



Universal Academy

3 - Year Strategic Technology Plan

2012-2015

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I. TECHNOLOGY PLAN COVER PAGE

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II. INTRODUCTION: ACADEMY OVERVIEW AND PLANNING TEAM

Universal Academy (UA) is a public, non-discriminatory, independent school that admits students from diverse cultural and ethnic backgrounds. It offers a college preparatory program serving families that primarily reside in the greater Detroit region. UA provides an education that will enable the various ethnic traditions, values and experiences of students to enrich and nurture one another. UA was founded to address the unique needs of families living in the Detroit metropolitan area who have found the traditional public school systems unable to meet their children's needs, largely due in part to language and cultural barriers. It now serves students in grades K-12. Universal Academy has renovated the current building in Detroit. The academy currently has approximately 50 teachers, substitute teachers, paraprofessionals, administrators, and other staff members; and enrolls over 556 students. The academy is seeking to purchase land and build a second building in order to expand.

The **mission** of Universal Academy is to provide its students with quality education that focuses on the Michigan core curriculum and international cultures, including the study of a language, culture, and history of these cultures. Moreover, the Academy shall provide an education of the whole child by integrating the different aspects of children's learning and lives to make them more meaningful.

The Universal Academy will prepare its students to be independent lifelong learners and productive working members of a global society through acquired diverse knowledge, experiences and skills. UA shall provide an environment that encourages students to become upright responsible decision-makers, reflective of equity, respect and understanding, maximizing each individual's intellectual, physical, psychological and moral self by utilizing a unique safe and orderly environment that is conducive to learning to meet the challenges of this ever-changing world. To accomplish the mission, it has selected a planning team from experts in different fields shown below.

Planning Team

The planning team consists of the following individuals:

Name	Title	Academy
Nawal Hamadeh	Superintendent & CEO	Universal Academy
Ahlan Moughania	Assistant Superintendent	Universal Academy
Anita Hassan	Principal	Universal Academy
Nidhal Mansour	Assistant Principal	Universal Academy
Dr. Nizar Al-Holou	Technical Coordinator	Professor, University of Detroit Mercy
Rami Hamadeh	Chief Technology Officer	Universal Academy
Ali Khalil	Technical Support Specialist	Universal Academy

III. VISION AND GOALS

Universal Academy located in the Greater Metro Detroit area, has developed a philosophy, a vision and a plan of how technology can positively impact our Academy, our community, and the future lives of our students.

This **vision** encompasses the following primary goals:

- To integrate technology with teacher training and curriculum development to enhance the learning process.
- Improve UA and system management through technology while reducing teacher administrative workloads; thereby maximizing the time teachers spend on teaching and learning activities.
- Increase involvement and inter-connectivity in educational processes and environments by parents, businesses, educational institutions, and other community agencies and organizations.
- Engineer and construct the necessary infrastructure to assist every student in crossing the digital divide by ensuring that every student is technologically literate by the 8th grade, and possess the technical skill set to achieve success in a competitive work environment.
- Improve the economic environment of the state by providing technology-enhanced learning opportunities that produce a skilled workforce capable of meeting the changing demands of business and industry.

The Universal Academy believes that:

- Quality education enhances a student's mental, physical, and emotional abilities and promotes altruistic thinking in this diverse world.
- Quality education integrates the teaching of ethnic and cultural traditions and values into the academic program and develops student awareness of self-identity, and their responsibilities towards family, community, society and the world.
- A successful school inspires the joy of learning.
- All students are capable of learning and reaching their potential if given the opportunity.
- Learning is an on-going life-long process.
- Successful learning requires active participation and involvement in the school by parents and the community.
- Effective schools promote teaming, collaboration and shared decision-making among staff, students, and community.

Universal Academy's primary goal is to prepare students for success in school and beyond by accomplishing the following:

1. Improving the quality of education offered to its' students through a curriculum that is developed using standards set forward by the state and national standards for technology curriculum integration.

2. Enhancing the quality of and method by which instructional materials are delivered to students.
3. Identifying and prioritizing curriculum integration areas of greatest need by measuring current student and Academy performance against the Michigan Curriculum Content Standards and Benchmarks, the National Goals, and individual Academy goals, selecting software and teaching/learning aids which correspond to the standards.
4. Incorporating all aspects of the curriculum and implements research on the best practices in curriculum integration and its effect on student achievement.
5. Enabling staff and students to become competent users of technology.
6. Assisting each student to overcome any language barriers that make it difficult for them to succeed in core academic areas.
7. Providing continuous and comprehensive professional development training.
8. Facilitating parental involvement so that parents and families remain connected to the public school system and other community resources.
9. Providing students with the opportunity to use various popular software applications.

The Universal Academy’s educational goals are:

- Provide all learners with a solid foundation of skills, knowledge, and understanding that is necessary for their continual growth and success.
- Provide students with the necessary skills to successfully compete in today’s changing society.
- Offer an integrated, theme-and-project based core curriculum of mathematics, science, whole language, and social studies that draws on experiences in the home, in the school, and in the larger community.
- Encourage parents and other community members to participate in the school and share their expertise.
- Stimulate innovative teaching methods that encourage students to enjoy greater choices among their educational opportunities.
- Educate students from diverse cultural backgrounds, providing a program with sufficient flexibility to meet the needs of the individual students and appropriate structure to create a standard of learning that fosters growth and development.
- Develop the ability for all students to value and appreciate other peoples and their cultures and see themselves as citizens of the world at large.

Every Universal Academy student will be encouraged and nurtured to become:

- A person who values and is capable of learning over a lifetime;
- A person capable of applying knowledge in diverse situations;
- A person who makes decisions and plans for successful living;
- A caring, sensitive and flexible human being;
- A creative and innovative person;
- A person able to communicate effectively in written, visual and oral language; and
- A competent and productive participant in society.

IV. CURRICULUM

The Universal Academy is in the process of identifying curriculum areas of greatest need through the administration of in-depth standardized assessments, on-going teacher and staff planning meetings, parent input surveys and workshops. UA's Curriculum Alignment Plan and administrative evaluation of the Academy's initial program is contained in the charter applications and contracts. UA is serving populations with a high percentage of at-risk and disadvantaged students. The initial and primary focus of curriculum integration will be in core curriculum areas indicated as having the most pressing need. Preliminary results from baseline student assessment data indicate a strong need for a focus on the core curriculum areas of Reading/Language Arts and Mathematics. The Academy program is accredited as an International Baccalaureate school and is seeking expanding to all grade levels.

A. Curriculum Integration

The goal of technology at Universal Academy is to improve the quality of education offered to its' students through a curriculum that is developed using the state and national standards for technology curriculum integration, which is available online at <http://iste.org> , <http://michigan.gov/mde/0,1607,7-140-28753---,00.html> , and <http://www.ibo.org>. Technology can enhance the quality of and method by which instructional materials are delivered to students. Teachers must develop the necessary technological skills to be able to deliver a variety of learning opportunities to students. Students should use these technological skills to become successful graduates.

The Curriculum Integration Plan is based on the National Educational Technology Standards for Students, the Michigan Technology Content Standards and Benchmarks, as well as the International Baccalaureate program curriculum standards. Full curriculum integration will require successful implementation of the Long Term Technology Plan. The main infrastructure has been created so the Academy can develop logical and progressive steps from single computer labs to Local Area Networks all with faster Internet connections. Maintaining consistency with the Michigan Curriculum Content and Standards will remain a priority. Further, Star's curriculum had to minimally meet the Michigan Curriculum Framework Content and Standards.

The Goals for curriculum integration through technology include the following:

1. Provide a variety of technological resources and processes and integrate them into the curriculum.
2. Improve communication between parents, teachers, administrators, and students in order to improve the team's effort to serve students in the best possible way.
3. Enhance class instructional capabilities: instruction using computer applications in group or individual settings.
4. Provide knowledge of basic computer tools, such as word processing programs, spreadsheets, printing, email, and internet research.
5. Enhance and deliver course content through computer-based training tools
6. Provide instructional software that facilitates remediation tailored to the specific needs of students and provides automated performance reports and feedback

7. Enhance teaching and learning using technology and telecommunication.

The Academy uses many educational software tools such as Scantron Performance Series, Kidspiration, Inspiration, United Streaming, Arab Academy ALPT, Rosetta Stone, Sammy Science, JumpStart, Mighty Math, Achieve Math & Science, Reader Rabbit, and Magic 31 to improve the students' academic achievement. A partial list of educational software is shown below.

Educational Software
Microsoft Office Suite: Word, Excel, PowerPoint, FrontPage
Scantron Performance Series- Online Testing Software
Discovery United Streaming
Kidspiration
Inspiration
Arab Academy ALPT- Online Testing Software
Rosetta Stone- Foreign Language learning software
3rd Grade Adventures
Trudy's Playhouse/Time
Mighty Math
Sammy Science
1st Grade Jumpstart
Magic 31
JumpStart Advanced Kindergarten
Adventure Workshop-Preschool-1st Grade
JumpStart Preschool-1st Grade Learning Playground
Achieve Math & Science Grade 1-3
Achieve Phonics & Reading Grades 1-3
Reader Rabbit Personalized Kindergarten
Reader Rabbit Learn to Read with Phonics Gr. 1-2
Reader Rabbit Personalized 1st Grade
Kid Pix Studio Deluxe 3
Reading Blaster 4-6
Leapfrog SchoolHouse, Quantum Leap, & Crammers
Sony E-book reader software
Nettrekker and Scholars English
SMART Notebook & Response software
Simulation Library
Goldenrod Roboview and Hydrolift
Novanet
Renaissance Learning & Accelerated Reader
MicroType Pro
CS5 Suite including Photoshop, Illustrator, etc.
Ectaco Translation Software & electronic dictionaries

Identifying and Promoting Curricula and Teaching Strategies

Universal Academy has a plan to provide professional development training that integrates technology into curricula and instruction. The training will be accomplished by attending

workshops and local training sessions and using resources on the Internet such as Michigan Virtual University at <http://www.mivu.org/>.

Technology will be integrated into the curriculum as follows:

1. Students and teachers will first develop keyboarding skills.
2. Students and teachers will use all educational software and tools listed in attachment A to enhance the learning process
3. Students and teachers will learn wordprocessing skills and how to integrate those skills into teaching and learning.
4. Students and teachers will learn to use spreadsheets and how to integrate them into teaching and learning.
5. Students and teachers will learn desktop publishing and how to integrate it into classroom instruction.
6. Students and teachers will learn to produce charts and graphs, then incorporate them into their word-processed documents, spreadsheets and database reports.
7. Students and teachers will learn to produce reports and presentations throughout the curriculum.
8. Students and teachers will learn to develop web pages and/or applications.
9. Students and teachers will learn how to use the internet as a research tool.
10. Teachers will be able to communicate directly with students and parents via the Internet.
11. Students will use well-developed computer based instruction (CBI) CD-ROMs, Web-based multimedia modules, and video tapes from different publishers, such as Cambridge Educational.
12. UA will explore the use of the developed resources available on the web and on CD-ROM. Example of such resources include:
 - a. The Great Lakes Education Network (GLEN) developmental resources available online at <http://glen.cc/demohs/>. GLEN is a collaborative effort among educational institutions focused on effective integration of technology into classrooms and curriculum. GLEN moves beyond providing technology to classrooms to assure adoption of technology in classrooms and community.
 - b. The Best Practices of Technology Integration in Michigan website. This site, <http://www.bestpractices.org>, is sponsored by the Michigan Association of Intermediate School Administrators, the REMC Association of Michigan, and the Great Lakes Educational Network (GLEN). The lesson plans have been written by practicing teachers and have been "kid tested" to work in the classroom.
13. Students and teachers will learn how to use technology, telecommunication, & email as a research and learning tool.
14. Students and teachers will become frequent users of technology and use it to improve their understanding and access resources on the web.

15. Teachers will review the standards and benchmarks for technology content in the Michigan Curriculum Framework available online at <http://mtn.merit.edu/mcf/TEC.html> and determine different ways to apply technology into specific particular areas.
16. Use Video streaming: Unitedstreaming™ is a video download and streaming that instantly delivers over 8,700 educational core-curriculum digital videos and 80,000 clips. This service is being provided by Wayne RESA. By simply searching the Unitedstreaming™ database, users are able to easily locate grade and subject specific content, and view the videos on their computers.
17. Planning to use advanced technology to enhance classroom delivery and interactions with students, such as Smart Boards (Interactive White Boards), Student Response Systems, Sound Amplification Systems, Computer Tablets & Laptops for every classroom.

B. Students Achievement

Universal Academy's dynamic learning environment is characterized by academic achievement, innovative teaching, student involvement and an integrated experiential curriculum that accommodates various learning styles. Its' environment is supportive and resourceful and provides a transition into a professional work environment.

A number of assessments are being used to identify student achievement. The Michigan Educational Assessment Program (MEAP), the Michigan Merit Exam (MME), IOWA, Computer Literacy Assessment, Scantron, and Arab Academy assessments are used to assess individual student achievement.

Universal Academy's improvement plan incorporates all aspects of the curriculum and implements research on the best practices in curriculum integration and its effect on student achievement. UA will take advantage of its sponsorship by Oakland University. It will also obtain input from schools such as Wayne State University, University of Detroit Mercy, and Wayne County Community College.

Over time, UA will identify and prioritize curriculum integration areas by comparing current student and Academy performance to the Michigan Curriculum Content Standards and Benchmarks, the national goals, and the Academy's goals. It will select software and teaching/learning aids which correspond to these standards. While not exhaustive, key criteria for software/program selection will include the following:

1. Assess teachers' individual levels of using technology and their capabilities of integrating technology into the curriculum [**on August-September of each academic year**]
2. Develop a training program for all teachers to use technology depending on their level [**on September-October of each academic year**]. The Training program may include topics such as operating systems, word processing, presentation software, spreadsheet and using the Internet to search for resources.
3. Develop a training program for all teachers to integrate technology into the curriculum [**January-May of every academic year**]. The Training program may include topics such

as integrating spreadsheets into the social science and math curriculum.

4. Assess students' individual levels of performance in core curriculum areas and specific sub-skills related to each area including correlation to the Michigan Standards, the National Goals, and the Academy's goals.
5. Measure students' current knowledge and weaknesses and offer students customized learning activities based on their individual needs [**October-November of each academic year**].
6. Engage and maintain student interest and active participation in the learning process [**through out the year**].
7. Monitor and report student progress in a variety of formats adequate for communicating with parents, teachers, staff, and others (when appropriate) [**throughout the year**].
8. Share information between teachers, staff, administration and parents [**throughout the year**].

Teachers will use educational resources that provide promising strategies, success stories, lessons, and activities for using technology in the classroom such as the Teachers' Internet Use Guide, available online at <http://www.rmcdenver.com/useguide/>. A list of education resources is available at Attachment A.

The current buildings are wired and connected to the Internet. Every classroom has at least 2 data drops and a computer to access all resources. In addition, there is 1 fully networked and projected computer labs, 4 portable wireless laptop classroom carts, 7 portable computer projection stations & 3 PC-TV Adapters that can be used to project instruction material in the classroom, and 15 Smartboards including smart response and smart document cameras.

C. Technology Delivery of Specialized Courses

Universal Academy envisions more and more training being provided via the web and distance learning, collaboration with other "networked" schools, on-line college level coursework, and opportunities for staff to receive training that is self-paced and uniquely designed to their individual needs.

UA engages in collaboration with other charter schools, and higher education will enable the academy to meet its students' academic achievement and employment goals and ensure relevancy of the curriculum. The criteria the Academy will use are as follows:

- 1) Evaluate the use of Michigan Virtual University and Michigan Virtual high school resources.
- 2) Work to identify and establish distance-learning programs with other education programs at Oakland University, Wayne State University, University of Detroit Mercy, and Henry Ford Community College.
- 3) Search and use resources available in the web and for other educational institutions through the Internet and distance learning.
- 4) Evaluate the use of technology, such as the Educator's Guide to Evaluating the Use of

Technology in Schools and Classrooms at the U. S. Department of Education), Washington DC, Office of Educational Research and Evaluation, available online at <http://www.ed.gov/pubs/EdTechGuide/>.

Universal Academy has received a grant from Freedom To Learn (FTL). Freedom to Learn (FTL) is a statewide initiative aimed at improving student achievement and engagement in Michigan schools. FTL is the catalyst for changing the way students learn and teachers teach. The demands of a 21st century educational system make this change necessary. FTL empowers teachers to individualize instruction for every child -- truly to leave no child behind. FTL creates an environment where every child can have an Individualized Education Plan (IEP), where learning occurs anytime and anywhere, where students are motivated by their own medium of expression. FTL accomplishes this new educational vision through a one-to-one learning environment, in which every student and teacher has access to his or her own wireless laptop in a wireless environment. With this grant UA was able to get Laptops for sixth graders.

Last, but not least, utilizing the funds received through the Consolidated Application Grant & Foreign Language Assistance Program (FLAP) Grant, the Universal Academy has purchased one mobile laptop cart for the Arabic Department. The FLAP grant is a 3-year, 3 step process. Each year, the Academy will be purchasing and utilizing more equipment for assistance in Special Needs (CA Grant) and Arabic Foreign Language instruction (FLAP Grant).

D. Parental Communication and Community Relations

Universal Academy has an open door policy for communication between the school and parents. One of UA's objectives is to engage parents in the learning process of their child(ren). Parental involvement in the use of technology supports the overall goals of the technology-integration program.

Technology can improve communication between parents, teachers, administrators, and students and can also improve the team effort to serve students in the best possible way. Volunteerism plays an integral role at Universal Academy. Parents are encouraged to provide volunteer service to the Academy. A variety of opportunities are provided for the parents that support and enhance the operations. UA works to extend these types of relationships to provide services to the community. The Universal Academy's website, <http://www.universalpsa.org>, provides various educational resources for students, staff, community, and parents. We are working to provide more info about the website. Areas in development on the website may include homework links, school operation, curriculum, parents, news, and community involvement. Email will be used to inform students and parents about new school and community news and activities.

Built on a foundation of above average participation of parents and other community members in the creation and operation of the Universal Academy's public school, it is in a unique position to maximize this involvement on a community-wide basis. UA will make its facility available for adult literacy training and early prevention programs by providing lab time either to other agencies offering such programs or managing the delivery of these programs themselves. Local businesses will be encouraged to develop, recommend, and/or

provide programming specific to their industry needs. Community members may participate in these activities through active involvement on UA committees (such as the Curriculum & Materials Committee, Training & Development Committee, Monitoring & Evaluation Committee, and the Community Support Group). The Universal Academy plans to do the following:

1. Allow parents to meet with teachers during parent-teacher conferences and discuss the use of technology in the curriculum.
2. Provide an open meeting for parents, teachers, administrators, and the community to discuss the Internet safety policy, CIPA, and firewalls that filter undesirable sites.
3. Arrange meetings, such as parent/teacher conferences, teacher/principal conferences, community forums, etc.
4. Promote parental involvement and increased communication with parents and the community
5. Provide job market guidance for students.
6. Expand existing business relationships and build new partnerships with the community.
7. Provide a Student Information System (PowerSchool) that will facilitate real-time access to student's grades, attendance, and any teacher comments via the web.

The key participants in the strategic planning process are

- Teachers
- Paraprofessionals
- Parents
- Administrators
- Board members
- Support Staff

E. Collaboration

Based on its stated mission, Universal Academy is intently aware of its commitment to the wider community. UA utilizes a variety of methods to assess and address the needs presented by not only its students and parents; but also the surrounding neighborhood. We will gather and update important information annually about our students, families, and community residents. Important to both our funding and program delivery system are the following data: Family income, language spoken in the home, number of children, employment status, marital status, availability of transportation, contact with other agencies, length of time in the United States, experience with other public schools, importance of cultural traditions, and memberships in other organizations. We also review community census data in order to understand the needs of the broader community. Community and business leaders are invited to participate in various components of our programs so that they can better determine how together we can improve the lives of all children and families in our local neighborhoods. We work with a local consortium of schools located throughout the metropolitan Detroit area, the MetroConnect Network, which expands our own network of community-based partnerships. To date, the Network connects us to over 15 community-based partnerships, including Matrix Human Services, The Entrepreneurship Institute, the

Detroit Optimist Club, Greater Grace Temple, Don Bosco Hall, New Directions, Inc., Williams Chapel, and nine other parent organizations. UA participates in this community-wide effort by taking responsibility for heading up those components best matched to its strengths.

Universal Academy is collaborating with American Arab Chaldean Council (ACC). ACC facilitates parental involvement so that parents and families remain connected to the public school system and other community resources.

Another significant area in which UA is actively reaching out to residents is in the area of technology. Based on our research, we know that few families in our community have access to technology. In order to offer these types of community-based programs, UA has gained commitments from many other dedicated individuals and organizations. Participants include UA's Parent Organization, teachers, outside consultants, university professors, business leaders, Wayne County RESA and Oakland University. Its' on-going progress on community-wide projects is documented in the form of evaluation studies, project resource manuals and other reports required by grantors and monitoring agencies to which UA is accountable. Project resource manuals are created for use by participants and are also made available to the public and other educational organizations.

The staff is encouraged to participate in all school projects and in their own personal development. They are provided with opportunities and incentives to do so in the form of bonuses, special recognition, professional development stipends, and release time. UA also provides resources, including funding and transportation, to parents who volunteer for special activities and conferences. Annual budget and resource allocations arrived at through surveying staff needs and requests, reviewing past expenditures and estimating existing and new project needs the support our commitment to strengthening our key communities.

Collaboration with parents, businesses and the community via technology provides the following benefits:

- Ability to sharing locally sponsored events
- Ability to receive/review homework assignment information on a nightly basis.
- Ability to arrange meetings, such as parent/teacher conferences, teacher/principal conferences, community forums, etc.
- Ability to share available resources with the Academy, between Academies and across other organizations.
- Ability to provide job market guidance.
- Ability to expand existing business relationships and build new partnerships.

Since Universal Academy is located in key geographic locations across the community and intends to expand its membership over time, adult and other community-based programs will be developed and/or implemented while being offered to many community members regardless of where they reside. Expanding on this strength through regular and structured collaborative planning activities will be a key focus in Phase I of the Plan's implementation.

The timeline is outlined in section J. Budget and Timetable.

V. PROFESSIONAL DEVELOPMENT

F. Professional Development

Professional development for all participants will be implemented as an on-going and structured component of the Plan to ensure that the staff knows how to use new technology to improve instruction. The Universal Academy has a number of staff members with varying degrees of training and knowledge concerning technology. The UA will be able to offer on-going, progressive training and professional development while maximizing resources by structuring sessions to different ability levels. Teachers and other staff members, regardless of where they may be "**starting**" in terms of skill level and background, will be able to acquire new skills in training sessions made available to them at Universal Academy and designed to meet their particular needs.

The Technology Committee will develop a set of explicit goals that teachers are encouraged to strive towards as they increase their level of ability with technology. Through on-site training sessions, workshops, and courses at local institutions of higher education, UA's teachers will advance from the initial introduction to successful use of technology on a basic level and from basic technology use to the discovery of its potential for increased instructional support and professional productivity.

The Universal Academy considers technological training for staff as a top priority. It will draw upon its own internal resources as well as outside resources to create and provide these technology-related professional development sessions. All of the staff members will be surveyed and evaluated to determine appropriate placement within a series of training sessions. Training will also enable interaction and collaboration between professionals within the Academy. Training will be made available to all participants as a part of UA's regular professional development programs.

At the beginning of every year of implementation, priority will be given to assessing staff member's skill, knowledge, and comfort with technology. A training schedule will be set based on this data. Anticipated initial professional development sessions include training which will do the following:

- Provide equitable access to technology and professional development to ensure all teachers are technologically literate.
- Aid all staff in becoming familiar and comfortable with technology.
- Accustom all staff to the use of the computer learning lab, its operations, and basic installed software (word processing, spreadsheets, operating systems, electronic grade book, desktop publishing and multi-media).
- Encourage the development of skills and techniques which maximize the use of technology as an effective teaching and learning tool.
- Enable all teachers to comfortably implement teaching and learning activities within a lab setting.

The training sessions will be expanded and aligned with the State and National Standards to address technology competencies for teachers and administrators so that the Academy's staff will be sufficiently prepared and trained not only to use technology but also to know how to integrate technology into the curriculum

The training will include the following:

1. Appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response annually in order for staff to educate students (Train the trainer)
2. Classroom management
3. Curriculum alignment with Michigan and National Standards
4. Curriculum mapping
5. Current teaching content and techniques (subject related)
6. File management
7. Using Word, Power Point, and Excel
8. Using Power school software for grade reporting and training
9. Searching for education information online
10. Searching and researching on the Internet
11. Using e-mail and attachments
12. File Transfer Protocol (FTP)
13. Submission of reports electronically
14. Using multimedia software
15. Using and Searching United Streaming
16. Using and Searching for Distance Learning and Video Conferencing
17. Using Leapfrog Learning Environment
18. Using Microsoft Office Classroom Tools
19. Using Microsoft Classroom Training Tools
20. Conducting research on MEL (Michigan Electronic Library -- a standard resource used in schools)
21. Technology integration into curriculum

The Universal Academy's educational consultants will ensure coordination between technical training courses and all other sessions such as curriculum integration, use of technology for individualized and group instruction, use of the Internet for project-based learning, etc. UA will designate at least one primary education contact for participation on the Technology Committee. This committee will provide leadership and direction to the Academy, assist in the exchange of information among participants, ensure that training modules are prioritized appropriately, and develop recommendations for revisions as the training program unfolds.

Time Line:

2012-2013:

- Staff assessment of member's skill, knowledge, and comfort with technology use and integration
- Develop a flexible training schedule, according to their levels, that covers the first eight topics in the previous page
- Assess Staff member's improvement in skill, knowledge, and comfort with technology use and integration.

2013-2014:

- Staff assessment of member's skill, knowledge, and comfort with technology use and integration.
- Revise the training program based on the staffs' levels and assessment result.
- The training program should cover the second eight topics (9 through 14) in the previous page.
- Assess staff member's improvement in skill, knowledge, and comfort with technology use and integration.

2014-2015:

- Staff assessment of member's skill, knowledge, and comfort with technology use and integration.
- Revise the training program based on the staffs' levels and assessment result.
- The training program should cover the last set of topics (15 through 19) in the previous page.
- Assess staff member's improvement.

G. Supporting Resources

The Universal Academy has developed a Technology Committee that consists of teachers, the Chief Technology Officer, and administrators. The educational consultant and technology coordinator are available to support this committee. The duty of this committee is to develop policies on the following:

- Selecting software, hardware, and related technology resources that are consistent with the vision for technology and education improvement;
- UA's maintenance plan & upgrade policy;
- Selecting computer-based instruction (CBI) CDs, Web-based multimedia modules, and video tapes from different publishers and the education community to be used for training for effective use of technology;
- Searching for funding resources to provide enough funding to implement the Plan
- Software upgrades; and
- Selecting and buying educational software and media resource materials to help students, faculty, staff, and administrators to use technology effectively.

It is crucial to have an effective maintenance program for all computers, software, and networking tools. This will improve student learning and reduce costs. Hardware and software manufacturers' warranties will be used to maximize operational effectiveness of the equipment. Technical support and training for all participants in Universal Academy ensures that over time, the project, including all of the technological systems, can be sustained and maintained at a functioning level. On-site technical support and help desk is being provided by the Chief Technology Officer. The Chief Technology Officer provides day-to-day technical support and maintains an up-to-date inventory of information technology resources (hardware,

software, and resource materials). He has developed a repair request form to keep track of repair requests and response in a timely manner.

With support from The Schools and Libraries Program (SLD) of the Universal Service Fund, UA has received discounts for telecommunication services, Internet access, and internal connections. This funding allowed the academy to hire service providers that provide telecommunication services, Internet access, and internal connections. Part of internal connection is the maintenance and upkeep of eligible server hardware, wire and cable maintenance, server technical support and configuration changes. The SLD program is intended to ensure that schools and libraries have access to affordable telecommunications and information services.

Universal Academy uses the services of Dr. Nizar Al-Holou, as a Technology coordinator. Dr. Al-Holou is a Professor of Electrical and Computer Engineering at the University of Detroit Mercy and has a long history of experience in technology, development, and training. He will have the primary responsibility of developing the technology plan and assisting in getting funds. As a university professor, he will be liaison with higher education institutions. To minimize training cost, UA will use some of the training courses available in the web. An Example of such resources is Michigan Virtual University, that is free for students, teachers, faculty and staff of every non-profit education institution in Michigan, (<http://www.mivhs.org/Default.aspx?tabid=56>). Another example is TechSoup that has gathered a list of technology resources and compiled them into easy-to-navigate lists, separated by areas of expertise and geographic locations. To learn more about TechSoup, visit their website at <http://home.techsoup.org/pages/default.aspx>. More resources are listed in Attachment A. To maximize available resources, funding from federal and state programs, as well as from the Academy's budget will be coordinated. Finally, additional support services identified in the Plan and budget include enhanced telephone services and Internet connection services.

In summary, we can state the following:

- UA has a Chief Technology Officer to provide day-to-day technical support and maintains an up-to-date inventory of information technology resources (hardware, software, and resource materials). The Chief Technology Officer has developed a repair request form to keep track of repair requests and response in a timely manner.
- The information technology resources will be continuously updated where the technology resources and materials are evaluated and updated periodically for currency and for value to the curriculum in supporting student learning.
- All materials and equipment are classified, marked, locked to the table, and documented at the time of acquisition.
- Universal Academy utilizes other resources available to support the technology program:
 - RESA resources such as United Streaming™.
 - Michigan Virtual University and Michigan Virtual High school resources.
 - Other education programs at Oakland University, Wayne State University, University of Detroit Mercy, and Henry Ford Community College.

- The Academy will identify grants and sources of additional funding such as MDE, startup funding, Title I, II, V, USF/E-rate, Startup Funding and foundations such as Walton Foundation. Other grant opportunities include FLAP, Career Forward, Library Grant, Oakland University PSA, and Skillman GoodSchool.
- Educational resources available in the web (See Attachment A).
- Educator's Guide to Evaluating the Use of Technology in Schools and Classrooms at the U. S. Department of Education (1998), Washington DC: Office of Educational Research and Evaluation, available online at <http://www.au.af.mil/au/awc/awcgate/ed-techguide/handbook2.pdf>.
- Well-developed computer-based instruction (CBI) CDs, Web-based multimedia modules, courseware and video tapes from different publishers such as Cambridge Educational and the education community as a whole. An example of such tools is MicroType Multimedia CD-ROM, South-Western Educational Publishing. This software keeps track of student progress in terms of speed and accuracy.
- International Baccalaureate program curriculum and standards (<http://www.ibo.org/general/who.cfm>).

VI. INFRASTRUCTURE: HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE

H. Infrastructure Needs/Technical Specification and Design

Current Status:

The Universal Academy (UA) has received funding from USF/E-rate to get Internet connection, upgrade servers, provide Email service to high school students, basic maintenance support and add wireless connectivity to the building. This Internet connection provides 3.0 Mbps Internet Access or faster, using Managed Basic end-to-end Internet access service to support classroom, students and staff connectivity to the World Wide Web with less delay. The wireless access (WLAN) will allow wireless connectivity anywhere in the building. Moreover, UA has started to offer Email service for all high school students with USF eligible components/features and planning to offer this service to other students. Every classroom has at least 1 computer, 2 data drops, 1 Voice and 1 video drop. Universal Academy is planning to upgrade servers in two years. The first server's role is to act as a Gateway/Proxy/DHCP/DNS/WINS/web server. The second acts as the Domain Controller and Printer server. The third server acts as the Email server. The fourth server acts as a security system and digital video recorder. UA has received funding through USF, FTL, TTI, MetroConnect, IDEA, Title I, II and V, Skillman, FLAP, Career Forward, and OU PSA. This funding enables UA to equip the school with state of the art equipment. A list of major current equipment is shown below.

Equipment	Qty
Dell PowerEdge 2650 Server with Dell PV110T Backup Drive	2
Dell PowerEdge 2950 Servers and 1 Dell LTO3 Backup Drive	2
UPS APC 2200XL Battery Backup	1

Tempest 9100 16 channel DVR Server with 16 Security Cameras	1
KVM Belkin F1D104 OmniView Pro	1
UPS APC SUA2200RM2U Smart-UPS Power Backup	1
APC and Hubbell Server Rack Cabinets	2
Linksys & HP Procurve 10/100 Switches	5
TV's (27") with Cart	4
VCR/DVD Players	4
Portable CD Player for Music class	7
Student Listening Centers	5
Overhead projectors	10
Polycom Video Conferencing System	1
Apple iBook 12" Laptops (with single Mobile Cart)	33
Dell Inspiron 3800 Laptop	1
Nobilis PC Laptops (with single Mobile Cart)	25
WLAN Wireless Access Points	5
Wizard Pentium4 Workstations	40
Dell Optiplex/Dimension Pentium3 Workstations	20
Ricoh Multipurpose Network Copier/Scanner/Printer	3
Ricoh and HP Network Laser Printers	4
HP and Epson color printers	2
Canon ZR-90 Digital Video Camcorder	1
Canon PowerShot A400 Digital Camera	1
Sony MVC Digital Camera	1
Infocus X2 LCD Projector	2
Smartboards and other smart equipment	26
Audio System and Equipment for each classroom and library	26

To control and monitor the access to the building, Universal Academy has a security system and a video monitoring and recording system with interphone and remote control doors. These systems will safeguard UA's resources, especially information technology.

Future Plan:

Universal Academy is in the process acquiring a second building and re-assessing the need for telecommunication services, hardware, software, wiring (LAN for Data, voice/video, WLAN), Internet and other services needed for the new and the existing building. As a result of this assessment, the academy will re-apply for funding sources including SLD in case 2010/2011 funding years were not approved. Then, it will apply for Universal Service Funding (USF) starting July 1, 2012 funding year for multiple years. This fund will enable the academy to get funding to provide:

1. Wiring the second building including (Data, voice, video) LAN, Wireless LAN, with all necessary hardware and software to establish LAN & Internet connection for every classroom and the library in the new building
2. Telecommunication which covers Telephone Service, Cell Phone Service, Centrex Service for both buildings (Lonyo and the new Building).
3. Dedicated Internet Access using managed multiple T1 as needed: Basic end-to-end Internet access service to support classroom and Library connectivity to the World Wide Web for both buildings (Lonyo and the new Building).

4. Provide Basic Maintenance and Technical Support for both buildings (Lonyo and the new Building) as defined by SLD.

The Academy is planning to upgrade servers in the old Building at Lonyo in two years.

Technical Support

The Academy has Full-Time Technical Support Staff onboard. This support includes both Server and Workstation level support. E-rate funding has been used to provide Basic Maintenance and Technical Support as defined by SLD.

Ensuring the Interoperability:

The Academy uses Windows environment at the server and workstation levels, every new purchase should work under Windows environment. The Academy also uses Apple environment for some of its Laptops.

Time Line:

2012-2013:

- Use the building with the existing infrastructure with new purchased equipment
- Plan network infrastructure (LAN) for a new building
- Plan to wire part of the building and buy new equipment and computers if ready.
- Seek feasibility of 1-to-1 tablets or laptops.

2013-2014:

- Develop distance learning for the new building
- Complete the wiring for the new building
- Transfer all equipment from the old building to the new building including servers and workstations
- Buy new equipment to build new computer lab with at least 30 workstations
- Upgrade infrastructure to support 1-to-1 project.
- Buy tablets or laptops for 1-to-1 project.

2014-2015:

- Develop distance learning for the building
- Upgrade equipment
- Buy a new set of computers
- Extend the wiring as needed

I. Strategies to Increase Access to Technology for Students and Teachers

With Internet connection, teachers, students, and administrators can access a wealth of information such as research data, discussions, libraries, and many other services related to education, drug and alcohol prevention, science projects, space flights and space science, the

U.S. Constitution, and a host of other books through Project Gutenberg, a non-profit organization seeking to prepare electronic editions of more than 20,000 books.

To increase access to technology, the Academy employs the following strategies:

1. Assess the staff member's skill, knowledge, and comfort with technology
2. Assess the staff member's use of technology as an effective teaching tool
3. Implement the use of good teaching practices in core curriculum subjects (through the use of both technology and conventional classroom methodologies)
4. Train staff members according to their backgrounds and needs
5. Identify training resources online and on CD-ROM and make them available for all staff members (Some of those resources are available in attachment A.)
6. Use the concept of training the trainer
7. Evaluate and update UA's information technology resources periodically for currency and for value to the curriculum in supporting student learning
8. Monitor the Internet connection bandwidth and use to determine if there is a need for upgrades
9. Provide parents and students access to online assignments, communications, and grades through Powerschool Student Management System.
10. Planning to use advanced technology to enhance classroom delivery and interaction with students such as Smart Boards (Interactive White Boards), Student Response Systems and Sound Amplification Systems, Computer Tablets & Laptops for every classroom.

With network access:

- Teachers and educators can communicate with colleagues across the country on curriculum innovation and technology.
- Students can communicate with each other and their teachers by email.
- Teachers can assign homework by email or using web sites.
- Students & teachers can interact; communicate as well as share educational resource materials.
- Students & teachers can interact and discuss homework as well as share educational resource materials.
- Teachers are promoted to share resources and experiences among their colleagues.
- Teachers and students interested in particular topics can access bulletin board-based system works such as K12 Net through "echo" forums around major curriculum areas.

VII. FUNDING AND BUDGET

J. Budget and Timetable

The budget planning process is driven by Universal Academy's vision for technology and its goals and expectations for student learning. Development of the budget required consideration of the following key areas:

- Personnel to provide technical support
- Contracting services for educational, technical and assessment support

- Student instructional needs
- Training and professional development needs
- Community and business involvement
- Initial and replacement costs of equipment
- Equipment such as desktop hardware, notebooks, projectors, printers
- Desktop software
- Training services
- Internet connection fees and dues
- Network/LAN Hardware
- Network/LAN Software
- Wiring and network installation
- Telecommunications: Local Phone service, Long Distance, and cell phone services
- On-going Connection Fees

UA- 2012-13FY Budget	2012-13		
Item	Total	Grants: SLD, Title I, Title III, etc	Academy contribution
Salaries and benefits for personnel to provide on-site technical support	50,000	0	50,000
Contracting services for educational, and assessment support	35,000	0	35,000
Training and professional development	9,000	0	9,000
Hardware, curriculum and software cost	4000	0	4000
Internet access fees and dues	18000	16200	1800
Maintenance	60000	54000	6000
Internal Connection: Wiring (Data, Voice, Video), routers, switches, CODEC for Distance Learning, Wireless Networking (WLAN) equipment, Network installation and setup, ...	300,000	270000	30000
Servers including UPS, Tape backup & software	45,000	40500	4500
Telecommunications: Local Phone and Fax service, Long Distance, and cell phone services	14,000	12600	1400
Total	\$535,000	\$393,300	\$141,700

UA- 2013-14 FY Budget-	2013-14		
Item	Total	Grants: SLD, Title I, Title II	Academy contribution
Salaries and benefits for personnel to provide on-site technical support	50000	0	50000
Contracting services for educational, technical, and assessment support	35000	0	35000
Training and professional development	7000	0	7000
Upgrade Servers including UPS, Tape backup & software	45,000	40500	4500
Internet access fees and dues	18000	16200	1800
Maintenance	60000	54000	6000
Hardware, curriculum and software	4000	0	4000

cost			
Telecommunications: Local Phone and Fax service, Long Distance, and cell phone services	14,000	12600	1400
Total	\$233,000	\$123,300	\$109,700

UA- 2014-15FY Budget-	2014-15		
Item	Total	Grants: SLD, Title I, Title II	Academy contribution
Salaries and benefits for personnel to provide on-site technical support	50000	0	50000
Contracting services for educational, technical, and assessment support	35000	0	35000
Training and professional development	7000	0	7000
Hardware, curriculum and software cost	4000	0	4000
Internet access fees and dues	18000	12600	1400
Maintenance	60000	54000	6000
Telecommunications: Local Phone and Fax service, Long Distance, and cell phone services	14,000	12600	1400
Total	\$188,000	\$79,200	\$104,800

The Budgets may need to be revised based on all of the following: qualification for USF discounts, change in the technology need, cost of products and services, and the total amount of additional funding received through other grants. However, the budgets do continue to allow for allocations that support collaborative activities aimed at seeking and assisting new members with all activities that would be required to join the group.

On-going funding for the project will be pursued through a number of avenues including at least all of the following sources as well as others already mentioned:

- Universal Service Fund (USF) that provides Telecommunication, Networking, and Internet service discount
- UA contribution from State Aid
- Charter Academy Federal Grant Program
- Coordination with Title I, Title II, Title III , Title V, and At-Risk Funding

- Business Partnerships
- Private Foundations and Donations such as Walton Foundation, IDEA
- Academy Fund-raising Activities

Finally, the Universal Academy will make every effort stretch available financial resources and maximize the funding support and assistance available from public and private sources by establishing collaborative arrangements with other Academies, colleges, non-profit organizations, and universities to aggregate demand for technology products and services and to further advance the vision for technology. The real savings result from the Universal Service Fund (USF) program, At-Risk, Title I, Title II, and Title V applications.

Year 1 - Phase I.	July 2012- June 2013
July- September	Assess Schools Technology levels
September-October	Determine School's Filing Options for Funding from Universal Service Administrative Company (USAC/SLD); Apply for SLD Funding (Form 470)
November -December	Apply for SLD Funding (Form 470) for new Funding year
January-February	Submit USF-471 application.
Feb.-March	Evaluate technology infrastructure and plan upgrade; Establish initial training schedule
April-June	Identify grants and sources of additional funding sources
Year 2 - Phase II.	July 2013- June 2014
July-August	Develop training modules for teachers and staff; develop training schedule for Phase II (new and existing teachers)
August-September	Delivery and installation of new equipment
September-October	Begin staff training needs assessments and create resource matrix; Complete training needs and resource matrices;
November -December	Apply for SLD Funding (Form 470) for new Funding year
January-February	Submit USF-471 application.
February	Revise training schedule; develop applications according to required schedules; assess students
March	Review Resource Manual. Begin assembling and compiling data
April-June	Identify grants and sources of additional funding sources
Area	Major objectives for Year 2
Student Learning	Use computers and basic software Use specific curriculum software Use technology to complete educational tasks and projects Learn how to use the Internet for research and communication Begin web page development and use of multi-media
Professional Development	Integrate technology-driven instructional activities into the curriculum Use specific curriculum software. Communicate with other professionals via the Internet Web page development
Year 3 - Phase III.	July 2014- June 2015

July-August	Develop training schedule for Phase III (new and existing teachers); Purchase and install additional software
August-September	Delivery and installation of new equipment
September-October	Begin staff training needs assessments and create resource matrix; Complete training needs and resource matrices;
November -December	Apply for SLD Funding (Form 470)
January-February	Submit USF-471 application.
March-May	Identify grants and sources of additional funding sources
June	Complete and submit required project reports
Area	Major objectives for Year 3
Student Learning	Communicate and complete projects via the Internet Advanced Web Page development
Professional Development	Integrate technology for cross-curricular teaching Use specific curriculum software Create and/or use course content and activities on the Web, so students and teachers from different locations can interact and participate Create and/or using interactive homework and tutoring centers
Infrastructure	Development of multimedia instructional software Implementation of networked Administrative software

K. Coordination of Resources

The Universal Academy will coordinate the resources from different funding sources such as Title I, Title II, Title V, USF, Start Up, and At-Risk with the Strategic Technology Plan. The Academy will take advantage of the USF funding to reduce the cost of Internet connection, wiring, and telecommunication. Moreover, UA receives donations from education partners and foundations. Resources will be coordinated among all of the programs and funding sources.

The budget is driven by UA's vision for technology and the integration of computers into the curriculum and student-learning improvement. The budget takes into account the following factors:

- Initial networking and infrastructure cost and future support
- Costs for initial hardware and software

- Use as funding sources such as Title I, Title II , Title V,USF, and At-Risk to provide most of initial cost and ongoing costs.
- Replacing equipment every 4-6 years

To accomplish this, Universal Academy will coordinate Title I, Title II, Title VI, USF, and At-Risk program plans and budget allocations with the Strategic Technology Plan and will assist new members in doing the same. Resources will be coordinated between all of the programs and funding sources identified above. UA will allocate enough funds from their state aid allowance and other Academy funding sources each year of the Plan's implementation towards costs of the project. UA has also allocated funds for monitoring and evaluation. Activities undertaken in these two areas will help assist the Academy in proper and effective coordination of resources.

VIII. Monitoring and Evaluation

L. Evaluation

The Universal Academy will develop a structured monitoring and evaluation process to ensure progress and success of technology use and integration into the curriculum. The Technology Committee will review the technology plan as well assess the professional development at beginning of each academic year. Teachers, students, staff, and parents will be asked to comment on the use of technology in the classroom and at home.

UA will employ the following strategies:

1. Universal Academy is planning to use the assessment tools found online at <http://www.ties.k12.mn.us/> for evaluation and assessment purposes. Need assessments may be conducted using surveys, interviews, and inventories. The final product of the needs assessment process is a "wish list" including everything stakeholders need to implement the organization.
2. The technology committee will evaluate the current technology infrastructure in terms of hardware, software, and recommend changes periodically to increase access to technology for all students and teachers.
3. The technology committee along with the technical consultants will assess UA's current status of technology and provide a recommended infrastructure. The planned infrastructure must be flexible enough to accommodate different activities and durable enough to stand up to continuous use. Being receptive to fast technological change is now a basic fact of Academy technology planning. We have considered the infrastructure carefully during the technology planning stage. Our networking infrastructure plan is strategic. It is designed to accommodate continued evolution of technology through innovative architectural design based on flexibility, diversity, and expansion. The networking infrastructure is upgradeable and therefore capable of serving the Academy for years to come.
4. The goals that are unmet will be addressed and may be revised to be more realistic and attainable.

The Universal Academy will evaluate the level of technology integration into the curriculum annually as follows:

1. Assess the teachers' skill, knowledge, and comfort with technology use and integration.
2. Assess professional development impact on teachers' comfort level of using technology.
3. Assess the level of technology resources available to students, teachers and staff.
4. Assess the level of software and online resources available for teachers and students.
5. The impact of the acceptable use policy and its effectiveness.
6. Assess technical level support.
7. Assess the teachers' use of technology as an effective teaching tool.
8. Evaluate and update the Academy's information technology resources periodically for currency and for value to the curriculum in supporting student learning.
9. Monitor the Internet connection bandwidth and use to determine if there is a need for upgrades.

Methods for data gathering may include:

- Participant surveys
- Standardized assessments (MEAP, IOWA, Scantron, etc.)
- Site visits
- Observational studies
- Evaluation and feedback forums

M. Network and Internet Acceptable Use and Safety Policy

While recognizing the existing federal requirements for privacy and Internet safety, Internet users are expected to use the Internet as an educational resource. To comply with the Children's Internet Protection Act (CIPA) and Protecting the Children in the 21st Century Act, Universal Academy has developed this "Network and Internet Acceptable Use and Safety Policy" for all users.

The District uses a technology protection measure that block or filters Internet access to Internet sites that are not in accordance with the District policy. It must protect against access by adults and minors to visual depictions that are obscene, pornographic material, child pornography, "harmful to minors". This technology protection measure may be disabled by a District staff member for bona fide research and lawful purposes by an adult.. The District staff will monitor students' use of the Internet, through either direct supervision, or by monitoring Internet use history, to ensure enforcement of the policy. Filtering must be applied to all computers/devices that are either owned by the academy or used at the academy. The District will educate all students about appropriate online behavior, including, but not limited to, interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response annually.

The academy will adopt and enforce this "Network and Internet Acceptable Use and Safety Policy," also known as "Network and Internet Acceptable Use and Safety Agreement" formerly "Acceptable Use Policy," that includes

- a. Technology protection measure that monitors of online activities to:
 - Prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications

- Prevent unauthorized access including hacking and other unlawful online activity
 - Prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors.
- b. Promote the safety and security of users when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications
 - c. Educate all students about appropriate online behavior, including, but not limited to, interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response annually
 - d. Comply with the Children’s Internet Protection Act (CIPA) and Protecting the Children in the 21st Century Act.

The following procedures are used to help ensure appropriate use of the Internet at the Academy as well as to comply with the Children’s Internet Protection Act (CIPA) and Protecting the Children in the 21st Century Act .

Student Expectations in Use of the Internet

- a. Students shall not access material that is obscene, pornographic material, child pornography, "harmful to minors", inappropriate text files, or files dangerous to the integrity of the network from entering the District via the Internet, flash/thumb drive, or diskette or otherwise inappropriate for educational uses.
- b. Students shall use school e-mail services and Internet access only when authorized and supervised.
- c. Students shall not use District resources to engage in "hacking and other unlawful activities" or attempts to otherwise compromise system security, including bypassing the District’s e-mail and/or Internet filtering systems and features.
- d. Students shall not engage in any illegal activities on the Internet including plagiarizing work or violating copyright or trademark laws.
- e. Students shall only use electronic mail, education portal and communication tools, social media, chat rooms, and other forms of direct electronic communications for District-related and educational purposes.
- f. Students shall not disclose, use or disseminate personal information regarding minors, such as name, District, Academy, address, and telephone number outside of the District’s network.
- g. Students accept the responsibility to avoid malicious use of the network to develop or use programs that harass other users or infiltrate a computer or computing system and / or damage the software components of a computer or computing system.
- h. Students accept the responsibility of adhering to all copyright guidelines in the uses of hardware, software, and the transmission or copying of text or files on the Internet from other resources.
- i. Students’ responsibility to do their best to keep viruses off any District equipment. Students will be held accountable for any deliberate attempts to install and or run a computer virus.
- j. Students’ responsibility to use the computer equipment appropriately by not making any modifications to existing software or hardware by abusing, damaging, destroying, removing, relocating, or making any other changes to the equipment.

- k. Students are responsible for appropriate language in all documents on the computer. The use of abusive or otherwise objectionable language in either public or private messages, via the Internet (chats, social media, newsgroups, or others) is considered a violation of these guidelines.
- l. Students agree not to use the network for commercial, political or for-profit purposes.
- m. Students and their parents are required to sign the Internet Use Policy.

Violations and Discipline:

Additional disciplinary action may be determined in keeping with existing procedures and practices regarding inappropriate language or behavior. Any violation of these responsibilities described above will be dealt with seriously in accordance with the Academy disciplinary policy and/or including any of the following consequences:

- a) Student will be barred from access to the Internet, Network, and use of technology equipment and/or software from a minimum of one day, up to the entire academic school year.
- b) Student will be Suspended or expelled according to the Student Code of Conduct and when and where applicable, law enforcement agencies may be involved.
- c) Student will be required to make full financial restitution.

Enforcement of policy for students

Students and their parents are required to sign and submit "Student Network and Internet Acceptable Use and Safety Agreement Form," in Attachment B of Technology Plan in order to use the network, Internet and technology resources at the academy.

Staff Expectations in Use of the District Network, Internet and Technology

- a. Staff members are responsible, after training, for educating students concerning appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response."
- b. Staff shall not access material that is obscene, pornographic material, child pornography, "harmful to minors", inappropriate text files, or files dangerous to the integrity of the network from entering the District via the Internet, flash/thumb drive, or diskette or otherwise inappropriate for educational uses.
- c. Staff shall not use District resources to engage in "hacking and other unlawful activities" or attempts to otherwise compromise system security, including bypassing the District's e-mail and/or Internet filtering systems and features.
- d. Staff shall not engage in any illegal activities on the Internet including plagiarizing work or violating copyright or trademark laws.
- e. Staff shall only use electronic mail, education portal and communication tools, social media, chat rooms, and other forms of direct electronic communications for District-related and educational purposes.
- f. Staff shall not disclose, use or disseminate personal information regarding minors, such as name, District, Academy, address, and telephone number outside of the District's network.
- g. Staff accepts the responsibility to avoid malicious use of the network to develop or use programs that harass other users or infiltrate a computer or computing system and / or

- damage the software components of a computer or computing system.
- h.** Staff accepts the responsibility of adhering to all copyright guidelines in the uses of hardware, software, and the transmission or copying of text or files on the Internet from other resources.
 - i.** Staff's responsibility to do their best to keep viruses off any District equipment. Staff will be held accountable for any deliberate attempts to install and or run a computer virus.
 - j.** Staff's responsibility to use the computer equipment appropriately by not making any modifications to existing software or hardware by abusing, damaging, destroying, removing, relocating, or making any other changes to the equipment.
 - k.** Staff Member is responsible for appropriate language in all documents on the computer. The use of abusive or otherwise objectionable language in either public or private messages, via the Internet (chats, social media, newsgroups, or others) is considered a violation of these guidelines.
 - l.** Staff Members are required to sign the Network and Internet Acceptable Use and Safety Agreement.
 - m.** Staff Member agrees not to use the network for commercial, political or for-profit purposes.

Violations and Discipline:

Additional disciplinary action may be determined in keeping with existing procedures and practices regarding inappropriate language or behavior.

Any violation of these responsibilities described above will be dealt with seriously in accordance with Universal Academy disciplinary policy and/or including any of the following consequences:

- a. Will be barred from access to the Internet.
- b. Will be required to make full financial restitution.
- c. Will be barred from use of equipment and/or software from a minimum of one day, up to the entire Academy year.
- d. Employment termination according to the Staff Policy Handbook.

Enforcement of policy for staff

As a prerequisite to the use of the network, Internet and technology resources by staff, it is required to sign and submit "Staff Network and Internet Acceptable Use and Safety Agreement Form," in Attachment C of Technology Plan.

Attachment A: Educational Resources for Teachers

Sites at a Glance	Web <u>Links</u>	<u>Lesson Plans</u>	Searchable Database	Bulletin Board, Chat Room
ALPS Active Learning Practices for Schools http://learnweb.harvard.edu/alps	✓	✓	✓	✓
B.J. Pinchbeck's Homework Helper www.bjpinchbeck.com	✓			
Carol Hurst's Children's Literature Site Http://www.carolhurst.com		✓	✓	
Teacher/Pathfinder http://teacherpathfinder.org	✓	✓		
TeachersFirst www.teachersfirst.org	✓	✓	✓	
TeachNet.org www.teachnet.org		✓	✓	✓
Science Education Gateway http://cse.ssl.berkeley.edu/segway		✓		
SCORE Language Arts www.sdcoe.k12.ca.us/SCORE/cla.html		✓	✓	
SCORE Mathematics http://score.kings.k12.ca.us		✓	✓	✓
SCORE Science http://scorescience.humboldt.k12.ca.us		✓	✓	✓
Reach Every Child www.reacheverychild.com	✓	✓		
SAT Program for Middle Grades www.jhu.edu/~gifted				
Survey Indicates Increased Use Of Filters www.nytimes.com/library/tech/99/05/cyber/education/12education.html				
Schools Careful About Posting Photos Online www.nytimes.com/library/tech/99/06/cyber/education/16education.html				
Non-Traditional Teachers More Likely To Use The Net www.nytimes.com/library/tech/99/05/cyber/education/26education.html				

Attachment B: STUDENT NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY AGREEMENT

Student's Name (Please print): _____ **Grade:** _____ **School Year:** _____ - _____

School District: Noor International Academy Star International Academy Universal Academy Universal Learning Academy

The use of the School District's network, Internet and technology resources by students is a privilege, not a right. As a prerequisite, students and their parents or legal guardian must sign and submit a Student Network and Internet Acceptable Use and Safety Form annually.

The District uses a technology protection measure that block or filters Internet access to some Internet sites that are not in accordance with the District policy. It must protect against access by adults and minors to visual depictions that are obscene, pornographic material, child pornography, "harmful to minors". This technology protection measure may be disabled by a District staff member for bona fide research and lawful purposes by an adult. The District staff members may override the technology protection measure that blocks or filters Internet access for a student to access a site with legitimate educational value that is wrongly blocked by the technology protection measure that blocks or filters Internet access. The District staff will monitor students' use of the Internet, through either direct supervision, or by monitoring Internet use history, to ensure enforcement of the policy. Filtering must be applied to all computers/devices that are either owned by the academy or used at the academy. The Academy will educate all students about appropriate online behavior, including, but not limited to, interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response annually

Student Expectations in Use of the District Network, Internet and Technology:

- a. Students shall not access material that is obscene, pornographic material, child pornography, "harmful to minors", inappropriate text files, or files dangerous to the integrity of the network from entering the District via the Internet, flash/thumb drive, or diskette or otherwise inappropriate for educational uses.
- b. Students shall use school e-mail services and Internet access only when authorized and supervised.
- c. Students shall not use District resources to engage in "hacking and other unlawful activities" or attempts to otherwise compromise system security, including bypassing the District's e-mail and/or Internet filtering systems and features.
- d. Students shall not engage in any illegal activities on the Internet including plagiarizing work or violating copyright or trademark laws.
- e. Students shall only use electronic mail, education portal and communication tools, social media, chat rooms, and other forms of direct electronic communications for District-related and educational purposes.
- f. Students shall not disclose, use or disseminate personal information regarding minors, such as name, District, Academy, address, and telephone number outside of the District's network.
- g. Students accept the responsibility to avoid malicious use of the network to develop or use programs that harass other users or infiltrate a computer or computing system and / or damage the software components of a computer or computing system.
- h. Students accept the responsibility of adhering to all copyright guidelines in the uses of hardware, software, and the transmission or copying of text or files on the Internet from other resources.
- i. Students' responsibility to do their best to keep viruses off any District equipment. Students will be held accountable for any deliberate attempts to install and or run a computer virus.
- j. Students' responsibility to use the computer equipment appropriately by not making any modifications to existing software or hardware by abusing, damaging, destroying, removing, relocating, or making any other changes to the equipment.
- k. Students are responsible for appropriate language in all documents on the computer. The use of abusive or otherwise objectionable language in either public or private messages, via the Internet (chats, social media, newsgroups, or others) is considered a violation of these guidelines.
- l. Students agree not to use the network for commercial, political or for-profit purposes.
- m. Students and their parents are required to sign the Internet Use Policy.

Violations and Discipline:

Additional disciplinary action may be determined in keeping with existing procedures and practices regarding inappropriate language or behavior. Any violation of these responsibilities described above will be dealt with seriously in accordance with the District and Academy disciplinary policy and/or including any of the following consequences:

- a. Student will be barred from access to the Internet, Network, and use of technology equipment and/or software from a minimum of one day, up to the entire academic school-year.
- b. Student will be Suspended or Expelled, according to the Student Code of Conduct and when and where applicable, law enforcement agencies may be involved.
- c. Student will be required to make full financial restitution.

I acknowledge that I have read and understood the terms and conditions of this Agreement and hereby agree to abide by and comply with all of the said terms and conditions.

Student's Signature: _____ **Date:** _____

As the parent/legal guardian of this student, I have read and understood the terms and conditions set forth in this Agreement and hereby grant my permission for this student to use the School District's computers, networks, e-mail services, Education Portal and Communication Tools, and Internet access.

Parent/Legal Guardian's Signature: _____ **Date:** _____

Parent/Legal Guardian's Name (Please Print): _____

Attachment C: STAFF NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY AGREEMENT

Hamadeh Educational Services, Inc. - P.O. Box 1440, Dearborn, MI 48121 – (313) 565-0507 * Fax (313) 565-0705
For Star International, Universal, Universal Learning, and Noor International Academies

As a prerequisite to the use of the School Districts' network, Internet and technology resources by staff, it is required to sign and submit this Staff Network and Internet Acceptable Use and Safety Agreement Form.

The District uses a technology protection measure that block or filters Internet access to some Internet sites that are not in accordance with the District policy. It must protect against access by adults and minors to visual depictions that are obscene, pornographic material, child pornography, "harmful to minors". This technology protection measure may be disabled by a staff member for bona fide research and lawful purposes by an adult. The District staff members may override the technology protection measure that blocks or filters Internet access for a student to access a site with legitimate educational value that is wrongly blocked by the technology protection measure that blocks or filters Internet access. The District staff will monitor students' use of the Internet, through either direct supervision, or by monitoring Internet use history, to ensure enforcement of the policy. Filtering must be applied to all computers/devices that are owned by the District or used at the District. The District will train all staff members about appropriate online behavior, including, but not limited to, interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response annually. Staff members can assist in the development of the curriculum and implementation plan

Staff Expectations in Use of the District Network, Internet and Technology:

- a. Staff members are responsible, after training, for educating students concerning appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response."
- b. Staff shall not access material that is obscene, pornographic material, child pornography, "harmful to minors", inappropriate text files, or files dangerous to the integrity of the network from entering the District via the Internet, flash/thumb drive, or diskette or otherwise inappropriate for educational uses.
- c. Staff shall not use District resources to engage in "hacking and other unlawful activities" or attempts to otherwise compromise system security, including bypassing the District's e-mail and/or Internet filtering systems and features.
- d. Staff shall not engage in any illegal activities on the Internet including plagiarizing work or violating copyright or trademark laws.
- e. Staff shall only use electronic mail, education portal and communication tools, social media, chat rooms, and other forms of direct electronic communications for District-related and educational purposes.
- f. Staff shall not disclose, use or disseminate personal information regarding minors, such as name, District, Academy, address, and telephone number outside of the District's network.
- g. Staff accepts the responsibility to avoid malicious use of the network to develop or use programs that harass other users or infiltrate a computer or computing system and / or damage the software components of a computer or computing system.
- h. Staff accepts the responsibility of adhering to all copyright guidelines in the uses of hardware, software, and the transmission or copying of text or files on the Internet from other resources.
- i. Staff's responsibility to do their best to keep viruses off any District equipment. Staff will be held accountable for any deliberate attempts to install and or run a computer virus.
- j. Staff's responsibility to use the computer equipment appropriately by not making any modifications to existing software or hardware by abusing, damaging, destroying, removing, relocating, or making any other changes to the equipment.
- k. Staff Member is responsible for appropriate language in all documents on the computer. The use of abusive or otherwise objectionable language in either public or private messages, via the Internet (chats, social media, newsgroups, or others) is considered a violation of these guidelines.
- l. Staff Members are required to sign the Network and Internet Acceptable Use and Safety Agreement.
- m. Staff Member agrees not to use the network for commercial, political or for-profit purposes.

Violations and Discipline:

Additional disciplinary action may be determined in keeping with existing procedures and practices regarding inappropriate language or behavior. Any violation of these responsibilities described above will be dealt with seriously in accordance with the Staff District and Academy disciplinary policy and/or including any of the following consequences:

- a. Will be barred from access to the Internet.
- b. Will be required to make full financial restitution.
- c. Will be barred from use of equipment and/or software from a minimum of one day, up to the entire Academic year.
- d. Employment Termination, according to the HES Staff Policy Handbook.

I acknowledge that I have read and understood the terms and conditions of this Agreement and hereby agree to abide by and comply with all of the said terms and conditions.

Staff Member's Signature: _____ Date: _____

Staff Member's Name (Please Print): _____