



# **Noor International Academy**

## **3 - Year Strategic Technology Plan**

### **2014-2017**

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# Noor International Academy

## 3 - Year Strategic Technology Plan

### 2014-2017

#### I. TECHNOLOGY PLAN COVER PAGE

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Starting Date of plan: July 1, 2014  
End Date of plan: June 30, 2017  
Intermediate School District: Macomb Intermediate School District  
URL for Technology Plan: [www.niapsa.org/docs/Tech\\_Plan\\_NIA\\_2014\\_final.pdf](http://www.niapsa.org/docs/Tech_Plan_NIA_2014_final.pdf)

## II. INTRODUCTION: ACADEMY OVERVIEW AND PLANNING TEAM

Noor International Academy (NIA) is a public, non-discriminatory, independent school that admits students from diverse cultural and ethnic backgrounds. It currently offers PreK-6 program serving families that primarily reside in the greater Detroit region. NIA provides an education that will enable the various ethnic traditions, values and experiences of students to enrich and nurture one another. NIA 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 serves 180 students in grades PreK-6 and will be extended to PreK-7 during the 2014-15 school year with expected total 230 students. We expect the enrollment to increase to 260 students (PreK-8) in 2015-16 school year. We plan to have the building renovated and prepared during 2016-17 school year, and move in summer of 2016 serving Pre-K-9 grades.

The mission of Noor International 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 different from one's own.

The Academy shall provide an education that will enable the various ethnic traditions, values, and experience of students to enrich and nurture one another. 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 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.

Noor International Academy 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.

### Planning Team

The planning team consists of the following individuals:

<b>Name</b>	<b>Title</b>	<b>Academy</b>
Nawal Hamadeh	Superintendent & CEO	Noor International Academy
Justine Koszela	Principal	Noor International Academy
Dr. Nizar Al-Holou	Technology Consultant	Professor, University of Detroit Mercy
Rami Hamadeh	Chief Technology Officer	Noor International Academy

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### III. VISION AND GOALS

Noor International 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.

It is the vision of Noor International Academy to:

- 1) Provide parents and children with a high quality education choice.
- 2) Enable the various ethnic traditions, values and experiences of the Academy's students and community to enrich and nurture one another.
- 3) Develop productive, successful citizens of this country and of a global society to prepare students to be competitive in an ever-changing and evolving world.
- 4) Create an educational environment that is conducive to learning by being clean, safe and orderly.
- 5) Promote a culture of life-long learning and accountability.

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

- Integrate technology with teacher training and curriculum development to enhance the learning process.
- Improve NIA 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 5<sup>th</sup> grade. .

The Noor International 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.

Noor International 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 Noor International 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 Noor International 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

Noor International Academy's interactive, research based curriculum is aligned with state and national standards in core subjects such as English, math, science and social studies. In addition, our students will learn to read and write fluently in both English and Arabic, and they will explore many cultures through artifacts, geography, customs, traditions, folklore, and music. NIA thus shows students the path to life-long learning and gives them the tools they need to think and succeed on a global scale.

Noor International 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.

Noor International Academy plans to offer after-school programs to ensure that all students regardless of ability or background have an excellent foundation for academic success. Academic Competency through Enrichment (ACE), our after-school tutoring program will be available to all students. ACE-certified teachers assist students with personal instruction in math, as well as English and language arts. ACE and our summer school program give students access to the extra, individualized attention they need to stay on track and excel in their studies.

### A. Curriculum Integration

The goal of technology at Noor International Academy is to improve the students' quality of education through a curriculum developed and aligned with 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 enhances the quality of, and methods 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 a 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 is a priority. Further, Noor's curriculum has 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. Enhance and deliver course content through computer-based training tools
5. Provide instructional software that facilitates remediation tailored to the specific needs of students and provides automated performance reports and feedback
6. Enhance teaching and learning using technology and telecommunication.

The Academy is planning to use many educational software tools such as Powerschool Studio, Smart Notebook, 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 that will be considered is shown below.

<b>Educational Software</b>
Microsoft Office Suite: Word, Excel, PowerPoint, FrontPage
Smart Notebook software for Smart Boards, Response, and Camera
Scantron Performance Series- Online Testing Software
United Streaming
Kidspiration
Inspiration
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 Leapfrog

## **Identifying and Promoting Curricula and Teaching Strategies**

The Noor International 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. NIA will explore the use of the developed resources available on the web such as The Great Lakes Education Network (GLEN) developmental resources available online at <http://glen.cc/> . 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.
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: Discovery Unitedstreaming is a video download and streaming that instantly delivers over 10,000 educational core-curriculum digital videos and 100,000 clips. 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. Students will use technology to reinforce educational objectives in a variety of areas taught using traditional classroom techniques.
18. 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**



Noor International Academy's dynamic learning environment will be characterized by academic achievement, innovative teaching, student involvement and an integrated experiential curriculum that accommodates various learning styles

At Noor International Academy, there is a commitment to ensure that our students excel and outperform students in traditional schools on Smarter Balanced, Michigan Educational Assessment Program (MEAP) tests in math and language arts. A number of assessments will be used to identify student achievement. The Michigan Educational Assessment Program (MEAP), the Michigan Merit Exam (MME), IOWA, Computer Literacy Assessment, Scantron, and Smarter Balanced assessments will be utilized to assess individual student achievement.

Noor International Academy will take advantage of its sponsorship by Central Michigan University. It will also obtain input from schools such as Wayne State University, University of Detroit Mercy, and Wayne County Community College.

Over time, NIA 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 [**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 [**throughout 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.

### **C. Technology Delivery of Specialized Courses**

Noor International 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.

NIA 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, Michigan Virtual high school resources, and other LMS software such as Moodle or Edmodo.
- 2) Work to identify and establish distance-learning programs with other education programs at Central Michigan University, Bay Mills Community College, 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 (1998), Washington DC: Office of Educational Research and Evaluation, available online at <http://www.ed.gov/pubs/EdTechGuide/>.
- 5) Last but not least, utilizing the funds received through the various grants that the Academy is anticipating to receive. Each year, the Academy will be purchasing and utilizing more equipment for general education, Title I, Title II, Title III, LEP, and assistance in Arabic Foreign Language instruction.

#### **D. Parental Communication and Community Relations**

Noor International Academy has an open door policy for communication between the school and parents. One of NIA's objectives is to engage parents in the learning process of their children. 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. 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. The Noor International Academy's website, <http://www.niapsa.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.

Parent involvement has been instrumental in achieving school improvement goals. The Parent Teacher Committee (PTC) is actively involved in school activities and functions. Several PTC meetings and activities have taken place. To insure maximum parent involvement, we have implemented the Epstein Model as illustrated in the parental policies in our handbooks and parent-student contracts that were approved by the board.

The community is also actively involved in school activities. For example, during March – reading month the students were treated to visits by several guest readers who visited the classrooms and read to the students.

Built on a foundation of above average participation of parents and other community members in the creation and operation of the Noor International Academy's public school, it is in a unique position to maximize this involvement on a community-wide basis. NIA 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 NIA committees (such as **the Curriculum & Materials Committee, Training & Development Committee, Monitoring & Evaluation Committee, and the Community Support Group**). The Noor International 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. Hold locally sponsored events.
4. Arrange meetings, such as parent/teacher conferences, teacher/principal conferences, community forums, etc.
5. Promote parental involvement and increased communication with parents and the community
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 will be:

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

## **E. Collaboration**

Based on its stated mission, Noor International Academy is intently aware of its commitment to the wider community. NIA will utilize 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 will be 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, which expands our own network of community-based partnerships. NIA will participate in this community-wide effort by taking responsibility for heading up those components best matched to its strengths.

Collaboration with parents, businesses and the community via technology will provide 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 Noor International Academy is located in a key geographic location in 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 and technological training is critical for all participants 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 Noor International Academy has a number of staff members with varying degrees of training and knowledge concerning technology. The NIA 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 Noor International 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, NIA'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 Noor International 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 NIA's regular professional development programs.

At the beginning of every year, 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. Classroom management
2. Curriculum alignment with Michigan and National Standards
3. Curriculum mapping
4. Current teaching content and techniques (subject related)
5. File management
6. Using Word, Power Point, and Excel
7. Using Power school software for grade reporting and training

8. Searching for education information online
9. Searching and researching on the Internet
10. Using e-mail and attachments
11. Submission of reports electronically
12. Using multimedia software
13. Using and Searching United Streaming
14. Using and Searching for Distance Learning and Video Conferencing
15. Using Leapfrog Learning Environment
16. Using Microsoft Office Classroom Tools
17. Using Microsoft Classroom Training Tools
18. Conducting research on MEL (Michigan Electronic Library -- a standard resource used in schools)
19. Technology integration into curriculum, using Smart Board, Response, and Camera devices

Noor International 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. NIA 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.

The staff has participated in a number of staff training and professional development (PD) sessions since the school year began. Focus this year has revolved around the school improvement plan and identified major areas of needed improvement. These areas can be summarized as follows:

1. Understanding assessments
2. Improving teaching and learning techniques
3. Curriculum alignment
4. Technology integration
5. Supplemental and support training

#### **Time Line:**

2014-2015:

- 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.

2015-2016:

- 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.

2016-2017:

- 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 Noor International 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;
- NIA's maintenance plan & upgrade policy;
- Selecting computer-based instruction (CBI), Web-based multimedia modules, and DVDs 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.

An effective maintenance program for all computers, software, and networking tools is critical to 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 Noor International 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 and Technical Support Specialists. The Chief Technology Officer and Technical Support Specialists provide day-to-day technical support and maintain an up-to-date inventory of information technology resources (hardware, software, and resource materials). They have developed repair request forms to keep track of repair requests and to ensure response in a timely manner.

Noor International 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, NIA will use some of the training courses available on 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.mivu.org/courses/>). 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://www.techsoup.org/sub\\_resources.cfm](http://www.techsoup.org/sub_resources.cfm). 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:

- NIA has a Chief Technology Officer and Technical Support Specialists 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 and Technical Support Specialists have developed repair request form to keep track of repair requests and to ensure 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 being classified, marked, locked to the table, and documented at the time of acquisition.
- Noor International Academy will utilize other resources available to support the technology program:
  - Macomb ISD resources such as Discovery Education Video Streaming (a.k.a. United Streaming).
  - Michigan Virtual University and Michigan Virtual High school resources.
  - Other education programs at Central Michigan University, 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. American Institutes for Research, Department of Education, available online at <http://www.au.af.mil/au/awc/awcgate/ed-techguide/handbook2.pdf>
  - Well-developed computer-based instruction (CBI), 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 DVDs, South-Western Educational Publishing, and other web tools available on the web. These softwares keep track of student progress in terms of speed and accuracy.



## VI. INFRASTRUCTURE: HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE

### H. Infrastructure Needs/Technical Specification and Design

#### Current Status:

Noor International Academy is located in a 10-classroom state of the art facility in Sterling Heights, Michigan accepting grades PreK-7. It is anticipated that the Academy will be PreK-8 in 2015-16, and that acquiring a new building with renovations will occur so that by summer 2016, NIA will admit PreK-9 students.

#### Future Plan:

Noor International Academy is in the process of assessing the need for telecommunication services, hardware, software, Internet and other services needed. As a result of this assessment, the academy will look for funding sources including SLD. Since its discount rate is 60%, the NIA Academy is planning to apply for Priority one of Universal Service Funding (USF) starting 7/1/2014 for multiple years. This fund will enable the academy to get funding to provide:

1. Telecommunication which covers Telephone Service, Cell Phone Service, Centrex Service, ISDN Lines for Video Conferencing/Distance Learning
2. Dedicated Internet Access: Basic end-to-end Internet access service to support classroom and Library connectivity to the World Wide Web.

The Basic Maintenance and Technical Support is provided by Greyhound in addition to other staff support.

We are planning to renovate the building and update Technology related equipment in 2016-17 and expand to enrollment to include Pre-K-9 grade.

#### Ensuring the Interoperability:

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

### 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 will employ 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 DVD 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 NIA'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 & other LMS software such as Moodle or Edmodo.

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 Noor International Academy's vision for technology and its goals and expectations for student learning. Development of the budget required consideration of the following key areas:

- Salaries and benefits for personnel to provide on-site technical support
- Contracting services to for educational, technical, and assessment support
- Training and professional development needs
- Hardware and networking cost
- Software and curriculum support
- Internet access fees and dues
- Maintenance and technical support
- Wiring and network installation and setup
- Telecommunications: Local Phone service, Long Distance, ISDN, Distance Learning, and cell phone services

### Three-Year Budget Projections (Major Categories)

#### Year 1 Budget

<b>NIA- 2014-15 FY Budget</b>			
<b>Item</b>	<b>Total</b>	<b>Other Grants: SLD, Title I, II and the Academy</b>	<b>Academy Contribution</b>
Salaries and benefits for personnel to provide on-site technical support	10000	0	10000
Contracting services for educational, technical, and assessment support	12000	0	12000
Training and professional development	7000	5000	2000
Hardware, curriculum and software cost	7000	5000	2000
Internet access fees and dues (including Email)	1300	780	520
Maintenance	19760	3000	16760
Telecommunications: Local Phone and Fax service, Long Distance, ISDN, Distance Learning, and cell phone services	4,000	2400	1,600
<b>Total NIA- 2014-15FY Budget</b>	<b>\$56,060.00</b>	<b>\$11,180.00</b>	<b>\$44,880.00</b>

**Year 2 Budget**

<b>NIA- 2015-16 FY Budget</b>			
<b>Item</b>	<b>Total</b>	<b>Other Grants: SLD, Title I, II and the Academy</b>	<b>Academy contribution</b>
Salaries and benefits for personnel to provide on-site technical support	10000	0	10000
Contracting services for educational, technical, and assessment support	12000	0	12000
Training and professional development	7000	5000	2000
Hardware, curriculum and software cost	10000	5000	5000
Internet access fees and dues (including Email)	1500	900	600
Maintenance	19760	3000	16760
Telecommunications: Local Phone and Fax service, Long Distance, ISDN, Distance Learning, and cell phone services	4,000	2400	1,600
<b>Total NIA- 2015-16FY Budget</b>	<b>\$64,260.00</b>	<b>\$16,300.00</b>	<b>\$47,960.00</b>

**Year 3 Budget**

<b>NIA- 2016-17 FY Budget</b>			
<b>Item</b>	<b>Total</b>	<b>Other Grants: SLD, Title I, II and the Academy</b>	<b>Academy contribution</b>
Salaries and benefits for personnel to provide on-site technical support	15000	0	15000
Contracting services for educational, technical, and assessment support	12000	0	12000
Training and professional development	7000	5000	2000
Hardware, curriculum and software cost	15000	10000	5000
Internet access fees and dues (including Email)	3000	1800	1200
Maintenance	39,520	6000	33,520
Telecommunications: Local Phone and Fax service, Long Distance, ISDN, Distance Learning, and cell phone services	5000	3000	2000
<b>Total NIA- 2016-17FY Budget</b>	<b>\$96,520.00</b>	<b>\$25,800.00</b>	<b>\$70,720.00</b>

Timetable

<b>Year 1 - Phase I.</b>	<b>July 2014- June 2015</b>
July-October	Determine School's Filing Options for Funding from Universal Service Administrative Company (USAC/SLD); Develop and evaluate technology infrastructure needed for the new building
December	Apply for SLD Funding (Form 470) for new Funding year
January-March	Submit USF-471 application.
Feb.-March	Identify grants and sources of additional funding sources
April-June	Establish initial training schedule
<b>Year 2 - Phase II.</b>	<b>July 2015- June 2016</b>
July-September	Survey teachers/staff to determine their technology level
September-October	Begin staff training needs assessments and create resource matrix;
November -December	Apply for SLD Funding (Form 470) for new Funding year
January-February	Submit USF-471 application.
March	Revise training schedule; develop applications according to required schedules; assess students
April-June	Identify grants and sources of additional funding sources
<b>Area</b>	<b>Major objectives for Year 2</b>
Student Learning	Use computers and basic software Learn how to use the Internet for research and communication
Professional Development	Integrate technology-driven instructional activities into the curriculum Use specific curriculum software. Communicate with other professionals via the Internet
<b>Year 3 - Phase III.</b>	<b>July 2016- June 2017</b>
July-August	Develop training schedule for Phase III (new and existing teachers); Purchase and install additional software
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.
March-May	Identify grants and sources of additional funding sources
June	Complete and submit required project reports
<b>Area</b>	<b>Major objectives for Year 3</b>
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

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
- Title I, Part A Regular and American Recovery and Reinvestment Act (ARRA)- Improving Basic Programs
- Title I, Part C - Education of Migratory Children
- Title I, Part D Regular and ARRA - Prevention/Intervention for Delinquent Children/Youth
- Title II, Part A - Teacher and Principal Training and Recruiting
- Title II, Part D, ARRA - Enhancing Education Through Technology
- Title III, - Language Acquisition Program
- Title VI, Part B - Rural and Low-Income School Program
- Elementary & Secondary School Counseling Demonstration Program
- Reading is Fundamental (RIF)
- Fresh Fruit & Vegetables Program (FFVP)
- 21st Century Community Learner Center Project (21CCLC)
- Investing In Student Achievement (i3)
- Authorizer Grants
- Goldenrod Research Youth Touch Grant
- NIA contribution from State Aid
- Private Foundations and Donations such as Walton Foundation, IDEA, Startup Grant
- Academy Fund-raising Activities

Finally, the Noor International 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.

## **K. Coordination of Resources**

The Noor International Academy will coordinate the resources from different funding sources mentioned in the previous section. Moreover, NIA receives donations from education partners and foundations. Resources will be coordinated among all of the programs and funding sources.

The budget is driven by NIA'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 , E-Rate and At-Risk to provide most of initial cost and ongoing costs.
- Replacing equipment every 4-6 years

To accomplish this, Noor International Academy will coordinate Title I, Title II, Title VI, E-Rate, 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. NIA 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. NIA will also allocate 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 Noor International 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.

NIA will employ the following strategies:

1. Noor International 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 NIA's current status of technology and provide a recommended infrastructure.
4. The goals that are unmet will be addressed and may be revised to be more realistic and attainable.

The Noor International 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 Learning 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.

The Academy's Board of Directors has reviewed and approved the Internet Acceptable Use Policy for Students and Staff in an open public meeting, where the public is invited to attend a public meeting that addressed:

- 1. The proposed technology protection measure.
- 2. Internet safety policy.

The Academy has been educating students about cyber-bullying/appropriate online behavior and education for all minors in the classroom, online resources, and large assemblies.

## Attachment A

### Educational Resources for Teachers

Many more resources are also available on Academy website: <http://www.starpsa.org>

Sites at a Glance	Web <u>Links</u>	<u>Lesson Plans</u>	Searchable Database	Bulletin Board, Chat Room
ALPS Active Learning Practices for Schools <a href="http://learnweb.harvard.edu/alps">http://learnweb.harvard.edu/alps</a>	✓	✓	✓	✓
B.J. Pinchbeck's Homework Helper <a href="http://www.bjpinchbeck.com">www.bjpinchbeck.com</a>	✓			
Carol Hurst's Children's Literature Site <a href="http://www.carolhurst.com">Http://www.carolhurst.com</a>		✓	✓	
Teacher/Pathfinder <a href="http://teacherpathfinder.org">http://teacherpathfinder.org</a>	✓	✓		
TeachersFirst <a href="http://www.teachersfirst.org">www.teachersfirst.org</a>	✓	✓	✓	
Science Education Gateway <a href="http://cse.ssl.berkeley.edu/segway">http://cse.ssl.berkeley.edu/segway</a>		✓		
SCORE Science <a href="http://scorescience.humboldt.k12.ca.us">http://scorescience.humboldt.k12.ca.us</a>		✓	✓	✓
Reach Every Child <a href="http://www.reacheverychild.com">www.reacheverychild.com</a>	✓	✓		
TechLearning <a href="http://www.techlearning.com">www.techlearning.com</a>				
Survey Indicates Increased Use Of Filters <a href="http://www.nytimes.com/library/tech/99/05/cyber/education/12education.html">www.nytimes.com/library/tech/99/05/cyber/education/12education.html</a>				
Schools Careful About Posting Photos Online <a href="http://www.nytimes.com/library/tech/99/06/cyber/education/16education.html">www.nytimes.com/library/tech/99/06/cyber/education/16education.html</a>				
Non-Traditional Teachers More Likely To Use The Net <a href="http://www.nytimes.com/library/tech/99/05/cyber/education/26education.html">www.nytimes.com/library/tech/99/05/cyber/education/26education.html</a>				
The Education News Service for Teachers & Administrators <a href="http://www.educast.com/html/cindex.html">www.educast.com/html/cindex.html</a>				

## 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):** \_\_\_\_\_