



3 - Year Strategic Technology Plan

July 2012 – June 2015

Initial Technology Plan

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Executive Summary

Mission Statement

The mission of Capstone Academy (the “Academy”), in partnership with youth serving agencies, is to re-engage youth in the active pursuit of self-improvement, interpersonal growth and educational development. Within a climate where students, staff and stakeholders feel safe, secure and valued as individuals, the Academy will encourage all students to excel to their highest potential, while providing them the support and tools needed to explore the infinite possibilities that learning and life has to offer.

Purpose

The primary purpose of the Academy is to serve those students fitting one or more of the following characteristics:

- At-risk for school failure based on past history;
- Exhibiting behaviors and/or patterns, which preclude attending traditional school settings;
- Expelled or suspended from other schools;
- Residing in court-ordered placements;
- Exiting out-of-home placements but still not ready to return to a prior school setting; and
- Receiving services from other Department of Human Services agencies.

Introduction

Capstone Academy is a strict discipline academy located on the campus of Detroit Behavioral Institute, a residential treatment facility for male and female youth ages 12 to 18. The Academy, established and approved to open in the fall of 2012 by the Detroit Public Schools Office of Charter Schools, was founded on the belief that all youth can learn if provided a nurturing and challenging environment where expectations are high and support is bountiful. As a strict discipline academy, the Academy is a highly specialized environment catering specifically to the needs of students -- whom for any number of reasons -- have already disengaged from learning within a traditional school setting. The Academy's vision is to work in partnership and cooperation with other agencies that also serve these same students.

Creating a new avenue for continuity in services along a continuum of care – prevention, intervention, and aftercare – has long been the goal of many youth-serving agencies, including DBI. However, the missing link within this logical approach to helping youth and families has been the challenge of providing a stable educational environment throughout the entire time they are being served by the larger social services system. Capstone Academy provides this missing link.

Currently, the Academy serves about 86 students in non-graded groups, between two facilities comprising the total campus. The length of stay for any one student varies from 6 to 12 months. The average length of stay is 8 months. 100% qualify for free or reduced-price meals.

The Academy staff is made up of approximately 24 highly qualified teachers and paraprofessionals, including pupil support professionals and administrative staff. Except for rare occasions, such as a graduation ceremony or special event, there are never more than 15 students assigned to a classroom or group activity.

The Academy realizes the importance and advantages of infusing technology into all aspects of its operations, especially given that the school serves some of the community's most disadvantaged and underachieving students – children and families with virtually no access to the types of technologies that can already be found in many of Michigan's wealthier schools and districts. By ensuring our students have the best technology tools and resources available to them, we are giving them the best possible chance for competing and succeeding in the global economy. Therefore, the Academy's programs are designed around a central technology infrastructure so that instruction, collaboration and operations are tightly integrated.

Vision

To create an environment whereby students can learn, access, and utilize technology within and across the educational environment.

Technology Goals

Overarching goals of the Academy's technology-driven approach are:

- Enhance and extend classroom instruction and the learning process through technology.
- Improve school and system management through technology while reducing teacher administrative workloads thereby maximizing the time teachers spend on teaching and learning activities.
- Increase involvement, participation and inter-connectivity to educational processes and environments, by parents, businesses, educational institutions and other community agencies and organizations.
- Prepare graduates with the technology skills for success in the 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.

I. Curriculum

Overview. The Academy's curriculum is student-centered and strength-based utilizing a diagnostic-prescriptive approach. Emphasis is on obtaining high standards in the core academic subjects. Students are regularly assessed using a variety of tools: MEAP, BASI, computer-based performance tracking, monthly progress reports and student-teacher-parent/guardian conferences. Students complete any required course before earning credit, even if this takes longer than the regular time period. The Academy's focus is on encouraging its students to master the material and acquire new skills before advancing to subsequent levels. Summer and extended year sessions are provided to assist slower students in staying on track with peers of similar ages.

The curriculum and coursework is aligned to the Michigan Core Curriculum Framework while utilizing programs that have a track record of success. At its foundation, the curriculum incorporates Core Knowledge principles and sequencing (for middle school students), along with computer-based instruction from EdOptions (for all students). Both programs are nationally recognized, aligned to the Michigan and Common Core Standards, and are being used successfully with proven results in hundreds of schools around the country.

Core Knowledge embraces the following four principles:

- ❖ All students need to master the building blocks of reading, writing, and mathematics in order to be prepared for more advanced material in later grades.
- ❖ Students want to achieve both in school and in the community.
- ❖ Subject matter is at least as important as the learning process in providing a context for further exploration, analysis, and understanding.
- ❖ Schools must be responsible for ensuring that students achieve mastery of the material.

The Core Knowledge approach uses specific sequencing by grade and ability level within each core academic area. Students progress through each level based on performance and acquisition of pre-identified skills. Supporting materials are aligned to teaching and learning activities at each level, ensuring consistency throughout the program for both teachers and students, as pupils progress from one level to the next.

EdOptions is computer-based, self-paced, and places a heavy emphasis on essential skill development. The program provides for on-going assessment for both students and teachers, enabling the mapping of course work to pre-identified student needs. This program is aligned to standards in all states, including Michigan, as well as nationally recognized standardized achievement tests used by colleges and universities.

A Curriculum Integration

The Academy's educational goals and objectives, as required in our charter school application and contract, are aligned with the Michigan Curriculum Content Standards and Benchmarks, including the Michigan Educational Technology Standards (METS), and all requirements under the No Child Left Behind Act of 2001, including national technology goals. (Please see www.techplan.org). We select teaching and learning materials, including software, hardware and other equipment that corresponds to our stated mission and educational goals.

Educational Goals

- To identify intellectual and behavioral challenges, which impede a student's learning in order to design and implement the optimal Personal Education Path plan (the "PEP Plan") that best assists the student in regaining achievement levels appropriate for their age, and especially in the core subject areas.
- To provide all students innovative, motivational teaching and learning activities designed to re-engage them in the learning process, utilize strengths to overcome deficits, and to make connections between experiences in school and opportunities available to them in the real world.
- To enable all students to achieve optimal literacy and expanded abilities in listening, speaking, reading and writing, thereby improving and enhancing their personal, social, and behavioral interactions with peers, family and adult figures.
- To improve each student's mathematical and scientific thought processes and skill levels so that students may gain the knowledge needed to reason, communicate, solve problems and participate in our increasingly complex, knowledge-based economy.

- To enable all students to become technologically literate, equipping them with the technical and computer skills necessary to compete in today's workplace, while enabling them to discover how new and ever-changing technologies offer them unlimited opportunities to participate in society.
- To help students develop and appreciate an awareness of their cultural history, as well as the cultural histories of others, equipping them with the tools to recognize and celebrate the contributions of diverse societies, while improving their concept of self.
- To increase parental and community involvement in the educational learning process of all of our students.

B Student Achievement

The Academy was planned with integration in mind -- technology is integrated into classroom instruction, as well as made available through computer stations and mobile labs. The Academy utilizes a server-based network (both hard-wired and wireless) so that data can be exchanged easily and as needed between and among all stakeholders. With a solid infrastructure in place, we are able to focus on student achievement using the following strategies:

- Improve classroom instructional capabilities: integrate the use of technology into instructional activities through the use of software applications and hardware that can be deployed for groups of students and individual students.
- Incorporate computers as productivity tools: teach students and staff how to use computers, software and various hardware components to produce work products that demonstrate acquisition of core academic skills. Primary skill areas include word processing, multimedia development, desktop publishing, and programming.
- Deploy computers as communication tools: teach students, staff and parents how to use technology to enhance the learning experience. Key activities include inter-school collaboration, research, and school-to-home communication, all based on the use of the Internet and remote connections to the school's server(s).
- Enhance academic skill acquisition and when necessary, remediation. Employ instructional software that provides instruction and remediation tailored to a student's specific needs and that provides them, as well as their teachers, parents and guardians, real-time feedback on progress and performance.

The above strategies are deployed by program area, including those unique to our school, according to the target timelines indicated in the chart below:

Program / Area	Full Implementation
PowerSchool and PowerTeacher for teachers	Year 1
Computer-based Assessments	Year 1
Wireless Mobile Learning Centers	Year 2
Reading and Math Skill Development	Year 1
Science and Social Studies Development	Year 1
Video Learning and Activity-Sharing Campus Sites	Year 3
APTA Fund (full implementation of on-site Purchasing)	Year 2
Art Program: Integrated Multimedia Tools (all sites)	Year 3
PowerSchool ReportWorks	Year 2
Music Program: Integrated Computers	Year 3
EdOption Courseware	Year 1
Video Learning and Activity-Sharing Outside of LAN	Year 3
SuccessFactors (performance evaluation system)	Year 2
PowerSchool and Access for parents/guardians	Year 3
Computers as Tools – across the entire campus	Year 3
Web-based Communication and Community Outreach	Year 1
Wireless Mobile Learning Centers (Community-Based)	Year 3

C Technology Delivery

As a middle/high school Academy we anticipated a great need for highly specialized and rigorous courses offered via technology and designed the Academy's programs accordingly. We plan on making use of all available resources that meet the needs of our students including those offered online through the Michigan Department of Education and its technology partners. In addition, the Academy continues to identify and explore distance-learning opportunities between other educational entities and service providers.

- Deploy assistive and adaptive software, as needed, to serve students with special needs.
- Incorporate internet-based courseware programs from one or more educational vendors, in special areas including: career exploration, aptitude and attitude assessment, and test-taking.
- Enable students to take advance placement courses that are offered via the Internet.
- Explore the use of the Michigan Virtual High School for gifted, talented and advanced students.
- Partner with other schools, regional centers and institutions of higher learning for distance-learning opportunities.
- Partner with other schools to explore the possibilities of sharing teachers, specialized instructors and outside resources via distance-teaching possibilities.

D Parental Communications & Community Relations

Our Academy encourages and supports high levels of parental/guardian involvement whenever possible. However, due to the special nature of Capstone Academy, direct parent involvement is often not possible or allowed. In lieu of what a traditional district may do to enable the involvement of parents, the Academy instead involves each student's primary therapist in all educational decisions and plans developed for the student. Joint collaborative training and planning sessions with staff of both agencies are held periodically throughout the year, while teachers and therapists meet on a weekly basis.

While limited when compared to a traditional school, the Academy does hold parent/guardian and family activities (e.g. parent/teacher conferences, graduation ceremonies, etc.), encouraging parents and guardians to be involved when allowed. In reaching out to parents and guardians, the Academy utilizes regular mail, email, a web-site and a secure PowerSchool portal. To improve parent/guardian and community relations, the Academy also uses the strategies listed below (when it is approved to communicate directly with parents/guardians). When not allowed, the Academy team deploys these same strategies with a student's therapists and caseworkers:

- Introduce parents/guardians to computers, including how computers are used in our Academy, through periodic workshops, computer training sessions, the school newsletter, special events, and a mobile lab.
- Enable parents/guardians to meet with teachers during parent-teacher conferences, at a computer workstation, to review courseware and programs utilized for classroom instruction.
- Provide training specific to parents/guardians in how to access their child's information via the Internet through our PowerSchool server.
- Provide parents/guardians opportunities to work with their children, in the school's lab, during special sessions.
- Encourage parents/guardians membership on the Academy's Technology Planning Committee.

E Collaboration

At this time, and due to the Academy's admissions being restricted to court-ordered youth, the Academy has no plans to develop or offer its own adult literacy program.

The Academy maintains collaborative relationships with other social serving and support agencies through its primary relationship with Spectrum Human Services, and through working with staff and professionals of the state Department of Human Services and the Wayne County Department of Children and Family Services.

II. Professional Development

F Professional Development

The Academy focuses on the following professional development areas to ensure that all staff are effectively trained in the use of technology as a teaching, communication and task management tool:

- Training for all staff, scheduled regularly throughout the year and during the summer in the use of PowerSchool and PowerTeacher.
- One-on-one and small group workshops, as needed, for specific uses of PowerSchool, PowerTeacher and administrative modules.
- Comprehensive on-site teacher training in the use of EdOptions instructional software, MasteryConnect and the Kent County Curriculum Crafter tool.
- Small group training in how to use a computer, including word processing, spreadsheets, email, the Internet, and network administration.

Professional Development Type	Timeframes
PowerTeacher/PowerSchool Training	Monthly, at least 4 hours per session, and on-site on-going support.
EdOptions / Performance Evaluation Software / APTA Fund	Quarterly, 4 to 6 hour sessions, off and on-site.
Teacher use of Laptops to increase Technology Integration	At least 1 major consortium-wide day-long session per year, with monthly on-site follow-up and in-class support.
Identification of Lead Teacher(s) to work with Teacher Groups (Train the Trainer)	On-going and based on staffing levels and/or changes, each year.
Use of Multi-Media Equipment and Resources	Quarterly, using Train the Trainer and role-playing activities and activities with teacher peers.
SmartBoards and Projectors	Targeted training as this equipment is introduced into various learning areas.
Video Conferencing and Interactive Learning	At least 1 major session per year.

Staff are surveyed annually about their technology and other professional development needs in order to prioritize each year’s training schedule. In addition, and based on yearly standardized assessment results (including student MAP trend data), and as part of our continuous improvement process, we identify additional training needs unique to our Academy that may change from year to year.

Surveys assist in assessing staff member's technology competency and awareness as it relates to state, National Educational Technology Standards (NETS) and International Society for Technology in Education (ISTE). Once prioritized, training workshops and activities are selected and added to the school calendar and budget.

G Supporting Resources

We employ the following strategies to ensure successful and effective uses of technology:

- Employ at least two administrative staff persons knowledgeable in technology to be responsible for learning most functions related to its deployment and use. These staff members serve as primary contacts for interacting with all outside vendors and/or consultants, including, once trained, help train and support other staff.
- Ensure that one or more staff attend all technology-related training sessions and workshops offered by Wayne RESA.
- Contract with an outside vendor responsible for maintaining our network and equipment.
- Make available to our staff copies of all training materials via CD ROM.
- Teach staff how to access PowerSchool's OnLine Help, including specialized courses available through PowerSchool's Virtual University.
- Explore and identify on-line and web-based training modules, which meet the needs of our Academy as well as individual staff.
- Maintain an up-to-date Teacher Resource Center that includes books, CD-ROMS and other multi-media materials; providing examples, how-to's, lesson plans and teaching activities based on the use of various technologies.
- Identify and provide links to reputable on-line resources including Teacher Networks, the U.S. Department of Education, the Michigan Department of Education, and others.
- Ensure post-training evaluations are conducted for all workshops, sessions or classes in which our staff participate.
- Compare and analyze student achievement data, over time, and identify correlations between changes in such data, teachers, programs and professional development activities.

III. Infrastructure, Hardware, Technical Support, and Software

H Infrastructure Needs/Technical Specification, and Design

The Academy currently has 41 older Dell and Wyse laptops running Windows Server XP. The laptops are all wireless. At this time, the Academy obtains its Internet connection through the Agency. It will be using the Universal Service Fund to obtain its own services across both campus locations over the next three years.

The plan for the initial infrastructure includes one (1) Dell server using Microsoft Windows Server. This will serve as the domain controller, file server, printer server, firewall and content filter. The school network will use Category 5 cable and at least one (1) RJ-45 jack where possible, and wireless access points where not. Currently, email is provided through the Microsoft Office 365 cloud-based platform made available to school organizations at very low costs. Phone services are provided through the Agency lines, including faxing capabilities. Desktop and network support are contracted through a vendor. A firewall device is being installed to handle content filtering, protection and security for school portion of the network.

As described above, the Academy's network and infrastructure does not yet fully meet its technology needs. Upgrades will be added over time as the Academy is able to afford, including through participation in the Universal Service Fund grant program.

The Academy employs four main strategies to identify infrastructure needs and to determine interoperability among the components.

1. We rely on our in-house technology experts to keep us abreast of changing technologies and to help us evaluate on an on-going basis, which existing or emerging enhancements the Academy might consider adding to the existing infrastructure.
2. We utilize our contracted vendors and technology consultants to ensure interoperability between existing components and any new additions we might desire to add.
3. We collect, review and analyze both quantitative and qualitative data, over time and from year to year in order to more effectively make decisions regarding technology purchases, training deployment, and any changes to our instructional techniques.
4. We obtain on-going staff and other stakeholder feedback in order to measure effectiveness and satisfaction with existing services.

I Increase Access

As a small school, with enrollment restricted to court-ordered students, our primary strategy to increase access to technology for both students and teachers is to deploy technology “out into the classrooms.” Resources and training are focused on ensuring students and teachers can access the internet and other resources available on the network from any classroom within the two facilities, and that teachers can access their technology tools and programs from home.

The Academy would expand the network to accommodate future growth should it receive approval to operate at one or more community-based locations. To support any expansion, the Academy would utilize not only the Universal Service Fund program, but also seek additional state, federal and foundation grants. Any such future expansion could include many of the following strategies:

- Install and expand wireless network access in other locations.
- Purchase additional computer stations and/or laptops as needed, per year.
- Provide laptops, iPads and other mobile devices to teachers who have no access to a computer in the home.
- Offer a “family laptop” or “family computer” loaner/purchase program when older computers get replaced with newer models.
- Identify other resources, including federal grants, foundations and the business community, for assisting the Academy with continued technology deployment.
- Identify for parents and students all public places within our geographic area that provide free Internet Access and/or free use of computers.
- Coordinate school events and conferences with technology initiatives so that parents, guardians and other stakeholders remain committed and supportive of technology expansion.

IV. Funding and Budget

J Budget and Timetable

ESTIMATED BUDGET DETAIL - CAPSTONE ACADEMY				Assumes a 3% Yearly Increase		
Item	Cost	Qty	Base Cost	2012-2013	2013-2014	2014-2015
110 Supplies and Materials						
Consumable Student Supplies & Materials / per Student	50	86	\$ 4,300	\$ 4,300	\$ 4,429	\$ 4,562
110 Other Expenses						
Anti-virus & filtering subscriptions	75	103	\$ 7,725	\$ 7,725	\$ 7,957	\$ 8,195
Yearly Instructional Software allocation per core curricular area.	1,000	4	\$ 4,000	\$ 4,000	\$ 4,120	\$ 4,244
Instructional Software (concurrent licenses)	700	25	\$ 17,500	\$ 17,500	\$ 18,025	\$ 18,566
E-Readers / Programs / per Year	125	25	\$ 3,125	\$ 3,125	\$ 3,125	\$ 3,219
Network Operating Licenses	50	103	\$ 5,150	\$ 5,150	\$ 5,305	\$ 5,464
			\$ 41,800	\$ 38,675	\$ 42,960	\$ 44,249
220 Purchased Services						
Yearly Teacher/Staff Training	250	15	\$ 3,750	\$ 3,750	\$ 3,863	\$ 3,978
Administrative Training	500	2	\$ 1,000	\$ 1,000	\$ 1,030	\$ 1,061
			\$ 4,750	\$ 4,750	\$ 4,893	\$ 5,039
250 Purchased Services						
PowerSchool Student Data, Teacher Grading, and Parent Communication System / License per student	25	86	\$ 2,150	\$ 2,150	\$ 2,150	\$ 2,150
Program Audit	750	1	\$ 750	\$ 750	\$ 773	\$ 796
			\$ 2,900	\$ 2,900	\$ 2,923	\$ 2,946
260 Purchased Services						
Annual Connection / Monthly Including Circuits (ISDN, T1, etc.) and MiCTA Affiliation / Monitoring Fees	1,200	12	\$ 14,400	\$ 14,400	\$ 14,832	\$ 14,832
Telecommunications (phone and cells)	500	12	\$ 6,000	\$ 6,000	\$ 6,180	\$ 6,180
Internal Connections (when applicable)	500	12	\$ 6,000	\$ 6,000	\$ 6,180	\$ 6,180
Technical Support Contract	24,000	1	\$ 24,000	\$ 24,000	\$ 24,000	\$ 24,000
			\$ 50,400	\$ 50,400	\$ 51,192	\$ 51,192

ESTIMATED BUDGET DETAIL - CAPSTONE ACADEMY				Page 2		
				Assumes a 3% Yearly Increase		
Item	Cost	Qty	Base Cost	2009-2010	2010-2011	2011-2012
260 Other Expenses						
Wireless Access Config	500	10	\$ 5,000	\$ 5,000		\$ -
			\$ 5,000	\$ 5,000	\$ -	\$ -
260 Supplies & Materials						
Consumable Printing & Maintenance Supplies / per Month.	250	12	\$ 3,000	\$ 3,000	\$ 3,090	\$ 3,183
			\$ 3,000	\$ 3,000	\$ 3,090	\$ 3,183
300 Supplies & Materials						
Miscellaneous supplies for community meetings and parent workshops / 4 per Year	250	4	\$ 1,000	\$ 1,000	\$ 1,030	\$ 1,061
			\$ 1,000	\$ 1,000	\$ 1,030	\$ 1,061
Equipment (and Capital Outlay)						
Additional Printer / per 2 Years	2,000	1	\$ 2,000	\$ 2,000		\$ 2,000
Audio Visual Equipment / per Year	2,500	1	\$ 2,500	\$ 2,500	\$ 2,575	\$ 2,652
Server Upgrade (financed)	4,000	1	\$ 4,000	\$ 800	\$ 800	\$ 800
Mobile Wireless Lab (financed)	15,000	1	\$ 15,000	\$ 3,000	\$ 3,000	\$ 3,000
Wireless Access Points (upgrades)	200	10	\$ 2,000	\$ 2,000		\$ 2,000
SMART Boards	4,000	2	\$ 8,000	\$ -	\$ 8,000	\$ 8,240
New Workstations / 5 to 10 per Year	1,500	10	\$ 15,000	\$ 15,000	\$ 15,450	\$ 20,600
			\$ 48,500	\$ 25,300	\$ 29,825	\$ 39,292
			Base Only			
Total Estimated Costs			\$ 157,350	\$ 131,025	\$ 135,912	\$ 146,962
Less Discounts and other Resources						
USF Anticipated Discount rate:	90%		\$ 45,360	\$ 45,360	\$ 46,721	\$ 48,122
Applied to Connection and Network Services (260 Purchased Services).						
Title I, Title V, State At-Risk, etc.			\$ 25,000	\$ 25,000	\$ 25,750	\$ 26,523
Grand Total			\$ 86,990	\$ 60,665	\$ 63,441	\$ 72,317
Total Estimated State Aid: General Fund	7,110	86	\$ 611,460	\$ 611,460	\$ 629,804	\$ 648,698
Percent of Categorical Federal & State Funding Dedicated to Technology				11.51%	11.51%	11.51%
Percent of Total Funding (including E-Rate) Dedicated to Technology				21.43%	21.58%	22.65%

Area	Item	Target Completion
Acquisition and Implementation	Infrastructure, 15 Laptops/Mobile Devices 70 - 100 additional work stations / devices	2014-2015 20-40 per
	EdOptions - Full-implementation	End of 2012-2013
	Wireless Expansion / Mobile Lab	Each Year
	Additional On-Line Assessment	2013-2014
	Specialized Reading/Language Arts and Math Software	2013-2014
	Science and Social Studies Software	2014-2015
	Video Learning / Conferencing	2014-2015
Enhancements	Updated Software Programs & Equipment	On-going
	School Website	Complete
	Teachers Websites	2013-2014
	Specialized Technology Integration (Music, Art, Science, etc.)	2014-2015
Professional Development	How to Use a Computer How to Use PowerSchool and PowerGrade	Yearly and on-going: for new staff and advanced training for existing staff.
	EdOptions / MasteryConnect and Curriculum Crafter Teacher Training	Annual and monthly on-site support
	E-Books and/or PDA Training	Annual.
	Incorporating Technology into Classroom Instruction	Yearly and on-going
	Using Wireless Technology	Annual.
	Internet Use: Policy	Yearly and on-going:
	Teacher Training in Basic Skills: word processing, spreadsheet, graphics, email, and Internet	On-going.
Interoperability	Choosing and integrating added technology components	Yearly and on-going: provided by outside consultants and vendors.
	Inventory of all components	Yearly.
Maintenance	Upkeep and regular maintenance.	Yearly and on-going: provided by outside consultants, vendors and internal administrative staff.

K Coordination of Resources

Coordination of federal, state and local resources is planned using a team approach. Our administrative team meets regularly with the staff, educational consultants, technology experts and vendors to develop yearly annual budgets and program plans. As required, formal adoption of budgets, major purchases and approval of any significant program changes is provided by the Board of Directors. Many major decision-making processes take place during the months of June, July and August.

V. Monitoring and Evaluation

L Evaluation

The Academy uses a continuous improvement process to monitor and evaluate the effectiveness of all Academy programs. The rate and range of student achievement in core academic areas has the highest priority when determining the effectiveness of any strategy. Other monitoring methods include:

- Oversight of the plan by the Administrative Team.
- Year to year trend data of student achievement in core academic subjects for student groups, disaggregated by all categories required under federal law, and also disaggregated by teacher.
- Teacher, student, and parent/therapist satisfaction surveys.
- Monthly meetings with our Board of Directors.
- Quarterly reports to our authorizer and annual reports to the Michigan Department of Education (as required by law).
- Feedback from our outside technology vendors and consultants.
- Unmet goals will be reevaluated to determine if modifications are needed to our strategy in order to achieve set goals.

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M Acceptable Use Policy

The Academy has adopted an Acceptable Use Policy that fully conforms with federal law. In order to monitor compliance, the Academy takes the following steps:

- Deploys the use of software that enables the review of computer access logs.
- Provides Internet training sessions to students and teachers, which focus on safety and privacy issues.
- Posts Student Internet-Use Rules throughout the school.
- Provides training to staff on how to monitor students' use of the computer.
- Includes the Acceptable Use Policy to the Student Handbook, Parent/Guardian/Therapist Workshops, and other forms of communication mediums shared with students, families, guardians and teachers.
- Updates the Student Discipline Policy and Code of Conduct to include provisions for violation of the Internet Use Policy as needed.

Acceptable Use Policy Internet and School Networks

This policy is intended to set standards related to acceptable use of the Internet by students and staff, including privacy and safety issues, as required by the federal Child Internet Protection Act.

The Academy will deploy Local Area Networks (LANs) that will allow staff and students to communicate with each other and throughout the world. Additionally, this network will provide the staff and students with access to a multitude of administrative and instructional resources from both local and remote repositories of electronically stored information.

School-level LANs will be used by staff and students to communicate with others in a manner that is consistent with the goals and objectives of the school. Student communications using networked resources will be considered publications and are governed by any Board Policies pertaining to student publications.

Staff and students will be allowed access to Internet resources with the understanding that some material that can be accessed on the Internet is inaccurate; additionally, some resources contain material that is deemed contrary to prevailing community standards and is inappropriate for classroom use, and that access of such resources will not be permitted.

The Academy will provide a computer interface to Internet services that students should use in accessing instructional and reference material on the Internet. This interface will be designed so that objectionable materials are not easily available; however, the Internet is designed in such a manner that all materials contained within it are accessible using various search and retrieval tools. Students, parents and guardians must be informed that inappropriate materials could be encountered during students' research required to achieve valid instructional objectives, and that if such inappropriate material is inadvertently encountered, it shall be disengaged from immediately.

Filtering software and/or hardware, as well as monitoring by staff will be employed to prevent to the extent possible, access to inappropriate material.

The following practices using the Academy's local area networks shall be prohibited:

- a. any use for political or commercial purposes;
- b. the use of electronic mail in any manner that is contrary to School or Consortium policies;
- c. the use of profanity or inappropriate language in electronic mail;
- d. any use that disrupts the educational and administrative goals of the School or the Consortium;
- e. any use of a School or Consortium account by anyone but the authorized owner of the account;

- f. any reproduction of copyrighted material without explicit permission;
- g. access of material that has been deemed inappropriate for School or Consortium use.

Privacy - Network storage areas may be treated like school lockers. Network administrators may review communications to maintain integrity system-wide and to insure that students, staff and all other users are using the system responsibly.

Storage capacity - Users are expected to remain within allocated disk space and delete E-mail or other material that takes up excessive storage space.

Illegal copying - Students, staff or other users should never download or install any commercial software, shareware, or freeware onto network drives or disks, unless they have written permission from the School Administrator or Consortium Administrator (when applicable); nor should students copy other people's work or intrude into other people's files.

Inappropriate materials or language - No profane, abusive, or impolite language should be used to communicate nor should materials be accessed which are not in line with the rules of school behavior. Should students encounter such material by accident, they should report it to their teacher or lab assistant, immediately.

In order to receive discounts for Internet access and internal connections services under the Universal Service support mechanism, and in order to participate in any consortium projects with other educational institutions, the Academy certifies the following:

- Our school is enforcing a policy of Internet safety that includes measures to block or filter Internet access for both minors and adults to certain visual depictions. These include visual depictions that are (1) obscene, or (2) child pornography, or, with respect to use of computers with Internet access by minors, (3) harmful to minors.
- Only an authorized person may disable the blocking or filtering measure during any use by an adult to enable access for bona fide research or other lawful purpose.
- To the extent possible, the school monitors the online activities of minors.
- The school has adopted and implemented this Internet safety policy addressing (i) access by minors to inappropriate matter on the Internet and World Wide Web; (ii) the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (iii) unauthorized access, including so-called "hacking," and other unlawful activities by minors online; (iv) unauthorized disclosure, use, and dissemination of personal information regarding minors; and (v) measures designed to restrict minors' access to materials harmful to minors.

School and Stakeholder Guidelines - Student Use of the Internet

Internet users are expected to use the Internet as an educational resource. The following procedures and guidelines are used to help ensure that appropriate use.

1. Students are to receive instruction in the proper use of the Internet through a review of Student Expectations for Use of the Internet.
2. Students are required to sign a contract indicating their understanding and acceptance of the district's guidelines. They may then use the Internet in a supervised classroom environment.
3. Parents/guardians must give their written permission for their child to use the Internet independently for educational purposes as an individual. Parents also have the option of denying permission for their child to use the Internet.
4. Students are responsible for their explorations of the Internet and subject to the consequences of the building discipline policy.

Student Expectations in Use of the Internet

Internet users are expected to behave responsibly in accessing and viewing information that is pertinent to the mission of the district. You are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:

1. Be courteous and respectful in your messages to others.
2. Use appropriate language. Do not swear, use vulgarities or any other inappropriate language. Illegal activities are strictly forbidden.
3. Do not reveal your home address or phone numbers, or those of other students or colleagues. Use school addresses and phone numbers only even if you think you "know" your correspondent.
4. Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
5. Always try to do your best writing, and proof read and edit your messages.
6. Only public domain software can be downloaded.
7. Do not post personal messages on bulletin boards or "list serves". Send personal messages directly to the person to whom you want to write.
8. Do not use the network in such a way that you would disrupt the use of the network by other users.
9. All communications and information accessible via the network should be assumed to be private property.

Online Safety Rules for Students

When At School...

I will not give out personal information, such as my address, telephone number, parent's work address or telephone number or the name and location of my school without the permission of my teacher or other school official.

I will tell my teacher or other school official right away if I come across any information that makes me feel uncomfortable.

I will never agree to get together with someone I might "meet" online and will tell my teacher or other school official right away if anyone attempts to arrange such a meeting.

I will not respond to any messages that are mean or in any way make me feel uncomfortable. It is not my fault if I get a message like that. If I do, I will tell my teacher or other school official right away so that they can contact the online service.

I will talk with my teachers and parents so that we can set up rules for going online. We will decide upon the time of day that I can be online, the length of time I can be online, and appropriate sites that I can visit. I will not access other Internet sites without the permission of my teacher or other school official.

When At Home or Afterschool...

I will follow the same rules at home when using the Internet that I have agreed to follow at school. For every guideline that mentions informing my "teacher," or other "school official," when using the Internet at home, I will inform my parents.

Student Signature

Date

Teacher / Academy Official Signature

Date

Parent / Guardian / Therapist / Worker Signature

Date