to addressing core literacy's.
- Assess, document, formulate, and measure the specific requirements of each staff member using a self-assessment survey. Administer assessment survey at beginning and end of each school year.
- Staff development will emphasize training teachers in how to effectively use the electronic assessment and reporting systems, software available in the classroom, peripheral

technologies such as digital cameras, scanners, and video cameras, and provide teachers with ideas for integrating current technology into daily teaching to further enhance and extend learning.

- Use the on-site Program Facilitator and the IT staff to provide both formal and informal instruction to staff on technologies. Having a Program Facilitator on site allows staff to have a person experienced with the technologies available on an as-needed basis so that problems can be solved in the least time possible, thus allowing for minimal disruption of classroom instruction and administrative tasks.

Professional Development

3-Year Focus

1. Full implementation of A+ tutorial program.

- a. Professional development is provided as part of the yearly cost of A+
- b. Training days are held both for new teachers and to further develop the skills and proficiency of returning teachers
- c. Evaluation will consist of monitoring student growth during the year and teacher use of available reports and materials to individualize student instruction.

2. Powerschool and Powergrade Implementation

- a. Program Facilitator and IT staff will be used to implement these programs and provide necessary training.
- b. Inservice and train the trainer models will be used to create local experts on Powerschool.
- c. Staff will receive inservice on the basic features of the program relevant to their job needs. CAO's will receive training on all aspects of the Powerschool and Powergrade programs. Administrative Assistant will learn about functions dealing with student information management, immunizations, SRSD, and REP. Lunch staff will receive training dealing with Powerlunch. Teachers will receive training on using Powergrade to input grades and print progress reports and report cards as well as other types of available reports.
- d. Evaluation will consist of monitoring the use of the program in appropriate areas including attendance and grade entry, lunch program use, successful SRSD reporting, and using the program to successfully monitor and obtain student information.

3. Data Analysis of ITBS and MEAP data

- a. Jan Pillar of Riverside will provide free training to our school on using the RADRS program. This training will primarily be for CAO's and Program Facilitators, but can also be utilized by teachers who are interested.
- b. Local ISD's have been and will hopefully continue to provide training on TestWiz. This training will be for teachers, the Program Facilitator, and the CAO.

- c. Evaluation will consist of seeing evidence that data analysis is being used to look at test scores and effectively target instruction and improve the curriculum. Ultimately, higher student performance on tests should be seen.

4. Training on available software programs.

- a. Teachers and aides will have the opportunity to explore available software program and to develop ideas of using these programs in their classroom with the existing curriculum.
- b. Training will be held on an on-going basis before school, during teacher prep times, after school, and on weekends.

5. Use of E-mail, Internet, Digital Cameras, Camcorder, Averkeys, and Scanners

- a. All staff will receive an overview of the above technologies.
- b. Training will be done by the Program Facilitator and will be held during the year.
- c. Acceptable Use Policies for staff as well as students will be discussed as well as CIPA compliance and student use of the Internet.
- d. Use of this equipment will be monitored using a log signed when checking equipment in and out.

Detailed Professional Development Timeline

Year	Program	What is to be Implemented
2006-2007		
	A+	Full implementation of tutorial aspect of program.
	Powerschool	Full implementation of attendance, grades, lunch program, and state reporting features.
	Data Analysis	Introduction to RADRS and TestWiz programs and basic understanding of data analysis and its uses.
	Software	Evidence of each classroom creating 1 project using available software programs.
	Digital Cameras, Scanners, Averkeys, Camcorders	Log shows 50% of staff checking out at least one product during the school year.
	E-mail/Internet	Staff can access and send e-mails to others. All staff will receive a basic understanding of CIPA compliance and Acceptable Use Policies for both students and staff. Basic internet use will be reviewed.
2007-2008		
	A+	Emphasis will be on training teachers on the reporting features of A+. Training in the use of reports to identify skill weaknesses and to adjust classroom instruction.
	Powerschool	Use of web based reporting, discipline logs, administrative reports, and state reporting features will be implemented.
	Data Analysis	CAO's and Program Facilitators will use TestWiz and SDMS to track student progress, determine areas of skill weaknesses that need to be

		addressed, and aide with the grouping of students for instruction.
	Software	Each classroom will be required to show proof of at least 1 project per marking period created with available software and resources. On-going training and support will be provided by the Program Facilitator
	Digital Cameras, Scanners, Averkeys, Camcorders	Log shows 70% of staff using one or more than one product during the school year. The Program Facilitator and Regional Program Facilitators will give continual training in the use of these technologies.
	E-mail/Internet	All staff memos will be sent via e-mail. All staff will know how to access their e-mail accounts at school and via the internet. Teachers will show evidence of using the Internet for classroom projects and instruction.
2008-2009		
	A+	Teachers will be trained in using the reporting features of A+ so that the available data is used to help guide classroom instruction.
	Powerschool	Teachers will be able to access student test scores on both MEAP and ITBS. MEAP tests scores can be compared to state standards so that students lacking a particular skill can be grouped and instructed in lacking areas.
	Data Analysis	Using RADRS TestWiz, and Powerschool, student progress can be tracked, grouping adjusted, and instruction monitored. Gap analysis procedures will be introduced to further analyze data and influence instruction and teaching.
	Software	Teachers will be required to show evidence of having completed at least one project per month created using available software. The Program Facilitator will provide on-going training and support.
	Digital Cameras, Scanners, Averkeys, Camcorders	Log shows evidence of over 90% of teachers using one or more products during the school year.
	E-mail/Internet	Where appropriate, teachers will provide parents with weekly updates on student performance and behavior using e-mail. Most communication within the school will take place via e-mail. Staff will learn the extended features of Microsoft Outlook to create their own distribution lists and create private and public folders and post to those folders. Interested staff and students will be involved in a school website development project.

Evaluation Instruments

The following evaluation instruments are given at the beginning and end of each school year. At the beginning of the school year, information from the surveys are taken and compiled by the Program Facilitator. The PF then determined what areas of training teachers need. Training which applies to all staff is then scheduled during in-service days. Training which only applies to a few staff is schedule either on weekends, after school, or other resources such as MIVU online training, training CD's, and training video's are then made available to staff for their use.

At the end of the year, the evaluation instruments are again administered and the results compiled. Reasons for teachers not being able to meet their goals are studied so that changes in training and implementation procedures can be modified or eliminated if need dictates. Input from teachers on both

the positive and negative aspects of technology training and integration are also collected so that areas of focus for the Program Facilitator can be determined and future training can be established.

All eighth grade students will be evaluated using an online technology proficiency exercise and will also be evaluated using a rubric constructed by Bay Arenac ISD. Evaluation instruments will also be created to evaluate students at the end of each grade level on the grade level technology benchmarks developed by Bay Arenac ISD and adopted by Bay County PSA.

Technology Survey August

Please fill out and return to your Program Facilitator.

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.

These are the 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 with success.
- 5=I am proficient with this program and can effectively implement this with my teaching and my students.

Word _____ Excel _____ PowerPoint _____ Publisher _____
Internet _____ E-mail _____ Kidpix _____ A+ _____
Edmark _____ Type to Learn _____ Graph Club _____ Inspirations _____
Eyewitness History _____ Decisions _____ Elmo/LCD _____
Follett Library System _____ RADRS _____ TestWiz _____

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

LDC panel _____ Video Camera _____ Digital Camera _____ Slide Projector _____
CD Burner _____ Scanner _____

I would be willing to help train others on these programs: _____

Anything else you would like to comment on related to technology? _____

Technology Survey June

Please fill out and return to your Program Facilitator.

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 prevented you from reaching your goals?

How did you integrate technology into your teaching and with students this year?

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 with success.
- 5=I am proficient with this program and can effectively implement this with my teaching and my students.

Word _____ Excel _____ PowerPoint _____ Publisher _____
Internet _____ E-mail _____ Kidpix _____ A+ _____
Edmark _____ Type to Learn _____ Graph Club _____ Inspirations _____
Eyewitness History _____ Decisions _____ Elmo/LCD _____
Follett Library System _____ RADRS _____ TestWiz _____

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

LDC panel _____ Video Camera _____ Digital Camera _____ Slide Projector _____
CD Burner _____ Scanner _____

These are my suggestions for improving training opportunities next year:

Anything else you would like to comment on related to technology or suggestions that would help me do a better job of helping teachers effectively use technology next year?

Technical Assistance

Bay County PSA has a full time Program Facilitator on staff. This staff member is responsible for the technology training and implementation in the school. The Program Facilitator is responsible for the daily general maintenance of the technology in the school and is responsible for planning and providing staff development opportunities for teachers and other staff members. Since the Program Facilitator is available on-site on a daily basis, day-to-day issues with hardware can be easily addressed.

Mosaica Education, Inc. also employs two Regional Technical Experts who have the responsibility to rotate among the school solving technical problems with network, hardware, or software programs as well as two Regional Program Facilitators whose main responsibilities are to ensure the full implementation of the school's curriculum including technology integration. These four additional resources are vital in helping each school effectively maintain the technologies present and helping to ensure their utilization to enhance and enrich learning.

Each school managed by Mosaica Education, Inc., contributes a percentage of their operating budget to MEI for the financial support of Regional Facilitators, Technology Experts, accounting, and human resources personnel, as well as many other services provided by the management company. Upgrades to existing equipment and network wiring are the responsibility of Bay County PSA. Computer hardware is leased and scheduled for replacement every 3 years. New software is recommended by Mosaica Education, Inc. and Bay County PSA then has the option of either choosing to purchase and implement the software or not.

Training of staff in technology is provided both by the in-house Program Facilitator and by the Regional Program Facilitators. Generally the Regional Program Facilitator provides training to the school Program Facilitators in a train-the-trainer model. The school Program Facilitators then use various training methods to disseminate the information to teachers.

Supporting Resources

Information Resources

All teachers at Bay County PSA are given a laptop computer to use during their employment. The laptops are loaded with all software found in the classrooms as well as our student management program including grading and attendance programs. Teachers each have their own e-mail accounts, which are available both at school and via the Internet. Teachers may request to borrow any of the available technologies and supporting software on an as needed basis. Each classroom is equipped with at least 6 computers for use by students. All available software is loaded on each computer. All students and staff

are required to read and sign Bay County PSA's Acceptable Use Policy prior to being allowed to access the Internet at school. Bay County PSA uses Websense to comply with CIPA and provides parents and interested parties with a copy of the CIPA compliance statement. .

Human Resources

Having a Program Facilitator on site ensures that the technology that is currently available is used to the fullest extent possible. The Program Facilitator can ensure that adequate and appropriate training is provided and available when needed. The Program Facilitator also makes sure that the technology is working on a day-to-day basis and that any problems are resolved in a timely manner. In addition, the Regional Technical Experts, Regional Program Facilitators, Head of Information Technology and the Vice-President of Technology all help to ensure the adequate maintenance, implementation and training Bay County PSA needs to properly implement the available technologies.

Time

With adequate training and the Program Facilitator on site, teachers do not have to spend inordinate amounts of time learning new technologies and software. The Program Facilitator is available to assist in classrooms where new technologies are being used so that any problems can be immediately addressed and corrected, thus preventing undue frustration with technology and disruption of student learning. This immediate assistance also helps ensure that the technology will be used in the future, rather than abandoned due to problems using it. This assistance frees the teacher to focus on content instruction and technology integration, rather than troubleshooting.

Policies

Technology personnel for Mosaica Education, Inc ultimately make software selection decisions. Individual schools are free to suggest or request that certain software applications be considered for implementation. Because Mosaica Education, Inc.'s technology committee is composed of technology experts, curriculum design experts, and CAO's, the committee can adequately consider all aspects of software implementation into both the network and the curriculum. This helps ensure that software is not added simply as filler for teachers, but that it serves a valuable learning purpose that integrates itself across multiple curricular areas and therefore will positively impact student learning.

Year 1 Budget

Line Item	General Fund	Grants	MEI**	Total Fiscal Year Expenses
Program Facilitator Salary and Benefits	\$18,562			\$18,562
Technology Specialist Salary and Benefits (Maintenance and Training)			\$11,500	\$11,500
Travel Reimbursement	\$350		\$2,000	\$2,350

Conference Fees	\$300			\$300
Technology Supplies (ink cartridges, toner etc.)	\$4,000			\$4,000
Replacement Equipment (mice, keyboards, hard drives etc.)	\$1,000			\$1,000
A+ License Fee	\$34,878			\$34,878
New Software Purchases	\$2,000			\$2,000
New Hardware Purchases	\$25,000	\$25,000		\$50,000
T1 Line Charges	\$1,000	\$9,000		\$10,000

** Each MEI school pays a 6% fee to MEI for management expenses. MEI pays the Regional Technology Coordinator and Technology Specialists from this 6% paid by each school

Year 2 Budget

Line Item	General Fund	Grants	MEI**	Total Fiscal Year Expenses
Program Facilitator Salary and Benefits	\$19,594			\$19,594
Technology Specialist Salary and Benefits (Maintenance and Training)			\$12,100	\$12,100
Travel Reimbursement	\$500		\$2,500	\$3,000
Conference Fees	\$400			\$400
Technology Supplies (ink cartridges, toner etc.)	\$2,000			\$2,000
Replacement Equipment (mice, keyboards, hard drives etc.)	\$2,500			\$2,500
A+ License Fee	\$34,878			\$34,878
New Software Purchases	\$2,000			\$2,000
New Hardware Purchases	\$2,000			\$2,000
T1 Line Charges	\$1,100	\$9,900		\$11,000

Year 3 Budget

Line Item	General Fund	Grants	MEI**	Total Fiscal Year Expenses
Program Facilitator Salary and Benefits	\$20,261			\$20,261
Technology Specialist Salary and Benefits (Maintenance and			\$12,700	\$12,700

Training)				
Travel Reimbursement	\$500		\$2,500	\$3,000
Conference Fees	\$400			\$400
Technology Supplies (ink cartridges, toner etc.)	\$3,000			\$3,000
Replacement Equipment (mice, keyboards, hard drives etc.)	\$3,000			\$3,000
CCC License Fee	\$34,878			\$34,878
New Software Purchases	\$4,000			\$4,000
New Hardware Purchases	\$10,000	\$5,000		\$15,000
T1 Line Charges	\$1,100	\$9,900		\$11,000

** Each MEI school pays a 6% fee to MEI for management expenses. MEI pays the Regional Technology Coordinator and Technology Specialists from this 6% paid by each school.

Coordination of Resources

Currently, most of Bay County PSA's technology budget is taken directly from the general fund. Bay County PSA applies for SLC funding yearly and qualifies for a 60% discount rate. State and federal funding opportunities are being explored and will be applied for as appropriate. Other local sources of technology funding and support are actively sought. Foundation and corporate technology grants are being examined for relevance to the needs of Bay County PSA. Any source of potential funding opportunities will be explored.

Evaluation

Evaluation of the Mosaica Education technology plan will take place on a yearly basis by the Technology Planning Committee with a full revision taking place no less than every three years. The technology plan will also be evaluated annually by the Regional Program Facilitator in conjunction with the Program facilitator at Bay County PSA to determine the extent to which the implementation of the technology plan has occurred. The Program Facilitator will also report any problems with the technology plan to the Technology Planning Committee so that the information can be used to help revise and edit the plan. Any technology goals that have not reached full implementation must be examined to determine if the goal must be modified to assist implementation, or if more time or resources are needed to allow for full implementation. As goals are reached at Bay County PSA, the Program Facilitator and other Leadership Team members will meet to set new goals for the school.

At the end of the three-year full evaluation cycle, any goals that have not been implemented will be thoroughly explored to determine the reason for failure. If further resources or training are necessary, the plan will be revised to accommodate those needs. If the goal is no longer appropriate, it will be eliminated and replaced with a new goal. Unexpected outcomes of the technology plan will also be recorded. A published report on the technology plan implementation will be presented to the CAO, Technology Planning Committee, and any other interested parties on a yearly basis.

Staff will be given technology evaluation forms to complete at the beginning and the end of each school year. This evaluation will determine the extent to which staff members are comfortable with using technology and integrating it into the curriculum. This will help to determine the effectiveness of training during the year and allow for the determination of training needs for the next school year. Teachers are required to present a PowerPoint portfolio to the CAO at the end of the year as part of their bonus. These

portfolios should show some of the ways in which technology was integrated into each teacher's instruction during the year. These evaluations give teachers the chance to name areas in which they would like to receive additional training so that individualized training plans can be established.

Acceptable Use Policy

Dear Parent,

The purpose of this letter is to give you information about the terms and conditions for Internet use at Bay County PSA. 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 which 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 Bay County PSA 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.

Sincerely,

Alicia Kubacki
Chief Administrative Officer
Bay County PSA

PART ONE

TERMS AND CONDITIONS FOR BAY COUNTY PSA USE OF INTERNET CLASSROOM AND MEDIA CENTER ACCOUNTS.

Mosaica Education, Inc. and Bay County PSA are pleased to announce the availability of EDUCATIONAL INTERNET USE in the media center and 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 Bay County PSA. 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 BAY COUNTY PSA 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 Bay County PSA 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.

I understand that, as a parent of a Bay County PSA student, I will be given a unique username and password for each student so that I am able to access my student's grades and attendance online. I understand that this information is confidential and not to be shared with others. Should this information be compromised, I understand that it is my responsibility to contact Bay County PSA so that this information can be changed to protect my students confidential information.

Parent/Guardian (Please print): _____

Signature: _____

Date: _____

STUDENT USE OF TECHNOLOGY

The Director, CAO or designee shall oversee the maintenance of each schools technology 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 10/22/2005

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.

CIPA Compliance Statement

MEMORANDUM

TO: ALL MOSAICA MANAGED CHARTER SCHOOLS
FROM: ERIC HAUGEN, DIRECTOR OF INFORMATION TECHNOLOGY - MOSAICA EDUCATION
SUBJECT: CIPA COMPLIANCE
DATE: 1/22/2001

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.

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 1 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 webpages 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 a teacher or staff member at the school e-mail Mosaica IT at helpdesk@mosaicaeducation.com the address of the inappropriate website so that we may manually add it to the database.