
Technology Plan

July 1, 2007- June 30, 2010

www.flagshipacademy.org

Flagship Charter Academy

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Technology Plan July 1, 2007- June 30, 2010

Flagship Charter Academy

School Contact Information

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District Name:	Wayne
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URL for technology plan on Web:	www.flagshipacademy.org
Years covered by plan:	2007-2010
Start date of plan:	July 1, 2007
End date of plan:	June 30, 2010

Introduction

About Flagship Charter Academy

School Technology Purpose Statement

Working in partnership with parents and community, Flagship Charter Academy mission to challenge each child to achieve success. We expect our students to master basic skills and realize their full academic potential in preparation for higher education and adulthood.

Vision

All students will be computer literate by Eighth Grade.

Goals

For Flagship Charter Academy teachers to use lessons integrated with technology, to meet technology standards for staff and students. Teachers to be given technology professional development opportunities regularly during the year in alignment with school improvement plan objectives. FCA will continue to encourage parents to volunteer to work with Library Media staff to maximize the service of the school. To regularly identify goals and asses progress of FCA educational technology plan.

School History & Demographics

Flagship Charter Academy was founded in 2007 by local board of directors. Subsequently, National Heritage Academies was hired to provide professional services to Flagship Charter Academy. Flagship currently has 402 students enrolled for the 2007-2008 school year.

The population of the school reflects that of the surrounding community and is broken out as detailed below:

School Demographics

	Female	Male	Total
American Indian/ Alaska Native/Native Hawaiian	0	0	0
Asian American	0	0	0
Black/African American	182	220	402
Hispanic/Latino	0	0	0

White	0	0	0
Totals	182	220	402

School Affiliation & Philosophy

In order to fully understand the role of technology at Flagship Charter Academy, it is important to understand the relationship between the school and the company contracted to provide professional services.

National Heritage Academies (NHA) is an Educational Services company founded in 1995 to support charter schools with professional management services. Since its first contract with Excel Charter Academy in Grand Rapids, Michigan, NHA has expanded to support 55 schools serving over 32,000 students in 2006-2007.

NHA provides shared services between the schools it manages including, but not limited to:

1. Facility management
2. Curriculum support & staff development
3. Human resource support
4. Accounting and finance support
5. Board relations
6. State compliance & reporting
7. Technology infrastructure design, management, and support

NHA affiliated schools maximize school success through a deliberate process of sharing common resources to leverage economies of scale and sharing best practices to drive for continuous improvement.

For more information about National Heritage Academies, please refer to the NHA website, <http://www.heritageacademies.com>.

High Student Performance

Student achievement is the bottom line for measuring success at Flagship Charter Academy. Bearing this in mind, all activities and programs are evaluated using this metric. Technology, therefore, adds value in as much as it positively impacts student achievement.

We believe that “how” technology is applied in the classroom is substantially more important than “how much” or “how often” technology is applied. Technology’s role in an instructional setting must be deliberate, well-designed and continuously assessed. Ultimately, the successful application of technology for learning lies in the alignment of curriculum, staff preparedness, the quality and availability of training, responsive support systems, and the existence of a reliable and accessible infrastructure.

Safe, Orderly, and Caring Schools

Flagship Charter Academy relies on NHA's proprietary Moral Focus curriculum as a core element for developing a safe, orderly, and caring school environment. In this environment, students learn to make decisions based on morals.

In a culture that is increasingly dominated by the presence of technology, students must be able to see the connection between actions and consequences. Just as NHA aligns its technology with its instructional goals and objectives, the policies relating to technology use must align with the development of strong moral character and good citizenship. This alignment is reflected in documents such as the Acceptable Use Policy [AUP] (see **Appendix**), Internet Usage Policy, the application of copyright laws, etc.

In an effort to ensure safety in the school environment, technologies such as classroom telephones, security systems, and facility monitoring systems are leveraged.

Quality Teachers, Leaders, and Staff

Flagship Charter Academy is committed to developing an environment that fosters professionalism, personal growth, and knowledge acquisition. Technology plays a key role in the development of this environment by providing tools that can increase productivity, allow access to NHA's curriculum resources, and connect teachers with diversity rich resources. To develop truly world-class teachers and administrators, Flagship Charter Academy will implement a targeted staff development program designed to help the teachers at school become more effective in their various roles by leveraging technology. This staff development effort will be supported by NHA resources and methodologies as part of a larger staff development effort.

Strong Family, Community, and Business Support

Flagship Charter Academy is committed to partnering with parents as a foundational element of our educational program and the development of a strong school culture. Accordingly, over the 2007-2008 school year, a technology committee made up of Flagship Charter Academy administration, teachers and parent consultant was established to begin the initial process of developing and finalizing this plan.

With the support of NHA, Flagship Charter Academy believes that communication technology can be a powerful force in removing the barriers that sometimes exist between the classroom and the living room. National Heritage Academies has developed a Student Information System that enables Parents to access school information from the internet with a secure connection to the schools information and student's records. Newsletters are also available through AtSchool. Parents are granted access to a computer in the Parent room at Flagship Charter Academy and are offered training resources to access the system. Additionally, the application of technology will, in the future, provide parents with access to supplemental curricular materials that will reinforce the students' classroom experiences.

The use of technology also provides Flagship Charter Academy with the ability to involve the greater community in the life of the school. With tools already in place, FCA can make school-related information publicly available on the school Web site. The use of such tools as E-mail and Video conferencing, make the boundaries of the school more transparent,

leading the way to interactions between students, staff, and professionals in the community.

Effective and Efficient Operation

Flagship Charter Academy derives several significant benefits through our association with NHA. Chief among these is access to professional services and resources that would otherwise be unaffordable. Because Flagship Charter Academy is one of 55 schools receiving services from NHA, we are able to take advantage of a shared services model that results in economies of scale. Through our contract, we are serviced by a professional technical team that provides FCA with consulting, implementation, and support for all technology efforts. As a result of these shared services, our school is part of a network of other schools and best practices are shared readily. Ultimately, the partnership between FCA and NHA allows the school's staff to focus its efforts on the delivery of instruction and student achievement without spending a disproportionate amount of money implementing and supporting technology.

Curriculum and Instruction

Current Situation

While NHA provides a recommended curriculum scope and sequence for technology use and skill development, Flagship Charter Academy is focused on implementing these resources to ensure that all students to develop the requisite computer skills to be technologically literate by the time they leave the Eighth Grade.

With access to technology as outlined in the infrastructure & connectivity section of this plan, Flagship Charter Academy has the resources necessary to effectively deliver the curriculum. In addition, the school allocates time for technology use to meet NCLB and state standards.

Time Committed to Technology Instruction (Weekly)	
Kindergarten	20 minutes
First Grade	20 minutes
Second Grade	30 minutes
Third Grade	30 minutes
Fourth Grade	30 minutes
Fifth Grade	30 minutes

Additional technology use is expected outside of technology-specific instruction. Students are asked to use technology to further their academic development through its use in content-specific projects such as curriculum-based presentations, classroom simulations, and developing information literacy skills.

Flagship Charter Academy encourages the teachers' use of technology by providing building level support through the Library Technology Specialist (LTS). Based in the school, the LTS collaborates with teachers on a regular basis to identify and support technology integration opportunities within the classroom. NHA provides professional learning opportunities throughout the year locally and conferences sponsored by the Service Center on an annual basis. New Teacher Orientation is provided to all new LTS' as well as teaching staff annually in August.

Strengths of the Current Model for Technology & Instruction

- Technology-infused lessons have been collected, developmentally sequenced, and indexed. Each NHA affiliated school has access to a collection of lessons designed to integrate technology use with the academic curriculum while developing technology skills so that students are technologically literate by the Eighth Grade.
- Each technology integrated lesson has an assessment component of which teachers can transfer student abilities (data) to a checklist for clear record keeping and progression of skill development of each student.

- Teachers at NHA schools have a high degree of flexibility regarding technology use in the classroom. Within the context of a rigorous academic curriculum, technology is leveraged to support and enhance instruction as teachers see fit.
- LTS' manage the training and technology skill development within the school to encourage and support appropriate use of technology, to provide or develop curricular resources for teachers, and to encourage acceptance of technology integration through small group and large group learning opportunities.
- LTS' have assisted teachers to be more thorough in their assessment of student skill levels and to re-teach areas where gaps in learning have occurred.

Future

Philosophy

By incorporating NHA's approach to technology into the school environment, students at Flagship Charter Academy will develop information literacy skills through a comprehensive technology curriculum. These skills will be transferred through the contextual use of the technology in the course of academically related activities. Teachers will develop an appropriate technology skill-set through well-aligned staff development opportunities and will apply these skills in his/her instruction.

Developing Technology Skills

NHA's core academic curriculum is very rigorous, focuses on the development of foundational skills and background knowledge. NHA approaches the acquisition of technology skills in much the same way. From this perspective, it is essential that instructional time be provided for the development of these skills. Of equal importance, however, is the ability to prioritize this instructional time relative to the core academic areas.

Flagship Charter Academy approaches the formal acquisition of technology-related skills deliberately. While computer technologies should be used at all grade levels to support the delivery and enhance the effectiveness of instruction. During the upper elementary years, grades 3-5, the curriculum calls for students to develop specific technology skills that align with state and national standards. With the ultimate goal of having each 8th grade student technology literate, technology-skill instruction will be addressed in the context of academic coursework during each student's middle school education. Teachers in grades 6-8 will continue to include the development of computer skills in their classroom activities and students will be expected to apply these skills appropriately to enhance their learning and to produce academic work in preparation for their entry into secondary school.

Technology Approach by Grade Level

	Philosophy / Approach	Resources
K – 2	<p>Technology is used throughout the curriculum to enhance instruction as appropriate and as indicated in the curriculum guidelines.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Students access technology in the classroom (mobile computer labs) or the media center as part of an instructional activity. Use of technology is designed solely to reinforce mastery of the content material. • Teachers use technology to enhance the presentation of material to their students through simulation, projection, etc. 	<p>LCD projectors, Internet connectivity Limited student access to computers in common spaces or in the classroom</p> <p>Basic computer skills introduced in lab and classroom setting.</p> <p>A field study is being developed for 2007-2008 to create a five day unit to provide basic technology instruction to K-2 students.</p>

<p>3 – 5</p>	<p>Instructional time is dedicated to developing specific technology skills such as:</p> <ol style="list-style-type: none"> 1. Computer operations 2. File management 3. Word processing 4. Keyboarding 5. Presentation tools 6. Spreadsheet use 7. Database basics 8. Internet use & responsibilities <p>Examples:</p> <ul style="list-style-type: none"> • All fourth grade students take part in a 9 week keyboarding course with periodic refresher lessons throughout fifth grade • Teachers provide students with technology-specific instruction to prepare them to apply the use of technology to their learning. For example, a teacher may give instruction on writing formulas in a spreadsheet in preparation for a unit in which data will be stored and evaluated using a spreadsheet. • Teachers will use a combination of curriculum-aligned activities and fully technology-integrated units of curriculum to deliver instruction and build technology skills as dictated by the Technology scope & sequence. 	<p>LCD projectors, Internet connectivity Regularly scheduled student access to computers required in either a shared space (lab / media center) or in the classroom.</p>
<p>6 – 8</p>	<p>Instructional time in the middle is devoted to developing specific technology skills in an authentic learning context. The skills developed in the middle school build on those developed in the upper elementary grades and expand to include:</p> <ol style="list-style-type: none"> 1. Digital imaging 2. Digital audio 3. Desktop publishing 4. Presentation 5. Basics of good design 6. Web page authoring 7. Application integration 8. Appropriate Internet use <p>Examples:</p> <ul style="list-style-type: none"> • Students will be asked to create and incorporate various digital media elements into consistent and cohesive projects that support the curriculum such as presentations, Web sites, spreadsheets, etc. • Teachers will require students to begin to view technology as a tool for producing academic work, undertaking research, and 	<p>LCD projectors, Internet connectivity Pervasive student access to computers required in either a shared space (lab / media center) or in the classroom. The technology should become part of the tools used in the classroom.</p>

Timeline for Curriculum Integration

The following timeline serves to address the integrated technology activity a student will participate in at Flagship Charter Academy:

Grade Level	Integration Activity
K - 2	Classroom teachers are encouraged to lead technology integrated lessons when possible. They have access to NHA online resources and students K-2 are prepared to use technology with a "Tech Week Unit" on basic skills. Students are able to use the computer lab in the library/media center for a portion of their scheduled library time.
3 - 6	<p>Classroom teachers will teach technology integrated lessons encompassing the Technology Scope and Sequence within their core academic curriculum.</p> <p>Option 1: By following the recommended technology lesson sequence for Open Court (found on Curriculum Center), the teacher will accomplish the Technology goals for that grade level within the framework of the Open Court Reading Curriculum.</p> <p>Option 2: Alternatively, teachers may follow the recommended technology lesson sequence termed "Cross-Curricula" and will meet the technology objectives for that grade level within the framework of the core curriculum.</p>
7 - 8	Classroom teachers will continue to integrate technology into the core subject areas. In addition, a "Computer Teacher" will instruct students on the technology skills necessary to complete a technology literacy exam successfully. Students will be able to successfully complete an exam and will also be introduced to advanced technology concepts.

Technology's Role in the Academic Curriculum

Although specific technology-related skills are not treated equally at each grade level, the underlying philosophy regarding technology's role in the delivery of instruction is consistent across all grade levels. Flagship Charter Academy views technology as a powerful tool with the potential for enhancing the delivery of instruction and improving student achievement. To that end, teachers and students have access to tools (such as computers, scanners, digital cameras, LCD projectors, etc.) and curriculum that can unlock the potential of these digital technologies. All teachers will be expected to develop basic competencies in the use of teaching technologies (see Technology Staff Development section of this document) and to use these technologies appropriately to enhance the delivery of instruction. Additionally, NHA must continue the development of curriculum that capitalizes on the multi-modal aspects of digital technology. (See **Appendix** for details of the Technology Skills Scope & Sequence)

Online Access to Curriculum

Internet-based technologies streamline the process for distributing of information. Within the www.heritageacademies.com website the teachers can access of a collection of curricular resources made developed for and aligned with the NHA Exemplars 2007-2008. These resources include:

- Unit plans
- Lesson plans
- Background readings
- Presentations
- Activities
- Handouts
- Interactive Web sites
- United Streaming/Discovery Education annual subscription
- Assessments
- Reading lists and Accelerated Reader program
- Handbooks

Each resource in this collection is aligned with specific content standards. Many of the lessons are also aligned with specific technology-skill objectives.

Managing Curriculum with Technology

To support the management of student performance information at Flagship Charter Academy, NHA will develop and implement a tool set that will enable regular reporting of student performance based on assessment data. Teachers will be able to access the curricular resources that align with content standards and assessment tools. The use of information technology in this process is vital to the management of the data and reporting both teachers and school leaders need. Flagship Charter Academy has employed an Instructional Coach to help support teachers with data analysis of student achievement and instructional support.

Goals

Goal	Objective/ Strategy	Resources Needed (Human & Material)	Person(s) Responsible	Budget Needs	Time-line (Beginning & Ending dates)	Method of Evaluation
1. Teachers will use curricular lessons infused with technology to meet the requirements of both the NHA Technology Scope & Sequence and the Michigan Educational Technology Standards.	Complete a minimum of 1 lesson/project that incorporates technology for each core subject area (Language Arts, Math, History, and	Library Technology Specialist Academic Curriculum Resources. Technology Scope & Sequence.	LTS Individual Classroom Teacher.	Annual Professional Development budget	Beginning August 2007 Ending June 2010	Teachers will use the Technology Skills Assessment Checklist quarterly to measure student skills. Student portfolios will be kept and updated to document projects.

	Science).	Appropriate network Hardware & Software.				
2. Teachers will teach and reinforce skills specific to technology in the context of the regular academic curriculum.	Complete a minimum of 1 lesson/project that incorporates technology for each core subject area (Language Arts, Math, History, and Science).	Library Technology Specialist Academic Curriculum Resources. Appropriate network Hardware & Software.	Library Technology Specialist Individual Classroom Teacher.	Annual Professional Development budget	Beginning August 2007 Ending June 2010	Teachers will use the Technology Skills Assessment Checklist quarterly to measure student skills. Student portfolios will be kept and updated to document projects.

Staff Development

Current Situation

Staff development is a critical element in the successful implementation and integration of technology in the school environment. Flagship Charter Academy understands the value of staff development and has dedicated the LTS to support this function.

Training and staff development are often underrated elements of successful technology implementation. Flagship Charter Academy is committed to including a technology plan that includes a well-organized and comprehensive staff development component. This component must be aligned with the academic curriculum, educational philosophy of the school, and it must ultimately focus on improving student achievement.

Future

Developing a Framework

- Flagship Charter Academy will utilize the staff development survey developed by NHA
- This framework is aligned with the NHA provided curriculum, the school's technology infrastructure, and personnel model for technology support.
- The NHA technology staff development framework contains several component processes. The core curriculum for staff development activities is based on both state and ISTE (International Society for Technology in Education – www.iste.org) standards.
- The NHA technology staff development framework relies on the school leader and the school improvement team to establish this priority. This priority is aligned with the goals identified in the school improvement plan and is reflective of the anticipated needs of the school environment.
- The LTS and the principal will meet on a regular basis to assess the technology development of the school staff and also to assess the technology integration within the classroom environment.
- Flagship Charter Academy teachers will use the NHA Scope and Sequence for Teachers to assess their individual technology skill level.
- Using the information gleaned from the individual self-assessments, the LTS will work with each staff member to develop individual staff development goals. Ideally, these goals should be tied-in to each staff member's personal performance goals. By agreeing on individual goals, teachers, the school leader, and the LTS have clear expectations and accountability.
- The LTS will provide on-site training opportunities to staff through the LTS.

- NHA is committed to developing an enhanced staff development curriculum that can support self-paced learning, online delivery, small-group training, or whole instruction.
- The school leader, teachers, and the LTS will work together to identify the most effective means for the delivering staff development. NHA will support the LTS by providing ongoing professional learning opportunities, through conferences, Web Ex workshops and regional training opportunities.
- The approach to technology staff development will address the technology performance gaps for all staff members.
- School leaders, paraprofessionals, and administrative support personnel will demonstrate the ability to utilize data systems effectively.

Flagship Charter Academy will evaluate the effectiveness of the technology staff development efforts and program annually through a summative self-assessment at the end of the school year. The results from this self-assessment should indicate deficiencies in the delivery of the staff development program and will define the goals of the technology staff development resources.

Staff Development Calendar

Professional Learning Opportunities – LTS FALL 2007 Calendar

Professional development is two-fold for the Library Tech Specialist. The LTS is required to obtain professional development for his or herself as well as be the source of delivery of professional development to his or her staff of teachers.

To ensure that the Library Tech Specialist (LTS) obtains the information necessary to provide quality professional development for teachers; on-going professional learning opportunities are planned by the Library and Ed Tech Instructional Support team throughout the year. These opportunities may include small and large group sessions, individual trainings, conference calls, Web-Ex conferences, and Video conferences. This calendar is updated periodically and can be found on the Library and Ed Tech SharePoint site: <https://my.heritageacademies.com/teams/education/LibraryEdTech/default.aspx>

Also included in this calendar is the recommended timeline for delivery of professional development from the LTS to the classroom teachers.

Date	Professional Learning Opportunity	Focus
Monday-Friday	New Teacher Orientation – Conference in Grand Rapids, MI	New Teacher Orientation – for new LTS
Wed - August 22	AtSchool WebEx Time 1:00-2:00	Progress Reports/Publications
Wed – September 5	AtSchool WebEx Time 1:00-2:00 – Please invite your Principal!	Discipline
September	WebEx – How to “do” professional Development in your building	Details to be announced
September 15	<i>Schedule Meeting with Principal to evaluate and schedule PD – Complete survey on Sharepoint</i>	<i>Staff technology literacy and student technology literacy goals</i>
Wed – September 19	AtSchool WebEx Time 1:00-2:00	Progress Reports/Publications
Wed – September 26	AtSchool WebEx Time 1:00-2:00	Report Cards
Wed – October 3	AtSchool WebEx Time 1:00-2:00	Discipline
Wed - October 24	AtSchool WebEx Time 1:00 -2:00	Report Cards
October 15	Integrated Technology and Information Literacy Lessons	Create portfolio of effective lessons to add to our NHA Technology Curriculum Resources – Complete Monthly survey
October	Accelerated Reader Workshop	West Michigan
October	Continue to plan and evaluate Staff	Student achievement

15	<i>PD with Principals – Complete survey on Sharepoint</i>	<i>aligned with staff development assessment</i>
November 15	Integrated Technology	Information Literacy Focus – add to school portfolio – complete survey on Sharepoint
November 12-16	NHA Fall Learning Institute	Details announced at your buildings
December 15	Integrated Technology	Enhancing the classroom learning activities add lessons to school portfolio – complete survey on Sharepoint site
December	Technology Integration Lesson Plans	

Other Staff Development Efforts

Recognizing the challenges that come with an opening a new school Flagship Charter Academy has made use of the resources available to implement technology. In order to train staff that was all new to National Heritage Technology, all teachers attended New Teacher Orientation where they received instruction on the National Heritage Academies Technology Systems.

Goals

Goal						
1. Annual technology development plans will be created by the Technology Facilitator.	Administer self-assessment survey to the staff for the creation of individual staff development plans.	LTS Staff Survey. Individual staff Development Plans.	LTS	NHA operations budget allocations for Flagship Academy Educational technology	Beginning August 2007 Ending June 2010	Staff list of individual technology staff development plans.
2. Professional Development will be delivered in multiple mediums to meet the various needs of individual teachers.	Provide training in appropriate medium based on individual staff development plan.	LTS Training Materials. Access to various training resources.	LTS	NHA operations budget allocations for Flagship Academy Educational technology	Beginning August 2007 Ending June 2010	Staff Survey.
3. Technology will be effectively used in the regular academic curriculum by the school staff.	Complete a minimum of 1 lesson/project that incorporates technology for each core subject area (Language Arts, Math, History, and	LTS Grade level lesson plans. Hardware and software resources.	LTS Teacher(s).	NHA operations budget allocations for Flagship Academy Educational technology	Beginning August 2007 Ending June 2010	Checklist of projects completed per teacher.

	Science).					
4. School improvement goals and individual professional growth plans will be reflected in technology staff development.	Align SIP goals with staff technology survey goals.	LTS/LTA SIP. Staff survey.	LTS/LTA	NHA operations budget allocations for Flagship Academy Educational technology	Beginning August 2007 Ending June 2010	Revised staff survey.

Connectivity & Infrastructure

Current Situation

Through its affiliation with NHA, Flagship Charter Academy benefits from the professional services and shared infrastructure provided to all NHA affiliate schools. This infrastructure has been developed to support the needs of the school while minimizing the cost by effectively managing the infrastructure lifecycle, accessing shared resources, and leveraging economies of scale.

The current infrastructure at consists of the following elements:

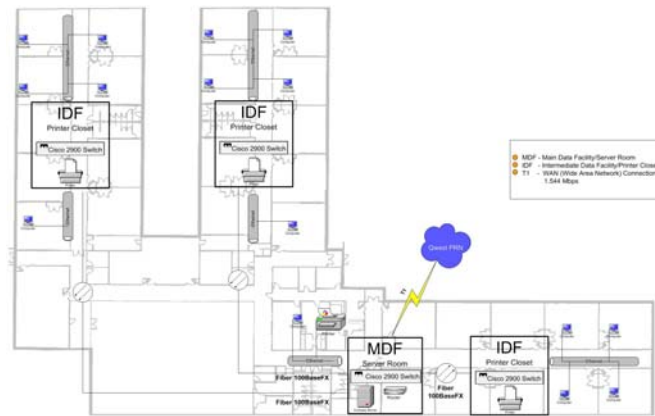
- 1) Local Area Network (LAN)
- 2) Wide Area Network (WAN)
- 3) Internet Access
- 4) Telephony

LAN Infrastructure

facility is cabled with a minimum of Category 5 wiring throughout the building. Each physical room in the building (except restrooms and mechanical closets) contains at least one data port with all classrooms containing at least 4 ports. There are currently a total of approximately 200 ports in the building. All data ports are terminated in one of 4 Closets. The closets are connected via fiber optic cabling.

The active networking hardware operates at 100Mbps in a completely switched environment; providing 100Mbps access to each device on the network. The LAN utilizes

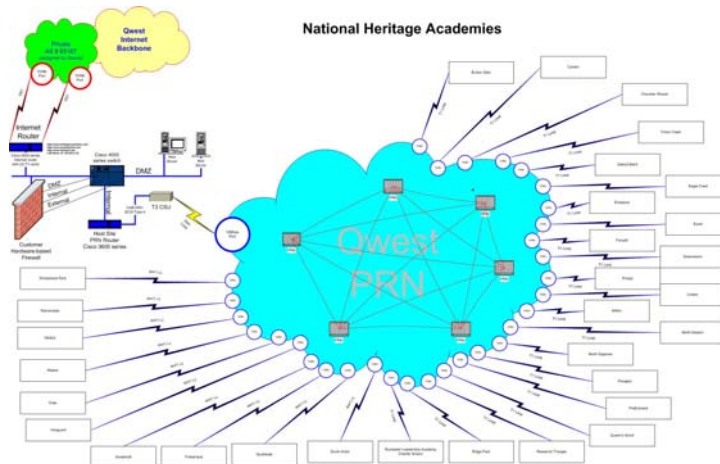
TCP/IP exclusively. This component of the infrastructure is detailed more clearly in the diagram below:



The LAN was designed and installed by NHA’s technology staff. All LAN management is handled through remote management tools by the NHA technical staff. The NHA technology staff makes periodic visits to the schools and also contacts the appropriate local contractor to resolve immediate needs.

WAN Infrastructure

Flagship Charter Academy receives many of its data services through its access to the NHA provided WAN. The WAN connectivity provides access both to NHA resources and to the Internet. The school currently has a T1 circuit provisioned through Qwest Communications. This circuit uses Qwest’s Premium RPN service to connect securely to all other NHA sites in a “hub and spoke” topology. (see WAN diagram below)



WAN connectivity is monitored and managed remotely by the NHA technology staff. A WAN engineer at NHA maintains responsibility for circuit, equipment, and configuration issues.

Internet Access

Internet access for Flagship Charter Academy is obtained through the schools connection to the NHA WAN. All traffic emanating from the school is routed through a web filtering solution. All incoming SMTP traffic is routed through a content filtering application to reduce the amount of unsolicited E-mail received by staff. By providing firewall, SMTP, and HTTP filtering at a single Internet connection point, NHA is able to provide Flagship Charter Academy with reliable services that meet or exceed CIPA guidelines while minimizing the overhead cost to the school.

Telephony Infrastructure

Telephone access is provided in every classroom at Flagship Charter Academy through 3Com's NBX voice over Ethernet system. The telephone system provides a high degree of functionality and individual voicemail. The NBX system includes a Web-based configuration tool employed by NHA's technology staff to provide support remotely for telephone issues. The specification for the NBX system our outlines in the table below:

System capacity: Supports up to 200 devices (lines and stations), including up to a maximum of 100 PSTN Central Office lines and up to 80 hours voicemail storage
PSTN gateway options: Loop-start analog, T1/PRI, E1/PRI, ISDN BRI-ST
WAN port connections: Via external router with IP-ToS support
LAN port connections: one 10 Mbps MDI (RJ-45) and one BNC Coax Connector on the call processor
Analog phone devices: Supports 2500 series-compatible analog devices, including cordless phones, fax machines, night bells, and door ringers
Network standards: 100BASE-T, 10BASE-T, 802.1p/Q, 802.2, 802.3, IP, IP-QoS, IGMP
Application standards: TAPI 2.1, TAPI/WAV, IMAP4, HTTP, H.323

Future

The development of a flexible and connected infrastructure for Flagship Charter Academy is important. However, it is even more important that this infrastructure be designed to handle the applications that drive the instructional program at the school. Through its relationship with NHA, relies on NHA for support of both its curriculum and its IT infrastructure. These departments at NHA must work closely with school officials to ensure that adequate resources are available to meet the needs of students.

Goals

Goal	Objective / Strategy	Resources Needed (Human & Material)	Person(s) Responsible	Budget Needs	Time-line (Beginning & Ending dates)	Method of Evaluation
1. All staff members will have their own computer.	Identify staff needs and purchase appropriate number of computers.	LTS Staff Needs List.	LTS Administrator.	NHA operations budget allocations for Flagship Academy Educational technology	Beginning August 2007 Ending June 2010	Annual review of technology inventory and refresh schedule for Flagship Academy.
2. Allocate and distribute hardware throughout the building to meet instructional requirements and improve student achievement.	Provide greater access of computers to students.	LTS Computers.	LTS	NHA operations budget allocations for Flagship Academy Educational technology	Beginning August 2007 Ending June 2010	Annual review of technology inventory and refresh schedule for Flagship Academy.

Personnel

Current Situation

NHA takes a two-pronged approach to the deployment of its technology support personnel. First, NHA is committed to providing training and curriculum support at the school site. Second, NHA has lowered the Total Cost of Ownership (TCO) of technology by centralizing technical support functions to its Grand Rapids office.

Instructional Technology Support

In order to provide teachers with building level of support for the use of technology, Flagship Charter Academy employs a full-time LTS and an LTA. The LTS responsibilities include the supporting the delivery of a technology-integrated curriculum and the delivery of staff development.

Media Center Support

LTS is the main staff of the media center at Flagship Charter Academy. Media center policies and procedures are shared throughout NHA schools by a media center coordinator. Paraprofessionals and volunteers receive training in circulation policies and procedures as well as in the use of the Online Public Access Catalog (OPAC) system.

Information Technology Support

NHA provides technology support services to Flagship Charter Academy through its Information Technology (IT) team. This team provides centralized management of NHA's technological infrastructure, consults with school staff regarding technology needs and use, and sets IT policies for all NHA affiliate schools. The responsibilities of this team includes management of NHA's Wide Area Network (WAN), Local Area Networks (LANs), file servers, desktop and portable computers, Web (WWW) servers, application servers, software configurations, etc. In addition to managing this infrastructure, the IT team provides a technical support through a centralized help desk made accessible via telephone or through a Web browser.

The centralization of IT support creates economies of scale and lower the TCO for technology implementation at the school. Currently, NHA supports 2000 desktops with four technicians (500:1 ratio) by leveraging management technologies.

Future

Flagship Charter Academy will maintain a strong alignment between the instructional goals for technology use and the personnel in place to support those goals. The school will continue to benefit from shared resources through its affiliation with NHA, relying on NHA to provide technical support, curricular materials, and staff development resources.

This partnership with NHA will allow Flagship Charter Academy to provide effective support to instructional and administrative staff while minimizing the overall cost to the school.

Library technology Specialist

The school's LTS will assume the ownership and responsibility of the technology program within the school. Responsibilities will include oversight of building-level technology efforts, management of the staff-development program, and ongoing assessment of building needs. This person will work hand-in-hand with teachers to support the integration of technology in the academic curriculum.

The LTS will truly be a member of the school staff. The school leader will be responsible for hiring and managing the LTS. NHA is committed to providing training to LTS and providing guidelines for their activities. The NHA IT team will support the LTS by developing curricula, providing specialized training, and making resources available.

Technical Support

Technical support will be provided through the school's relationship with NHA. NHA will continue to assess its technical resources to maintain internal SLA response times to its customers. The NHA support system currently utilizes both online and telephone ticket management.

Shared Technical Services

In an effort to deliver the highest quality services at a reduced cost, Flagship Charter Academy will continue to develop its strategy of centralizing technology services. With this strategy as its focus, NHA's technology team will evolve to be organized in three teams:

1. Network & Infrastructure services
2. Technology Deployment services
3. Application Development & Integration services

Furthermore, NHA will maintain a small inventory of standard equipment that can be cross-shipped to schools in the event of a hardware failure. This procedure will be implemented to ensure high quality, timely service while reducing the overall costs associated with technical support.

As a result of this philosophy, Flagship Charter Academy will strive to maintain the highest caliber of technical and curriculum support with the minimum number of resources.

Goals

Goal	Objective / Strategy	Resources Needed (Human & Material)	Person(s) Responsible	Budget Needs	Time-line (Beginning & Ending dates)	Method of Evaluation
1. The school will continuously seek additional volunteer sources to give support to the LTS and media center and to maximize services of curricular and staff development.	Establish extra volunteers for additional support for the LTS/LTA	LTS Parent Volunteers.	LTS Administrator.	NHA budget allocations for technology program.	Beginning August 2007 Ending June 2010	Increase in work support for the LTS based on additional volunteers.

Resources

Current Situation

Network Resources

Through its association with NHA, Flagship Charter Academy has access to several resources that would not normally be available to a school its size. As described in both the Connectivity & Infrastructure section as well as the Hardware section of this plan, every computer at Flagship Charter Academy is connected to the LAN and has access to the Internet through the NHA WAN.

Currently, Flagship Charter Academy maintains a school website which provides current school information. Additional school information is provided to internal stakeholders through NHA's AtSchool Student Information System. Parents are provided with access to the AtSchool system.

Software

Flagship Charter Academy provides access to a variety of software resources supplied and supported by NHA's technology staff. All resources are selected to meet the academic needs of the students at Flagship Charter Academy and enhance the instructional process.

The software resources offered as part of the model can be grouped into three distinct categories: (1) instructional software, (2) productivity software, and (3) management software.

Instructional Software

NHA offers several titles designed specifically for educational purposes to all students and teachers. The following titles are currently available at any computer connected to the school LAN unless otherwise indicated:

Instructional Software	Content Area
Inspiration 8.0	cross-curricular
Accelerated Reader	Reading
NHA History Interactive (Web)	history, geography, government
Encarta Encyclopedia (2006)	cross-curricular
TimeLiner 5.0	history, geography, government
The Graph Club	Mathematics
Type to Learn	Keyboarding
Finale Notepad	music

Special needs students are provided with several tools necessary to increase academic achievement. At-risk students are also assessed for assistive technology needs and provided technology as needed through the NHA Technology Appraisal Process.

Productivity Software

Several software resources at Flagship Charter Academy provide employees and students with tools to increase their productivity. The following list details the applications on the current software model that fit this description.

Productivity Software	Functionality
Microsoft Word XP	Word processing
Microsoft Excel XP	Spreadsheet
Microsoft PowerPoint XP	Multimedia presentations
Microsoft Publisher 2002	Desktop publishing
Microsoft Photo Editor	Photo manipulation / image editing
EasyZip 2000	Archive file extractor
Real Player 8.0	Streaming media player
Quicktime 5.0	Streaming media player
Follett Library System - Destiny	Library cataloging
Internet Explorer 6.0	WWW browser
Adobe Acrobat Reader 5.0	Adobe PDF reader
TestWiz	Data analysis tool

System Management Software

Some software resources are available simply to improve the manageability of the systems on the Flagship Charter Academy network. A list of these resources is provided in the table below:

Management Software	Functionality
McAfee Virus Shield	Anti-virus software
Altiris Deployment Server agent	Automated software distribution client
Windows 2003 Professional	Operating System
Compaq Insight Manager agent	Hardware inventory & monitoring
PowerChute	UPS management
ArcServe2000	Data backup & restore

Future

Distribution of Technology Access

The appropriate tools must be readily available for all stakeholders to access technology. Flagship Charter Academy envisions a school environment in which every device is connected to the school network and where stakeholders can access resources appropriate to them through any device. NHA's technology group has already made great strides in this area, providing a LAN & WAN design that allows for roaming users and customized access to resources. As wireless technology becomes more robust and pervasive, this type of infrastructure may allow for anytime, anywhere access to key instructional and informational resources. Flagship Charter Academy will continue to seek grants from both private and public sources to increase the number of resources available to both staff and students in the school.

Flagship Charter Academy is committed to parent involvement. To support this, Flagship Charter Academy has made computer access available in its parent room as well as access to other technologies as needed. Though parents have access to the computer and other technologies, and the staff is committed to encouraging parent understanding of the both the programs and progress of student learning, no plan exists to collaborate with local agencies in promoting adult literacy due to the fact that Flagship Charter Academy is a K-5 institution. This would render the collaboration with adult literacy providers not applicable.

Alignment of Resource Selection

Providing access to resources is only part of the solution. These resources are aligned with student and curricular needs. To provide guidance to the selection process, a resource selection policy is engaged. This policy provides guidelines for the selection process that include a needs analysis based on the results from student assessments.

Publication of School Information

NHA is equally committed to the vision of equitable access and has laid the groundwork for achieving this goal by providing parent access to student information via At-School, a proprietary Web-based student information system. Moving forward, NHA and Flagship Charter Academy will extend this functionality to include more school-related information (calendars, publications, teacher WebPages, etc.) and allow for parents to access it via the Web or to subscribe to content via E-mail.

Several beneficial resources are available from outside the school as well. Flagship Charter Academy realizes the value of resources outside its network by tying NHA's core curriculum to research and resources such as

- Community and Regional libraries
- Intermediate School Districts, REMC's, and RESA's
- Video libraries
- Online media (such as video teleconferences)

Goals

Goal	Objective / Strategy	Resources Needed (Human & Material)	Person(s) Responsible	Budget Needs	Time-line (Beginning & Ending dates)	Method of Evaluation
1. Staff will participate in curriculum sharing by submitting resources to NHA's online lesson plan database.	Submit at least one 'best-practice' lesson or unit to Curriculum Center.	Electronic version of lesson or unit.	LTS Administrator Teachers NHA Service Center.	NHA budget allocations for educational technology at Flagship	Beginning August 2007 Ending June 2010	Review lesson plans provided for tech integration for alignment with tech standards
2. Integrate use of electronic resources into classroom practice.	Align use of educational software into classroom practice to improve student achievement.	Computers. Software. Internet Connection.	LTS Teacher(s). School Admin	NHA budget allocations for educational technology at Flagship	Beginning August 2007 Ending June 2010	Checklist of projects completed highlighting software use with academic goals per teacher.

Hardware Recommendations

Current Situation

Flagship Charter Academy takes advantage of its association with NHA for the procurement, installation, and lifecycle management of its hardware assets. This relationship allows. Finally, this arrangement with NHA allows the school to access shared professional services from NHA. By spreading the cost of these services across all NHA affiliated schools, the Total Cost of Ownership (TCO) for Flagship Charter Academy is minimized.

School Assets

Currently the Flagship Charter Academy maintains a 1 computer per student computer ratio during assigned computer lab periods. Additionally Flagship Charter Academy is equipped with a full compliment of tier 1 networking equipment (Cisco or HP router and switches) as well as network attached workgroup printers located throughout the building and a multi-function printers/scanners/fax machine. For instructional purposes, Flagship Charter Academy has available one LCD projector for each grade level throughout the building and one for the Library Media Center.

Controlling TCO through Lifecycle Management & Standards

Hardware at Flagship Charter Academy is procured, installed, and managed through its relationship with NHA. This arrangement allows the school to maintain its focus on the instructional uses of technology while relying on IT professionals at NHA to focus on issues of performance, scalability, reliability, TCO, licensing, etc. As one of many NHA affiliated schools, Flagship Charter Academy is able to share IT support services at a fraction of what it would otherwise cost.

NHA has adopted stringent hardware standards designed to ensure system reliability and performance while simultaneously minimizing support time and costs. These standards are enforced through acquisition and support policies and enable NHA to reach a 500:1 computer to technician ratio while maintaining the highest standards for support. Hardware standards address product continuity, total lifecycle cost, reliability, and performance. These criteria are applied to telephony hardware, desktop and portable computers, cabling, networking hardware, software, digital imaging devices, software, and management tools.

The following sections describe the current state of the hardware specified by NHA's hardware standards.

Telephony Hardware

Flagship Charter Academy places a high value on providing telephone access in every classroom, making it standard issue for all NHA classrooms. In addition to providing ready access to communications in the event of an emergency, the telephone also provides a critical link that supports the Parent-Teacher partnership.

Networking Hardware

Flagship Charter Academy houses a Local Area Network (LAN) and a connection to NHA's Wide Area Network (WAN). This networking hardware is housed in data closets (MDF and IDFs) to maintain security and to protect the equipment from damage. Each closet houses active networking hardware necessary to provide network connectivity for all data jacks within that wing. All Flagship Charter Academy classrooms house six data drops that are routed back to the closet of the four data facilities within the building.

The NHA WAN is in place to provide connectivity between NHA affiliated schools for data transport and to serve as a common gateway for access to the public Internet. NHA's headquarters in Grand Rapids, Michigan, provides Internet access, content filtering and firewall services for nodes on the WAN. By providing a single Internet gateway, NHA is able to manage the security cost-effectively for Flagship Charter Academy by spreading that cost over all NHA affiliated schools. This design reduces the likelihood of unauthorized access to nodes on the network and streamlines network management functions with the ultimate goal of significantly reducing TCO.

To provide data for WAN management, the NHA technology group has standardized on Cisco 2600/2800 series or HP 7100 routers.

Computer Hardware

Perhaps the hardware with the largest TCO (as a percentage of purchase price) is the personal computer. Flagship Charter Academy seeks to minimize the TCO in an effort to focus financial resources on instructional activities rather than on technology support. By providing and adhering to hardware standards, NHA's technicians are able to provide the highest service levels by making the computing environment consistent.

Based on industry standards and TCO models, computers and file servers can be expected to have a four-year lifecycle in each school. When replacing existing computers, NHA is deploying thin client computers with an expected life of six years. Printers, networking components, and additional peripheral devices (scanners, digital cameras, etc.) are expected to exceed a four-year lifecycle and will be replaced at the end of their useful lives. As a result of these assumptions, NHA deploys technology that should be sufficient for at least four years, with six years on the thin clients, without requiring any upgrades or maintenance. Hardware is replaced through a scheduled process entitled "refresh." This is done to insure interoperability of equipment and provide for necessary upgrades. Each school is equipped with two servers with the primary purpose of storing data, managing network printing, and serving network enabled applications to client computers.

NHA's technology group revises the standard annually to match the latest technology and insure the most effective migration path for all devices. Since 1998, NHA schools have worked exclusively with HP (Compaq) for servers, desktops, thin client computers, and laptop / portable computers.

Future

National Heritage Academies and Flagship Charter Academy envisions the development of a technology rich environment that would enable the following:

- 1) Technology literate students with ready access to technologies that support the collection of information and the creation of content
- 2) Technology empowered teachers with access to technologies that enhance their instruction in powerful and dramatic ways
- 3) Technology-enabled administrators able to effectively manage school operations and monitor academic progress at the student, classroom, and school levels.
 - 1) Instructional/curricular requirements
 - 2) Operational requirements
 - 3) State/industry standards
 - 4) Support requirements (maintenance, remote management)
 - 5) Total Cost of Ownership
 - 6) Scalability
 - 7) Return on Investment (ROI)
 - *Measured using both* methods that evaluate administrative efficiencies, productivity, and added value
 - impact on student learning potential and curriculum delivery.

The establishment and application of these criteria will ensure the most effective use of technology and financial resources with the ultimate goal of improving student performance.

Align with Instruction

Although NHA develops and maintains hardware standards for Flagship Charter Academy, the relationship allows for the school's leadership and instructional staff to determine the best uses for this technology within the school. Given this flexibility, technology-related decisions must be made deliberately and be subject to evaluation. To this end, Flagship Charter Academy will review the technology equipment and curriculum annually in May to insure continued progress toward student and staff technology competency and improved student achievement. Additionally, as the student population of Flagship Charter Academy grows, likewise the amount of available technology will grow accordingly.

Improve Accessibility

To reach the goals for technology within the Flagship Charter Academy instructional program, students, teachers, and administrators must all have access to appropriate resources. As described in the Technology & Instruction section of this plan, the curriculum calls for increasing levels of technology use as students matriculate to the upper grades. Furthermore, the curriculum calls for technology use to be tightly integrated into the classroom environment. Flagship Charter Academy is committed to the belief that every teacher should have access to technology that ties the use of technology with

the delivery of instruction in a specific content area. This process will involve consultation from the IT professionals at NHA in an effort to make educated, impacting decisions.

In addition to the hardware provided through the contract with NHA, Flagship Charter Academy will pursue external funding sources to provide enhanced access to technology within the school. Technology acquired through external funding sources must meet all NHA hardware Standards. After consultation and acquisition, the NHA technology team is committed to provide ongoing support.

Enhance Robustness & Security

Due to the sensitive nature of student information, the technology employed at Flagship Charter Academy is dependable, reliable, robust, and secure. When considering security, confidential student information must be protected from hackers, students should be shielded from access to inappropriate material, and systems must be protected from the potential damage that can result from computer viruses. To achieve this level of security, Flagship Charter Academy relies on NHA's technology group to employ security best practices. Such practices will include scheduled security audits, group policies for desktop computer security, policies for maintenance of security patches, employing encryption for the transmission of student data, implementations of secure technologies such as VPN, and PRN.

Provide Greater Flexibility

Technology is most successfully implemented in the school environment when its use is most closely aligned with the instructional and cultural environment in the school. While NHA's technology professionals determine hardware standards Flagship Charter Academy must determine the appropriate quantity, distribution, and utilization of the technology to meet student needs. As a result, the technology available at Flagship Charter Academy will provide for increased flexibility while balancing the need for hardware and software standards.

Technical Support Procedures

Flagship Charter Academy has clearly defined technical support procedures designed to take advantage of NHA's shared IT support functions. All technical support issues are addressed through NHA's help desk. Trouble tickets can be opened via telephone or through a self-service Web interface. Once a ticket has been issued, the ticket is immediately assigned to one of NHA's Help Desk technicians. These technicians determine whether this is a hardware or software issue. Depending on the type of issue identified one of the following action steps occurs:

- 1) The technician connects to the computer remotely and demonstrates how to correct the problem to the customer.
- 2) The technician re-images the computer, restoring the computer to its original state.
- 3) The technician records the equipment information and arranges repair from the manufacturer or value-added reseller.
- 4) If the equipment is not under warranty and it is determined to be repairable, the technician arranges for the equipment to be serviced at the NHA Service Center.

- 5) If the equipment cannot be repaired, the NHA technology group determines if replacement equipment will be authorized. If so, it will be purchased and shipped to Flagship Charter Academy.

NHA will continue to seek more efficient methods for addressing technical support issues as both the technologies and the organization evolves.

Lower Total Cost of Ownership (TCO)

As the recipient of public funds, Flagship Charter Academy strives to demonstrate good stewardship of its financial resources. Lifecycle management and attention to TCO are both essential elements of effective financial stewardship. With assistance from NHA's technology group, Flagship Charter Academy will continue to apply industry best practices to technology integration with the goal of reducing the costs of ongoing support and maintenance costs. NHA will continue to track these costs over time and report the results to Flagship Charter Academy on an annual basis.

Goals

Goal	Objective / Strategy	Resources Needed (Human & Material)	Person(s) Responsible	Budget Needs	Time-line (Beginning & Ending dates)	Method of Evaluation
1. Plan for and acquire hardware in accordance with the guidelines stated above.	Purchase extra technology hardware.	NHA IT Service Center School Admin	LTS Administrator NHA Service Center	NHA budget allocations for technology purchases	Beginning August 2007 Ending September 2010	Deployment of appropriate hardware in the school.

Policy

Current Situation

Flagship Charter Academy has adopted several policies and procedures to ensure compliance with applicable state and federal guidelines for technology use in schools. Support for the development of these policies and procedures are provided by NHA. The following list details the policies currently in effect and those currently under consideration for adoption.

Current Procedures	Procedures in Development
Deployment Procedures Help Desk Technical Support Request procedure	Create a plan for translating all student/parent-related policies into the predominant languages of the community
Current Policies	Policies Adopted
A hardware and software procurement policy that follows Information Resource Management (IRM) technology standards. CIPA compliant Acceptable Use Policy Network security policy A policy for equipment maintenance, repair, replacement, and disposal A policy for equipment/materials donation A comprehensive policy for inventory control	A Materials Selection Policy as mandated by GS115C-102.6 A Copyright Policy Guidelines for Web site development An Access to Information Policy that, if filtering systems are used, ensures adequate data retrieval capabilities for both students and staff A policy that addresses advertising and commercialism on school resources and equipment A data privacy policy that addresses FERPA and state legislation

Future

Well written policies and procedures are necessary to ensure the establishment of a safe and equitable learning environment. These policies and procedures must be aligned with the school's vision, mission, instructional goals, organizational structure, and financial model. Once these are in alignment, the policies and procedures must become the operational guides for the way technology is used and implemented throughout NHA. These policies and procedures must be accessible to all school stakeholders evaluated regularly to assure their continued alignment with the needs of the organization and the evolution of the school environment.

Material Selection

NHA affiliated schools has developed and published a policy as mandated by GS115C-102.6 relative to its textbook program and selection of instructional materials, including supplementary textbooks, library books, periodicals, and other instructional materials.

Copyright

Each school will adopt the Copyright Compliance policy. This policy describes acceptable use guidelines and outline legal issues surrounding copyright infringement laws.

Equipment / Materials Donation

As described in the Infrastructure and Connectivity section of the Technology Framework, NHA adheres to strict standards regarding the equipment and software that serves as its IT infrastructure. As a result, NHA discourages accepting donated equipment that does not meet the definitions of NHA's IT architecture. The NHA policy includes criteria for accepting donations, definition of responsibilities relating to the maintenance/disposal of equipment, liability for equipment use, etc.

Web Site Development

As tools for content management and publication become more readily available, many schools are beginning to leverage technologies to publish materials to their various stakeholder groups. Schools must have policies that outline the criteria for publishing information, role definitions for content management, and expectations for maintaining the currency of information published about the school.

Inventory Control Procedure

NHA has established an inventory control policy. This policy defines the roles and responsibilities for inventory control and should describe the data to be stored about each assets (value thresholds, warranty information, etc.). The policy was updated in the spring of 2006.

Data Privacy

NHA must develop and publish a data privacy policy in compliance with the Family Educational Rights and Privacy Act of 1974 (The Buckley Amendment), 20 U.S.C. S123g and 34 C.F.R. Part 99.

Access to Information Policy

NHA affiliated schools will have an Access to Information Policy as NHA develops Internet filtering mechanisms in accordance with Public Law 106-554, The Children's Internet Protection Act (CIPA) and the Neighborhood Children's Internet Protection Act. This policy must ensure adequate data retrieval capabilities for both students and staff and provide for legal requirements relating to Internet access. This policy will include disaster recovery.

Goals

Policies, Procedures, Guidelines	Date of Adoption or Implementation
Policies	
A. Materials Selection Policy	Updated June 2007
B. Hardware and Software Procurement	Updated June 2007
C. Copyright Policy	Updated September 2006
D. Acceptable Use Policy/ Internet Safety Policy	Updated June 2007
E. Access to Information Policy	September 1998
E. Access to Services Policy	January 2000
F. Data Privacy Policy	January 2000
G. Inventory Control Policy	January 2006
H. Equipment/Materials Donation Policy	December, 2006
I. Replacement of Obsolete Equipment	Currently in effect
J. Network Security Policy	June, 2007
K. Advertising and Commercialism Policy	Updated June 2007
L. Discipline Policy	Updated May 2007
Procedures	
A. Hardware and Software Deployment	Updated June 2007
B. Equipment maintenance and repairs	Updated June 2007
C. Outdated Resources and Equipment Replacement	Updated May 2007
D. Disaster Recovery of Data and Hardware	Updated April 2007
E. Administration of Online Courses	In Development September 2006
Guidelines	
A. Policy Translation	In Development September 2007
B. Web Site Development	June, 2007
C. Instructional Use of Videos	Adopted June 2000
D. Development of Online Resources	September 2006

Budget

Current Situation

Budgeting Philosophy

The purpose of the following sections is to outline the current budgetary model Flagship Charter Academy. As noted below, this budget is based on projected enrollment for succeeding years. Deviation from that projected enrollment or changes in state funding for charter schools would have an impact on the budget.

Since funding is tied to enrollment, Flagship Charter Academy's technology budget is built on a dollars / student model to fund all hardware and software. Other items, such as Internet connectivity, staff development, and technical support are typically considered fixed costs within the budget. Combining the fixed costs and the variable costs provides us with a clear picture of the technology expenditures at Flagship Charter Academy. All these technology expenditures and decisions of allocating these funds at the school are fundamentally tied to being successful in fulfilling the vision of all students becoming computer literate by the eighth grade.

Lifecycle Management

Flagship Charter Academy utilizes a hardware refresh cycle for managing the cost of technology throughout its lifecycle. All equipment and software supplied through NHA is being purchased. The refresh cycle for thin client computers is six years and the remaining equipment is four years. The technology department may decide that a certain piece of hardware is still architecturally viable after the refresh cycle and will continue to deploy it.

Specific Budgeting for Instruction, Staff Development, Personnel, Resources, Hardware, and Evaluation

Budget allocations for the LTS role at Flagship Charter Academy are embedded in the school's personnel budget. This role is budgeted as a .5 FTE once the school has more than 400 students enrolled.

Other budgeted items such as shared services provided by NHA (i.e. Internet access, WAN access, Help Desk) are accounted for in a billed services model. Flagship Charter Academy is billed for a proportional portion of the services they receive from NHA's IT department. Other services such as access to Atschool / atschool.com, the curriculum center, development of the Technology Curriculum, support for the LTS/LTA are included as value-add services and are not billed or included in the school budget.

Future

Aligning the Budget

The budgeting process for technology must not only account for acquisition of hardware, software, connectivity, and staffing, but it must also pay careful attention to the Total Cost of Ownership (TCO). Moore's Law states that the power of the microprocessor theoretically doubles every 18 months. The reality of this law reduces the useful lifecycle of technology to approximately three or four years. NHA will continue to apply standards and IT best practices to reduce the TCO. NHA's policies and procedures insure that software and hardware are utilized for their optimal life while staying current with new technology advances.

Although charter schools are not typically funded at the same levels as their traditional public education counterparts, both Flagship Charter Academy and NHA are committed to providing the necessary tools and resources to its students to ensure academic success. Ultimately, the distribution of technology within the school must be fully aligned with the educational philosophy and fiscal constraints at Flagship Charter Academy. External funding sources may be sought to enhance the use of technology at the school.

Managing TCO

As evidenced in the **Infrastructure & Connectivity** section of the Technology Framework document, NHA is committed to developing systems, procedures, and support structures to improve technology's impact while reducing the TCO. NHA's Information Technology team will continue to stay current with IT best practices and will seek to apply those best practices where applicable to manage NHA's infrastructure (i.e. standardized hardware model, centralized help desk support for end users, etc.).

Flagship Charter Academy Budget – 2007-2010

Network	Annual cost
Router	\$4,541
Service Center	
WAN	\$643
School WAN	\$1,728
PRN	\$3,456

Access to Tech	2007-2008	2008-2009	2009-2010
Desktops	\$600	\$600	\$600
Laptops	\$750	\$750	\$750
Thin clients	\$19,467	\$19,467	\$19,467
Thin client server	\$1,350	\$1,350	\$1,350

Shareholder	Annual cost
Phones	\$1,750

Security	Annual cost
Microsoft	\$7,500
Anti virus	\$48
Content filter	\$1,125
Spam	\$300

Staffing	Annual cost
Help desk	\$4,431

Goals

Goal	Objective / Strategy	Resources Needed (Human & Material)	Person(s) Responsible	Budget Needs	Time-line (Beginning & Ending dates)	Method of Evaluation
1. Develop & utilize a plan to establish external funding for the development and sustenance of instructional computing resources, curriculum and professional development.	Establish extra funding for instructional requirements & professional development.	School Admin NHA Funding Resources team	Administrator.	NHA budget allocations plan	Beginning August 2007 Ending June 2010	Listing of an increase and implementation of additional technology resources and staff development opportunities.

Communication & Collaboration

Current Situation

Through its association with NHA, Flagship Charter Academy is able to take advantage of several vehicles for communication and collaboration NHA offers. NHA has demonstrated a strong commitment to use technology for communications. NHA's strategy for communicating via technology can be traced back to the development of Atschool, NHA's proprietary Web-based student information management system. This system is has become a hallmark of our internal operations and serves as a major communication vehicle both within the organization and externally with parents.

Atschool currently serves as the primary vehicle for disseminating information throughout the Flagship Charter Academy school community. In addition to information such as school calendars and newsletters, Atschool also allows teachers to communicate specific student information with parents such as subject-by-subject grade summaries and attendance data. Because Atschool is built using Web technologies, all this information is available to stakeholders in a Web browser.

Principal Meetings – NHA currently provides technology updates (covering report card processes, resources, reviewing policies procedures, instructional practices and general questions) at monthly principal meetings for all NHA affiliated schools.

LTS - Principal Meetings – LTS at each school have periodic meetings with school leaders, school leadership teams, and at full staff meetings to discuss educational technology issues at their school (i.e. instructional uses of technology, project ideas, and teacher training).

Classroom Planning – LTS currently meet with individual teachers, small groups, or entire staffs to devise effective uses of technology with respect to the NHA curriculum.

Regional LTS Meetings – As the primary support structures within the school, LTS must be well trained in the various aspects of their role. To support these efforts, NHA has committed resources that allow for regularly scheduled regional training sessions for LTS.

Future

Using technology effectively, Flagship Charter Academy employees will be able to share knowledge and experiences with colleagues in other buildings and other states. This type of communication ensures the replication of the most effective practices for instruction and school operation.

Strong channels for communication and powerful tools for collaboration are available not only within the organization, but for outreach into the local and professional communities. Flagship Charter Academy has committed itself to providing the infrastructure necessary to facilitate communications. In order to fully realize the investment in this infrastructure, however, NHA must provide tools that encourage sharing and improve communication.

In this collaborative environment, teachers and school leaders must be willing to adopt the information age attitudes in which value is created through the open sharing of knowledge. As an organization, NHA must be willing to invest in developing and deploying tools and processes that will provide intrinsic rewards for collaborating with colleagues and customers (parents).

Affiliated Groups

Flagship Charter Academy has identified the following groups as potential partners for collaboration at the local, regional, and national levels:

Local / Regional

Intermediate School Districts – Assist NHA with communication on state reporting regulations and access to state technology resources.

Universities & Colleges – Local colleges and universities have a wealth of technological resources at their disposal. Through affiliation with local institutions, schools may have opportunities to become part of pilot programs or benefit from access to the resources of the institutions.

Granting Agencies – NHA schools may be able to collaborate with local foundations, institutions, or businesses to form partnerships. These partnerships may result in access to grants, donations of services or goods, opportunities to share resources, or may take other forms.

National Heritage Academies - National Heritage Academies provides opportunities for collaboration through programs such as the NHA University Summer Institute (a summer training opportunity for teachers), monthly principal meetings, New Teacher Orientation (offered to all new NHA teachers), etc.

Goals

Goal	Objective / Strategy	Resources Needed (Human & Material)	Person(s) Responsible	Budget Needs	Time-line (Beginning & Ending dates)	Method of Evaluation
1. Promote parent collaboration in their child's education through the use and access of student data systems (atschool.com).	Hold a parent information meeting to highlight access, availability of online student assessment data.	Computers Student Data systems	Administrator.	NHA budget allocations for operations	Beginning August 2007 Ending June 2010	List of parent applications for online access to the student assessment data.
2. Staff will be proficient in uploading their classroom/grade level newsletters through Atschool in order to provide an alternate vehicle for communication with parents.	Provide training/assistance for producing and uploading newsletters.	LTS Computers	LTS Teachers	NHA budget allocations for operations	Beginning August 2007 Ending June 2010	All grade levels will have weekly newsletters posted online.
3. Staff will be proficient in using electronic tools (i.e. Email) to communicate and collaborate with other people throughout the organization.	Provide training on Email use based upon individual staff development plan.	LTS Training Materials.	LTS	NHA budget allocations for operations	Beginning August 2007 Ending June 2010	Staff Self-Assessment.
4. Staff will be able to use network drives and resources to share knowledge and 'best-practices'.	Provide training on accessing and using network drives.	LTS Training Materials.	LTS	NHA budget allocations for operations	Beginning August 2007 Ending June 2010	List of "best-practice" resources posted on network drives.

Evaluation

Current Situation

Evaluation of technology integration efforts at Flagship Charter Academy are performed informally. The LTS is primarily responsible for the implementation of the instructional and staff development portions of the technology plan. The LTS and the school leader meet on a regular basis to assess the state of the technology efforts at the school.

On an annual basis, goals devised through the technology planning process are reviewed in the development of each school's annual action plan.

Future

The Flagship Charter Academy technology plan is a living document, transforming to meet the changing demands of the school as the environment changes. The Technology Plan, as mentioned in previous sections, is valid only insomuch as it aligns with the instructional needs and plans for the school. In order to ensure that alignment, the Flagship Charter Academy technology plan will serve as an extension of the Flagship Charter Academy School Improvement Plan. The evaluation of technology use will be aligned with the school improvement process and monitored by the LTS and the school administration. This evaluation process will take place annually.

Goals

Goal	Objective / Strategy	Resources Needed (Human & Material)	Person(s) Responsible	Budget Needs	Time-line (Beginning & Ending dates)	Method of Evaluation
1. Continuously identify goals and assess progress of school level educational technology plan.	Monitor progress of goals on a monthly basis.	School Technology Plan. School Improvement Plan.	School Admin LTS	NHA budget allocations for Educational technology	Beginning August 2007 Ending June 2010	Revised educational technology plan.

Copyright Protocol

Dated 11/09/06

- NHA employees who provide original written, musical or technical work for NHA, in the course of their employment, are bound by the terms and conditions of the Copyright Clause contained in the Employee Handbook.
- Vendors hired to create written, musical or technical work for NHA, should sign an Assignment of Copyright. The Assignment transfers all copyright ownership to NHA. An Assignment of Copyright can be obtained from Dani Phillips, Legal Services & Risk Manager (616.954.3090) or dphillips@heritageacademies.com.
- Classroom Teachers are given considerable advantage in using copyrighted materials but should be trained in proper citation requirements and the scope of materials that can be copied.
- NHA customer service center employees who use materials from an outside source must follow the copyright clause displayed within the body of that source (e.g. a copyright clause may require permission before using the materials). NHA may be held to a higher standard than a Classroom Teacher. All sources should be properly cited.

Copyright Training:

Step 1: Library Technicians should be the initial point of contact for questions regarding copyright use. The "*Copyright Guidelines for Administrators*" by Hall Davidson is an excellent resource for training (www.techlearning.com).

Step 2: The above referenced poster may be used for nonprofit purposes. Approval must be submitted to techlearning_editors@cmp.com.

Step 3: The "*Copyright Guidelines for Administrators*" should be displayed in the Library. Training of teachers should be conducted on-site and on a semi-annual basis.

Step 4: Copyright guidelines should be taught to students and volunteers by each individual teacher.

Step 5: Annual review should be conducted of the Technology Policy and Plan.

Step 6: Semi-Annual audits should be conducted of licensed and registration materials.

Student Responsibility: Parent/Student Technology Acceptable Use Policy

Introduction

National Heritage Academies is pleased to offer students access to a computer network for creativity, communication, research, and other tasks and duties related to the NHA academic program.

Internet Use

The World Wide Web is a vast collection of resources readily available to any user on any computer connected to the Internet. NHA has lessons plans and software available that integrate the use of these resources.

Families must be aware that some material accessible via the Internet contains illegal, defamatory, inaccurate, or potentially offensive language and/or images. While the goal of the school is to use Internet resources to achieve educational goals, there is always a risk of students accessing other materials. We believe you should be aware of these risks.

Federal law states that computers connected to the Internet for student use must have a filtering technology in place for child safety and to satisfy e-Rate funding eligibility requirements.

NHA is in compliance with CIPA by deploying a Web content filtering product called Websense. Websense is a hardware and subscription based product where NHA relies on the staff at Websense to categorize internet sites and then send updates to NHA site-based hardware. NHA blocks student access to all of the following categories of web sites:

Abortion

- Pro-Choice
- Pro-Life

Adult Material, including

- Adult Content
- Lingerie and Swimsuit
- Nudity
- Sex
- Sex Education

Drugs, including

- Abused Drugs
- Marijuana
- Supplements and Unregulated Compounds

- Entertainment
 - MP# and Audio Download Services
- Gambling
- Games
- Computer Security and Hacking
- Image Servers
- Internet Communication, including
 - Web-chat
 - Web-based E-mail
- Militancy and Extremist
- Miscellaneous
 - Image Servers
 - Private IP Addresses
 - Uncategorized
- News and Media
 - Alternative News Journals
- Racism and Hate
- Religion
 - Non-Traditional Religions and Occult
- Shopping, including
 - Internet Auctions
- Society and Lifestyles, including
 - Alcohol and Tobacco
 - Gay, Lesbian, and Bi-Sexual Interest
 - Personal Websites
 - Personals and Dating
- Sports
 - Sport Hunting and Gun Clubs
- Tasteless
- Violence
- Weapons

Also, any web site that is not one of the more than 13 million websites categorized by Websense is called Uncategorized, and is blocked from student access.

A process is in place for changing categorization of web sites through the education department at request of school staff.

CHILDREN'S INTERNET PROTECTION ACT (CIPA)

The Children's Internet Protection Act (CIPA) is a federal law enacted by Congress in December 2000 to address concerns about access in schools and libraries to the Internet and other information. For any school or library that receives discounts for Internet access or for internal connections, CIPA imposes certain requirements. In early 2001, the Federal Communications Commission (FCC) issued rules to ensure that CIPA is carried out.

What is required for CIPA compliance

- Under CIPA, schools and libraries subject to CIPA do not receive the discounts offered by the "E-Rate" program (discounts that make access to the Internet affordable to schools and libraries) unless they certify that they have certain Internet safety measures in place. These include measures to block or filter pictures that: (a) are obscene, (b) contain child pornography, or (c) when computers with Internet access are used by minors, are harmful to minors;
- Schools subject to CIPA are required to adopt a policy to monitor online activities of minors; and
- Schools and libraries subject to CIPA are required to adopt a policy addressing: (a) access by minors to inappropriate matter on the Internet and World Wide Web; (b) the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) unauthorized access, including so-called "hacking," and other unlawful activities by minors online; (d) unauthorized disclosure, use, and dissemination of personal information regarding minors; and (e) restricting minors' access to materials harmful to them. CIPA does not require the tracking of Internet use by minors or adults.

(Source: www.fcc.gov)

How Websense Helps Schools and Libraries Comply with CIPA:

- Obscenity and Pornography Filtering - Websense allows schools and libraries to manage internet access to over 90 URL categories including Racism and Hate, Adult Material, Hacking and other topics pertinent to CIPA.
- Accurate Web Filtering - Websense offers the best-of-breed filtering database with over 13 million URLs.
- Filtering of Search Engine Images - Websense filters inappropriate images that can be found in search engine query results.
- Monitoring - Websense reporting tools, Explorer, Reporter and Real-Time Analyzer offer many different ways to monitor and report on the online activities of minors.
- Policy Management on a Per User or Per Group basis - Websense allows you to customize your internet policies based on a user or group. Therefore, you are able to set appropriate policies based on age or needs.

While there are risks, we believe that the benefits of using technology outweigh the disadvantages. Our teachers will be trained in the appropriate use of technology with students. We will make every effort to integrate the schools Moral Focus with lessons that utilize technology, but ultimately, parents and guardians of minors are responsible for setting and conveying the standards for students regarding the use of media and information sources at home and at school. Therefore, we support and respect each family's right to decide whether to allow their child to access the NHA computer network by having the option of accepting the **Technology User Agreement and Permission Form**. However, by choosing not to accept the **Technology User Agreement and Permission Form**, your child will not have permission to use a computer or any device attached to the NHA computer network.

Responsibilities and Expectations

All use of computers, furnished or created data, software and other technology resources as granted to the employee and student body are the property of National Heritage Academies and are intended for business and educational use. Network users shall not access, or willingly allow another person to access, any network resource without proper authorization.

Students are responsible for appropriate behavior on the school's computer network just as they are in a classroom or on a school playground. Communications on the network are often public in nature. General school rules for behavior and communications apply. It is expected that users will comply with this policy and the rules set forth on the **Technology User Agreement and Permission Form**. The use of the network is a privilege, not a right, and may be revoked if abused. The user is personally responsible for his/her actions in accessing and utilizing the NHA computer network and/or the computer resources of the school.

General Rules of the Network

1. **Privacy:** Network storage areas may be treated like school lockers. National Heritage Academies reserves the right to monitor Internet traffic, retrieve and read any data composed, sent, received, and/or stored using our network and/or Internet connections. Network administrators may review communications to maintain system integrity and ensure that students are using the system responsibly.
2. **Storage Capacity:** Users are expected to respect disk space and delete files or other material that is no longer being accessed, which take up excessive storage space.
3. **Proper Usage of Printing Resources:** Users are expected to use good judgment when printing on network printers. Paper, toner and color ink can be costly and excessive use of these resources is wasteful. Please proofread documents carefully before printing. Only print the part the document needed. In addition, users must obtain permission from their instructor before printing documents on the color printer. The color printer should only be used for work submitted as part of an assignment or project that requires color copy. All color printing should be done under direct supervision of the instructor overseeing the project.
4. **Illegal Copying:** Users should never download or install any commercial software, shareware, or freeware onto network drives or disks. Nor should users copy other people's work or attempt to intrude into other people's files. All copyright laws must be respected. A copy of the copyright laws pertaining to digital property can be obtained from the Technology Department.
5. **Inappropriate Materials or Language:** Profane, abusive, pornographic and/or impolite language or materials is not permitted on the NHA computer network. Accessing materials not in line with the rules of school behavior is not permitted. A good rule to follow is never view, send, or access materials that you would not want your instructors and parents to see. Should students encounter any inappropriate material by accident, he/she should report it to their instructor immediately.

6. Virus Protection: All data from outside sources will be scanned for viruses before use on any computer within the NHA network. Downloading/saving of non-work related attachments or files, on any computer within the NHA network, is not allowed unless proper authorization is obtained from their instructor.
7. Only either NHA purchased or specifically approved hardware, software or other technology may be used in the school building and/or on the network. Non-NHA standard equipment exposes significant security, virus and licensing risks. Any technology that does not meet the purchased and/or the approved test is prohibited.
8. The School prohibits acts of cyber-bullying, which is a sub-set of bullying and involves the use of information and communication technologies, including but not limited to e-mail, cell phone and pager text messages, my-space.com, on-line social directories, instant messaging, defamatory personal Web sites, and defamatory online personal polling Web sites, to support deliberate, repeated or hostile behavior by an individual or group, that is intended to harm, intimidate or harass others on School time or School premises, or off School time or School premises if such acts defame, harm, threaten, harass, intimidate or bully other students or staff or the School.

Protection of Data

1. Every effort will be made to ensure the safety and integrity of your data using a daily backup system and other security measures. However, National Heritage Academies makes no warranties of any kind either expressed or implied, for the service it provides.
2. National Heritage Academies will not be responsible for any damage to your data. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by the NHA computer network, outside networks, and/or your errors or omissions.
3. Use of any information obtained via the Internet is at your own risk. National Heritage Academies is not responsible for the accuracy or quality of information obtained through the Internet or the NHA computer network.
4. Vandalism and/or the failure to abide with this policy and/or failure to abide with the rules set forth by the Technology User Agreement and Permission Form may result in cancellation of any or all network privileges. Vandalism is defined as any malicious attempt to harm or destroy any files and/or school hardware or software.

Installing Software

Network users are NOT authorized to install any software on any computers or computer related technology within the NHA computer network. Any software installed by anyone other than the network administrator will not be supported by NHA technicians and will be removed from the computer(s) on which it was

installed. This is necessary to maintain network integrity and to follow all applicable software licensing agreements.

Publishing of Student Work and Photographs

From time to time, student work and photographs may be published on NHA's Intranet. This work may be published in a manner that is accessible on the World Wide Web. By agreeing to this policy, you are granting the right to use your child's work and/or photograph on an Internet accessible server.

Additional Information

1. Users are expected to be responsible, courteous and thoughtful when using school computers. Common sense should prevail. The use of the NHA computer network should be in support of education and research and consistent with the educational objectives of National Heritage Academies.
2. Teachers are expected to monitor student use of computers.
3. While Internet usage is intended for school-related activities, incidental and occasional brief personal use is permitted within reasonable limits with the instructor's permission.
4. Use of any other organizations' network(s) or computing resources via our network must comply with the rules appropriate for that network and the instructor's permission.
5. Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or unlawful material.

Enforcement of this measure is found in the following statement:

Student Internet usage is permitted only via the NHA network and only in the presence and supervision of a teacher, the child's parent or guardian, or other designated adult school personnel. All adults who monitor student activity on the Internet will be approved by the school, have read and signed the NHA Acceptable Use Policy detailed above, and be familiar with the safety/protection technology already installed on the NHA network.

National Heritage Academies Technology User Agreement Form 2007-2008

Please sign, date, and return this form to your school whether you choose to Accept or Decline.

A. As a parent or guardian of a student at the School, I have read the Technology Acceptable Use Policy and Technology Student Rules in the Parent and Student Handbook outlining the appropriate use of computers at the school and I understand this agreement will be kept on file at the school. (Questions should be directed to the principal or Technology Department for clarification.) I have explained the following rules to my child to the best of my ability to help them understand the responsibilities that correspond with use of the NHA computer network:

1. Downloading or installing of any commercial software, shareware, or freeware onto network drives or disks is not permitted.
2. Copying other people's work or attempting to intrude into any user's folders or files is not permitted.
3. Using profane, abusive or impolite language to communicate and/or accessing, viewing, sending or displaying offensive, obscene, or abusive materials is not permitted.
4. Users must obtain a username and password from the National Heritage Academies Technology Department.
5. Sharing your password or allowing another person to access network resources under your user name is not permitted.
6. Leaving a resource unattended that you are logged onto is not permitted.
7. Logging onto a resource for use by another person is not permitted.
8. Disclosing any sensitive data to others lacking the authority or right to view that data is not permitted.
9. Requesting a password change in the event you suspect your password is no longer confidential is required.
10. Using a computer to harm people or their work is not permitted.
11. Damaging the computer or the network in any way is not permitted.
12. Violating copyright laws is not permitted.
13. Wasting printing resources such as toner, color ink, and paper is not permitted.
14. Should students encounter any inappropriate material by accident, he/she should report it to their instructor immediately.

B. As a parent or guardian of a student at the School, I have read the above information describing the NHA position on the appropriate use of the Internet and all other NHA technology resources in the school. I understand my child will be using devices that are connected to the Internet in a supervised and educationally focused environment.

ACCEPT We accept and agree to abide by the School's Technology User Agreement and Permission Form. This agreement is on record and valid until my child is no longer enrolled at the School or a school affiliated with National Heritage Academies.

DECLINE We decline the right to use the technology devices provided by the School.

Student Name (print)	Student Signature	Date
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Parent Name (print)	Parent Signature	Date
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National Heritage Academies – Technology Inventory Policy

Your Technology Inventory template has been placed on your Universal drive; along with the example I used on Tuesday. If everyone could have this inventory complete by the end of the school year I would greatly appreciate it. Thank you for taking the time to put together a uniform inventory. I know this will benefit all of us in the future.

For those of you who were not able to make the seminar, here is a brief summary of what I went over during the tech plan sessions:

Each school should designate one person to be in charge of maintaining an accurate technology inventory. An inventory template has been placed on **your Universal drive called Technology Inventory.xls**. Please use this template and continue to store it on the Universal drive so many will have access to it, including Technology Services. Feel free to add any information you like to the spreadsheet, but please do not remove any information currently asked for.

Initially, all desktops, laptops, thin clients, and projectors currently in the building should be added to this sheet. Other items such as digital cameras and DVD burners can be tracked in the “Other Items” section if you feel it’s necessary. As new equipment arrives at the school this person should add these items to the inventory before they are distributed throughout the school. As old equipment is removed from the building it should also be removed from the inventory. Stolen equipment should be highlighted on the sheet and reported to Technology Services immediately.

Reasons to keep a full inventory:

1. Theft and damage replacements. Your insurance company requires serial numbers and invoices for the equipment it is going to replace.
2. Charter School Grant and other audits. They can and will show up at your school at any time and ask to see all serial numbers on the invoices.
3. Tech Plans. This will save you from having to go room to room when you need to report what technology you have in your school.
4. Refresh/Rollout. With this inventory you will know exactly what should be removed when and what will be replaced.
5. Loaner Items. This is where the “Other Items” section can come into play. If a teacher borrows a digital camera you will know who had it last when it mysteriously shows up broken on your desk.
6. And simply just always knowing what is where in your building.

National Heritage Academies

Technology Scope and Sequence for Staff

N	Novice: Introduction and overview of learning concepts/areas
B	Basic: Developed skills through planned training sessions
P	Proficient: Applied learning without direction
C	Technology Coach: Can train and assist others

Network Basics

		Years as a NHA Teacher	NTO	1	2	3	4	5
Login and Network:								
	NHA Technology Standards & Model							
	Log-in to the NHA Network	N	B,P	P	P	P	P	C
	Identify and use school network drives such as the Personal Z;; Universal & Project Drive(s)	N	B,P	P	P	P	P	C
	Contact the NHA Help Desk (electronic tickets and telephone)	N	B	P	P	P	P	C
	Understand the process and purpose of the NHA Desktop Image	N	B	P	P	P	P	C
	Identify and use other drives (e.g. A: Floppy & D: CD; other...)		N,B	P	P	P	P	C
	Locate computer identification information (e.g. IP address & Serial Number)		N,B	P	P	P	P	C
	Reset a Student's Password		N	B	P	P	P	C
File Management:								
	Save and retrieve documents (Name a file, choose a location and retrieve saved files)		N,B	P	P	P	P	C
	Distinguish between Save and Save As			N,B	P	P	P	C
	Create, save, open and move documents inside sub-folders			N	B	P	P	C
Printing:								
	Set a default printer		N,B	P	P	P	P	C
	Select various printers within the building		N,B	P	P	P	P	C
	Print only selected pages from documents		N,B	P	P	P	P	C
	Print duplex		N,B	P	P	P	P	C

Electronic Mail

	Create a New message; Add multiple recipients	N,B	P	P	P	P	P	C
	Reply to a message	N,B	P	P	P	P	P	C
	Forward a message	N,B	P	P	P	P	P	C
	Use the Address Book (Search for mail recipients)	N,B	P	P	P	P	P	C
	Add Attachments to E-Mail (e.g. pictures, documents)	N,B	P	P	P	P	P	C
	Open an Attachment from E-Mail	N,B	P	P	P	P	P	C
	Download an Attachment to an appropriate storage area (network drive)	N	B	P	P	P	P	C
	Organize E-Mail (create and use filing folders; role of Public Folders)		N,B	P	P	P	P	C
	Sort messages (by name, date subject)		N	B	P	P	P	C

	Delete E-mails (clean out your Mailbox)		N	B	P	P	C
	Create Distribution and Contact Lists		N	B	P	P	C
	Use the Outlook Web Access Calendar			N	B	P	C

AtSchool Student Information System

Atschool Teacher Modules:							
	Attendance		N,B	P	P	P	C
	Gradebook		N,B	P	P	P	C
	Progress Reports		N	B,P	P	P	C
	Report Cards		N	B,P	P	P	C
	Publications (newsletters)		N	B,P	P	P	C

Hardware

	Set up and use Mobil Laptop Cart		N	B	P	P	C
	Set up and use mobile Keyboarding System		N	B	P	P	C
	Set up and use the LCD Projector		N	B	P	P	C
	Basic Troubleshooting			N,B	P	P	C
	Use the Telephone System			N,B	P	P	C
	Use the Scanner			N	B	P	C
	Use the Digital Camera			N	B	P	C
	Use the digital Video Camera				N	B	C

Microsoft Software Applications

MS Word: Word Processing							
	Enter text into a new Word Processing document		N,B	P	P	P	C
	Change the font and size of text		N,B	P	P	P	C
	Align text with alignment buttons		N,B	P	P	P	C
	Highlight text with the mouse		N,B	P	P	P	C
	Change the format of text with bold, italics and underline		N,B	P	P	P	C
	Use the cut and paste commands		N,B	P	P	P	C
	Use the menu bar functions		N,B	P	P	P	C
	Insert and format Clip Art		N,B	P	P	P	C
	Use Spell Check		N,B	P	P	P	C
	Learn Keyboard short-cuts (Ctrl-V = Paste, etc...)			N,B	P	P	C
	Learn to use headers and footers			N,B	P	P	C
	Insert and format other digital images			N,B	P	P	C
	Word Processing Tasks - The Options Menu			N	B	P	C
MS Publisher: Desktop Publishing							
	Use the Publisher Menu Bar Functions		N,B	P	P	P	C
	Resize, group and move objects		N,B	P	P	P	C
	Link text boxes for text flow			N,B	P	P	C
	Add other digital images			N,B	P	P	C

	Add and Delete Pages			N,B	P	P	C
	Locate and use existing templates from the Template Wizard			N,B	P	P	C
MS Excel: Spreadsheets							
	Use the mouse to select and enter data into a cell			N,B	P	P	C
	Spreadsheet: Learn to add/subtract cell information			N,B	P	P	C
	Spreadsheet: Formatting (cells; columns; rows)			N,B	P	P	C
	Spreadsheet: Learn spreadsheet terms			N,B	P	P	C
	Spreadsheet: Learn to graph or chart			N,B	P	P	C
	Spreadsheet: Create basic formula functions			N,B	P	P	C
	Learn to use headers and footers			N,B	P	P	C
	Advanced Spreadsheets (Sorting, Filters, Freeze Panes; Copying Worksheets)				N,B	P	C
MS PowerPoint: Presentations							
	Use a readymade PowerPoint Presentation			N,B	P	P	C
	Learn how to select and use a design template			N	B	P	C
	Learn how to create a basic presentation			N	B	P	C
	Learn how to format a presentation with slide transitions and animation			N	B	P	C
	Learn how to insert multimedia (sound, video, etc.) and hyperlinks			N	B	P	C
MS Access: Databases							
	Know how to start a new database document				N	B	P,C
	Know database terms				N	B	P,C
	Know how to create fields and enter information into records				N	B	P,C
	Learn to sort the database based on one field				N	B	P,C
	Perform a search based on one or more fields				N	B	P,C

Graphics & Images

	Know how to use basic painting/drawing tools such as MS Paint			N	B	P	C
	Know how to select specific areas of a painting or graphic			N	B	P	C
	Knows the difference between several graphic formats			N	B	P	C
	Printing to a page			N	B	P	C
	Access and use clip art			N	B	P	C

Working with the Internet - World Wide Web

	Filtering @ NHA		N	B	P	P	P	C
	Manually enter an Internet Web Address (URL)			N,B	P	P	P	C
	Learn Internet Explorer button functions (back, forward, stop, etc.)			N	B	P	P	C
	Know basic internet terms			N	B	P	P	C
	Learn to build and organize a 'Favorites' list of most used websites			N	B	P	P	C
	Know how to create website shortcuts and hyperlinks in MS Word			N	B	P	P	C
	Know how to search and use keywords for information within a search engine program			N	B	P	C	
	Know how to search for and download graphics/images within a search engine program			N	B	P	C	

NHA Educational Software

	Know how to use Graph Club 2.0	N	N	B	P	P	C
	Know how to use Timeliner 5.0	N	N	B	P	P	C
	Know how to use Inspiration 8.0	N	N	B	P	P	C
	Know how to use MS Encarta	N	N	B	P	P	C
	Know how to use Type to Learn	N	N	B	P	P	C
	Know how to use Accelerated Reader	N	N	B	P	P	C
	Know how to use United Streaming	N	N	B	P	P	C
	Know how to use Scholastic Keys	N	N	B	P	P	C

Education and Curriculum

Online Resources							
	Know how to access Curriculum Center	N	B	P	P	P	C
	Know how to access and use NHA History Interactive materials	N	B	P	P	P	C
	Know how to locate and use recommended internet sites	N	B	P	P	P	C
	Know how to access, download and print lesson resources from Curriculum Center	N	B	P	P	P	C
	Know how to locate and use e-curriculum	N	B	P	P	P	C
Technology Curriculum							
	Interpret and understand the NHA Technology Scope & Sequence of Content Standards	N	B	P	P	P	C
	Know how to access, download and print grade appropriate technology curriculum resources	N	B	P	P	P	C
	Deliver curricular instruction that incorporates the use of Technology		N,B	P	P	P	C
	Access and download resources to effectively assess and track student progress of technology skills		N,B	P	P	P	C
	Design lessons that incorporate the use of technology to enhance computer literacy in students.		N	B	P	P	C
	Know how to evaluate internet sites for accuracy and suitability	N	B	P	P	P	C