



Technology Plan

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I. Introductory Material

Wavecrest Mission Statement

Wavecrest Career Academy provides individualized learning programs that enable students to achieve a high school diploma that includes career preparation and education, a focused transition into the career of their choice and post-secondary education.

Shared Vision

All students will realize that they can positively impact their future.

Wavecrest Values

- Acceptance
- Integrity
- Growth
- Community
- Accomplishment

School Background

Wavecrest Career Academy is a unique public high school that provides career-focused learning opportunities for students in grades 9-12 who may not be experiencing success in the traditional school setting. From the moment students enroll in our school, they play a key role in shaping their personal high school experience. Working in partnership with teacher-advisors and parents, students develop an individual education plan to guide them through their high school years and help them achieve academic, personal and professional success. At Wavecrest, success is the only option. Wavecrest was opened in 2006 and serves an average enrollment of 150 students.

2008/2009 Staff

Instructional Staff	8
Support Staff	4
Para-Professionals	2
Secretary	1
Counselor	1
Administrators	1

2008/2009 Demographics

Male	56%
Female	44%
White	50%
Hispanic	35%
Black	8%
Asian	6%
Students with Disabilities	16%
Free and Reduced Lunch	78%

II. Technology Plan Committee and Dissemination

Committee Members:

Name	Position
Tony Petersen	Director
Greg Tyler	Teacher
Eryn Sluiter	Teacher
Wendy Beamer	Client Support Manager
Anne Thorpe	Instructional Technologist
Dr. Kyle Mayer	Curriculum
Gina Wassinger	Community Member & Parent

Dissemination:

This technology plan will be posted on the district's website, presented to the Wavecrest Board of Directors, presented to Wavecrest faculty during August in-service, and presented to Wavecrest parents at the first parent meeting of the year.

III. Vision and Goals

Technology Vision Statement

Wavecrest Career Academy will use suitable technology to enhance learning and achieve educational goals.

Technology Goals

Curriculum & Student Achievement:

To integrate technology in all curricular areas to enhance and support teachers' ability to assess student learning and guide instruction.

Professional Development:

Professional Development for Technology at Wavecrest Career Academy will provide adequate and relevant technology training for all staff to ensure an annual increase in student achievement during the years of this technology plan.

Accessibility:

Wavecrest Career Academy learning community will have access to adequate, equitable and appropriate technology that supports the instructional program.

Infrastructure:

To provide and maintain infrastructure that supports the hardware and software demands of the Accessibility, Curriculum, and Professional Development goals

IV. Curriculum

Our Technology Vision Statement highlights the fact that we view technology as a tool to improve teaching and learning.

Wavecrest Career Academy will use suitable technology to enhance learning and achieve educational goals.

To that end, we have two goals that directly relate to curriculum and student achievement.

- To integrate technology in all curricular areas to enhance and support teachers' ability to assess student learning and guide instruction.
- To ensure all students and staff develop competency in using technology as a tool to enhance student learning

A. Curriculum Integration

Goals and strategies, aligned with challenging state and national standards for using telecommunications and technology to improve teaching and learning.

Wavecrest Career Academy will continue the process of integrating technology into the curriculum. We are using the International Society for Technology in Education's (ISTE) National Educational Technology Standards (NETS) for teachers and students as our guide for making the curriculum connection. While progress has been made there remains substantial opportunity for integrating technology into the instructional process.

Teachers are using technology broadly as a way to have students interact with information and share their learning with an audience. This has required teachers to look at their underlying assumptions about teaching, learning and technology. This also means teachers see technology not as subject, but rather as a tool for learning.

Teachers and students are using the Internet in more sophisticated ways. The teachers are utilizing Moodle as a way to interact with students online as well as make assignments, projects, assessments, and course syllabi available to students. Each teacher will fully implement this tool in the fall of the 2009/2010 school year. Wavecrest is also obtaining a new web site provider, which will enable more teacher and student interaction and involvement with the development and maintaining of the web site. Teachers will be able to create individual pages and upload documents related to their curriculum for parent and student access. The site will also serve to better communicate with parents and the community through more active updates and information provided on a daily basis. Matching the technology scope and sequence to content standards and benchmarks will ensure that our lessons are aligning technology to the curriculum in support of teaching and learning content and skills.

In order to assist with the integration of technology into the curriculum, the current curriculum guide will be reviewed and updated as necessary and posted. This curriculum guide will be accessible through the district Intranet and the district Internet site. This curriculum guide will be designed so that it can be searched by both grade level and subject area. The online curriculum guide will not only provide the technology integration components for the classroom teacher, these technology components will also be directly hyperlinked to the activities, web sites, lesson plans, and worksheets that are aligned with the benchmarks and assessments.

Wavecrest Career Academy currently tracks and analyzes student assessment data to target specific students and classes for improvement, focus instruction on curricular areas needing improvement, target professional development resources for teachers and evaluate curricular

programs for effectiveness. Periodic analyses of student progress in proficiency helps the district target specific students and student populations for additional support, plan supplemental instruction for curricular areas with low achievement, target professional development to teachers in low performance areas, and evaluate the effectiveness of curricular programs in improving student test scores.

Infinite Campus supplies online attendance capabilities, an electronic grade book and a module that manages standards-based grading at the school and district levels. Infinite Campus enables teachers to align their assignments to Michigan Standards and Grade Level Content Expectations. Technology will be used to perform many tasks relating to the measurement of achievement, creating and giving assessments and evaluating results and the reporting of student progress. Wavecrest Career Academy will likely implement a student assessment and data analysis systems.

B. Student Achievement

Strategies that are based on research and that integrate technology into the curricula and instruction for the purposes of improving student academic achievement and a timeline for that integration.

All students have the opportunity to use computer labs (fixed and mobile cart) and classroom computers. Technology continues to be an effective tool and valuable resource for students and teachers in all content areas. In addition to computers, there are many other technology tools that are used to enhance teaching and learning. For example, graphing calculators are used extensively in mathematics courses, digital cameras are available for students to use for classroom projects, a mobile laptop cart is utilized daily by students in each classroom and video cameras will be accessible for students to create video projects for class assignments. An Instructional Technologist from the ISD is available to assist staff in planning and implementing effective lessons. Furthermore, the curriculum will be developed to include the grades 9-12 METS. During the first year of the plan teachers will be educated on the METS and implement them into the curriculum during years two and three.

C. Technology Delivery

Strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance-learning technologies.

On-line Resources: Students and staff will be provided with access to web-based and online learning opportunities.

Education 2020: This tool is utilized for online learning and credit recovery for students. This will be a new program implemented for the 2009/2010 school year. Previously we utilized NOVA NET as our online learning tool. Education 2020 will provide students and teachers with access to thousands of online lessons containing grade level reading, vocabulary, video lectures and Gizmo labs that are student interactive. Teachers, administrators, students and parents will be able to track student performance and determine if they are on track to complete the course on time. Students can take notes while watching the video lectures, completing assignments and labs. Individual preferences can be set for students to aid in the completion of the curriculum. The entire curriculum is aligned to Michigan standards and all instructors are highly qualified according to NCLB.

United Streaming usage exists in our school. This resource is supported by scientific research and therefore fulfills mandates set by *No Child Left Behind*. Teachers can select from over 40,000 video content clips and 4,000 full video titles. The video content

is correlated to Michigan's Standards and GLCE. The video library can be searched by curriculum standard, keyword, and subject area and / or grade level. This resource will enable our teachers to incorporate video clips into multimedia presentations and the student-learning environment.

Distance Learning: Experts in the field, who are located virtually anywhere, can be accessed by teachers and students to participate in instructional activities. This provides a "classroom without walls".

Video Teleconferences: Students come together electronically with experts or students in distant locations to discuss and share information on topics they are studying

Video Field Trips: Students will travel to faraway sites and experience guided tours of everything from the pyramids to Sea World using both stored video and live connections.

Technology Based Interaction:

Moodle (<http://moodle.org/>), which is much like Blackboard, is a web-based tool for teachers and students to communicate with each other. Teachers can post assignments. Web links to information about the assignments or the class can be posted. Teachers can also post reference documents. Students can post comments to each other and to the teacher about the assignments as well as debate topics etc.

Assessment:

Read Naturally: This is a program that will assess students reading and comprehension skills and allow the teachers to develop differentiated instruction which will assist the students in further developing those skills.

D. Parental Communication & Community Relations

Strategies to promote parental involvement and to increase communication with parents and community, including a description of how parents and community will be informed of the technology to be used with students

Wavecrest Career Academy has established several avenues of communication with parents and the community for sharing information. One of the most effective ways of doing this sharing is via the district's web site. Through the use of this online resource, parents and the community can view district standards, calendar information, school board minutes, and building and teacher web sites. We will be implementing a new web site for the 2009/2010 school year and will be more able to continuously update the information on our web site thereby providing current and relevant information to parents and interested community members.

Infinite Campus Parent Portal allows parents to view their student's academic performance as well as view their attendance and behavior records. This software allows our parents to take a more active roll in their child's education and communicate more effectively with the school.

A newsletter is mailed to every resident on a periodic basis. This newsletter contains information about what is happening in the district. It also tells people how to access our web site where additional information can be obtained.

E. Collaboration

Strategies for developing the program, where applicable, with adult literacy providers

Wavecrest Career Academy supports the Ottawa Area Intermediate School Districts adult delivery for GED, ESL and other support programs. Accordingly, as WCA develops its technology infrastructure is with the needs of the adult literacy programs in mind. Given the close relationship between the WCA and OAISD on technology planning and operations, this coordination happens naturally

Curriculum and Student Achievement Timeline

2009-2010:

Goal:	Timeline:
All students will improve their reasoning skills to solve practical problems in mathematics.	Ongoing Begin Fall 2009
All students will improve their fluency and stamina when reading a variety of longer texts	Ongoing Begin Fall 2009
All students will improve their ability to generalize from given information and draw conclusions, gain new information or make predictions.	Ongoing Begin Fall 2009
All students will write multiple forms of opinion and persuasive letters and essays.	Ongoing Begin Fall 2009

2010-2011:

- Assess progress made from 2009-2010 and make tactical adjustment to further advance the goals above

2011-2012

- Assess progress made from 2010-2011 and make tactical adjustment to further advance the goals above

V. Professional Development

In the area of Professional Development our goal is:

Professional Development for Technology at Wavecrest Career Academy will provide adequate and relevant technology training for all staff to ensure an annual increase in student achievement during the years of this technology plan.

It is our belief that technology can ensure an increase in student achievement when it is used for assessment and analysis, as a teaching and learning tool and for communication.

A. Professional Development

Strategies for providing ongoing, sustained professional development for teachers, principals, administrators, and school library personnel to ensure that staff know how to use the new technologies to improve education or library services.

The district offers staff a variety of ways to gain professional development for incorporating technology use as a part of daily instruction. All offerings are aligned with International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS).

The opportunities include:

1. Modeling - Staff development at this phase requires a trainer to teach lessons using technology integrated into the curriculum for the classroom teacher. The lesson is reviewed with the classroom teacher before it is taught and then discussed with the teacher afterwards.
3. Consultative - This model is used with teachers who have a high degree of proficiency with technology and who feel confident in using the tools in an integrated manner with a class. The trainer checks with the teacher at this level to help coordinate resources, provide input, and help align the lesson with our curriculum, benchmarks and assessments.
4. Training-On-Demand - An individual teacher or group of teachers can decide they need training on a particular piece of software or to create a lesson using a particular piece of software. They contact the Instructional office to schedule this training. A staff development plan is mutually agreed upon.
5. Skills Development - classes provided through OAISD.
6. Building based training- training that meets specific needs as identified by building staff and principal. Typically these training needs are met on staff development times built into the school calendar.

The focus of these types of professional development will be in the area of skill building for teachers in a contextualized format. This means that technology skills (hardware and software) will be developed in a project-based format. Our belief is that teachers will transfer the skills learned into integrated classroom activities for their students.

Staff development opportunities are open to all WCA staff, including certified, administrative, secretarial / clerical, and Para-professional. We have also designed and implemented training programs for our secretarial and clerical staff and have provided release time for them to attend these training opportunities during their regular working hours. This training has focused on job related functions using technology, including but not limited to, e-mail, building financial account management, use of the district Infinite Campus, Education 2020 and desktop publishing. Over the next three years, professional development for technology at Wavecrest Career Academy will provide adequate and relevant technology training for all staff to ensure an annual increase in student achievement. This will be the foundation of our staff development plans.

To accomplish the training needs established in our plan, Wavecrest Career Academy will continue to build a cadre of teachers who develop skills in the use of technology for delivering instruction, assessing students, and analyzing student achievement. These staff members will be encouraged to support the on-going efforts in their buildings and become a resource for other staff.

Professional Development Action Plan				
Goal: Professional Development for Technology in Wavecrest Career Academy will provide adequate and relevant technology training for all staff to ensure an annual increase in student achievement during the years of this technology plan.				
Evaluation Question: Did the professional development offerings provide adequate and relevant technology training for all staff leading to an improvement in student achievement?				
Components	Strategies	Responsibility	Date/Status	Indicators of Success
Core Applications: MS Word Processing MS Spreadsheet Presentation Desktop Publishing Email: IMP Internet-Search Engines	Continue providing training opportunities to all staff as needed	Instruction Dept	Ongoing	Staff successfully uses core applications with minimal support.
ISTE / NETS for Teachers: 1. Technology Operations/ Concepts 2. Planning and Designing Learning Environments and Experiences 3. Teaching, Learning and the Curriculum 4. Assessment and Evaluation 5. Productivity and Professional Practice 6. Social, Ethical, Legal and Human Issues	Base all technology-related professional development on ISTE/NETS. Provide staff with copy of ISTE/NETS. Refer often to standards.	Instruction Dept	Ongoing	Professional development courses are based on the ISTE/NETS for Teachers. Teachers are demonstrating competence in the 6 areas.
Other New and Existing Applications	Continue providing training opportunities to all staff as needed	Instruction Dept Technology Dept	As needed	Staff successfully uses new and existing applications with minimal support
IMP - for staff (Internet Mail Program)	Continue providing training opportunities to all staff as needed	Technology Dept	As needed	Staff can successfully use the main features of IMP.
District Intranet / Web Portal Electronic forms Calendars Directories Listservs Personal publishing	Continue providing training opportunities to all staff as needed	Technology Dept Instructional Dept	Ongoing	Changes over time to track available technologies. Increase utilization of these facilities.
Moodle	Continue providing training opportunities to all staff as needed	Instruction Dept Technology Dept	Ongoing	Staff develops and successfully utilizes Moodle on a regular basis.
Ed2020	Continue providing training opportunities to	Instruction Dept Technology Dept	Ongoing	Staff can successfully use the main features of

	all staff as needed			E2020.
Virtual Field Trips/Distance Learning	Continue providing training opportunities to all staff as needed	Instruction Dept Technology Dept	Ongoing	Staff regularly utilizes the distance learning equipment for virtual field trips and distance learning opportunities connected to their curriculum.

B. Supporting Resources

Strategies and supporting resources such as services, software, other electronically-delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.

Wavecrest Career Academy makes a wide variety of supporting resources available to staff that allow students and staff more opportunities for using technology as a part of instruction. The following resources have been made available:

- Acceptable Use Policy
- District Policies and Procedures
- Online calendars
- Wavecrest Career Academy Web Publishing Guidelines
- Parent Permission for Student Information on Web Page
- Training manuals in print and on the district web site.
- Video and other instructional materials from OAISD
- A variety of subscription-based online resources available through building Media Centers and beyond.
- Software Approval Process
- Wavecrest Career Academy Technology Plan (this document)
- Online Request Form to Override Internet Filter
- Availability of Windows Operating System and Office software at deep educators discounts
- Online Staff Directory
- Checking School Email from any computer with Internet access
- Web-based forms including field trips and bus requests
- Content management system

vi. Infrastructure, Hardware, Technical Support and Software

The overriding purpose of Wavecrest Career Academy technical infrastructure is to support increased student achievement. To that end we have one infrastructure goal:

To provide and maintain infrastructure that supports the hardware and software demands of the Accessibility, Curriculum, and Professional Development goals.

A. Infrastructure Needs/Technical Specification and Design

Strategies to identify the need for telecommunication services, hardware, software, and other services to improve education or library services, and strategies to determine interoperability among the components of the technologies to be acquired.

Wavecrest Career Academy has a 10mbps connection to the OAISD WAN which serves as the ISP conduit. The school uses the OAISD Fortigate appliance for Internet filtering and CIPA compliance. This database is automatically downloaded and updated every evening. Other

security software in use includes spam filters, firewall, virus scanning, and VPN connectivity. Wireless network connectivity is available in select locations throughout WCA.

The district has a student-to-computer ratio of better than 2:1. Classrooms are wired with Cat5e- or better wiring and have direct access to the Internet through the district server. The school also has a computer in every classroom (two years old or newer) and fixed and mobile computing labs are available on a shared basis. All classrooms have access to digital projectors with sound amplification. Teachers have Tablet PCs which they use daily during instruction.

Wavecrest Career Academy focuses on standardization of hardware, software, and network infrastructure to facilitate interoperability, upgrades and reliability. All networked machines are standardized on Microsoft Windows XP operating system. Standardized software includes Open Office 2000 for documents, databases, spreadsheets, presentations and publications. Web-published documents are standardized as PDFs (portable document format), which is compatible across platforms and browsers.

Infrastructure Yearly Cycle

Our infrastructure action plan is primarily based on a cycle to be repeated each year of the plan. The cycle starts with a “Current Status” report, which leads to a “Needs Analysis;” finally, a “Change Plan” is generated.

Infrastructure Action Plan				
Goal: To provide and maintain infrastructure that supports the hardware and software demands of the Accessibility, Curriculum, and Professional Development goals.				
Evaluation Question: Does the infrastructure support the needs of Accessibility, Curriculum, and Professional Development?				
Components	Strategies	Responsibility	Date/Status	Indicators of Success
Current Status	Review existing technology	Technology Services	20089/ 2010 Annual, late winter early Spring	Annual review completed.
Needs Analysis	Review existing infrastructure and compare to demands of other 3 goals (which includes software) and compare to Tech Plan	Technology Services	2009 / 2010 Review cycle every 3-4 years. Annual update on areas that have changed since last report.	Approval of necessary changes
Upgrade Evaluation	Review what we have/want, compared to what we need	Technology Services	We plan for 15% to 20% annual upgrade of equipment When improving technology or equipment condition warrants. When a need is identified and funding is available, a change will be made beyond our annual planned upgrades.	Cost savings Improvements in service Better support for plan goals

Technical Support Implementation	Provide the training to maintain and use the equipment and software. Using internal & external resources.	Technology Operations / Instructional Technology	As needed	Staff can successfully use the resources
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Available Technology Support

Wavecrest Career Academy contracts its IT services with the Ottawa Area ISD. OAISD provides a full array of technology services ranging from network support, help desk functions, support for the student information system, etc. Additionally, the OAISD Instructional Services Department and Special Needs Department also provides support in the area of integration of technology and assistive technologies, respectively.

B. Increase Access

Strategies to increase access to technology for all students and teachers

The overriding purpose of Wavecrest Career Academy technical infrastructure is to support increased student achievement. It is our belief that by increasing access to these resources we will be able to increase our students' levels of achievement. Our goal for increasing access is:

The Wavecrest learning community will have access to adequate, equitable and appropriate technology that supports the instructional program.

The district will continue its efforts to identify assistive technology. When appropriate, adaptive technology will be used to assist students with learning challenges. There is currently budget set aside in our Special Education department for assistive technology as needed.

In order to give instructional staff increased access to teaching resources, staff members will be able to post instructional activities and educational resources to the district Intranet or personal web pages for other teachers to use (e.g. common assessments, class projects, lesson plans, web sites). This sharing will give teachers new opportunities to support each other in the task of increasing student achievement.

Teachers have access to a variety of multimedia tools in their classroom that will connect to the building network so that all resources will be available and accessible for students and staff.

We will work to expand our use of Moodle. Moodle is increasingly used to support instructional delivery at the high school level. We will continue to use this resource with interested staff and will expect this to motivate additional staff in using this 21st Century resource.

Accessibility Action Plan

Goal: The Wavcrest learning community will have access to adequate, equitable and appropriate technology that supports the instructional program.

Evaluation Question: Did we provide adequate, equitable and appropriate technology access to all members of the Wavcrest learning community?

Components	Strategies	Responsibility	Date/Status	Indicators of Success
Assistive Technology for Special Needs students	Provide appropriate technology as determined through staffing teams. Equipment will follow individual students as they move through the building	Special Education Department	September-2010 and ongoing.	Students with special needs have technology to assist them in meeting curriculum/AYP goals in each building they attend.
Review of new and existing technologies for possible use and/or purchase.	Exploration of new and existing technologies to further enhance student achievement (e.g. Palms, Alpha Smarts, updated versions of current technology, etc.)	Director Technology Services	September-2010 and ongoing.	New technologies have been evaluated and purchased when applicable.
Utilize the district Intranet for staff instructional resources and educational activities.	Staff members will be able to post activities and resources to the district Intranet for other teachers to use (e.g. common assessments, class projects, lesson plans, web sites)	Director WCA Staff Technology Services	September-2010 and ongoing.	Activities that relate to the curriculum have been created and are being shared via the district Intranet.
Provide teachers and building teams the ability to create their own page on our website. This will be template driven	Staff members can post current information on assignments, projects, testing, expectations (class or building), and post links as resources.	Director WCA Staff Technology Services	September-2010 and ongoing.	Increasing number of classroom and or team website.

Components	Strategies	Responsibility	Date/Status	Indicators of Success
Moodle	Teachers will have Professional Development opportunities to learn how to use this resource.	Director Instructional Services Technology Services	September-2010	Increasing numbers of students and staff members will actively be using Moodle.
Wireless Network Connectivity	Expand the wireless network where the delivery of instruction will be enhanced or where a wired network would be cost prohibitive.	Exec. Dir. Of Business Services & Technology, Academic Technology Leader, Technology Operations,	September - 2010	Increased square footage of the district has access to the network via wireless connectivity.

VII. Funding and Budget A. Budget covering the acquisition, implementation, interoperability provisions, maintenance, and professional development related to the use of technology to improve student academic achievement.

Estimated 3 Year Technology Budget	09/10	10/11	11/12
Resources Available			
General Revenue	24,972	25,760	26,260
Universal Service Fund	3,900	3,900	3,900
Other Grants	8,876	8,876	8,876
Total Resources	37,748	38,536	39,036
Expenditures			
Contracted Services – Technology Support from OAISD/E-Rate	6,100	6,350	6,600
Student Information System	1,700	1,700	1,700
REMC Fees	484	485	485
Ottawa Area WAN Fees	3,225	3,500	3,500
Network Access Fees (HBPW line lease)	4,675	4,675	4,675
Networked Copier/Printer	5,400	5,400	5,400
Software/Licenses Fees	2,500	2,750	3,000
Telco	3,600	3,600	3,600
Professional Development	8,876	8,876	8,876
Web Site	1,188	1,200	1,200
Total Expenditures	37,748	38,536	39,036

B. Coordination of Resources

Strategies that will be employed to coordinate state and local resources to implement activities and acquisitions prescribed in the technology plan.

Wavecrest Career Academy allocates general fund money for its technology program. In addition, grants are applied for and used wherever possible. E.g., much of the technology infrastructure was built out using a start-up grant for Public School Academies. Starting with FY0910, Wavecrest Career Academy will also be applying for USF E-Rate funding to assist with its connectivity expenses.

VIII. Monitoring and Evaluation

A. Evaluation

Strategies that the district will use to evaluate the extent to which activities are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach and enabling students to reach challenging state and national standards.

The technology plan committee will review this plan each year in order to evaluate progress and develop strategies to address unmet goals. In order to determine success the following questions will be addressed:

Curriculum & Student Achievement Evaluation Questions:

1. Does the technology provide teachers with a tool for assessing student learning and guiding instruction? This will be determined through staff and student surveys.
2. Do students demonstrate competency in basic technology skills? This will be determined through teacher data relating to student feedback and grades based on the incorporation of technology into the curriculum.

Professional Development Evaluation Question:

1. Did the professional development offerings provide adequate and relevant technology training for all staff leading to an improvement in student achievement? Staff surveys will be conducted to obtain feedback regarding the training and the implementation of the technology into the classroom. End of module grades will be reviewed to determine whether student achievement was increased due to the implementation of the technology into the curriculum.

In addition to assessing the evaluation question, our evaluation of our Professional Development efforts will also be based on the six principles for effective professional development. These include:

1. All Professional Development must be content area specific and grade level appropriate.
2. All training for administrative and non-instructional staff must be directly connected to specific job responsibilities.
3. Technology Planning and Curriculum Planning must be integrated into a single process.
4. Professional development for curriculum and technology must be coordinated to accomplish the use of technology to achieve curricular goals.
5. To be most effective, professional development and training must include time for collaboration, practice, planning and follow-up.
6. Tools must be available after professional development has been accomplished. It is useless to train the use of a tool that is not available.

Accessibility Evaluation Question:

1. Did we provide adequate, equitable and appropriate technology access to all members of the Wavecrest learning community? This will be determined through staff, student and parent surveys.

Infrastructure Evaluation Question:

1. Does the infrastructure support the needs of Accessibility, Curriculum, and Professional Development?

Strategies to Address Unmet Goals:

Upon evaluation of the technology plan, the committee will review the goals that have not been met and create a plan to address the issues within the goal.

B. Acceptable Use Policy

Strategies are in place to monitor the district's Acceptable Use Plan for staff and student use of the technologies.

Wavecrest Career Academy has developed an Acceptable Use Policy (AUP) that details technology use for students and staff, and incorporates federally-mandated requirements through the Child Internet Protection Act (CIPA). It is included in the appendix. As technology changes and new challenges arise, the District Technology Committee will review and suggest modifications to the AUP.

Wavecrest Career Academy

Technology Acceptable Use Policy: Student

Students who use computers and other forms of technology provided by Wavecrest Career Academy agree to adhere to this Acceptable Use Policy, which applies to the school's local area network, Internet, e-mail, and other online access in addition to traditional computer resources. Students are responsible for adhering to the appropriate guidelines on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply.

Network storage areas may be treated like school lockers. Network administrators may review files and communications to maintain system integrity and ensure that users are using the system responsibly. Users should not expect that files stored on district servers will always be private.

Access is a privilege, not a right. Access entails responsibility. *This policy also applies to use of Wavecrest Technology off site.*

Acceptable Uses

- Students will have access to computers and the resources assigned to their student ID under the supervision of a staff member or authorized representative.
- Students are responsible for using technology for educational purposes only.
- Students are responsible for properly using and caring for the hardware and software. Users are to seek assistance if necessary and are to report any misuse they witness.
- Students may have independent access to the Internet at designated times. Wavecrest staff reserves the right to limit access to specific sites.
- Students are responsible for recognizing and honoring the intellectual and creative work of others. Copyright laws must be observed; all sources should be cited accurately.

Unacceptable Uses

- Using an ID other than your own or attempting to gain access to unauthorized files or sharing private information with unauthorized people.
- Buying, selling, or advertising anything.
- Installing or downloading software on school technology.
- Tampering with software, files, or hardware. This includes changing passwords, settings, or the work of others.
- Installing or copying a virus, or infecting a computer or the network with a virus.
- Searching for or distributing inappropriate material. This includes material that is pornographic, contains profanity, or promotes violence, discrimination, harassment, or illegal behavior.
- Risking personal safety by posting personal contact information about yourself or other people.
- Wasting district resources with excessive or non-school related printing.

Consequences

Students are responsible for following the Acceptable Use Policy of Wavecrest Career Academy and for reporting any misuse to a staff member. Failure to do so may result in any or all of the following:

- Communication with parents/guardians
- Suspension and/or cancellation of privileges
- Contact with authorities if a violation of laws has occurred
- Full financial restitution for any damage or unauthorized expenses
- Expulsion from school

I _____, have read and understand the acceptable use policy and understand that the usage of technology is a privilege. I agree to follow this policy and understand any violation will result in consequences as outlined.

Student Signature

Date

Parent Signature

Date

Technology Code of Ethics

Technology Code of Ethics

Use of technology at the OAISD is a privilege extended to all users in order to enhance the work and learning environments. Users shall adhere to the rules established by the school for use of hardware, software, labs, and networks, including the Internet and other external sources. The computer hardware, software (including Internet and other network resources) provided by Wavecrest shall be used solely for educational purposes specified by the Board of Directors and staff of the school. The use of computer and related equipment and software for the purposes of sending or receiving information or images of a prurient nature is expressly prohibited. Before being issued an Internet/E-Mail password, staff members must read and sign a User Participation Agreement.

Rights

Users:

- may use hardware and software for which they have received permission to use;
- may access information from resources outside the school which facilitate learning and enhance educational information exchange; and
- may access the Internet to receive and send information pertaining to their educational or job-related needs.

Responsibilities

Users are responsible for:

- Utilizing information technology only for educational purposes, including, but not limited to, the attainment of outcomes, goals, and objectives specified in curriculum documents of the school or otherwise delineated by teachers, administrators, and the Board of Education;
- Using hardware and software in a responsible, non-destructive manner;
- Adhering to the rules, including, but not limited to, those posted in classrooms or computer labs or otherwise specified by school employees, for the use of hardware, software, labs, and networks in the school.
- Obtaining permission from a school official before bringing in their own software and using it on school equipment;
- Avoiding installing computer viruses or enabling the spread of such viruses on school equipment;
- Keeping hardware and software from being relocated, removed from school premises, or modified without permission of an administrator;
- Maintaining the privacy of passwords and are prohibited from publishing or discussing passwords;

- All material received from sources outside the school, including the Internet, under his/her user account and for accepting responsibility for keeping all pornographic material, inappropriate text files, or files dangerous to the integrity of the school's network, equipment, or software from entering the school;
- Adhering to the law and school policy pertaining to copyright and privacy rights in the use of hardware and software and in the transmission or copying of copyrighted text, files, or graphics from any source;
- Avoiding using the technology for personal or private business, for product advertisement, or political lobbying; and
- Avoiding the malicious use of information technology to disrupt the use of technology by others, to harass or discriminate against others, or to infiltrate unauthorized computer systems.

Disciplinary Action

Students and staff violating any of these Rights and Responsibilities will face disciplinary action, which may include:

- Losing technology privileges
- Making full financial restitution for any unauthorized expenses incurred or any damages caused;
- Attending training sessions; and
- Facing additional disciplinary action deemed appropriate in keeping with the disciplinary policies and guidelines of the school system up to dismissal from employment, litigation, or expulsion from school.

INTERNET SAFETY POLICY

It is the policy of Wavecrest that access to the Internet provided by Wavecrest is expected to be used as an educational and/or work-related resources. Access shall be made available subject to such rules and regulations as may be established by the superintendent and/or his/her designee. No use shall be permitted which, in the judgment of Wavecrest is in any way prejudicial or in conflict with Wavecrest's mission and/or policies.

Wavecrest reserves the right to refuse access to the Internet through the school to anyone when it deems it necessary for public interest.

Access to the Internet by Minors

Minors accessing the Internet services provided by Wavecrest shall be subject to the following rules and regulations:

1. Minors shall not access material that is obscene, child pornography, harmful to minors, or otherwise inappropriate for educational purposes.

2. Minors shall not use Wavecrest’s technology or Internet resources to engage in hacking attempts to otherwise compromise any computer or network system’s security
3. Minors shall not engage in any illegal activities on the Internet.
4. Minors should only use electronic mail, chat rooms and other forms of direct electronic communications for purposes related to education within the context of a school-related assignment activity.
5. Minors shall not disclose personal identification information on the Internet.
6. Minors shall be monitored while using the Internet.

Definitions:

1. Access to the Internet – A computer shall be considered to have access to the Internet if such computer is equipped with a modem or is connected to a computer network that has access to the Internet.
2. Minor – shall mean an individual who has not attained the age of 19.
3. Obscene – shall have the meaning given such term in section 1460 of title 18, United States Code.
4. Child Pornography – shall have the meaning given such term in section 2256 of title 18, United States Code.
5. Harmful to minors – shall mean any picture, image, graphic image file, or other visual depiction that:
 - a. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
 - b. Depicts, describes, or represents in a patently offensive way with respect to what is suitable for minors, and actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition or the genitals; and
 - c. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors
6. Hacking – shall mean attempting to gain unauthorized access to computer and network systems connected to the Internet or any computer at Wavecrest.
7. Technology protection measure – shall refer to proxy server managed by Wavecrest that blocks and/or filters Internet access or other means by which access may be blocked and/or filtered.
8. Authorized staff member – as used herein shall refer to an adult staff member appointed by Wavecrest.

Technology Protection Measure

Wavecrest shall use a technology protection measure that blocks and/or filters Internet access to prevent access to Internet sites that are not in accordance with the policies of the school

IX Resources

Resources

Michigan Department of Education – Technology Planning

<http://techplan.org/>

State of Michigan Technology Plan

<http://techplan.org/stp2004update.pdf>

Michigan Educational Technology Standards – K-8 Checklist

<http://techplan.org/METSDraft052405.doc>

Michigan Technology Standards – Content Overview

http://www.michigan.gov/mde/0,1607,7-140-28753_28762---,00.html

Michigan Curriculum Standards & GLCE

http://www.michigan.gov/documents/MichiganCurriculumFramework_8172_7.pdf

ISTE/NETS for Students

<http://cnets.iste.org/students/index.shtml>

ISTE/NETS for Teachers

<http://cnets.iste.org/teachers/>

ISTE/NETS for Administrators

<http://cnets.iste.org/administrators/>

National Education Technology Plan

<http://www.nationaledtechplan.org/>

E-Rate, The Universal Service Fund for Schools and Libraries

<http://www.sl.universalservice.org/>