

Divine Child Catholic Schools

3 – Year Strategic Technology Plan August 23, 2010 thru June 30, 2013

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Executive Summary

Divine Child's programs are designed around a central technology infrastructure so that instruction, collaboration and operations are tightly integrated. Overarching goals of the Divine Child's technology-driven approaches are:

- Enhance and extend classroom instruction and the learning process through technology.
- Improve school and system management through technology while reducing teacher, administrative workloads thereby maximizing the time teachers spend on teaching and learning activities.
- Increase involvement, participation and inter-connectivity to educational processes and environments, by parents, businesses, educational institutions and other community agencies and organizations.
- Prepare graduates with the technology skills for success in the competitive work environment.
- Improve the economic environment of the state by providing technology-enhanced learning opportunities that produce a skilled workforce capable of meeting the changing demands of business and industry.

Divine Child School realizes the importance and advantages of infusing technology into all aspects of its operations whether it is students, teachers and or staff driven.

Demography

Divine Child Elementary and Divine Child High School is located in Dearborn MI. The Divine Child Church and Schools consists of four main buildings housing the high school, elementary school, advancement offices and financial offices.

- High School has 850 students enrolled for 2010-11 school year
- Elementary School has 650 students enrolled for 2010-11 school year
- High School has 68 teachers and staff
- Elementary School as 49 teachers and staff
- Divine Child is a first to twelve Catholic school
- Divine Child supports a 40% population for free and reduced lunch
- Divine Child supports a grant and scholarship program to help student tuition

Introduction

Mission Statement

Divine Child Catholic Schools are committed to the use of all available resources to provide quality instructional programs through which all students will develop their greatest potential, demonstrate mutual respect, work cooperatively to achieve clearly stated goals, value the learning process, and prepare – in a safe and orderly environment – for a productive role in a democratic society.

Divine Child Catholic Schools will provide and enhance an educational system in which students will reach their fullest potential and function as active participants in the educational setting, the community, and as contributing members of a democratic society in which they are productive and self-supporting adults. Students will value learning, be critical thinkers, be technologically literate, and make wise mental, physical, academic, and ethical decisions.

Divine Child Catholic Schools Technology Vision Statement

Technology is integral to the entire curriculum, and as such, a vital part of education within the Archdiocese of Detroit. The purpose of technology is two-fold. First, it is to allow all students the opportunity to become technologically literate and secondly, to provide all students with the skills to use technological tools to enhance their life-long learning process. Technology assists students to develop into global citizens by removing communication barriers and by allowing students to interact with a world-wide community.

Description of Divine Child Schools

Divine Child Schools are Catholic schools centered in Gospel values and Christian tradition. The schools are rooted in a long-standing tradition of excellence and in an education partnership with students, parents, and the community. We are committed to providing opportunities that nurture each student's academic, creative, social, and spiritual growth. We are dedicated to developing youth who pursue lives of responsibility, leadership, and faith in action. Divine Child Schools are divided into an Elementary School and a High School. The Elementary School provides instruction for grades 1 through 8 and the High School provides instruction for grades 9 through 12.

Divine Child Catholic Schools Technology Plan

The Divine Child Catholic Schools technology plan has been developed in order to provide a set of guiding principles for the training of faculty and staff, development of instructional programs and teaching strategies, acquisition of hardware and software, and utilization of outside resources within the arena of educational technology. A technology advisory committee has been formed in order to recommend specific actions that need to be taken to meet short- and long-term goals.

Goals for Curriculum Integration

MAJOR GOALS of the Technology Plan (related to long-term vision and school/district mission)

1. Technology will be integrated into the curriculum of all applicable courses.
2. Provide training for faculty and staff in regards to email, internet research, and technology integration.
3. Expand the current laptop program to a four year program and double its current enrollment.

GOALS FOR TEACHERS, STUDENTS, AND PARENTS

1. Teachers will attend in service training sessions to help them post homework, attendance, and grades online.
2. Students will learn how access online homework assignments from school and home.
3. Parents will receive training material on supervising their student's material online.

Student Technology Standards

The list of computer skills developed by ISTE is accepted nationwide and is the bases for the Divine Child Schools Computer Literacy Standards. ISTE's student standards are divided into six broad categories.

1. *Basic operations and concepts*
2. *Social, ethical and human issues*
3. *Technology productivity tools*
4. *Technology communication tools*
5. *Technology research tools*
6. *Technology problem-solving and decision-making tools.*

Technology Skills for Divine Child Students

Grades 1-2

Performance Indicator

Students shall use input devices such as keyboards and mice, output devices such as monitors and printers to successfully operate computers, audiotapes, CD players and other technologies. (1)

Students shall use information technology resources for directed and independent learning activities. (1,3)

Students shall communicate about information technology using appropriate and accurate terminology according to their grade level. (1)

Students shall use appropriate multimedia resources for directed and independent learning activities to support learning. (1)

Students shall work cooperatively and collaboratively when using technology. (2)

Basic operational skills mastery

1. Properly turn on/off the computer and other technologies.
 2. Master mouse movements such as point, click, drag, left, right, up, down.
 3. Recognize the basic locations and usage of the letters, numbers and special keys on the keyboard such as space bar, tab, delete, shift, caps lock, escape, control, alt, logon and log off.
 4. Properly handle floppy disks, CD's, image devices and jump drives.
1. Use software that is age appropriate for directed/independent learning.
 2. Story writing, spelling practices, math skills, using and learning the tool box functions of bold, italics, underline, color wheel, margins, view, font styles, font sizes and scrolling.
1. Students shall use and understand technology terminology such as: computer, curser, delete, escape, floppy drive, hard drive, student folder, keyboard, menu, monitor, mouse, printer, program, enter or return key, space bar, power switch (on/off).
1. Students will use age appropriate multimedia resources for directed/independent learning actives such as: interactive CD books, skill builders, educational software.
1. Students will work independently and in small group project using technology such as: digital camera, scanners, Internet Web searches and developing

presentations.

Students shall demonstrate positive social and ethical behaviors when using information technology. (2)
 Students shall use information technology resources for problem solving, communication and illustration of thoughts, ideas and stories. (3,4,5,6)

1. Follow copyright laws
2. Follow classroom rules
3. Follow rules of etiquette
1. Students will use age appropriate resources for problem solving, communication and illustration of thoughts, ideas and stories such as: word processors, drawing/painting programs and tools, puzzles, logical thinking programs, writing tools, digital cameras and multimedia project software like Microsoft Power Point.

Students shall individually and collaboratively use authoring presentation and imaging tools for communication activities. (3,4)

1. Students will use age appropriate software to communicate curriculum-related information with peers such as: email, ask the expert and web searches.

Grades 3-5

<p>Students shall use input devices such as keyboards and mice, output devices such as monitors and printers to successfully operate computers, audiotapes, CD players and other technologies. (1,2)</p>	<ol style="list-style-type: none"> 1. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. 2. Correct usage of input and output devices.
<p>Students shall discuss issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (1,2)</p>	<ol style="list-style-type: none"> 1. Discuss the Student Computer Use Agreement: Terms and Conditions approved by the school and parents 2. Discuss copyright issues as they apply to software usage. 3. Follow the rules of netiquette
<p>Students shall use general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits and facilitate learning throughout the curriculum. (3)</p>	<ol style="list-style-type: none"> 1. Create or access/retrieve documents 2. Edit, manipulate and format documents 3. Know correct usage and format of letters, labels, posters, clip art, scan, download, digital camera clips and keyboard skills
<p>Students shall create developmentally appropriate multimedia projects (3,4)</p>	<ol style="list-style-type: none"> 1. Use age appropriate software to communicate curriculum-related information with peers. 2. Multimedia reports and presentations
<p>Students shall use telecommunications to access remote information and communicate with others in support of learning (4)</p>	<ol style="list-style-type: none"> 1. With guidance students access information on the Internet and communicate with others Email, IM, Web searches, cyber hunts
<p>Students shall use Information Technology resources, data collection devices, videos and software for problem-solving and self directed learning (5,6)</p>	<ol style="list-style-type: none"> 1. Use problem-solving software in a variety of ways 2. Self guiding software and online courses
<p>Students shall determine when a technology is useful and select the appropriate tool(s) and technology resources to address a variety of</p>	<ol style="list-style-type: none"> 1. Use appropriate tools to address a variety of tasks and problems Create surveys, charts, tables, graphs, outlines, searches,

tasks and problems (5,6)	bibliography, online travel logs
Students shall evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources (6)	<ol style="list-style-type: none"> 1. Is everything on the WEB correct? 2. How do you check for reliable information? Where do you look for reliable information?
Grades 6-8	
Students shall apply strategies for identifying and solving routine hardware and software problems that occur during everyday use (1)	<ol style="list-style-type: none"> 1. Identify hardware connections Correct simple printer problems, install printers and software
Students shall demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society (2)	<ol style="list-style-type: none"> 1. Write a report about a development in information technology and predict the impact and effects of that new development.
Students shall exhibit legal and ethical behaviors when using information and technology and discuss the consequences of misuse (2)	<ol style="list-style-type: none"> 1. Follow copyright laws, download music files, sharing software programs 2. Discuss the Student Computer Use Agreement Follow the rules of netiquette
Students shall use content-specific tools, software and simulation to support learning and research (3,5)	<ol style="list-style-type: none"> 1. Use applications/hardware to create or access/retrieve documents Such as: environmental probes, PDA's, graphing calculators, exploratory environments, Web tools, digital camcorders
Students shall apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration and learning throughout the curriculum (3,6)	<ol style="list-style-type: none"> 1. Create or access/retrieve documents to support curriculum goals 2. Edit, manipulate and format documents to support curriculum goals
Students shall design, develop, publish and present products using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom (4,5,6)	<ol style="list-style-type: none"> 1. Develop a presentation to share curriculum-related information with peers and parents 2. Example: Art Fair
Students shall collaborate with peers, experts and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues and information and to develop solutions or products for audiences inside and outside the classroom (4,5)	<ol style="list-style-type: none"> 1. Work independently to produce a text and/or multimedia report 2. Work collaboratively with peers to produce a text and/or multimedia report 3. Students consults with an expert to produce a text and/or multimedia report Example: River Rouge Project
Students shall select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems (5,6)	<ol style="list-style-type: none"> 1. Create a report/presentation using the correct software, tools and recourses for the assignment
Students shall demonstrate an understanding of concepts underlying hardware, software and connectivity of practical applications to learning and problem solving (1,6)	<ol style="list-style-type: none"> 1. Using the students preferred mode of learning they shall create a tool that would help other students learn in their learning style
Students shall research and evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources concerning real-world	<ol style="list-style-type: none"> 1. Produce a report/presentation with differing points of view; compare and contrast the accuracy and bias of the sources of information

problems (2,5,6)	
Grades 9-12	
Students shall identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning and work place need (2)	1. Write a report about a development in information technology, predict the effects of the development and discuss its impact
Students shall make informed choices among technology systems, resources and services (1,2)	1. Demonstrate the evaluation and selection of an information technology tool; discuss reasons for the personal choice
Students shall analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole (2)	1. Develop a presentation to present to your peers, parents and teachers that help support your technology choices
Students shall demonstrate and advocate for legal and ethical behaviors among peers, family and the community regarding the use of technology and information (2)	1. Follow copyright laws 2. Discuss the Student Computer Use Agreement: Terms and Conditions 3. Follow classroom rules of netiquette Discuss careers associated with computer technology
Students shall use technology tools and resources for managing and communicating personal/professional information (3,4)	1. Work independently and collaboratively when using technology 2. Collaborate with peers/experts via the Internet Example uses: finances, schedules, addresses, purchases, correspondence
Students shall evaluate technology-based options, including distance and distributed education for lifelong learning (5)	1. Use of the Michigan Virtual University and High School online courses
Students shall routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications and productivity (4,5,6)	1. Navigate the Internet to locate information 2. Perform logical searches using Internet search engines
Students shall select and apply technology tools for research, information analysis, problem-solving and decision-making in content learning (4,5)	1. Use Internet communication software for research, information analysis, problem solving and decision-making in content learning
Students will investigate and apply expert systems, intelligent agents and simulations in real-world situations (3,5,6)	1. Use computerized simulations that apply to real-world situations Use expert systems that apply to real-world situations
Students shall collaborate with peers, experts and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce and disseminate information, models and other creative works. (4,5,6)	1. Work independently/collaboratively when using technology 2. Collaborate with peers/experts via the Internet 3. Develop a presentation to share curriculum-related information with peers 4. Develop a presentation to demonstrate or convince

Teachers Technology Curriculum Goals

1. Teachers will integrate technology into their weekly lesson plans.
2. The computer teachers and technicians will support teacher integration of technology into current classroom work.
3. Computer classes for 4-12 will be project based and related to the classroom curriculum.
4. Technology standards are integrated into existing curriculum.
5. Teachers are offered workshops on learning and integrating technology into curriculum.
6. Teachers are becoming technologically literate so that they may easily integrate technology into the curriculum.

As teachers we will endeavor to:

- all students have access to computers, technology and diverse learning opportunities.
- include strategies to accommodate different learning styles
- promote relevance by addressing real-world situations and solutions
- advance higher-order and cooperative learning skills
- use computers as a means not an end
- it is a fact that people learn more effectively when they solve real-life problems as opposed to doing content-free drill software. Technology now has the ability to offer real-live learning by use of the Internet resources and worldwide experts at the students' disposal. These tools only need to become even more user-friendly and cost-effective to help personalize the curriculum to even a greater degree so that the individuals themselves have the ability to participate in directing their own live-long learning.

Preliminary Action Plan

The following are actions plans which the Technology Planning committee believes can be achieved or begun during the 2010-2011 school year and which lay the foundation for long-term plans.

- Conduct a needs survey relative to technology.
- Provide staff development that raises all faculty and staff levels of computer literacy.
- Disseminate and explain the Divine Child Catholic School Technology Plan to faculty, staff, parents, community, and students.
- Expand use of Grade Speed (Elementary School) and EdLine (High School) by students, staff, and parents.
- Encourage faculty and staff to attend technology seminars, workshops and conferences, and to visit model technology sites.
- Write grants to acquire computer equipment and software.

Action Plan for the next Three Years

The following utilities can be achieved over a period of three years in order to fulfill long-term goals.

- Collaborate with the Office for Catholic Schools to revise curriculum guides in all subjects to include strategies for the uses of technology.
- Work with the Office for Catholic Schools to revise curriculum guides in all subjects to include strategies for the uses of technology.
- Require all students to demonstrate computer literacy as a graduation requirement, either by completion of coursework or by examination.
- Make a recommendation to the Office for Catholic Schools to update high school graduation requirements.

- Promote faculty computer literacy for classroom instructional purposes.
- Recommend computer literacy workshops and in-services to the Divine Child Catholic High School Staff Development Committee. Use grant funds to provide these workshops. Work the Adult Education to provide computer literacy classes for faculty and staff.
- Promote computer literacy and a support for students.
- Invite parents to participate in faculty and staff workshops in computer literacy. Work with all available resources such as Adult Education to provide computer literacy classes for parents and community members.
- Seek funds to acquire and update our existing multi-media lab/library.
- Seek funding to increase the number of laptops for student use.
- Explore community and library automation to access information.
- Work with the City Library and local universities to share electronic library resources.
- Establish partnerships with businesses and the community to acquire equipment and software and take advantage of human and technological resources.

Technology Delivery

Divine Child Schools provides a variety of technology delivered to the classroom and home.

- **Michigan Virtual High School (utilized by grades 7-12)**
- Closed circuit televisions & newscasts in the Elementary School and High School
- Multi-media presentations
- High School and grade school laptop program
- Elementary School Interactive White board program

Parental Communications & Community Relations

- Maintaining school website to inform parents and the community about news, activities, policies, and other pertinent information.
- Parent training to access online grades, homework, and attendance via Grade Speed (Elementary School) and EdLine (High School).
- Continue to offer computer-training classes to parents.
- Provide all staff members with an email address to provide effective communication between parents, staff members, and administration
- Provide online access to the school technology plan

Collaboration

- Wayne County Intermediate School District (Wayne RESA)
The Wayne County ISD offers a number of services to students, teachers, administrators, and the community in the area of technology and integration.
- Independent Schools Association of the Central States (ISACS)
Teachers will identify the degree of congruence between their lesson plans, the school's mission statement, and state and national standards with regards to technology. (Provides High School accreditation.)
- National Catholic Education Association (NCEA)
Teachers will identify the degree of congruence between their lesson plans, the school's mission statement, and state and national standards with regards to technology. (Provides Elementary School accreditation.)

Report cards, attendance, and homework	ES: https://www.divine.gradespeed.net HS: https://www.edline.net
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RESA Information	http://www.resa.net
Virus Update Info	http://www.bitdefender.com
Parent information & communication	ES: http://dces.info HS: http://dchs.divinechild.org
Curriculum that matches national standards	http://www.curriculum_mapper.com
Divine Child Schools email web site	http://partnerpage.google.com/divinechildhighschool.org
Divine Child Schools message board	http://www.divinechildhighschool.org
Curriculum resources	http://www.resa.net/ed_resources/teacher_resources.htm
National Teachers Association	http://www.nsta.org
National Education Association	http://www.nea.org
National Institute of Science & Technology	http://www.nist.gov

Professional Development

At the beginning of the school year, returning teachers will be given a technology self-evaluation to fill out, plus an assessment instrument designed by the Technology Coordinator. New hires, both staff and instructional, will be given the same questionnaire to turn in with their employment applications.

- Based on the results of the surveys, workshops will be tailored to specific needs. Groups will be formed to place teachers with similar skill levels together.
- Prior to school opening each year, workshops will be made available to new hires. They will be taught how to use existing technology. They will also receive a copy of state and national standards on integrating technology into the curriculum.
- Returning teachers will attend a workshop to review technology available at the school. They will be given a refresher course in the use of the technology, and will be given the latest state and national guidelines on integrating that technology in the curriculum.
- The Divine Child Schools Technology Planning Committee will meet periodically to determine if more workshops are required throughout the school year.
- The Technology Coordinators will be available daily for individual, as-needed training sessions.
- After school and evening classes for parents will continue
- The Technology Coordinators will continue to promote the Technology Workshops offered by Wayne RESA.
- Instructional Design and Assessment

Teachers and staff (in accordance with the SBE Universal Education Policy), including the ability to:

- Apply knowledge of human growth, development, and learning theory to design and implement instruction for the continuing development of students' cognitive, affective, physical, emotional, and social capacities;
- Assess learning to maximize student achievement and to accommodate differences in backgrounds, learning modes, disabilities, aptitudes, interests, levels of maturity, and achievement;
- Understand the connections between instructional decisions and assessment data. Use formal and informal, as well as formative and summative, assessments to evaluate learning and ensure the academic achievement of all students;
- Discern the extent to which personal belief systems and values affect the instructional process and adjust instruction and interactions accordingly;

- Differentiate instruction in an environment that facilitates each student's learning and access to an equitable education;
- Design and implement instruction based on Michigan Curriculum Framework (MCF), using multiple approaches to accommodate the diverse backgrounds, abilities, and needs of students, and modify instruction based on assessment data;
- Understand, design, and implement assessments using multiple approaches to accommodate diverse backgrounds, abilities and needs of students;
- Exercise informed judgment in planning and managing time and resources to attain goals and objectives;
- Promote literacy in a variety of contexts, (e.g., numeric, graphic, textual, multi-media, artistic, and digital); and
- Design, adopt, and implement accommodations including assistive communicative devices, assistive technologies, and multiple strategies to enhance learning opportunities according to each student's needs.

Online Supporting Resources

- Teachers receive the monthly RESA newsletter
- Teachers have access to hardware and software manuals throughout the school.

Infrastructure, Hardware, Technical Support, and Software

The evaluation of our technology program is always in progress. We provide computer education courses from 1st through 12th grades. Plans for next year focus primarily on upgrading current available technology for students and teachers.

In order to offer all Divine Child students, faculty, and staff access to the world outside of the classroom, we will continue to:

- Maintain and support existing technologies
- Add and train for emerging technologies
- Expand existing wireless networking with new computers and access points
- Update voice and data communication systems
- Provide a plan for replacement of out-of-warranty workstations and/or workstations that are no longer functional
- Train teachers and staff to effectively utilize technology as a tool
- Evaluate and purchase software in all curriculum areas as well as continue funding licensing agreement for existing software
- Update the Elementary School Media Center and High School Media Center
- Updating the wireless network link between the Elementary School and High School and Offices to share applicable resources
- Establish a wireless network link between the Rectory, Convent, High School and Grade School creating the DC parish wide network.

The Technology Plan includes the budget for the same time period and also includes installation and/or upgrades of hardware, software, and more time for the Technology Coordinators to assist teachers and students.

- Students, teachers and staff have access to Microsoft Office 2003, 2007, 2010 and Open Office
- Young students grades one to three also use Kids' Inspiration
- Students grade four to twelve use video, recording, photo, composing, drafting software programs
- The teachers can request grade level programs for their level such as Ren Learn for reading and math

Year	Number of Computers to Replace
2003-2004	50
2004-2005	50
2005-2006	50
2006-2007	50
2007-2008	50
2008-2009	50
2009-2010	50
2010-2011	50

Equipment Costs

Item	Cost each	Quantity	Total
Wireless access points	\$500	27	\$13,500.
Xerox Copier	\$29100	2	\$58,200.
16 wireless laptop mobile lab	\$400	200	\$80,000.
Alpha wireless lab	\$200	30	\$6000
HDFlat//DVD/Projectors	\$500	88	\$44,000.
24 port gigabit switches	\$550	8	\$4400
Assorted cat 6e cables			\$600

Supplies

Item	Cost each	Quantity	Total
Inkjet ink	\$800	1 gal each	\$800
Toner			\$2200
Service contracts (EBS)			\$2000
Office Supplies			\$16,000.00

Software Costs

Item	Cost each	Quantity	Total
MS Operating System	\$52.50	225	\$12000
MS Office	\$49.50	225	\$11,000.00
Bit Defender			\$3500.00
Filter: Juniper			\$1500.00

Miscellaneous

Item	Cost each	Quantity	Total
Network access fees	ES/HS: \$500/mo	Monthly	ES/HS \$6000.
ES Web Server			
Additional costs			\$5000

Increasing Access

All offices, classrooms, and labs are wired and wireless for internet and intranet. Students without access to technology at home are provided access at school both before and after the school day as part of the Divine Child open lab policy.

Funding and Budget

	Internet Access	Hardware & Network	Maintenance	License Agreements	Software & Support	Computer Supplies	Technical Support	Workshops
2003-2004	\$7140	\$25000	\$0	\$17000	\$0	\$9000	\$0	\$500
2004-2005	\$7140	\$25000	\$0	\$17000	\$0	\$9000	\$0	\$0
2005-2006	\$7140	\$25000	\$0	\$17000	\$0	\$9000	\$0	\$500
2006-2007	\$7140	\$25000	\$0	\$17000	\$0	\$9000	\$0	\$0
2007-2008	\$7140	\$25000	\$0	\$17000	\$0	\$9000	\$0	\$500
2008-2009	\$7140	\$25000	\$0	\$17000	\$0	\$9000	\$0	\$0
2009-2010	\$7140	\$25000	\$0	\$17000	\$0	\$9000	\$0	\$500
2010-2011	\$6000	\$25000	\$0	\$16000	\$0	\$21000.	\$0	\$0
Total	\$55,980	\$175000	\$0	\$50,000	\$0	\$75000	\$0	\$2000

These numbers have been determined by the annual budget as provided by the Divine Child Financial Committee. Supplemental income from other sources totals \$70,000 annually and is provided by: Divine Child Auction, December Dreaming, Email Fundraisers, Magazine drive, Christmas Boutique, eRate and equipment sales.

Plan for Monitoring and Evaluating

Assessment techniques will rely upon conversations with teachers, students, parents, and a survey to be completed at year end. There will also be an additional “wish list” survey where teachers will have the opportunity to indicate what software and/or hardware they would like made available for the following school year.

Acceptable Use Policy 2010-2011

The Acceptable Use Policy is in compliance with CIPA (Child Internet Protection Act) standards with regard to internet filtering. We have chosen a filter package (Web Inspector) and have budgeted for annual license renewal. It has been installed on the network. We are also in compliance with the NCLB (No Child Left Behind) Act.

- A network ID & password will be assigned to each student. It is the student’s responsibility to keep his/her password secret. Each student is responsible for any use of computers or network resources performed under that network ID.

- Users must be properly signed onto any computer on the premises. If the user is not properly logged on, or if logged on as someone else, access to the school computers will be revoked. Network access will also be revoked.
- Accessing or attempting to access another user's data will be considered a serious offense.
- Any deliberate attempt to disrupt the computer network or to destroy data by spreading computer viruses or by any other means will be considered a very serious offense.
- Any attempt to bypass the security systems will be considered a grave most serious offense.
- Users are responsible for adhering to the printer use guidelines. A fee may be charged for printer use.
- Games are prohibited on school computers and may not be played on student laptops during school hours.
- Chat rooms, message boards, site messaging, and newsgroups are prohibited. Internet email is permitted on designated computers only as directed by a teacher.
- Distribution of the Wired Equivalency Protection key is prohibited and will be considered a very serious offense.
- Students will refrain from using obscene, profane, vulgar, rude, inflammatory, prejudicial, threatening, or disrespectful language on the Internet and other online services.
- Chain letters are prohibited.
- Hardware and software may not be removed from its designated location.
- Copyright guidelines must be followed in the use of hardware and software by students and staff and in the transmission and use of text, graphics, and other data over the internet or other online services.
- Users are prohibited from using computers, software, or online services for personal or private business, for product advertisement, or for making financial commitments.
- Use of the network or computers to access or process pornographic material in text or graphic form is prohibited, and will be considered a serious offense.
- Students with specific course assignments have priority in the use of equipment.
- Permission to access the Internet must be given by the teacher or librarian prior to access.
- Students must adhere to the rules established by DCHS for use of hardware, software, networks, and computer labs within the school.

Violation of the Acceptable Usage Policy could lead to disciplinary action up to and including expulsion. The Technology Coordinator will make a recommendation to the School Administration regarding disciplinary action. Any and all disciplinary action remains to the Principal Administration of Divine Child High School.

Discipline

Users violating any of the above rights and responsibilities...

1. will face disciplinary action deemed appropriate in keeping with the policies of the school.
2. may be banned from using school hardware and denied access to the Internet and other online services.
3. may be required to make full restitution for any unauthorized expenses incurred or damages caused.
4. in serious matters, suspension or expulsion may result.

Notebook Computer Security Policy

The school requires the following.

- All lockers must have combination locks.
- During the school day, students must have laptops with them, or the laptops must be locked in their school locker. Laptops must not be locked in gym lockers.
- Laptops must be with students at all classes, unless a teacher determines otherwise.

- Laptops must never be left unattended. Faculty will pick up and secure unattended laptops. School personnel will sweep the campus every day between 4:40 and 5:00pm; any unattended laptops will be picked up. Students who leave notebooks unattended will be subject to disciplinary action.
- Laptops may not be left at school over vacations.
- Laptops must be kept in an approved computer case. They may not be kept in regular book bags.
- Students may not lend their notebooks to friends.
- Laptops, or other valuables, are not to be left in situations that increase the risk of theft. Do not create a temptation.
- Have a real awareness of notebook security when you are off campus, during events, during weekends, and on vacation.

DC sponsors quite a variety of afternoon activities, many of which require occasional travel to neighboring schools. While the conditions of these activities are so varied that it is impossible to have a uniform policy for security, we do have the following recommendations/options for you to consider.

- Laptops are left in lockers, and are to be picked up when the student returns to campus.
- Parent arranges to pick up notebook right after school.
- Notebooks should go home with students each evening.

Afternoon security depends on each student having a clear understanding of how he/she will handle the laptop, as well as understanding that each student is responsible for his/her notebook.

Procedure if a notebook is missing.

- Dean is notified immediately. Dean will conduct an investigation.
- Parents will be notified / parent's insurance company notified.
- Police will be notified.
- A DC Lost Notebook form is filled out.