EXHIBIT 4

Electronic Classroom
Of Tomorrow

Parent/Student Authorized Technology and Communications Use Policy and Release of Liability Form

Thank you for your interest in enrolling with the Electronic Classroom of Tomorrow (ECOT). It is ECOT's intent to provide all students with a comprehensive learning experience that meets or exceeds all state educational requirements. ECOT has designed a state-of-the-art ECOT Wide Area Network (hereafter referred to as ECOTNET) to provide network connection services to our students and staff, in their own residences or student/parent designated learn centers, or other ECOT owned or operated facility. ECOTNET was designed to prevent access to objectionable materials and web sites. While we are confident that we are taking precautions necessary to prevent such problems, liability insurance concerns dictate that this form be signed by each student and a parent or guardian of each student as a condition of enrollment.

Parental involvement plays a critical role in the learning process under ECOT's program. The parent hereby agrees to fully cooperate with the ECOT educational staff in order to facilitate their children's education. It is important for the parent to acknowledge that the parent, not ECOT, is responsible for his or her child's behavior. ECOT has no school facility and its only means of control is through policies such as this.

ECOT provides each student with the tools & equipment necessary to access ECOTNET. ECOT provides PC, Monitor, and Printer/Scanner availability to each student. In situations where more than one student resides in one location, one computer will typically be provided for every two students, as much of our curriculum can be completed off-line.

ECOT also optionally provides (if desired) a phone line or other form of connecting to the Internet for each student/parent-designated location. This phone line (if accepted) is only authorized to be used for connection to ECOTNET. No phone hardware is to be connected to this line unless specifically instructed to do so by ECOT staff for diagnostic purposes. Parent and Student understand and agree that by accepting an ECOT provided phone line, their address, name, and ECOT provided phone number may be published by the phone company and may appear in any corresponding published directories. Since no phone hardware is to be connected to this line, any resulting inbound calls should not be noticed. Long distance, third party charges, 900 calls, or any other calls or charges to the ECOT provided phone line are expressly forbidden. All such charges shall be the responsibility of the Parent and/or Student. ECOT reserves the right to cancel phone service or other form of Internet connection to any location where this policy has been violated. Should ECOT cancel phone service, Parent and/or Student are responsible for providing a suitable phone line at their own expense. The loss of ECOT provided phone service shall not be construed as a suspension or expulsion. This situation would be similar to a student losing bus transportation privileges to and from a local school. The Parent and/or Student would effectively be responsible for providing the "transportation" (via their own phone line/cable modem/DSL) to ECOT at their own expense. The expense of this connection would be similar to typical "book fees" for lost or damaged books or supplies. ECOT reserves the right, at its sole discretion, to either suspend phone or other connectivity service if ECOT funding becomes inadequate to cover costs, or to provide alternate access to ECOTNET, including but not limited to cable modem or DSL service. Should alternate access be provided, this service is subject to the same restrictions and conditions as ECOT provided phone service. Any service ordered by Parent or Student will not ever be the responsibility of ECOT and will not be transferred or ordered in ECOT's name.

ECOT makes no guarantee that the functions or the services provided by or through ECOTNET will be error-free or without defect. ECOT will not be responsible for financial obligations arising through the unauthorized use of ECOTNET or services used to connect with ECOTNET.

Use of this service is a privilege, and it is the responsibility of each user to utilize these services appropriately. By connecting a computer to the ECOT network, all users (Student, teachers and staff) are required to adhere to all city, county, state and federal regulations, in addition to the following terms of acceptable use. Parent and Student understand that the violation of the following policies relating to this computer equipment is prohibited and could lead to disciplinary actions from the loss of non-essential computer functionality up to and including expulsion from ECOT. Please note that ECOT generally will not suspend students except as a temporary measure for those Students awaiting an Expulsion Hearing. A suspension within the framework of ECOT has little value to any party. This means that serious infractions of these policies may result in expulsion. Students expelled from

ECOT may find it difficult to become enrolled in another public school. ECOT MUST MAINTAIN ZERO TOLERANCE FOR SIGNIFICANT VIOLATIONS OF ECOT'S POLICIES!

While the policies that follow may appear to be complex and intimidating, the intent behind them is fairly simple. ECOTNET access is provided for the purpose of educating students. Use or misuse of the ECOT provided computer equipment and phone line for any other purpose is a violation of policy that could result in personal liability of Parent and/or Student and furthermore may result in disciplinary action up to and including expulsion. The following policies detail this basic philosophy.

1. AGREE TO ACCEPT FUTURE POLICIES AND FOLLOW INSTALLATION GUIDE. Student and Parent agree to read, follow, and sign acknowledgement of receipt of all policies of ECOT including the ECOT Student/ Parent Handbook. Parent and Student furthermore agree to follow the Installation Guide provided upon delivery of the computer equipment and sign any Home Computer Use Subordination and Waiver agreements required by ECOT's venders to define ownership rights of ECOT provided equipment.

2. RESTRICT ACTIVITY AND MONITOR INFORMATION. This computer equipment is not the property of the Student or Parent but is on loan as long as the Student is enrolled with ECOT. ECOT Network Services reserves the right to monitor at any time any computer connected to the network for the gathering of statistics, to ensure reliable operation of ECOTNET, and to maintain the safety and privacy of its users. This does not include unauthorized reading of data content, but by necessity, does include examining said data when an apparent breach of the policies set forth in this document has occurred. ECOT may delete any unauthorized files or programs at any time with or without warning.

3. INSTALLATION OR DOWNLOADING OF ANY SOFTWARE OR EXECUTABLE FILES IS NOT PERMITTED WITHOUT EXPRESSED WRITTEN CONSENT OF ECOT. The existence of any non-ECOT provided software or executable files on a Student computer unit shall be considered as evidence of a violation of this policy and may result in disciplinary action up to and including expulsion from ECOT.

4. Installing ECOT computer equipment (including Monitor or Printer/Scanner) or other components to non-ECOT provided computers or networks is not permitted without express written consent of ECOT.

5. Student and Parent may not move ECOT equipment from their residence or other designated site without advanced written permission from ECOT. It is the responsibility of both Student and Parent to notify ECOT with as much advanced notice as possible of any changing of residence. Students must formally withdrawal from ECOT in writing when moving out of the state of Ohio. Parent and student are responsible for the cost of relocating phone lines for all moves occurring within four months of initial installation or four months of the last move.

6. ECOT EQUIPMENT SHALL NOT BE ABUSED, MISUSED, DISASSEMBLED, OR NEGLECTED. It is not acceptable to modify the equipment in any way. You may not open any of the cabinetry, or add or remove any internal or external hardware component. You may not download or install any software application without express consent from the Office of the Director of Technology, ECOT. Any unauthorized modifications, removal or additions to the installed software base on the computer system as supplied to the student will be considered a violation of this policy. Parent and Student hereby accept responsibility for damages resulting from abuse, misuse, neglect, or disassembly of this equipment. Furthermore, Parent agrees to name owner of equipment as "Loss Payee" to cover ECOT computer equipment on their homeowner's or renter's insurance policy and provide ECOT with a copy of this certificate within 10 days of delivery of this computer equipment. If a homeowner's or renter's policy does not exist, please contact ECOT to make other arrangements.

7. Student and Parent agree not to use ECOT supplied computer equipment to search for or to send for or to anyone, any material that is profane or obscene, that advocates illegal acts, or that advocates violence, harassment, or discrimination toward other people or any other unauthorized non-educational or objectionable material. Objectionability is to be determined at the sole discretion of ECOT. Parent and Student shall hold ECOT harmless of any and all liability associated with any activity of Student or Parent relating to searching for, finding, sending, or viewing any material encountered due to violation of ECOT policies or outside ECOTNET. Parent and Student agree to report any objectionable material encountered in ECOTNET to the ECOT Help Desk immediately. ECOT is not responsible for outside materials transmitted from one Student to another or from a non-Student to a Student.

8. FOR INTENDED USE ONLY. ECOT NOT RESPONSIBLE FOR PRINTER SUPPLIES. All use of ECOTNET by Student must be in support of completing the educational tasks presented to Student. Student or Parent use of computer equipment in a manner other than as described herein or in the ECOT Student/Parent Handbook is prohibited. Specifically, use of this equipment is restricted to functions necessary to perform ECOT assigned work. The Director of Technology (or designee) may make an operational determination that particular uses are or are not consistent with the

purposes of ECOTNET. Since ECOT is not in control of student printer use volume, Parent and Student are responsible for supplying all paper and ink for the printer.

9. HACKING AND OTHER FORMS OF MISUSE. It is not acceptable to use ECOTNET for illegal purposes. It is not acceptable to use ECOTNET to transmit libelous, disturbing, pornographic or harassing materials, through e-mail or any other medium. Receipt of any such unwanted materials should be reported to ECOT, and appropriate disciplinary action will be taken. It is not acceptable to send or receive objectionable files or documents, or to store same documents on any equipment supplied by ECOT. It is not acceptable to use ECOTNET so as to interfere with or disrupt network operation, networked resources, information, or communications traffic. Disruptions include, but are not limited to, propagation of computer "worms" and "viruses". Purchasing of goods or services, downloading of files or software, sending of non-ECOT email, participating in non-ECOT chat rooms, or attempting to subvert ECOT computer or Internet security measures are strictly prohibited.

10. USE OF EMAIL, EGROUPS, CHAT, MESSAGE BOARDS AND SIMILAR ELECTRONIC COMMUNICATION. ECOT students have e-mail access for communications with other students and teachers. Student-to-Student email is a privilege and is not an essential component necessary to receive an ECOT education. Violation of email or chat policy may result in the loss of this privilege, possibly for all students.

a. Student and Parent agree to not post chain letters or engage in "spamming". Spamming is sending an annoying or unnecessary message to a large number of people.

b. Students agree to check e-mail frequently, delete unwanted messages promptly, and stay within e-mail quotas.

c. Student and Parent agree to not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language. This applies to public messages, private messages, and material posted on Web pages.

d. Student and Parent agree to not post information that could cause any form of damage or a danger of disruption.

e. Student and Parent agree to not engage in personal attacks, including harassing, prejudicial, or discriminatory attacks.

f. Student will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. All requests by a recipient to stop sending messages to them must be honored.

g. Student will not knowingly or recklessly post false or defamatory information about any person or organization including ECOT.

h. Student and Parent will not repost or forward a private message without written permission of the person who sent the message. This policy does not apply to the forwarding of objectionable or disturbing correspondence or postings to an ECOT staff member for reporting purposes.

i. Student and Parent will not attempt to gain unauthorized access to ECOTNET or to any other computer system through ECOTNET or to go beyond your authorized access. This includes attempting to log in through another person's account or accessing another person's files. These actions are illegal, even if only for the purposes of "browsing".

j. Student and Parent will not use ECOTNET to engage in any commercial or illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of a person, etc.

k. Student and Parent will not post private information about any person.

11. PERSONAL SAFETY AND ECOTNET SECURITY. Student will not post personal contact information about themselves or other people. Personal contact information includes address of residence, telephone, school address, work address, etc. Student shall not agree to meet with someone they have met online without Parent or Guardian approval. Parents should accompany students to this meeting. Students are responsible for their individual accounts and should take all reasonable precautions to prevent others from being able to use that account. Under no conditions should passwords be provided or made available to another person.

12. STOLEN OR PROBLEMATIC EQUIPMENT. Should student computer equipment be stolen, parent and student hereby agree to cooperate in the filing of a Police report with the local law enforcement agency. Student and Parent furthermore agree to notify the ECOT help desk of any problems with software or hardware as soon as detected.

13. RETURN OF EQUIPMENT. In the event that a student transfers to another school district, withdraws, graduates, drops out, is expelled or otherwise leaves ECOT, Parent and Student are responsible to return all equipment in working order in the original packaging materials to: ECOT c/o Xerox Connect, 4270 Glendale-Milford Road, Cincinnati, OH 45242. Parent and Student are responsible for the replacement cost of $1300 (or repair cost, whichever is less) for all ECOT computer equipment not returned within 10 days of separation from ECOT or which is returned damaged. Please note that this equipment is paid for with State provided funds. All equipment not returned in accordance with this policy shall be reported to the appropriate authorities.

14. INTERNET SERVICE PROVIDER. An Internet Service Provider connection is provided by ECOT. This service is to be used only for the purpose of connecting with the ECOT Educational Delivery System. All Students will have access to Internet World Wide Web information through ECOTNET. This access is limited to sites approved by ECOT. Please contact your teacher to have additional sites approved that would be appropriate for all Students. No other Internet Service Provider is supported to access ECOT materials. Those households with DSL or high-speed cable connections may utilize these services at their own expense to interface with ECOT's system. Please keep in mind that students working through such a connection may have unrestricted access to the Internet that cannot be controlled or monitored by ECOT.

15. PLAGIARISM AND COPYRIGHT INFRINGEMENT. Student and Parent may not plagiarize works found on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours. Student and Parent must respect the rights of copyright owners. Copyright infringement occurs when work is inappropriately reproduced that is protected by a copyright. If a work contains language that specifies appropriate use of that work, the expressed requirements should be followed. Students and parents unsure whether or not they can use a work should request permission from the copyright owner. Copyright law can be very confusing. If you have questions ask a teacher.

16. Use of this service is a privilege, and it is the responsibility of each user to utilize these services appropriately. Routine maintenance and monitoring of ECOTNET may lead to discovery of violations of ECOT Policy or the law. An individual search will be conducted if there is reasonable suspicion of a violation of any ECOT Policy or the law. The investigation will be reasonable and related to the suspected violation(s). ECOT will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through ECOTNET. Any actions that are deemed a violation of these polices may result in termination of services, suspension or expulsion, and/or monetary fine and/or referral to the proper authorities. Users are subject to any applicable school and/or criminal sanctions and procedures.

Parent, (or Student if 18 or over) and Student (if under 18) hereby agree to abide by the statements and policies described on this page and the three (3) preceding pages.

----------Student Section----------

Student Name _____ Grade _____ Date of birth _____

I have read the ECOT Parent/Student Authorized Technology and Communications Use Policy and Release of Liability Form. I agree to follow the rules contained within. I understand that if I violate the rules I may face disciplinary measures.

Student Signature _____ Date _____ _____

Social Security Number

----------Parent or Guardian Section----------

I have read the ECOT Parent/Student Authorized Technology and Communications Use Policy and Release of Liability Form, and I will supervise my child's use of ECOTNET. I will instruct my child regarding any restrictions against accessing material that are in addition to the restrictions set forth in the ECOT Acceptable Use Policy. I will emphasize to my child the importance of following the rules for personal safety.

I give permission to issue an account for my child and certify that the information contained in this form is correct.

_____ _____

Parent, Guardian or other responsible party signature Printed Name

_____ _____

Home Address Social Security Number

_____ _____

City / State / Zip Phone Number

INTERNET CONNECTION INSTALLATION PERMISSION SLIP

(to be completed by parent/guardian)

Name of Student: _____

Name of Parent(s) or Guardian: _____

Residential Address: _____
(Installation must occur at residential address)

Residential Telephone Number: _____

Residential Telephone Company (i.e. Ameritech, Sprint): _____

E-mail Address (optional): _____

I hereby give my permission for ECOT to order an ECOT provided phone line (or other form of internet connection at ECOT's discretion) for the sole purpose of use to connect to ECOTNET. I understand that ECOT reserves the right, at its sole discretion, to either suspend phone or other connectivity service if ECOT funding becomes inadequate to cover costs, or to provide alternate access to ECOTNET, including but not limited to cable modem or DSL service. I further understand that ECOT may not provide Internet connection service should installation costs be extraordinary (greater than $250) or service not be available to my residence (i.e. landlord restrictions). Should alternate access be provided, I understand that this service is subject to the same restrictions and conditions as ECOT provided phone service. Should ECOT cancel phone service, Parent and/or Student are responsible for providing a suitable Internet connection at their own expense. Any connection ordered by a Student or Parent shall be the sole responsibility of that Student or Parent and will not be transferable to ECOT's name or responsibility. The loss of ECOT provided phone or substitute service shall not be construed as a suspension or expulsion. This situation would be similar to a student losing bus transportation privileges to and from a local school. The Parent and/or Student would effectively be responsible for providing the "transportation" (via their own phone line/cable modem/DSL) to ECOT at their own expense. The expense of this connection would furthermore be similar to typical "book fees" for lost or damaged books or for school supplies. Phone service (or other internet connection service) may be suspended indefinitely for use of the service other than connecting to ECOTNET or any violation of policy contained within the ECOT Parent/Student Authorized Technology and Communications Use Policy and Release of Liability Form enclosed or downloaded with this form. I understand that Parent/Student are not permitted to connect a phone to an ECOT provided phone line unless specifically requested to do so by ECOT staff and further understand that Parent/Student shall be required to pay for any charges (including attorney, collections, or court costs) or direct costs resulting from unauthorized use (such as long distance, 900 number calls, etc.). ECOT shall make an ECOT provided Internet Service Provider available to all students.

_____ (Initial) I ACCEPT. I hereby give my permission and agree to cooperate in providing residential access for the installation of an ECOT provided phone line (or other connection) at ECOT's discretion subject to the conditions described above. ECOT must contract with vendors to provide these services and cannot control the speed of installation, quality of service, or interruption of service due to misapplied payments. I understand that I will be required to provide the use of a phone line (or reasonable substitute) for connection via an ECOT provided computer and Internet Service Provider to ECOT's servers (ECOTNET) until such time as the installation has been completed and shall continue to maintain residential phone service to facilitate voice contact with ECOT educators and the Technical Help Desk. (DO NOT DISCONNECT YOUR EXISTING LINE!)

_____ (Initial) I DECLINE. I hereby waive receiving an ECOT provided phone line or other form of ECOT provided connectivity. I understand that it is my responsibility to provide a phone line for use to connect with ECOT's servers (ECOTNET) via an ECOT provided computer and Internet Service Provider.

_____ _____

Parent, Guardian or other responsible party signature/Printed Name — Responsible party Social Security #

(required for ECOT provided installation)

Date received by ECOT: _____
Time received by ECOT: _____
Received by: _____

Electronic Classroom
Of Tomorrow
1-888-326-8395

Request for Admission

(to be completed by parent/guardian)

student name	date of birth	grade entering	social security number
residential parent name	residential parent address		phone number
residential parent city, state, zip	school district of residence		last school attended

The student listed on this document, has requested admission in The Electronic Classroom Of Tomorrow (ECOT) for the school year beginning July 30, 2001. Parents and students may not consider themselves enrolled in ECOT until a letter of enrollment acceptance is received by the student. It is important not to remove your student from current schooling until the acceptance letter is received. ECOT's growth may be limited in some way if we determine that we are not able to serve all students showing interest. We plan to take all reasonable steps within our means to provide an education to interested students.

If you are under 18 years of age, we need a signature from your parent or guardian. If you are 18 years of age or older, you can sign this area yourself. Please return this form as soon as possible.

As the parent (or guardian) I agree to provide transportation and/or accommodations to and from ECOT scheduled proficiency and other mandated testing.

I have reviewed the entire enrollment packet (23 pages) and agree to abide by the policies of ECOT.

_____
Signature of parent guardian or emancipated student: Date

Please print the name (signed above) on this line:_____

Please select ONLY ONE of the following choices.

- ☐ I want to be accepted for the current school year, I am under the age of 18.
- ☐ I want to be accepted for the current school year, I am between the age of 18 and 21.
- ☐ I want to be accepted for enrollment at a later date effective _____ and I am under the age of 18.
- ☐ I want to be accepted for enrollment effective _____, and I am between the age of 18 and 21.

☐ Received proof of residency

For Official Use Only

(Parent, do not write in this area)

☐ Accepted _____ _____
student name date of enrollment

_____
Jeffrey Forster, Superintendent, Electronic Classroom Of Tomorrow

EXHIBIT 5

eCOT

Attachment 2

Educational Program

EDUCATIONAL PLAN

Core Philosophy

The eCOT Community School has the mission of leading Ohio in becoming the nation's premier, performance driven telecommunity school. eCOT recognizes that the role of parents in the education of children is paramount. The role of eCOT is to support the parent in delivering the best resources and tools necessary for student success. eCOT wishes to make distance learning accessible to all of Ohio's students regardless of mental, emotional, or physical disability, regardless of socio-economic or geographical hardship, and regardless of academic ability or family background.

Impact on the State of Public Education in Ohio

eCOT has assembled an impressive team of developers who are all driven by the belief that we can provide both our students and parents with all the necessary resources to exceed the state's mandated proficiency requirements. Further it is our belief that we can provide our students and parents with technological skills to compete in an ever-changing world,[1] through an innovative program that explores new ways of approaching problems and solutions.[2] Ultimately it is our goal to achieve superior results in a manner that is totally accountable and open to anyone for review and scrutiny. The final result will be a quality and innovative approach to educating children in Ohio.

Broad Academic Objectives

eCOT students will acquire the skills needed to succeed in an increasingly technological world. Online learning at eCOT will help students master course content, as well as develop communication, collaboration, and creative problem solving skills. Students' technological fluency will increase as they become adept at using computers and the Internet as a part of their learning.

eCOT students will be expected to master all required learning outcomes before progressing to the next educational level. These learning outcomes represent the essential knowledge and skills necessary to success at the next educational level.[3] eCOT recognizes that while students and parents are best qualified to decide *how* a student learns best, it is essential that all students master leveled and predetermined instructional outcomes at each step of their educational journey. The instructional outcomes provide a base for instruction. Yet the learner is the center of the curriculum and must be actively involved in all stages of the learning process, including:

---

[1] "Northwest Educational Technology Consortium. "Technology plans—resources online." http://www.netc.org./tech_plans/FAQs.html. Accessed, October 15, 1999.

[2] Garmer, A.K., and Firestone, C.M. *Creating a learning society: initiatives for education and technology.* Washing, DC: The Aspen Institute, 1996.

[3] Perelman, L.J., *Technology and Transformation of Schools.* Alexandria, VA: National School Boards Association, 1989.

- Goal setting
- Selecting and planning appropriate activities
- Selecting suitable strategies and readjusting them when necessary
- Monitoring progress
- Assess goal attainment, including process, strategies, and products
- Revising goals and establishing new ones[4]

Non-Academic Goals

eCOT will seek to instill strong work ethics and self motivation[5] into the student's educational program. This will be accomplished, in part, by requiring every student to project a Student Schedule for Daily Learning (SSDL) each day as they log onto the learning network. Upon entering their personal ID number each student's Student Electronic Portfolio (SEP) will be activated. The student will then be guided through a series of questions regarding their intentions for every subject area and the learning objectives within each subject area. In addition they will receive a review of their most recent subject area work. Finally, as they log off for the day, each student will be asked to evaluate their projected SSDL against their actual daily schedule.

Additionally, eCOT will endeavor to strengthen family ties by utilizing and stressing family support/assistance in an individual child's education.

The Need for eCOT

Research shows a high concentration of students who are home schooled at all grade levels or are of the age to drop out of school in Ohio. The eCOT Community School will provide services to those students who wish to receive public school assistance yet remain in the home school environment.

Necessity of an Electronic Classroom Community School

Over the past two years, advances in computer capabilities, Internetworking, software, and the availability of reference materials and text books in electronic form have made it feasible to provide high speed, reliable, and secure access to distance learning resources. The lowered costs and increased capabilities of home computer equipment makes it possible for the computer to not only be a classroom aid but to actually be the classroom or a major part of the teaching/learning experience. The computer and the Internet can also be a conduit for maintaining socialization programs for students and their families. Bulletin boards, on-line chat, news groups, and e-mail lists can facilitate and bring people together with common interests and from local regions to implement such things as sports

---

[4] Schiraldi, F., et. al., *Model Compenency-Based Language Arts Program.* Columbus, OH: The Ohio Department of Education, 1996.

[5] The Concord Consortium. (Spring, 1999). "VHS Parents and the Online Classroom." http://www.concord.org/library/1999spring/insert-vhs/parents.html.

programs, student clubs, learning spaces,[6] parent support groups, and other extracurricular activities.

Traditional pubic education remains the best solution for many of Ohio's students yet technology is challenging the boundaries of the educational structures that have traditionally facilitated learning.[7] eCOT is designed to meet the needs of many Ohio students who would not otherwise receive assistance from the State of Ohio or have the opportunity to complete graduation requirements for a high school diploma.

Curriculum Overview

Language Arts

eCOT will follow the goals set forth in the *Model Competency-Based Language Arts Program* [8]developed by the Ohio Department of Education.

I. The program will enable learners to develop and use an expanding knowledge base and essential processes for effective communication through reading, writing, listening, viewing, and speaking.

II. The program will enable learners to construct meaning and apply critical and analytical thinking strategies when engaged in reading, writing, listening, speaking, or viewing.

III. The program will enable learners to become proficient in the selection, comprehension, and appreciation of good literature.

IV. The program will enable learners to participate in a community of learners that supports multidisciplinary learning and the use of technology and media.

V. All students engage in independent reading programs which are tailored to their individual interests, needs, and personalities and which are supported by classroom, school, and

VI. The program will enable learners to become sufficiently self-critical to improve their work and adapt what they have learned to other situations.

VII. Students learn and use a variety of reading comprehension strategies and, with the help of the teacher, learn to monitor and adjust their own strategies to better comprehend what they encounter in print.

VIII. Students become aware that writing is a means of clarifying thinking and that it is a process which embodies several stages, including prewriting, drafting, receiving responses, revising, editing, and postwriting activities, including evaluation.

IX. The program will enable learners to understand, accept, and appreciate cultural diversity through a great variety of reading and language experiences.

X. The program will enable learners to imagine and value worlds other than their own.

Mathematics

---

[6] White, M., The Concord Consortium. (Spring, 1999). "Not Chat Not Email." http://www.concord.org/library/1999spring/insert-vhs/notchat.html

[7] Garmer, A.K., and Firestone, C.M. *Creating a learning society: initiatives for education and technology.* Washing, DC: The Aspen Institute, 1996.

[8] Gardner, S., Brown, C., et al. *Model Competency-Based Language Arts Program*. Columbus, OH: Board of Education. 1996.

eCOT will follow the goals set forth in the *Model Competency-Based Mathematics Program*[9] compiled by the Ohio Department of Education.
The goals of the mathematics program are that all students:

- learn to value mathematics;
- become confident in their ability to do mathematics;
- become mathematical problem-solvers;
- learn to communicate mathematically; and
- learn to reason mathematically.

Science

eCOT will follow the goals set forth in the *Science Ohio Model Competency-Based program.*[10].
GOAL 1: THE NATURE OF SCIENCE. To enable students to understand and engage in scientific inquiry; to develop positive attitudes toward the scientific enterprise; and to make decisions that are evidence-based and reflect a thorough understanding of the interrelationships among science, technology, and society.
GOAL 2: THE PHYSICAL SETTING. To enable students to describe the relationship between the physical universe and the living environment, and to reflect upon and be able to apply the principles on which the physical universe seems to run.
GOAL 3: THE LIVING ENVIRONMENT. To enable students to describe the relationship between the structure and functions of organisms, to assess how organisms interact with one another and the physical setting, and to make decisions that ensure a sustainable environment.
GOAL 4: SOCIETAL PERSPECTIVES. To enable students to analyze the interactions of science, technology and society, in the past, present and future.
GOAL 5: THEMATIC IDEAS. To enable students to use major scientific ideas to explore phenomena, inform their decisions, resolve issues, and solve problems; and to explain how things work.

Social Studies

eCOT will follow the goals listed in *Social Studies, Ohio's Model Competency-Based Program* developed by the Ohio Department of Education.[11]
GOAL 1: To enable learners to gather and interpret information using perspectives from appropriate fields of social studies, to use methods and skills drawn from the social studies, and to actively engage in learning.

---

[9] Comstock, M., et al. the *Model Competency-Based Mathematics Program.* Columbus, OH: Board of Education, 1990.

[10] Sheppard, E., Wilson, K., et al. *Science Ohio Model Competency-Based program.* Columbus, OH: State Board of Education, 1994.

[11] Lane, J., Ubbelohde, C. et al, *Social Studies, Ohio's Model Competency-Based Program.* Columbus, OH: State Board of Education, 1994.

GOAL 2: To enable learners to explain how the world's people cope with the challenges of existence, examine issues from multiple perspectives, and respond to individual and cultural diversity.

GOAL 3: To enable learners to work with others, make informed judgments and decisions, and act in accordance with democratic processes and principles.

Technology

eCOT will follow the standards developed by the International Society for Technology in Education.[12]

Technology Foundation Standards for Students

1. Basic operations and concepts

- Students demonstrate a sound understanding of the nature and operation of technology systems.
- Students are proficient in the use of technology.
- Social, ethical, and human issues
- Students understand the ethical, cultural, and societal issues related to technology.
- Students practice responsible use of technology systems, information, and software.
- Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
- Technology productivity tools
- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works.

Comprehensive Arts Education

eCOT will follow the goals listed in *Comprehensive Arts Education, Ohio's Model Competency-Based Program* developed by the Ohio Department of Education.[13]

Goal I: As a result of a successful Arts Education Program all learners will understand the role of the Arts in People's lives.

Goal II: As a result of a successful Arts Education Program all learners will be able to communicate through the Arts.

Goal III: As a result of a successful Arts Education Program all learners will be able to respond to the Arts.

Goal IV: As a result of a successful Arts Education Program all learners will value the Arts.

---

[12] International Society for Technology in Education. *National Technology Education Standards for Students.* Eugene, OR: The Milken Exchange on Education Technology. 1998.

[13] Faulkner, C.B., Zimmerman, L.D., et al., *Comprehensive Arts Education., Ohio's Model Competency-Based Program.* Columbus, OH: State Board of Education, 1996.

Learning Outcomes

Please see Appendix II for grade level learning outcomes for each subject area.

Teaching Methods

The bulk of the curriculum will be technology based and delivered through electronic means. Computer software, Internet resources and other materials will be selected by a core team lead by the Superintendent. eCOT will provide exciting learning opportunities that go beyond ritualistic assignments[14] including regional hands-on educational opportunities such field trips, parent training, instructional outcomes updates for individual students, and other activities correlated to the grade level instructional outcomes.

Instructional Design

Students enrolled in the eCOT Community School will be placed at the appropriate grade level through school records or individual placement tests. Once placed, students and parents participate in an orientation and are instructed in basic technology skills to transform learning[15] and to enable them to utilize the services provided by eCOT. An individualized Student Electronic Portfolio (SEP) is developed and maintained online for each student. The SEP contains the instructional outcomes and other relevant information such as IEPs necessary for that student to make successful progress at their current educational level. While students may access any of the teachers on duty, each student will be assigned an instructional mentor whose role is to ensure that the student is making progress on instructional outcomes across the curriculum.

Students and parents will be provided with a computer system and all the necessary peripherals, online instructional materials, other instructional materials as needed, online or telephone assistance at any time of the day or night, regional and statewide learning opportunities such as field trips and seminars, and site home visits for SEP updates and assessment.

Service Delivery:
The concept of "true thin client" enables providing registration, curricula, progress tracking and reporting, research resources, and access to academic advisors, counseling and social service resources, all through a true thin client computing architecture. This means that all users of the system (parents, students, teachers, and other member resources) will be able to access system functions using a common Web browser such as Netscape and Microsoft Internet Explorer. The users' computers (the clients) need no additional software installed to use the eCOT system. All these resources will be installed on centralized server equipment and provided on demand and at high speeds to

---

[14] McLauren P. (1991). *Schooling as a ritual performance*. London: Routledge.

[15] Means, B., Olson, B (1994). Tomorrow's schools: Technology and reform in partnership. In. Means, B., Olson. *Technology and education reform: The reality behind the promise*. San Francisco, CA: Jossey-Bass.

the users' computer screens with a common Web interface. In this way multiple users can access the same materials at virtually the same time and apply them to their own unique needs.

Currently, a solution provider for Lotus Corporation and Synchrony, Incorporated are potential candidates for supplying eCOT support services. They are each able to integrate telephony, e-mail, on-line chat, and fax information into a contact database which is automatically displayed for advisors and counselors based on the user's incoming telephone number, e-mail address, or log on information. Advisors and counselors are then able to review the contact history and become quickly familiar with user issues and statuses from previous contacts. This enables school resources to interact personally with each student and parent that contacts them.

Contact history information can also be stored in different databases based on the type of resource that is contacted or the types of issues that are addressed if restricted access is required for certain types of sensitive information. Students and parents can also be provided with separate log on IDs to give them access to different resources to meet their specific needs and to keep counseling contacts completely confidential. With this in place, students and parents will not need to repeatedly explain situations with each new staff member they contact about their concerns and issues.

Expertise routing is provided to ensure that the correct resources are contacted for each situation. When assistance is needed in English, reading, or spelling, only those advisors that are designated to assist in these areas would receive the contact. When math or science are the issue, only advisors with skills in these areas would be contacted. When counseling is desired, only counselors with the appropriate expertise will be contacted.

Assessment

Students will participate in the Ohio Proficiency Testing Program at regional sites in accordance with Ohio Statutes. Students at other grade levels will participate in an appropriate off year testing program.

All students will be continually assessed through the online SEP and other available assessment materials.

Remediation

All students, including special needs students, will be given unlimited opportunities to complete the learning objectives. Since eCOT services will be available seven days a week and twenty four hours a day, parents and students will be able to access either on-line or telephone assistance as needed.

In addition, a myriad of instructional methods will be available to all students. This will enable students and parents to choose those methods which best meet the needs and learning style of the student. Knowing a student's learning style is important to

educational achievement. Therefore, parents and students will be urged to learn about learners' preferences and abilities and how to assess for them. The result, a learners' awareness to their own thinking processes, will help improve their own learning.[16] Learning style inventories to meet a diverse population of learners will be available on line.[17,18,19,20]

Measurement of Learning Objectives

Each eCOT student will receive a Student Electronic Portfolio (SEP) containing a record of the grade level or course learning objective that the student must achieve before moving on to the next educational level. The SEP will also document the student's daily schedules, contain a portfolio of work samples, and any testing that the student has undergone. The SEP will be accessed by an assigned mentor on a regular basis to determine that the student is making progress toward the school's stated learning objectives for that student.

In addition, each region of the state will be served by a roaming teacher (these regions will be determined once student attendance areas have been established) whose function is to visit each student and his family at least once a semester. The teacher will observe the student doing work in progress, discuss the students' progress with the student and parents, review the SEP with the student and parents, administer state mandated proficiency or off grade level tests, and make referrals for assistance as needed.

In order to place students at the appropriate learning level, a standardized test will be administered to the school's students. The purpose of the test is to place the child at the appropriate educational level. This testing will take place during the first month of the student's enrollment in eCOT. The test is an important component for development, in conjunction with students and parents, of each student's SEP.

Internal Alignment of the Educational Program

Data from the Ohio Proficiency Tests and appropriate off year testing will be used to revise the curriculum. eCOT personnel will analyze the data and will provide that analysis to the Board of Directors. The analysis will include recommendations for changes to the curriculum and the instructional process. In addition, parents and students will complete satisfaction surveys.

---

[16] Learning to Learn. *About Learning to Learn.* Accessed January 7, 2000. http://snow.utoronto.ca/Learn2/about.html

[17] Wisconsin Centre on Education and Work. (1980). *Assessing Your Learning Style: Auditory-Visual-Tactile/Kinesthetic.* http://www.fln.vcu.edu/Intensive/AVstyle.html.

[18] Barsh, Ed.D. J. & Haynie, N.A., Barsch/Haynie Learning Style Inventory. Honolulu Community College, Accessed January 6, 2000. http://www.hcc.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/lernstyl.htm

[19] Rose, C. (1987). *Learning Styles.* Accelerated Learning. http://www.chaminade.org/inspire/learnstl.htm

[20] Hogan, R. C. & Champagne, D.C., *A Personal Style Inventory*, Accessed January 7, 2000. http://www.fln.vcu.edu/Intensive/PSI.html

Student Assessment Program

Student performance will be assessed through a well-defined summative and formative evaluation system. Summative assessments will be conducted once per year. Summative assessments will include, but not be limited to, Ohio Statewide proficiency testing program in required grades and a standardized test at grade levels where an Ohio State Proficiency Test is not given.

Required by Ohio Revised Code Section 3314.03 paragraph (A)(4)

GOALS	OUTCOME
All students will pass the Ohio Proficiency Tests in Grades 4 and 6	75% of the students will pass the Ohio Proficiency Tests in Grades 4 and 6 in 20 2001
All students will score at the 75th percen an appropriate off grade testing program	75% of the students will score at a profic level
All students will complete or exceed the required 920 hours of instruction.	90% of the students will have the require documented hours of instruction
Students will complete instructional outc	90% of the students will complete instruc outcomes

Administration schedule: The Ohio proficiency tests in Grades 4 and 6 and appropriate off grade level tests in Grades 2, 3, 5, 7, and 8 will be administered in March of each year on the day(s) established by the Ohio State Education Department. The results of the performance indicator tests will be included in the annual report.

Nature of Parent Involvement

Technology enables parents to become more directly involved in their child's education.[21] eCOT Community School involves hands-on, continual parental involvement[22] for students. Parental participation in curricula and instructional decisions is vital as students are provided with a myriad of instructional materials and need guidance to achieve their learning outcomes. Parents can access the online curriculum at any time to determine their child's educational progress. Parents of the eCOT Community School will be encouraged to work as communities of support[23] for student achievement.

---

[21] Garmer, A.K., and Firestone, C.M. *Creating a learning society: initiatives for education and technology.* Washing, DC: The Aspen Institute, 1996.

[22] Christa McAuliffe Academy. "Parent Involvement". http://www.cmacademy.org/pinvolvement.htm. Accessed January 4, 2000.

[23] Wehlage, G., Rutter, R., Smith, O., Lesko, N., Fernandez, R. (1989). *Reducing the risk: Schools as communities of support.* Philadelphia, PN: The Falmer Press.

"Communication is foundational. It is the thing that leads to all the other standards," said Sue Hull, "The thing that is most difficult is getting the communication two-way and free-flowing. If you're only sending home information, you're missing a lot."[24]

eCOT concurs with the PTA National Standards for Parental Involvement Provisions[25] for parental involvement and, as such, includes regional meetings, opportunities to participate in learning activities, operation of an online help center, online chat centers, news groups, e-mail lists, and an eCOT electronic bulletin board. These services can facilitate bringing people together with common interests and from local regions to implement such things as sports programs, student clubs, parent support groups, and other extracurricular activities.

Relationship of the School to the Community/State

eCOT wishes to develop positive and cooperative relations with all communities, schools and school districts in the state of Ohio. eCOT will strive to develop partnerships with local agencies and community centers that will benefit both.

Services to Local Schools/Districts

eCOT will offer a variety of services to local schools, school districts and other educational institutions. As eCOT develops capacity eCOT will work out a cooperative arrangement in which, in exchange for contributing a negotiated amount of teaching time to eCOT , a traditional educational institution can offer a negotiated number of students eCOT courses ranging from elementary subject area assistance to secondary technical and specialized courses. As the traditional institution realizes a benefit of the eCOT partnership, the institution can contribute more teaching time, enroll correspondingly more students, and help make a wider variety of courses available.

In addition, integrating the effective use of technology in student learning has been one of the major issues in educating students for the new millennium. The eCOT will provide models of how technology can be utilized for educational purposes.

Benefits to Local Schools/Districts

All public schools have a need to employ tutors for those students who are on temporary home bound instruction due to health issues. eCOT is willing to educate these temporarily home bound students who suffer from health issues for a reasonable amount of time free of charge. The home institution must provide the results of the MFE and IEP that dictates the terms of the home bound instruction.

---

[24] National Parent Teachers Association. Involving Parents—Setting the Standard, The National Standards for Parent/Family Involvement Series. Our Children Magazine December 1997—January 1998. http://www.pta.org/programs/ostand1.htm

[25] National Parent Teachers Association. PTA Guide to the National Standards for Parent/Family Involvement Programs. http://www.pta.org/programs/stnrdgd.htm. Accessed October 31, 1999.

Rapport with Local Schools/Districts

eCOT desires to work closely with school districts in optimizing all educational resources for students. eCOT will do this by offering some services to school districts at minimal or no cost or as a service exchange program. For example, eCOT may contract with a local school district for some physical education courses in exchange for student enrollment in eCOT classes. In addition, eCOT will share their knowledge of how to incorporate technology into education as the school develops capacity.

Yearly Schedule and Daily Schedule

The eCOT Community School will exist as a general population school. eCOT will serve as a statewide, distance learning school that utilizes state-of-the art telecommunications technology coupled with proven electronic curriculum tailored to the individual needs of its students as well as online parent/student assistance in all curricular areas. The eCOT Community School emphasizes individualized instruction using electronic courseware delivered via the Internet and telephone help lines manned twenty four hours a day. In addition, eCOT will provide students with hands on learning adventures such as field trips to educational sites and other forums for learning as well as online research materials/capabilities. The eCOT Community School will operate twenty-four hours a day seven days a week, 365 days a year[26] through www.ecot.org, no longer a prisoner of time[27]. The eCOT Community School's goal is to become known as the school that never closes and whose programs are open to all of Ohio's students.

Guidelines for Student Behavior

eCOT believes that learning takes place in an environment in which the participants behave in an orderly and caring fashion. An effective learning program is reflected in the behavior of its students.

eCOT expects students to behave appropriately to their level of development, to respect the rights and welfare of others, to actively participate in the process of learning, and to use the school's facilities and equipment with due care.

A specific code of conduct will be written cooperatively by the School's stakeholders including, but not limited to, school personnel, parents, and students. A goal of self-discipline will be inherent to the code along with respect and care for self, others, and the property of the school and community. These standards will be identified and implemented according to the developmental level of the students. All students will be

---

[26] Garmer, A.K., and Firestone, C.M. *Creating a learning society: initiatives for education and technology.* Washing, DC: The Aspen Institute, 1996.

[27] National Education Commission on Time and Learning. *Prisoners of time.* Washington, D.: National Education Commission on Time and Learning.

held to their identified standards. A copy of those rules will be posted in each student's SEP upon admission to eCOT.

Parents will always be informed as soon as a problem arises. Further, parents will also be involved if a student has a discipline problem and/or if a due process hearing becomes necessary.

Suspension/Expulsion Policy

eCOT recognizes that exclusion from the educational program of the school, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student and is one that cannot be imposed without due process.

"Suspension" is the temporary exclusion of a student from eCOT. A short-term suspension is a suspension not to exceed 3 days.

"Expulsion" is the permanent exclusion of a student from eCOT. No student below the age of sixteen shall be expelled from the School without provision for an alternative educational program.

Causes for Suspension or Expulsion of Students
No student otherwise eligible for attendance at eCOT shall be excluded from school unless that student has materially and substantially interfered with the maintenance of good order in eCOT or unless it is necessary to protect the students' or employees physical or emotional safety and well-being. Causes for suspension or expulsion include, but are not limited to, the following:

1. Continued and willful disobedience.
2. Open defiance of the authority of any teacher or person having authority over the student.
3. Conduct of such character as to constitute a continuing danger to the physical well-being of other students or employees.
4. Physical assault upon another student.
5. Any wrongful interference with the person, rights, or property of eCOT.
6. Knowing possession, consumption, sale, or distribution of alcoholic beverages or controlled substances in a school vehicle, or at a school-sponsored activity or event.
10. Knowing possession, use, sale, or distribution of a weapon or dangerous instrument in a school vehicle, or at a school-sponsored activity or event.
11. Repeated interference with the learning opportunities of other students.

A student who assaults a teacher, administrator, Board member, other employee of eCOT, or other person performing duties for the eCOT in a situation where his or her authority to act is apparent shall be immediately suspended consistent with procedural due process pending expulsion proceedings before the Board of Trustees. These proceedings shall take place no more than twenty-one calendar days after the day on which the student is suspended.

Suspension/Expulsion Procedures

No student shall be deprived of an education in eCOT through a suspension or expulsion without notice of the charges and an opportunity to be heard in his or her own behalf before the person or body with the authority to reinstate him or her. A student may be suspended by the Superintendent or suspended with a recommendation that the board expel the student. The Superintendent shall report such action to the Board at its next regular meeting. A student may appeal the Superintendent's decision to the Board. A student shall be afforded an informal hearing before the start of a short-term suspension or, if circumstances prohibit, as soon as possible after the suspension begins. If a suspension is to last ten days or more, a full due process hearing will be held. This hearing shall take place no later than twenty-one calendar days after the day on which the suspension begins.

All parents or guardians of suspended students will be notified by telephone and certified mail at the time the suspension is instituted by the Superintendent.

The name of the student who has been disciplined shall not be made part of the agenda or minutes of a public meeting. Such students shall be anonymously designated in the agenda or minutes. If a student is suspended or expelled, the Superintendent will notify the student's district of residence.

Special Needs

Students with Disabilities: It is expected that a certain number of students who enter the school would be eligible for special education assistance. Students will be referred for special education services through requests by parents or students for assessment and evaluation.

In such cases, an Electronic Intervention Assistance Team (EIAT) whose members are in full compliance with Individuals With Disabilities Education Act and Ohio State Law will meet with the parent and student to determine eligibility, the nature of the disability, and to recommend appropriate action. The type of assistance will be based on the nature of the disability and the recommendations of the IAT. If a student holds a current IEP, it will be followed in its entirety until it is modified as needed.

Computer technology is an exciting development in the education of special education students[28]. Speech synthesis (the artificial production of speech), the use of the computer as a prosthetic aid, computer as assisted instruction and tutorials offer tremendous possibilities to aid in the education of special education students.[29]

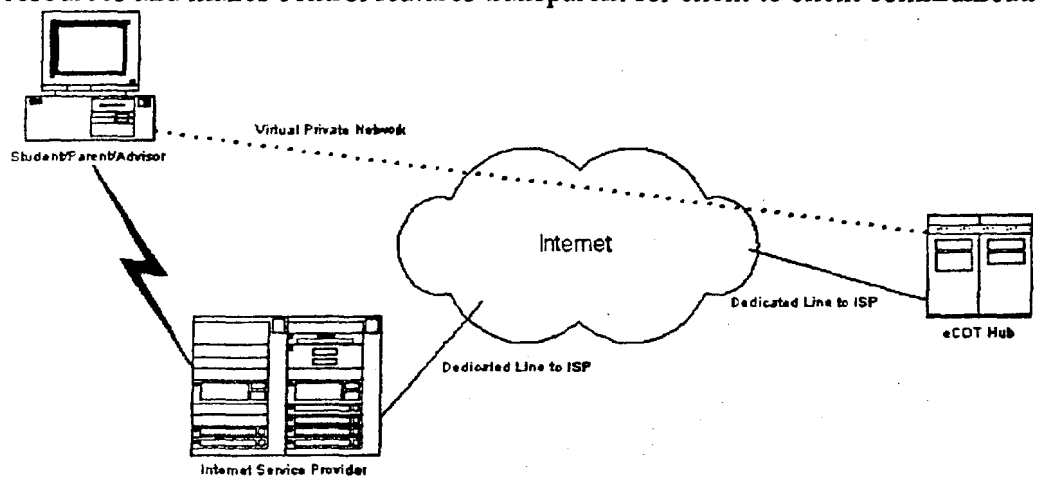
Confidentiality and security of sensitive information is ensured by means of a Virtual Private Network (VPN). This technology allows remote users to tunnel through the

---

[28] McDavid, Lee. The Concord Consortium. (Spring, 1999). "Virtual high school breaks the sound barrier, litening and learning from the true pioneers.", http://www.concord.org/library/1999spring/insert-vhs/soundbarr.html

[29] National School Boards Association, *On Line, Computers in Education – What's Happening? What's Possible.* Alexandria, VA: Education Systems Corporation, 1989.

Internet or other public networks in a manner that lets the tunnel participants enjoy the same security and features formerly available only on private networks. The VPN solution restricts access and verifies user identities, assigns private client addresses, encrypts transmitted data, generates and refreshes encryption keys for clients and server, and maintains audit and accounting records to show who accessed what information, when. The appropriate VPN software solution for eCOT includes compulsory tunneling through front-end server equipment, which eliminates the need to install components on the client computers. This ensures complete server side control over access to system resources and makes control features transparent for client to client communications



Bilingual Students: The emphasis of the bilingual program at the eCOT Community School will on the recognition of the cognitive and social advantages of bilingualism.[30]

A number of formal and informal measures will be used to identify those who need assistance in acquiring English language skills. Many students are easily identified upon registration because of difficulty in conversing or understanding simple directions in English. In such cases, these students would be tested with instruments approved by the State Department of Education to ascertain their level of competence in written and spoken English. Other students who may have less obvious deficits would be identified through a personal pre-admissions interview or through a questionnaire that would be sent home to determine what language is spoken at home and other pertinent information to help determine if testing and placement are recommended.

Depending on the number of students who need assistance, a full or part-time teacher who is certified in bilingual education will be provided online. Language materials and software, which are recommended by professional associations and the Department of Education will be used.

---

[30] Hakuta, K. (1990). Language and cognition in bilingual children. In Padilla, A. Fairfield, H.H., & Veladez, G.M. (Eds.). *Bilingual education: Issues and strategies*. Newbury Park, CA: Sage.

At-Risk Students: It is anticipated that about 15% of eCOT students who do not fall into the classifications designated for special education may be at risk. Often these students manifest behavior or learning problems that result in difficulty in maintaining progress in the traditional school environment.[31] Consistent with findings of twelve recent studies funded by the Department of Education's Office of Educational Research.[32] the eCOT Community School will provide an outstanding educational program for at risk students by providing a myriad of educational experiences, by using operating standards characteristic of high-reliability organizations, and by engendering competence.[33] In addition, students are no longer a prisoner of time and may complete outcomes at their own pace with a flexible schedule.[34] It has also been proven that the use of technology can help alleviate critical problems including low self-esteem, dropout rates and growing illiteracy.[35] Therefore, it is possible to ease the conditions of stress for at-risk students by allowing them to progress to their next stage of educational development at their own pace.

Gifted Students:

The eCOT Community School anticipates that 10% of students will be classified as gifted. The eCOT Community School will provide an outstanding educational program for gifted students by providing a myriad of educational experiences, by using operating standards characteristic of high-reliability organizations, and by engendering competence.[36] Because our program is designed to be individualize, our technology and curriculum will be custom suited to each individual student based on that student's specialized needs. In keeping with this perspective, we will be channeling gifted students toward accelerated learning. Technology offers endless opportunity for enrichment. New and exciting ways to integrate technology into projects that stimulate high ability and high achievement learners are being discovered daily.[37]

---

[31] Means, B., *Critical issue: Using technology to enhance engaged learning for at-risk student* SRI International, Menlo Park, California. http://www.ncrel.org/skrs/areas/issues/students/atrisk/at400.htm

[32] K. Inisher. (1997). ED405642. Education reform and students at risk. *ERIC Digest, Number 112.* Eugene, OR: ERIC Clearinghouse on Educational Management.

[33] W. A. Borgen, N.E. Amundson. (1995). ED401502. Models of adolescent transition. *ERIC Digest.* Greensboro, NC: Canadian Guidance and Counselling Foundation, Ottawa (Ontario): ERIC Clearinghouse on Counseling and Student Services.

[34] Jenkins, J. (1996). Transforming high schools: A constructivist agenda. Lancaster, PA: Technomic Publishing Company Inc.

[35] Polley, P., *Opening the Doors of our Schools: Increasing Access to Technology.* Palo Alto, CA: Computer Learning Foundation, 1991.

[36] W. A. Borgen, N.E. Amundson. (1995). ED401502. Models of adolescent transition. *ERIC Digest.* Greensboro, NC: Canadian Guidance and Counselling Foundation, Ottawa (Ontario): ERIC Clearinghouse on Counseling and Student Services.

[37] National School Boards Association, *On Line, Computers in Education – What's Happening? What's Possible.* Alexandria, VA: Education Systems Corporation, 1989.