EASTERN WASHTENAW
MULTICULTURAL
ACADEMY

Technology Plan
June 2010 - June 2013

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Eastern Washtenaw Multicultural Academy
Technology Plan
2010 - 2013

Section 2: Mission Statement:

The mission of Eastern Washtenaw Multicultural Academy is to recognize that each child is an individual who needs to experience success to develop a love for learning. We celebrate the pursuit of lifelong learning and are committed to nurturing high self-esteem, respect for diversity and an appreciation for differences. We believe that everyone can learn and experience success given the opportunity to develop confidence and independence.

ACADEMY DESCRIPTION:

Eastern Washtenaw Multicultural Academy is a Public School Academy that opened its doors in August of 2004. The Academy is serving approximately 250-280 students from Pre-Kindergarten through grade 12 in Ann Arbor, Michigan. The Academy has been chartered through Bay Mills Community College, and contracted with MJ management in assisting with the operations of the school. Students come from communities throughout Wayne and Washtenaw Counties. Many of the students are considered At Risk, with 74% qualifying for free or reduced lunch. The staff consists of 1 administrator, 21 teachers, 2 administrative assistants, and 4 Title I para professionals.

The Academy is located on 4 acres partially surrounded by natural environment with two separate playground areas. The building has two wings; the West wing consists of the High School and the East Wing consisting of the Elementary and Middle school.

Eastern Washtenaw Multicultural Academy offers a valuable alternative form of public education to its community. The Academy is dedicated to providing a learning environment which meets the needs of each, individual student. In the elementary school this is accomplished through center-based multi-age classes. The middle school is project based learning. High school students take the majority of their classes online and have the ability to choose courses from a catalogue of over .As part of its charter, the Academy is committed to the inclusion of technological literacy which uses computer skills and the ability to use computers and other technology to improve learning, productivity, and performance.

Demographics:
2009-2010 Academic Year

Racial/Ethnic	Number
American Indian or Alaska Native	0
Asian American	6
Black or African American	100
Native Hawailan or other	0
White	156
Hispanic or Latino	12
Multi-racial	2
Total	276

Gender	Number
Male	129
Female	147
Total	276

Erollment 2009-2010	
Grade	Number of Students
Pre-k	32
K	31
1st	20
2nd	33
3rd	16
4th	18
5th	15
6th	17
7th	22
8th	17
9th	23
10th	15
11th	13
12th	4
total Number of students	276

Section 3: Visions and Goals

Vision Statement:

The Academy has adopted the following **Technology Vision Statement:**

Eastern Washtenaw Multicultural Academy will provide its students with a fully developed, up-to-date technology program to ensure that they are appropriately equipped to utilize modern technologies for employment and continuous access to information.

Goal

The following four standards will ensure that all students and teachers to have equitable access to and valuable use of technology:

1. All teachers in the Academy will have the training and support they need to help students learn to use computers and the internet.
2. All teachers and students will have access to updated multimedia computers and Internet resources.
3. Effective software and online learning resources will be an integral part of our school's curriculum.

4. All classrooms and labs will be connected to the Internet. Computers will be routinely upgraded as it becomes available.

Technology plays a fundamental part in meeting the goals of The Academy's, School Improvement Plan (SIP). The five core areas targeted in our SIP are:

- Writing
- Reading
- Mathematics
- Science
- Social Studies

The use of technology will be implemented to target student achievement across all SIP areas. The staff plans to use technology to supplement the goals by using the following technological resources:

- Compass Learning Odyssey gives teachers the tools to provide learning activities that meet the needs of individual student.
- My-Access, a writing tool that improves student's writing ability and scores on standardized tests.
- Text and comprehension, software that provides text to speech used for special needs and ELL students.
- Blackboard provides students to participate in classes delivered online or use online materials and activities that complement face to face teaching. This is a program that prepares students for higher education.
- Lexia Software software for Pre-K to adults with a high emphasis on ELL learners. This program helps students improve essential reading skills while supporting educators in monitoring and informing reading instruction in classroom.
- Unlimited access to online resources- Hippo Campus, Reading A-To-Z, Tumblebooks, aplusmath, aaamath, internet4classrooms, softschools, and etc.

Section 4: Curriculum Integration

At present, EWMA has multiple levels of technological integration in its curriculum and instruction.

The highest degree of technology integration is at the high school level (grades 9 -12). All High school students are provided with a computer that has internet access. High school students take 80% of their classes online the majority of these classes are through Michigan Virtual University.

The intermediate degree of technology integration exits in the middle school (grades 6-8). All classrooms have a mounted projector and audio system and two work stations. Middle school classes have a daily period scheduled for computer usage; in the computer lab. This time allows the staff to implement the school technology curriculum which meets the Michigan technology benchmarks and standards. The curriculum uses a number of computer based programs is designed to introduce and reinforce computer skills, preparing students for Michigan Virtual High School, and for their higher education.

The third level of technology integration is at the elementary level (grades Pre-K-5). All classrooms have a mounted projector and audio system and two work stations. Each grade level has scheduled period to visit the computer lab. Students visit the computer work stations several times a week during centers.

Standards	Pre-K-2nd	3rd-5th	6th-8th
Creativity and Innovation	1. students will use a variety of tools such as; word processors, drawing tools, electronic books, websites and paint programs to learn, create and convey original ideas and illustrate concepts	1. students will use a variety of tools such as; word processors, drawing tools, to produce a media rich digital project 2. Students will use technology tools to create works of art, movies, or presentations 3. students will understand that existing and future technology is the result of human creativity	1. students will apply common software features such as; spellchecker, thesaurus, formulas, charts graphics to enhance communication with an audience and to support creativity 2.students will use Excel, Microsoft Word, and Publisher to create web pages, newsletter and information brochures 3. students will illustrate a content- related concept using mapping software from Excel
Communication and Collaboration	1. work together when using digital tools (e.g., word processor, drawing, presentation software) to convey ideas or illustrate simple concepts relating to a specified project. 2. use a variety of developmentally appropriate digital tools (e.g., word processors, paint programs) to communicate ideas to classmates, families, and others.	1. use digital communication tools (e.g., e-mail, blogs, message boards, Blackboard) and online resources for group learning projects 2. identify how different software applications may be used to share similar information, based on the intended audience (e.g., presentations for classmates, newsletters for parents) 3. use a variety of media formats to create and edit projects (e.g., presentations, newsletters, brochures, web pages) to	1. use digital resources (e.g., discussion groups, blogs, podcasts, webinar, Blackboard) to collaborate with peers, experts, and other audiences 2. use collaborative digital tools to explore common curricular content with learners from other cultures 3. identify effective uses of technology to support communication with peers, family, or school personnel

		communicate information and ideas to various audiences	
Research and Information Fluency	1. interact with Internet based resources 2. use digital resources (e.g., dictionaries, encyclopedias, graphs, graphical organizers) to locate and interpret information relating to a specific curricular topic, with assistance from teachers, school library media specialists, family, or student partners.	1. identify search strategies for locating information with support from teachers or school library media specialists 2. use digital tools to find, organize, analyze, synthesize, and evaluate information 3. understand and discuss the concept that web sites and digital resources may contain inaccurate or biased information 4. understand that using information from a single Internet source might result in the reporting of erroneous facts and that multiple sources should always be researched	1. use a variety of digital resources to locate information 2. evaluate information from online information resources for accuracy and bias 3. understand that using information from a single Internet source might result in the reporting of erroneous facts and that multiple sources should always be researched 4. identify types of web sites based on their domain names (e.g., edu, com, org, gov, net)
Critical Thinking, Problem Solving, and Decision Making	1. explain ways that technology can be used to solve problems (e.g., cell phones, traffic lights, GPS units) 2. use digital resources (e.g., dictionaries, encyclopedias, search engines, web sites) to solve developmentally appropriate problem, with assistance from teachers, families, school media specialists, or student partner	1. use digital resources to access information that can assist in making informed decisions about everyday matters (e.g., career choices, college discussions) to improve their ability to achieve personal goals 2. use information and communication technology tools (e.g., calculators, videos, DVDs, educational software) to collect, organize, and evaluate information to assist with solving problems 3. use digital resources to	1. use databases or spreadsheets to make predictions, develop strategies, and evaluate decisions to assist with various occupations or careers 2. evaluate available digital resources and select the most appropriate application to support a specific assignments using word processor, table, outline, spreadsheet, and presentation program to enhance learning and increase productivity 3. gather data, examine patterns, and apply

		identify and investigate a state, national, or global issue (e.g., global climate change, economy, environment)	information for decision making using available digital resources 4. strategies are discussed for the impact of technology in the future
Digital Citizenship	1. describe appropriate and inappropriate uses of technology (e.g., computers, Internet, e-mail, cell phones) and describe consequences of inappropriate uses 2. know the Michigan Cyber Safety Initiative's three rules (Keep Safe, Keep Away, Keep Telling) 3. identify personal information that should not be shared on the Internet (e.g. name, address, phone number) 4. know to inform a trusted adult if he/she receives or views an online communication which makes him/her feel uncomfortable, or if someone whom he/she doesn't know is trying to communicate with him/her or asking for personal information	1. discuss scenarios involving acceptable and unacceptable uses of technology (e.g., file-sharing, social networking, text messaging, cyber bullying, plagiarism) 2. recognize issues involving ethical use of information (e.g., copyright adherence, source citation) 3. describe precautions surrounding personal safety that should be taken when online 4. identify the types of personal information that should not be given out on the Internet (name, address, phone number, picture, school name)	1. provide accurate citations when referencing information sources 2. discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, viruses, file-sharing) 3. discuss the consequences related to unethical use of information and communication technologies 4. discuss possible societal impact of technology in the future and reflect on the importance of technology in the past 5. create media-rich presentations on the appropriate and ethical use of digital tools and resources 6. discuss the long term ramifications (digital footprint) of participating in questionable online activities (e.g., posting photos of risqué poses or underage drinking, making threats to others) 7. describe the potential risks and dangers associated with online communications

Technology Operations and Concepts	1. discuss advantages and disadvantages of using technology 2. be able to use basic menu commands to perform common operations (e.g., open, close, save, print) 3. recognize and name the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, printer) 4. discuss the basic care for computer hardware and various media types (e.g., CDs, DVDs) 5. use developmentally appropriate and accurate terminology when talking about technology 6. understand that technology is a tool to help complete a task, and is a source of information, learning, and entertainment 7. demonstrate the ability to navigate in virtual environments (e.g., electronic books, games simulation software, and web sites)	1. use basic input and output devices (e.g., printers, scanners, digital cameras, video recorders, projectors) 2. describe ways technology has changed life at school and at home 3. understand and discuss how assistive technologies can benefit all individuals 4. demonstrate proper care in the use of computer hardware, software, peripherals, and storage media 5. know how to exchange files with other students using technology (e.g., network file sharing, flash drives)	1. identify file formats for a variety of applications (e.g., doc, xls, pdf, txt, jpg, mp3) 2. use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced materials 3. perform queries on existing databases 4. know how to create and use various functions available in a database (e.g., filtering, sorting, charts) 5. identify a variety of information storage devices (e.g., CDs, DVDs, flash drives) and provide rationales for using a certain device for a specific purpose 6. use accurate technology terminology 7. use technology to identify and explore various occupations or careers, related to science, technology, engineering, and mathematics 8. discuss possible uses of technology to support personal pursuits and lifelong learning 9. understand and discuss how assistive technologies can benefit all individuals 10.discuss security issues related to e-commerce

Strands	9th -12th
Creativity and Innovation	1. apply advanced software features (e.g. built-in thesaurus, templates, styles) to redesign the appearance of word processing documents, spreadsheets, and presentations 2. create a web page (Go daddy.com) 3. use a variety of media format to design, develop, publish, and present projects (e.g., newsletters, web sites, presentations, photo galleries)
Communication and Collaboration	1. identify various collaboration technologies and describe their use (e.g., blackboard, message board, blog) 2. use available technologies (e.g., e-mail, instant messaging, blackboard) to communicate with others on a class assignment or project 3. collaborate in content-related projects that integrate a variety of media (e.g., print, audio, video, graphic, and models) 4. plan and implement a collaborative project using telecommunication tools (e.g., discussion boards, online groups, interactive web sites) 5. describe the potential risks and dangers associated with online communications. 6. use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence)
Research and Information Fluency	1. develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys) 2. identify, evaluate, and select appropriate online sources to answer content related questions 3. demonstrate the ability to use library and online databases for accessing information (e.g., MEL, Wikipedia, Google, United Streaming) 4. distinguish between fact, opinion, point of view, and inference 5. evaluate information found in selected online sources on the basis of accuracy and validity 6. evaluate resources for stereotyping, prejudice, and misrepresentation 7. understand that using information from a single internet source might result in the reporting of erroneous facts and that multiple sources must always be researched 8. research examples of inappropriate use of technologies and participate in related classroom activities (e.g., debates, reports, mock trials, presentations)
Critical Thinking, Problem Solving, and Decision Making	1. use digital resources (e.g., educational software and models) for problem solving and independent learning 2. analyze the capabilities and limitations of digital resources and evaluate their potential to address personal, social, lifelong learning, and career needs 3. devise a research question or hypothesis using information and communication technology resources, analyze the findings to make a decision based on the findings, and report the results
Digital Citizenship	1. identify legal and ethical issues related to the use of information and communication technologies (e.g., properly selecting and citing resources) 2. discuss possible long-range effects of unethical uses of technology (e.g., virus spreading, file pirating, hacking) on cultures and society 3. discuss and demonstrate proper netiquette in online communications 4. identify ways that individuals can protect their technology systems from

	unethical or unscrupulous users 5. create appropriate citations for resources when presenting research findings 6. discuss and adhere to fair use policies and copyright guidelines
Technology Operations and Concepts	1. complete at least one online credit, or non-credit, course or online learning experience 2. use an online tutorial and discuss the benefits and disadvantages of this method of learning 3. explore career opportunities, related to science, technology, engineering, and mathematics and identify their related technology skill requirements 4. describe uses of various existing or emerging technology resources (e.g., podcasting, webcasting, online file sharing) 5. identify an example of an assistive technology and describe its potential purpose and use 6. participate in a virtual environment as a strategy to build 21st century learning skills 7. assess and solve hardware and software problems by using online help or other user documentation 8. explain the differences between freeware, shareware, open source, and commercial software 9. participate in experiences associated with technology-related careers 10.identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav, wmv, mp3, flv, avi, pdf) 11.understand and discuss how assistive technologies can benefit all individuals 12.demonstrate how to import/export text, graphics, or audio files 13.proofread and edit a document using an application's spelling and grammar checking functions

Section 5: Student Achievement

As stated in section four (Curriculum Integration), integrating technology is one of the main focus at the Academy. A description and timeline on how technology will be integrated into curricula and instruction is charted below:

	2010-2011	**2011-2012**	**2012-2013**
Web based typing	Will be used as direct instruction assessment (2-8)	Continue	Continue
Hippo Campus	Will be used as direct instruction (6^{th} -12^{th})	Continue	Continue
Starfall	Will be used as direct	Continue	Continue

	instruction (PreK-2nd)		
AA Math	Will be used as direct instruction (2nd -8th)	Continue	Continue
Geocities multiplication	Will be used as direct instruction assessment (2-8)	Continue	Continue
Internet 4 classrooms	Will be used as direct instruction assessment (PreK-12)	Continue	Continue
Reading A to Z	Will be used as direct instruction (2nd -4th)	Continue	Continue
Tumblebook	Will be used as direct instruction (Pre-K -8th)	Continue	Continue
Storyline online	Will be used as direct instruction (Pre-K -4th)	Continue	Continue
Office Applications: **Word** **Excel** **Powerpoint**	Will be used as direct instruction (2nd -12th)	Continue	Continue
Unitedstreaming	Will be used as direct instruction (Pre-K - 12th)	Continue	Continue
Go-Daddy	Will be used as direct instruction (6th-12th)	Continue	Continue
Blackboard	Will be used as direct instruction (9th-12th)	Continue	Continue
Compass Learning	Will be used as direct instruction assessment (PreK-12)	Continue	Continue
Lexia	Will be used as direct instruction assessment (Prek-12)	Continue	Continue
Natural Reader	Written textbooks into an MP3 or audio files	Ongoing	Ongoing
Northwestern Evaluation Association (NWEA)	Will be used as direct instruction assessment (Prek-12)	Ongoing	Ongoing

Section 6: Technology Delivery

Teachers and students have many opportunities to take advantage of distant learning activities such as:

One-to-One Laptop Program – Ninth- twelfth grade students are provided the opportunity to check out a laptop for home use (Refer to school policy).

Michigan Learnport- Provides access to high quality courses and resources that meet Michigan's professional development requirements.

Michigan Virtual High School –High school credited classes are provided through the web.

Video Streaming - Used to enhance existing curricular areas at all grade levels. Virtual field trips from internet4classrooms and virtual labs both allow for this opportunity.

Compass Learning – facilitate individual instruction and drill, reinforcement and practice opportunities and provides the capability for diagnostic and pre and post unit assessment of student achievement.

Northwestern Evaluation Association (NWEA)-is a resource used to help assess a student's knowledge. It is a computer adaptive test that automatically adapts to each students instructional level. NWEA gives teachers an accurate picture of student's performance in math, science, language arts, and reading in all grade.

Section 7: Parental Communications & Community Relations

Eastern Washtenaw Multicultural Academy will promote parental involvement and increase communication with parents and community by doing the following:

Distribution of technology plan to the community.
The Academy's technology plan will be distributed at a school board meeting and will be posted on the school website.

Communicating with parents through technology.

Current events and school information will be accessible to parents through:

- Internet safety information events for parents
- PowerSchool parent portal demonstration on orientation evenings
- Eastern Washtenaw Multicultural Academy web site
- Blackboard
- Content Expectations
- Code of Conduct
- Acceptable use policy
- Student link to acceptable sites
- School calendar
- Sporting events
- All school improvement plans
- Email
- Technology section in the quarterly newsletter

Section 8: Collaboration

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

Eastern Washtenaw Multicultural Academy does not serve populations that require Adult Ed/GED programs.

Section 9: Professional Development

Professional development in technological competencies is vital to the successful implementation of Eastern Washtenaw Multicultural Academy's Technology Plan. Staff development opportunities are provided individually, on an ongoing basis throughout the year. The Academy anticipates devoting about $2000 to professional development in the 2010-2011 school year, of which 10-15% will be directed to technology opportunities.

Professional Development Training Timeline:

	Users:	Office Applications: Word, Excel, Power Point	Compass Learning	NWEA	Power School(Student database & tracking)
2010-2011	**New Staff**	*Inquire / Introduce*	*Inquire/ Introduce*	*Inquire/ Introduce*	*Inquire/ Introduce*
	Beginner	*Introduce*	*Introduce*	*Introduce*	*Introduce*
	Intermediate	*Review*	*Review*	*Review*	*Review*
	Advanced	*Master*	*Master*	*Review*	*Master*
2011-2012	**New Staff**	*Inquire/Introduce*	*Inquire/Introduce*	*Inquire/Introduce*	*Inquire/ Introduce*
	Beginner	*Review*	*Review*	*Review*	*Review*
	Intermediate	*Master*	*Master*	*Review*	*Master*
	Advanced			*Master*	
2012-2013	**New Staff**	*Inquire/ Introduce*	*Inquire Introduce*	*Inquire/ Introduce*	*Inquire/ Introduce*
	Beginner	*Master*	*Master*	*Review*	*Master*
	Intermediate			*Master*	
	Advanced				

The following is a list of strategies intended to assist faculty members in increasing their technological competencies:

- Eastern Washtenaw Multicultural Academy has instituted a mentoring program for all new teachers. One component of the program involves the familiarization and training of new staff with the Academy's technological resources.
- Staff members will be encouraged to upgrade their skills by accessing Microsoft on-line tutorials, which offer instruction in Word, Excel, Publisher, Access, and Power Point.

- In the coming year, the administration will institute a Professional Development Plan for the staff. Faculty members will be expected to devote 10% of their PD time to upgrading technology skills.
- Staff members are encouraged to make use of the resources available in the Computer Science lab to polish their technology skills.
- Eastern Washtenaw Multicultural Academy teachers may participate in a range of technology PD offerings made available through the Washtenaw ISD.
- The staff will be encouraged to select workshops that will allow them to more effectively integrate technology into instruction across the curriculum.
- All staff members will be provided with the National Educational Technology Standards for Teachers at the beginning of each school year, to develop familiarity with expected technology competencies.

Section 10: Supporting Resources

Eastern Washtenaw Multicultural Academy relies on many sources for the resources required to support our professional development goals. As a Public Charter School member, our school has access to all of the resources available through the WISD. This includes, but is not limited to; online training classes, traditional professional development classes, a lending library, and a wealth of educational technology professionals who provide support and guidance. Financial support for our professional development program is also provided by state funding. Software, online subscriptions, videos/DVDs, and print material to support the program are purchased through the school. Teachers can take advantage of college level professional development courses offered through Learn Port.

Section 11: Infrastructure Needs/Technical Specification, and Design

INFRASTRUCTURE STRATEGIES:

There is an ongoing need for replacement and upgrading of the Academy's computers and software. The faculty has determined the following list of priorities for future acquisition:

- Replacement of 50-75% of the Computer Science lab desktops within the next three years.
- Accumulating a greater array of software for use in academic subjects. Specific requests include math (secondary level), reference software, and typing. New software will be acquired annually, beginning in September 2010.
- Addition of two desktop computers for each academic classroom within the next three years.
- Acquisition of a quality printer for high school.
- Purchase of a laptop computer for each teacher within the next 3 years.

Eastern Washtenaw Multicultural Academy is equipped with the following technologies:

Hardware

- Server-1 (converted to a file folder)
- Servers-2 (purchased in 2010)
- Workstations
  - East wing 40 workstations
  - West Wing 50 workstations (added in 2010)
- Laptops-30
- Laptop portable cart-1

- 16 Port Switches -4
- 8 Port Switch-2
- 24 Port Switch-5
- Sonic Wall-1
- Locking Wall Cabinet
- Power backup surge
- Cyber Acoustics headsets-13
- 4, Linksys-Cisco 8 Port Switches
- Printers
    - Ricoh Aficio- colored printer
    - Savin – copier/fax
    - Ricoh Aficio-printer
    - Photo colored printer
- Bell System tower and audio system
- Ceiling mounted analog/digital projector-12
- Wall mounted retractable display screens-12
- Ethernet connection to all rooms in East and West Wings
- Phones with intercoms in all buildings
- Digital video Camera (added 2010)
- Digital Camera
- VCR/DVD -5
- TVs-2
- Comcast business modems-2

Software

- Microsoft Office 2003 used for academic classes and administrative applications with Word, Excel, PowerPoint, and Access.
- Microsoft Office Suite
- Microsoft FrontPage
- Surf control Software
- Windows server 2008 operating system
- Windows Server 2008 CAL (100)
- Ricoh providing:
    - Nightly backup
    - Blockage of inappropriate sites
    - Virus protection (fire wall and computers)

Multiple user licensed software

- Microsoft Office XP
- Microsoft Office Suite
- AVG Antivirus Network Edition

Technical Support

Software and hardware support is provided by a Ricoh Network Supporting Services and Technology Support staff, MJ Management is also available for ongoing technology implementation and training.

Section 12: Increase Access

The Academy strives to provide access to technology to all students. This includes, but is not limited to;

- providing special hardware (text to audio etc.) for students with disabilities
- donating used computers to school families who do not have the ability to purchase technology
- Pursue grant opportunities
- Laptops are available for sign out with teacher approval
- Monitor band wide to internet and upgrade when available

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Section 13: Budget and Timetable

As a small Public School Academy, Eastern Washtenaw Multicultural Academy is limited in the amount of its budget that can be devoted to technology. Typically, Eastern Washtenaw Multicultural Academy directs approximately 5% of its annual budget to improving technology infrastructure and services.

The remainder of the funds necessary to make its technology plan a success must be received from grants. The administration of the Academy, along with its management service provider, Helicon Associates, works on a continuing basis to explore all possible sources of technology grants.

The proposed operation budget for technology is appended to this document.

OPERATION BUDGET FOR TECHNOLOGY

	2010-11		2011-12		2012-13	
	Qty	$	Qty	$	Qty	$
Computers						
Classroom (K-8th)	11	$ 10,000.00	11	$10,000.00	4	$3,600.00
Laptop Computers			5	$4,500.00	5	$4,500.00
Teachers	12	$ 7,200.00	3	1350	3	1350
Computer Lab						
(K-8th)	25	$ 20,000.00	5	$ 4,000.00	5	$ 4,000.00
Computer Lab						
(9th-12th)	25	$ 20,000.00	10	$ 8,000.00	10	$ 8,000.00
Servers	2	$ 5,000.00				
Blocking	1	$ 2,400.00		$ 3,600.00		$ 3,600.00
Virus Protection		$ 2,400.00		$ 3,600.00		$ 3,600.00
Backup system		$ 2,400.00		$ 3,600.00		$ 3,600.00
Internet	2	$ 3,600.00	2	$ 3,600.00	2	$ 3,600.00
KC 4		$735.00		$735.00		$735.00
Academic Software	12	$ 2,000.00		$ 1,000.00		$ 1,000.00
Enchanted Learning	1	$ 900.00		$ 900.00		$ 900.00
Reading A-Z	1	$ 300.00		$ 400.00		$ 500.00
Compass Learning	10	$ 7,500.00		$ 7,500.00		
Software Licensing Microsoft	1	$ 2,250.00		$ 3,000.00		$ 1,350.00
Power School	250	$ 2,900.00		$ 2,900.00		$ 2,900.00
NWEA	250	$ 4,000.00		$ 4,000.00		$ 4,000.00
Professional Dev.		$ 2000.00		$ 2000.00		$ 2000.00
Totals		$ 95585.00		$ 63950.00		$ 49235.00

Section 14: Coordination of Resources

The Academy's source of funding is the school budget, which is provided by the state per pupil funding. In addition to the state funding The Academy used the ARRA title 1 funding. The Academy utilizes the CDW Government bid when making purchases of technology if CDW Government offers the best price available. The Academy is also working towards obtaining grants.

Section 15: Evaluation

Technology evaluation is an ongoing process at Eastern Washtenaw Multicultural Academy. Throughout the school year, teachers, administrators, and the Technology Committee are constantly developing and refining technology requirements. The Technology Committee meets formally at least once a year to evaluate our current technology and to develop a plan for the coming school year. In addition, with the creation of this Technology Plan, the Technology Committee will annually review/update the plan to ensure we include emerging technologies and incorporate changes to the plan to address unmet goals.

The success of our technology integration will be determined by student achievement, formal and informal observations of technology use in the classroom, and conversations with staff, parents, and students (current and former).

Section 16: Acceptable Use Policy

Acceptable Use Policy

- Computers and data on the network and on the hard drive are the property of EWMA.
- Computers are to be used for EWMA school purposes only. No outside email or chat sources permitted.
- Any malicious damage to computers, hardware, software, or files will result in the termination of computer, and/or media center privileges.
- Students are not permitted to load any software, files, or CDs onto the computers. This includes no listening to CDs.
- Students are not to copy software or program files from any EWMA computer.
- All assignments are to be stored in the student's designated folder unless otherwise specified.
- The students will not be allowed to bring disks, CDs, or flash drives from home for use on school computers.
- Accessing another student's folder for the purpose of cheating or any other reason will result in suspension from the computer lab, and/or the media center or the failure of the course.
- Email and any other accounts on the network are not private. Account will be monitored randomly on a regular basis. Computer files are the sole property of EWMA.
- Students are prohibited from changing any settings on the computer including the screen saver.
- The computer or its' accessories are not to be moved by the student.
- Students are prohibited from bringing food, candy, or beverages into the computer lab or media center. Failure to comply will result in termination of computer privileges.
- Students are prohibited from applying hand or body lotion in the computer lab or media center.
- Internet access is monitored. Excessive or abusive use is prohibited and will result in the termination of computer privileges. The following websites are prohibited: pornography, sexually explicit material or lyrics, racial/ethnic hatred, gambling, weapons, or any other site containing content of a violent or sexual nature, which also includes and not limited to, Crushspot, Facebook, MySpace, and YouTube.
- It is the students' responsibility to report any missing equipment, software or computer related problems to the instructor immediately, at the beginning of the class period.
- Students are responsible for the care and cleaning of their assigned computer and workstation. This includes the care and cleaning of the desk, monitor, keyboard, mouse, and system unit.

Failure to comply with any of the above rules will result in termination of computer privileges

RETAIN THIS PAGE FOR REFERENCE AND RETURN THE NEXT PAGE TO THE INSTRUCTOR

Eastern Washtenaw Multicultural Academy

Student Computer Use/Internet Contract

I, _____, have received a copy of the Eastern Washtenaw Multicultural Academy Technology Rules and Regulations. I understand the use of the computers in the computer lab and the media center at EWMA is a privilege and is not to be taken for granted. I understand that any violation of the rules and regulations may result in termination of computer privileges suspension, and/or expulsion. I also understand the replacement costs. By signing this agreement, I agree to abide by rules and regulations set forth by EWMA for computer use.

Parent/Guardian Name: _____

Signature_____ Date_____

Student Name (printed) _____

Signature_____ Date_____