

**Athens Area Schools
4330 K Drive S.
East Leroy, MI 49051
269-729-5427**

K-12 Technology Plan



Athens Area Schools
The Schools To Choose

Start Date: July 2012
End Date: August 2015

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Intermediate School District: Calhoun
School Code: 13050

Athens Area Schools Technology Plan

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District Mission Statement

Our mission is to provide the opportunity for students to achieve success in a global society.

District Profile

Athens Area Schools is located south of Battle Creek in Calhoun County. The school district serves approximately 620 K-12 students in two buildings: an elementary school located in the township of Leroy, and a high school located in the village of Athens. The Superintendent/Elementary Principal, Jr/Sr High School Principal, 40 teachers, and 10 Para-Professionals serve the district. The district is in a mostly rural area that ranges from low to middle income. Fifty three percent of the students are eligible for free or reduced lunch. Sixty three percent of the students meet the criteria for At-Risk programs.

Athens High School

300 E. Holcomb Street

Athens, MI 49011

269-729-5414

2011-2012 approximate enrollment: 310

East Leroy Elementary School

4320 K Drive South

East Leroy, MI 49051

269-729-5419

2011-2012 approximate enrollment: 310

Technology Vision Statement

The fastest growing occupations in the United States will be those which are managerial, administrative, and technical in nature. The highest paying jobs will demand a work force of well-educated individuals with strong technological skills. There will be few opportunities for the individual who has no technological training at all. Therefore, students, teachers, administrators, and staff will effectively use state of the art technology resources on a daily basis as they go about the business of teaching and learning.

Learning and technology

New information technologies are changing the way our schools operate and the way we teach. Research has proven that the use of technologies is having a profound influence on how well students learn; that the appropriate use of technology can assist us in having a system of education through which students can master the basics, become adept at problem solving and critical thinking, and are prepared to deal with a lifetime of challenge and change.

Research by educational organizations, in consultation with teachers that use technology across the country, has found that using technology to enhance student learning has produced significant results. A survey of findings shows that students using computers for instruction show increased cooperation and improved learning. Students find computer-based instruction to be more motivational and less intimidating. They also find it easier to remain focused for longer periods of time than with traditional instruction. Students improve problem-solving skills, outscore classmates, and learn more rapidly in a variety of subject areas when using technology as compared to conventional methods of study. Learning-disabled children are better behaved and motivated after using computer programs that allow for consistently achievable success.

Using computers for instruction enhances students' interest in and attitude toward writing and science. It also raises self-esteem among those students who typically fail in the traditional classroom. This change has been most dramatic in cases of at-risk and handicapped children. Computers permit teachers to create functional learning environments where students deal with "real life" problems, rather than responding to textbook chapters as the sole content of instruction. They also keep staff connected to other resources. Revisions and edits complete with word processing are qualitatively better, in general, than those made with pencil and paper. Computer use helps reduce errors in spelling, grammar, punctuation, and subject/verb agreement. Computers enhance opportunities for student collaboration in the writing process.

A combination of concrete and computer-based instruction in mathematics and science appears to equip students with greater skills in problem solving. The use of computer-based science laboratories appears to be as effective as the traditional "wet" lab approach to science teaching and is inherently safer. Students with access to computers in the social studies area show increased motivation, a greater use of computers as tools in producing research projects, and a higher quality reporting of these projects. Simulations have proved to be valuable tools in providing social science students with experiences that would be otherwise unavailable because of cost or risk. Through the use of databases, students are able to take charge of data and information in active, creative ways and begin to synthesize it. Electronic bulletin boards/blogs have provided a means of linking students throughout the world in cooperative efforts related to the learning skills, concepts, and democratic values basic to the goals of social studies courses.

Athens Area Schools continues to position itself to address these challenges using the research we have available. Part of the effort to restructure education in Athens Area Schools is the increasingly larger role of technology in the classroom. In a public system, this means not only the introduction of, but also equal access to technology. The District will continue taking part in the Michigan State University Children and Technology study to better understand

the technology learning environment. With this in mind, our district has developed a comprehensive plan to employ technology to assist in the restructuring of education.

Resources for the research conclusions above include: Stockbridge Community Schools 1996 Technology Plan. Apple Classrooms of tomorrow, the research department of Apple Computer, Inc. (1992), The Visions Report, from the International Society for Technology in Education (ISTE) (1994), America's Children & the Information Superhighway, a publication of the Children's Partnership, Santa Monica, California (1993); Burbank High School Technology plan, <http://nctp.com/burbank.CA.high.html> (2000)

Major Goals for the Technology Plan, Teachers and Students:

- Networks continue to be open-ended in design in order to support growth and change (Goal 1).
- Networks will continue to be capable of interfacing with other networks both within the district and outside (goal 2).
- Software will be provided which supports the sharing of resources throughout the buildings, the district, and the outside world (Goal 3).
- Technology continues to be provided which encourages creative ventures in support of student learning (Goal 4).
- Staff will be provided with adequate support and training for using and applying existing technologies to student learning (Goal 5).
- Technology will be available which provides for the most efficient use of information resources used for support services and instruction (Goal 6).
- Professional development will be provided to increase awareness of existing technology (Goal 7).
- Secure online access to student grades and homework assignments will generate more parental/community involvement (Zangle at this time) (Goal 8).
- Utilize online tutoring program (such as Tutor.com) to support the educational process after hours at the schools, and from home (Goal 9).
- Athens Area Schools will continue to use and increase the opportunity students have to use technology to further their learning and education (Goal 10).

Present Status of District Technology

Athens Area Schools encourages and strongly promotes the use of various technologies in educational endeavors. The district has provided access to technology in a variety of formats including video, computers, phone and distance learning. Learners access relevant resources. They communicate in a technologically rich environment, becoming responsible, self directed life-long learners.

Presently the district has over 250 Workstations/laptops with approximately 100% being newer machines (Pentium 4 class or above). Machines have been placed for use at various levels for specific purposes as determined by the administration and technology committee. The slower/older machines are being used for keyboarding instruction, beginning word processing and data base exposure, thus providing important beginning experiences to elementary students. As students advance through the grades, the opportunity to work on more complex machines and programs is provided. In support of the district's technological philosophy, machines are being used as tools to support present

curriculum rather than as “teaching machines” to deliver drills. Internet tutoring sessions are provided in the High School Media Center. These tutoring sessions can be initiated from the students’ homes as well.

Technology in-services were provided for teachers twenty six times in the past five years. This program was designed to support not only staff member literacy, but the promotion of technology in classrooms as well. Courses ranged from an Introduction to Computers to Web Publishing. Each member was encouraged to take as many hours as possible based upon his or her own needs and prior experience.

The High School Media Center Computer Lab is open to students from any grade. The lab is manned with a certified teacher. The tutoring web site Tutor.Com has teachers in all disciplines waiting to assist our students with homework issues. Tutor.Com can be utilized from the student’s home as well.

Goal: Athens Area Schools will continue to use and increase the opportunity students have to use technology to further their learning and education for life after High School.

Strategy 1: Athens Area Schools will look for online education tools to facilitate student learning by sending staff to professional development on technology such as MACUL, CISD, colleges, and Universities. Any training modality will be utilized.

Strategy 2: Athens Area Schools will pursue Alternate Funding for mobile devices from organizations such as the Kellogg foundation, Max Larson foundation, and the Post foundation for our students.

The District Technology Plan is available at our web site (<http://www.athensk12.org/information-technology.html>). Paper copies are available in the District Information Technology Office and Administration Office.

Comments and suggestions concerning technology and technology planning are solicited by the Technology Director. The comments and suggestions will be acted upon by the Technology Planning Committee. The Middle School network is in place. The Middle School is not currently being utilized.

Local Area Network

Calhoun Intermediate School District Fiber (CISD) Consortium

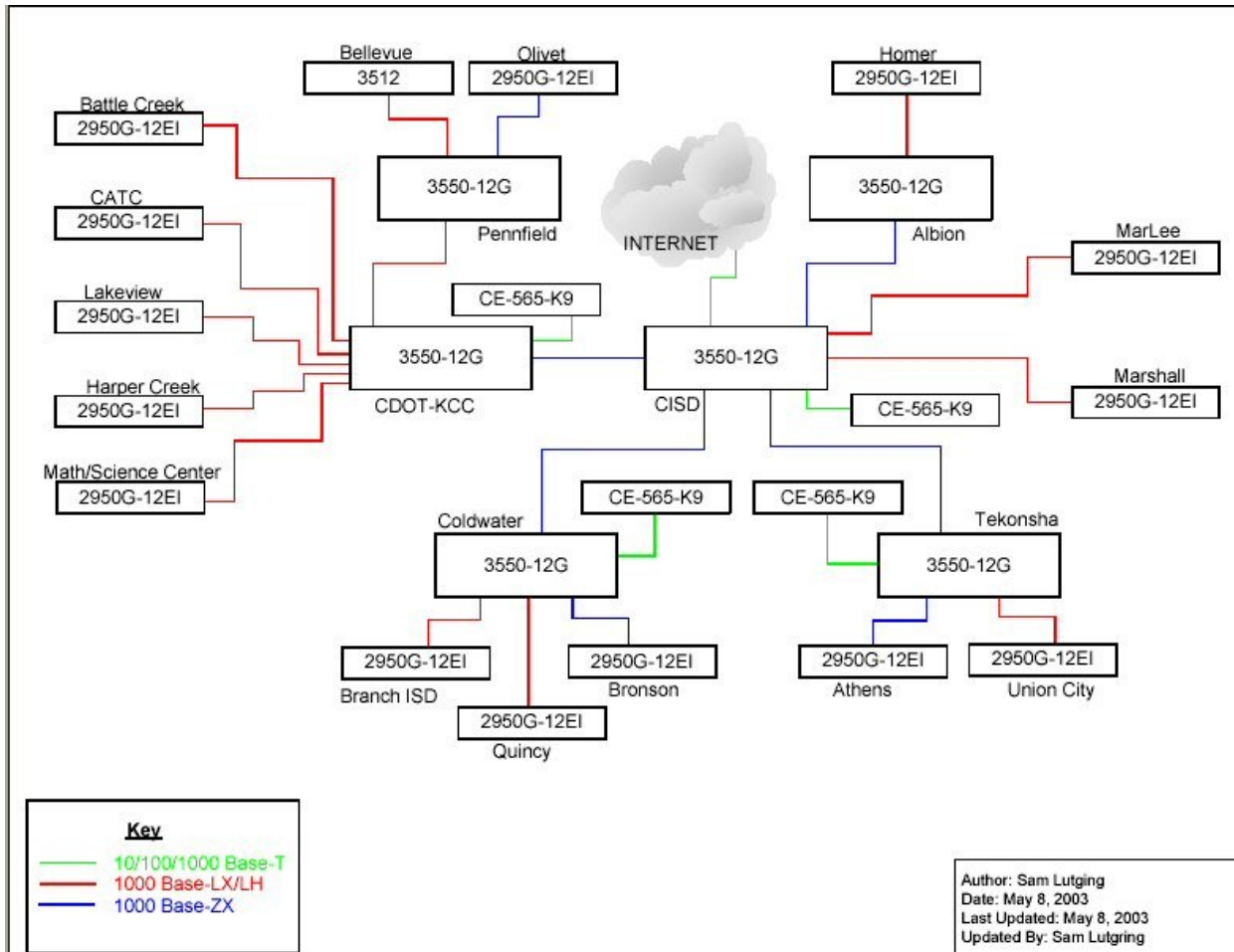
The consortium is in existence to provide high-speed data access to the Internet, communications, student services, payroll/finance package, and video streaming.

Consortium Members

Albion Public Schools	Homer Community Schools
Athens Area Schools	Lakeview Community Schools
Calhoun Area Career Center	Albion College
Branch Area Career Center	Olivet College
Battle Creek Public Schools	Marshall Public Schools
Bronson Community Schools	Olivet Community Schools
Regional Manufacturing and Tech Center--Battle Creek	Pennfield Schools
Calhoun Area Math and Science Center--Battle Creek	Quincy Community Schools
Branch Intermediate School District	Western Michigan University--Battle Creek
Calhoun Intermediate School District	Starr Commonwealth
Coldwater Community Schools	Tekonsha Community Schools
Harper Creek Community Schools	Union City Community Schools
Kellogg Community College--Battle Creek	MarLee School
Kellogg Community College--Coldwater	Willard Library--Battle Creek

Consortium Switches have changed. The basic network remains unchanged (March 2012).

WAN BACKBONE (CISD Consortium)



Description of Technologies to be acquired

Technologies acquired by Athens Area Schools are to be used to enhance current teaching and student achievement through supporting well-defined curricular objectives and specified benchmarks. Technology should be a supporting not supplanting device in the educational process.

Due to budget cutbacks we are maintaining classrooms with donations from the Department of Defense for the next 5 years. Five thousand dollars per year will be spent to purchase software and hardware other than classroom workstations and servers. As technology evolves and changes direction, a yearly review takes place and appropriate revisions are made to these minimum requirements. All present technology should be kept compatible with these minimum requirements using appropriate updates and modifications. Standardization should focus on Intel/AMD based processors and 32/64-bit Linux, and Novell operating systems.

Standardizations include:

Classroom Computers

IBM compatible, Pentium 4/AMD processor or above
1 GB RAM
512 KB cache
40 Gb hard drive
3.5 floppy drive
48X CD-ROM drive
Linux (SLED 11.0, Ubuntu 11.4 or above)
Open Office 3.0 or above
32 Mg VRAM
17" SVGA Monitor
100-base-T Ethernet card
102 key keyboard
PS2 or USB mouse
Surge suppression

Teacher Workstations

IBM compatible, Pentium 4/AMD processor or above
1 GB RAM
512 Kb cache
40 Gb hard drive
3.5 floppy drive
48X CD-ROM drive
Linux (SLED 11.0, Ubuntu 11.4 or above)
Open Office 3.0 or above
32 Mg VRAM

17" SVGA Monitor
100-base-T Ethernet card
102 key keyboard
PS2 or USB mouse
Surge suppression

Administrator Workstations

IBM compatible, Pentium 4/AMD processor or above
2 GB RAM
512 KB cache
40 Gb hard drive
3.5 floppy drive
48X CD-ROM drive
Linux (SLED 11.0, Ubuntu 11.4 or above)
Windows XP Professional or above
MS Office 97 or above/Open Office 3.0 or above
17" SVGA Monitor
100-base-T Ethernet card
102 key keyboard
PS2 or USB mouse
Surge suppression

Network Printers

Various Savin Multi-Function Devices
600 DPI laser printer HP compatible
32 Mg RAM

Athens Area Schools will also need to acquire updated virus software, as well as the possibility of updating the standard operating system to Windows XP/Linux (Novell's SLED 11.0, Ubuntu 11.4 or higher), and the standard applications software to Microsoft Office 2007/Open Office 3.0. The Zangle (moving to Skyward) student services database package will be purchased from the Calhoun Intermediate School District. Novell server/workstation software will be purchased on a yearly basis. Norman Anti-virus will be purchased on a bi-yearly basis. We will be moving the Administration team to Open Office 3.0 to match the rest of the district over the next three years.

District Technology Planning Team

Richard Franklin –Superintendent of Schools
Walter Dubbeld – Curriculum Director
Joe *Huepenbecker* – Junior/Senior High School Principal
Barry Shackelford – Director of Technology
Mary Morgan—Elementary Librarian

Student Achievement

The District will continue to utilize a blended learning environment. Compass Learning, Michigan Virtual High School, Study Island, Renaissance Place, Tutor.com, Hippocampus, and the CISD Social Studies Project to blend both classes and curriculum.

Wireless access points are being deployed throughout the district to facilitate internet access for students and staff. This will give all students and staff the ability to use their own wireless devices through the district's facilities.

Mobile Learning

The District will explore alternate means of funding such as grants, or endowment to be able to purchase mobile devices such as I pads, notebooks and tablets. Hopefully moneys collected through these pursuits will allow us to buy these items to give to low-economic students for their use outside of school to increase their achievement and overall learning.

Online Learning

Students will be able to access tools such as: Compass learning, Michigan Virtual High School, Study Island, Tutor.com, Hippocampus, and Plato Learning on line. These Various tools, and in some cases, classes are available to students to increase their course offerings as well as alternate forms of instruction.

Curriculum and Technology Integration Plan for Athens Area Schools

Athens Area Schools incorporates a two pronged approach to technology and curriculum. Within the curriculum is a technology component during which technology skills are taught; and in conjunction, technology is used to access, learn and contribute to the curriculum. The teaching of technology skills is not accomplished in isolation. These skills are learned by the student as they use these skills to acquire knowledge and produce products within the regular curriculum. Some of the skills such as keyboarding are taught in isolation but then are applied to the general curriculum. In recognition of the fact that ways of acquiring information through technology is of vital importance, the curriculum teaches students how to gather accurate information through these resources.

Technology integration has become a vital part of the general curriculum at Athens Area Schools. Appropriate software and websites provide the student with instruction in various skills and knowledge. Other programs provide ways of assessing students and providing remediation. Discovery Learning enables teachers and students to bring in rich experiences into the classroom. Students are taught how to research subjects, analyze the validity of the information and produce products that demonstrate technology skills and attainment of the curriculum.

Equipment and Tools

The integration of technology is accomplished through the availability of technology in the classroom and schools. Every classroom in the district has student computers for integration of the technology. Every classroom also has a document camera and projector. In addition, all staff have access to Discovery Learning, Renaissance Place, and other web based programs to integrate technology within the classroom and the curriculum. The elementary school has a computer lab accessible by staff so that each students can work simultaneously on their own desktop. The high school has three computer labs for teachers and students to access.

Professional Development

Professional development has been provided to staff by the district and through the Intermediate School District. This professional development has been frequent and ongoing. It has included the teaching of technology skills, instruction on how to use programs and how to integrate technology within the general curriculum.

Technology Integration by Grade Level Pre Kindergarten through Second Grade

Technology Skills	Curriculum Integration
1. use a variety of digital tools (e.g., word processors, drawing tools, simulations, presentation software, graphical organizers) to learn, create, and convey original ideas or illustrate concepts	In all 4 content areas, students use technologies to learn the curriculum and display their learning in projects.
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	In all 4 content areas, students use technologies to produce products that demonstrate their learning while working cooperatively.
2. use a variety of developmentally appropriate digital tools (e.g., word processors, paint programs) to communicate ideas to classmates, families, and others	In all 4 content areas, students use technologies to communicate their learning of the curriculum with others.
1. interact with Internet based resources	In all 4 content areas, students use technologies to access the Internet for learning the general curriculum.
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, parents, or student partners	In all 4 content areas, students use technologies to acquire information, to organize and to publish projects in the general curriculum.
1. explain ways that technology can be used to solve problems (e.g., cell phones, traffic lights, GPS units)	In all 4 content areas, students can explain how technologies are used to solve problems.
2. use digital resources (e.g., dictionaries, encyclopedias, search engines, web sites) to solve developmentally appropriate problems, with assistance from teachers, parents, school media specialists, or student partners	In all 4 content areas, students use technologies to explore and provide solutions to problems in the general curriculum.
1. describe appropriate and inappropriate uses of technology (e.g., computers, Internet, e-mail, cell phones) and describe consequences of inappropriate uses	In all 4 content areas, students will be able to differentiate between appropriate uses of technologies and inappropriate uses.
2. know the Michigan Cyber Safety Initiative's three rules (Keep Safe, Keep Away, KeepTelling)	In all 4 content areas, students will know and use the rules on how to protect themselves while using technologies.
3. identify personal information that should not be shared on the Internet (e.g. name, address, phone number)	Students will know the types of information that should not be shared via the Internet.
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	Students will know that they need to inform parents and other authorities concerning inappropriate contact from others on the Internet.
1. discuss advantages and disadvantages of using technology	In all 4 content areas, students will be able to discuss the advantages and disadvantages of technologies.
2. be able to use basic menu commands to perform common operations (e.g., open, close, save, print)	In all 4 content areas, students use technologies to maintain files that are used in learning and demonstrating knowledge of the general curriculum.
3. recognize and name the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, printer)	In all 4 content areas, students will become knowledgeable concerning hardware components while using these technologies in the general curriculum.
4. discuss the basic care for computer hardware and various media types (e.g., CDs, DVDs)	In all 4 content areas, students will become knowledgeable concerning the use and care of media types while using them in the general curriculum.
5. use developmentally appropriate and accurate terminology when talking about technology	In all 4 content areas, students will use appropriate terminology while using these technologies in the general curriculum.
6. understand that technology is a tool to help him/her complete a	Students will understand that technology is a tool that supports them in learning the general curriculum.

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, web sites)	Students will demonstrate the ability to navigate in technology as they learn in the general curriculum.

Third Through Fifth Grade

Technology Skills	Curriculum Integration
1. produce a media-rich digital project aligned to state curriculum standards (e.g., fable, folk tale, mystery, tall tale, historical fiction)	In all 4 content areas, students will produce products using technologies.
2. use a variety of technology tools and applications to demonstrate his/her creativity by creating or modifying works of art, music, movies, or presentations	In all 4 content areas, students will use technologies to demonstrate creativity and learning in incorporating and modifying works of art in their products.
3. participate in discussions about technologies (past, present, and future) to understand these technologies are the result of human creativity	In all 4 content areas, students will discuss the changing technologies and how curriculum is being impacted.
1. use digital communication tools (e.g., e-mail, wikis, blogs, IM, chat rooms, videoconferencing, Moodle, Blackboard) and online resources for group learning projects	In all 4 content areas, students will make use of Internet communication systems and learning environments to learn the general curriculum.
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)	In all 4 content areas, students will make decisions on how to best make use of technologies to learn and demonstrate their knowledge of the general curriculum.
3. use a variety of media and formats to create and edit products (e.g., presentations, newsletters, brochures, web pages) to communicate information and ideas to various audiences	In all 4 content areas, students will create and edit products using technologies within the general curriculum.
1. identify search strategies for locating information with support from teachers or school library media specialists	In all 4 content areas, students will be able to locate information using search strategies to learn in the general curriculum.
2. use digital tools to find, organize, analyze, synthesize, and evaluate information	In all 4 content areas, students will locate and determine the usefulness and reliability of information gained for use in the general curriculum.
3. understand and discuss that web sites and digital resources may contain inaccurate or biased information	In all 4 content areas, students will realize that information on the Internet must be evaluated for usefulness and reliability.
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	In all 4 content areas, students will research multiple sites and sources to gain valid information within the general curriculum.
1. use digital resources to access information that can assist in making informed decisions about everyday matters (e.g., which movie to see, which product to purchase)	Students will be able to use technologies to make decisions about daily choices.
2. use information and communication technology tools (e.g., calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist with solving problems	In all 4 content areas, students will be able to use technologies to gather and evaluate information within the general curriculum.

3. use digital resources to identify and investigate a state, national, or global issue (e.g., global warming, economy, environment)	In all Social Studies and Science, students will gain information from technologies to investigate societal issues and form opinions based on evidence.
1. discuss scenarios involving acceptable and unacceptable uses of technology (e.g., file-sharing, social networking, text messaging, cyber bullying, plagiarism)	Students will understand acceptable and unacceptable uses of technologies within the general curriculum.
2. recognize issues involving ethical use of information (e.g., copyright adherence, source citation)	In all 4 content areas, students will understand the ethical use of information gained through technologies in their products.
3. describe precautions surrounding personal safety that should be taken when online	In all 4 content areas, students will make use of safe behaviors in using technologies.
4. identify the types of personal information that should not be given out on the Internet (name, address, phone number, picture, school name)	In all 4 content areas, students will refrain from giving out personal information when using technologies.
1. use basic input and output devices (e.g., printers, scanners, digital cameras, video recorders, projectors)	In all 4 content areas, students will use input and output technologies to demonstrate and increase their learning in the general curriculum.
2. describe ways technology has changed life at school and at home	In all 4 content areas, students will be able to explain how technologies have changed education and home-life.
3. understand and discuss how assistive technologies can benefit all individuals	Students will understand how assistive technologies can improve the quality of life.
4. demonstrate proper care in the use of computer hardware, software, peripherals, and storage media	In all 4 content areas, students will demonstrate care of technologies while using them in the general curriculum.
5. know how to exchange files with other students using technology (e.g., network file sharing, flash drives)	In all 4 content areas, students will be able to share files with others to improve their learning.

Sixth Through Eighth Grade

Technology Skills	Curriculum Integration
1. apply common software features (e.g., spellchecker, thesaurus, formulas, charts, graphics, sounds) to enhance communication with an audience and to support creativity	In all 4 content areas, students will use software features to enhance their products and communications.
2. create an original project (e.g., presentation, web page, newsletter, information brochure) using a variety of media (e.g., animations, graphs, charts, audio, graphics, video) to present content information to an audience	In all 4 content areas, students will make use of technologies to demonstrate their learning and to improve the quality of their products,
3. illustrate a content-related concept using a model, simulation, or concept mapping software	In all 4 content areas, students will make use of technologies to produce models, simulations or concept maps.
1. use digital resources (e.g., discussion groups, blogs, podcasts, video conferences, Moodle, Blackboard) to collaborate with peers, experts, and other audiences	In all 4 content areas, students will collaborate with peers in learning the general curriculum through the use of technologies.
2. use collaborative digital tools to explore common curriculum content	In all 4 content areas, students will collaborate with

with learners from other cultures	learners from other cultures to learn the curriculum.
3. identify effective uses of technology to support communication with peers, family, or school personnel	In all 4 content areas, students will demonstrate improved communication through technologies in learning the general curriculum.
1. use a variety of digital resources to locate information	In all 4 content areas, students will become proficient in locating information through technologies.
2. evaluate information from online information resources for accuracy and bias	In all 4 content areas, students will be able to evaluate the accuracy and bias of information on the Internet for use in the general curriculum.
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	In all 4 content areas, students will understand the need for multiple sources when gathering information from technologies.
4. identify types of web sites based on their domain names (e.g., edu, com, org, gov, net)	In all 4 content areas, students will understand the types of web sites based on domain names and how that affects their learning in the general curriculum.
5. employ data-collection technologies (e.g., probes, handheld devices, GPS units, geographic mapping systems) to gather, view, and analyze the results for a content-related problem	In all 4 content areas, students will use data-collection technologies to gather and analyze information to solve problems in the general curriculum.
1. use databases or spreadsheets to make predictions, develop strategies, and evaluate decisions to assist with solving a problem	In all 4 content areas, students will use the data bases and spreadsheets to solve problems in the general curriculum .
2. evaluate available digital resources and select the most appropriate application to accomplish a specific task (e, g., word processor, table, outline, spreadsheet, presentation program)	In all 4 content areas, students will make appropriate decisions about the best selection of resources to accomplish a task within the curriculum.
3. gather data, examine patterns, and apply information for decision making using available digital resources	In all 4 content areas, students will use technologies to make decisions regarding data to accomplish learning in the general curriculum.
4. describe strategies for solving routine hardware and software problems	In all 4 content areas, students will be able to diagnose and solve problems with the technologies while learning the curriculum.
1. provide accurate citations when referencing information sources	In all 4 content areas, students will make and use proper citations in their products.
2. discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, viruses, file-sharing)	In all 4 content areas, students will make appropriate and ethical decisions regarding the responsibility of their use of technologies.
3. discuss the consequences related to unethical use of information and communication technologies	In all 4 content areas, students will understand the consequences of unethical use of information from technologies.
4. discuss possible societal impact of technology in the future and reflect on the importance of technology in the past	In all 4 content areas, students will understand the affect of technology changes on society.
5. create media-rich presentations on the appropriate and ethical use of digital tools and resources	In all 4 content areas, students will demonstrate appropriate and ethical uses of technologies in media-rich presentations.
6. discuss the long term ramifications (digital footprint) of participating in questionable online activities (e.g., posting photos of risqué poses or	Sudents will understand the long-term ramifications of risky online activities.

underage drinking, making threats to others)	
7. describe the potential risks and dangers associated with online communications	Students will understand the long-term ramifications of risky online activities.
1. identify file formats for a variety of applications (e.g., doc, xls, pdf, txt, jpg, mp3)	In all 4 content areas, students will use file formats in learning and producing products in the general curriculum.
2. use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced materials	In all 4 content areas, students will demonstrate mastery of the curriculum by using technologies and producing products that maximize accuracy.
3. perform queries on existing databases	In all 4 content areas, students will make use of data bases in learning the curriculum.
4. know how to create and use various functions available in a database (e.g., filtering, sorting, charts)	In all 4 content areas, students will make use of data bases in learning the curriculum.
5. identify a variety of information storage devices (e.g., CDs, DVDs, flash drives, SD cards) and provide rationales for using a certain device for a specific purpose	In all 4 content areas, students will use storage devices in learning and exploring the general curriculum.
6. use accurate technology terminology	In all 4 content areas, students will use accurate technology terminology in learning the general curriculum.
7. use technology to identify and explore various occupations or careers, especially those related to science, technology, engineering, and mathematics	In all 4 content areas, students will use technologies to learn about careers in these content areas.
8. discuss possible uses of technology to support personal pursuits and lifelong learning	In all 4 content areas, students will understand how technologies can support personal pursuits and lifelong learning.
9. understand and discuss how assistive technologies can benefit all individuals	In all 4 content areas, students will understand the benefits of assistive technologies.
10. discuss security issues related to e-commerce	In economics, students will understand the security risks involved with e-commerce.

Ninth Through Twelfth Grade

Technology Skills	Curriculum Integration
1. apply advanced software features (e.g. built-in thesaurus, templates, styles) to redesign the appearance of word processing documents, spreadsheets, and presentations	In all 4 content areas, students will use advanced software to produce products in the general curriculum.
2. create a web page (e.g., Dreamweaver, iGoogle, Kompozer)	In all 4 content areas, students will create web pages that demonstrate mastery of the general curriculum.
3. use a variety of media and formats to design, develop, publish, and present projects (e.g., newsletters, web sites, presentations, photo galleries)	In all 4 content areas, students will produce products using technologies that demonstrate mastery of the general curriculum.
1. identify various collaboration technologies and describe their use (e.g., desktop conferencing, listserv, blog, wiki)	In all 4 content areas, students will use collaboration technologies to learn the general curriculum.
2. use available technologies (e.g., desktop conferencing, e-mail, videoconferencing, instant messaging) to communicate with others on a class assignment or project	In all 4 content areas, students will use collaboration technologies to learn the general curriculum.

3. collaborate in content-related projects that integrate a variety of media (e.g., print, audio, video, graphic, simulations, and models)	In all 4 content areas, students will use collaboration technologies to learn the general curriculum.
4. plan and implement a collaborative project using telecommunications tools (e.g., ePals, discussion boards, online groups, interactive web sites, videoconferencing)	In all 4 content areas, students will use collaboration technologies to learn the general curriculum.
5. describe the potential risks and dangers associated with online communications	In all 4 content areas, students will understand the risks associated with online communications.
6. use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence)	In math and economics, students will make use of technologies to manage and communicate personal transactions.
1. develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys)	In all 4 content areas, students will gather information using various technologies for research.
2. identify, evaluate, and select appropriate online sources to answer content related questions	In all 4 content areas, students will use technologies to find appropriate online sources.
3. demonstrate the ability to use library and online databases for accessing information (e.g., MEL, Proquest, Infospace, United Streaming)	In all 4 content areas, students will use library and online databases to access information.
4. distinguish between fact, opinion, point of view, and inference	In all 4 content areas, students will be able to distinguish between fact, opinion, point of view and inference when using technologies.
5. evaluate information found in selected online sources on the basis of accuracy and validity	In all 4 content areas, students will be able to determine the accuracy and validity of online sources.
6. evaluate resources for stereotyping, prejudice, and misrepresentation	In all 4 content areas, students will be able to recognize stereotyping, prejudice and misrepresentation in using technologies.
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	In all 4 content areas, students will realize the value of multiple Internet sources in completing projects using technologies.
8. research examples of inappropriate use of technologies and participate in related classroom activities (e.g., debates, reports, mock trials, presentations)	In all 4 content areas, students will participate in debates, mock trials, presentations and other products using technologies while researching inappropriate use of them.
1. use digital resources (e.g., educational software, simulations, models) for problem solving and independent learning	In all 4 content areas, students will use technologies to solve problems and use independent learning in the general curriculum.
2. analyze the capabilities and limitations of digital resources and evaluate their potential to address personal, social, lifelong learning, and career needs	Students will understand the capabilities and limitations of technologies to address career and lifelong 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	In all 4 content areas, students will produce a research paper using technologies forming a hypothesis, gather information and draw conclusions.
1. identify legal and ethical issues related to the use of information and	In all 4 content areas, students will accurately cite sources in producing products using technologies.

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	In all 4 content areas, students will understand the risks of unethical use of technologies.
3. discuss and demonstrate proper netiquette in online communications	In all 4 content areas, students will use proper netiquette in online communications.
4. identify ways that individuals can protect their technology systems from unethical or unscrupulous users	In all 4 content areas, students will maintain security of technologies while learning in the general curriculum.
5. create appropriate citations for resources when presenting research findings	In all 4 content areas, students will make use of proper citations when using technologies.
6. discuss and adhere to fair use policies and copyright guidelines	In all 4 content areas, students will use ethical guidelines when using technologies.
1. complete at least one online credit, or non-credit, course or online learning experience	Students will complete at least one online class in the general curriculum.
2. use an online tutorial and discuss the benefits and disadvantages of this method of learning	In all 4 content areas, students will use online tutorials and be able to evaluate their effectiveness.
3. explore career opportunities, especially those related to science, technology, engineering, and mathematics and identify their related technology skill requirements	In all 4 content areas, students will explore careers using technologies and be able to identify the technologies skills needed.
4. describe uses of various existing or emerging technology resources (e.g., podcasting, webcasting, videoconferencing, online file sharing, global positioning software)	In all 4 content areas, students will make use of various online learning opportunities to master the general curriculum.
5. identify an example of an assistive technology and describe its potential purpose and use	In all 4 content areas, students will understand assistive technologies and their potential uses.
6. participate in a virtual environment as a strategy to build 21st century learning skills	In all 4 content areas, students will participate in a virtual environment.
7. assess and solve hardware and software problems by using online help or other user documentation	In all 4 content areas, students will be able to access and solve technology problems while using online help.
8. explain the differences between freeware, shareware, open source, and commercial software	In all 4 content areas, students will know the differences in freeware, shareware, open source and commercial software and be able to make good decisions based on that knowledge.
9. participate in experiences associated with technology-related careers	In all 4 content areas, students will explore technology related careers.
10. identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav, wmv, mp3, flv, avi, pdf)	In all 4 content areas, students will use common formats in using technologies in their products.
11. understand and discuss how assistive technologies can benefit all individuals	In all 4 content areas, students will understand assistive technologies and their potential uses.
12. demonstrate how to import/export text, graphics, or audio files	In all 4 content areas, students will be able to import and export multi-media files to make their products.
13. proofread and edit a document using an application's spelling and	In all 4 content areas, students will be able to publish products using spelling, grammar and other checking

grammar checking functions	functions.
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Supporting Resources

1. District policies require the use technology where ever possible to support the educational environment.
2. Printed manuals for hardware and software utilized by the district will be maintained for use in the district Technology Office.
3. The Discovery streaming videos library will be utilized for educational and instructional applications.
4. Information about district technology can be obtained through the district web site (www.athensk12.org).
5. Online subscriptions from Tutor.com, Michigan Virtual High School, and Kellogg Community college will be maintained where required.
6. Various types of computer support will be obtained from the Calhoun Intermediate School District, Wayne RESA, and REMC 12 to support the District technology mission.
7. The Calhoun Intermediate School District will provide computerized student services (Zangle, moving to Skyward), payroll (SMART), personnel (Cyborg), support.
8. The Calhoun Intermediate School District will be the district’s Internet Service Provider (ISP).
9. High education in support of technology will maintained through, Kellogg Community College, Western Michigan University, Spring Arbor University, and Michigan State University.

Special Technology Delivery Requirements (NCLB)

All Athens Area Schools students will be required to complete one Internet based course through the Michigan Virtual High School (Any Approved Vendor) prior to graduation. All District students will have Internet based tutoring (Tutor.com) available from 2:30 PM until 11:00 PM Monday through Friday (off campus). The High School Media Center will be available for student use from 2:30 PM until 4:00 PM Monday through Thursday. The High School Media Center will be manned with a certified teacher from 2:30 PM until 4:00 PM Monday through Thursday. The Internet Tutoring program can be utilized from home as well as from school. Internet based dictionary and thesaurus will be taught and utilized in the High School computer application course. Video resources from the Calhoun Intermediate School district will be utilized to augment technology and learning resources.

Explanation of Adult Literacy Development

It is the goal of Athens Area Schools to develop a variety of classes available to the community after school hours for the enhancement of technological literacy. Courses offered will emphasize a basic working knowledge of Open Office/Microsoft Office utilities including the word processor, spreadsheet, and presentation software. Other courses will be offered that instruct in basic computer usage. The community will be given direction on how to use the Athens Area Schools web site to access student and school district information.

Opportunities will be provided for community members, parents and administrators to access technology and acquire the knowledge and skills necessary to support the local district’s school improvement and technology goals.

Professional Development for Teachers, Administrators and Personnel

Professional development will occur through various computer literacy courses offered during teacher in-services. In addition, professional development is also available through the Calhoun Intermediate School District, through computer literacy courses offered through area colleges and universities, through Michigan Virtual University (MiVU) or through conferences offered by other sources outside the district.

The literacy courses offered by the district will be free of charge. Training obtained through colleges or university courses will be paid for by the participant and not by the school. Professional development will be implemented on a yearly basis. NCLB and State Technology requirements will drive Professional development objectives.

Professional Development will reflect cooperation and partnership between Athens Area Schools, Calhoun Department of Technology (CDOT) and Calhoun Intermediate School District (CISD).

Schools have a great need for technology-related staff development opportunities. Currently a wide variety of skill levels exist related to the application of technology in the classroom. The gap between the highly skilled and the under-skilled technology users needs to be closed.

Common goals of a professional development plan to improve staff competencies and infusion of technology into the academic curriculum, as identified in state and national standards include:

- 1• Improving student achievement
- 2• Improving staff and student competence with technology
- 3• Implementing technology tools into new and existing curriculum and instruction
- 4• Improved technology planning within schools
- 5• Creating pilots and model projects for utilization of technology in learning
- 6• Creating a learning community with respect to technology and education
- 7• Enabling students to become quality users of technology

Staff development is necessary to assist teaching staff in making the paradigm shifts required to enable technology to best support instruction. Teachers often will use technology in a fashion which is consistent with prior teaching practices. Many times this produces a misapplication of technology to teaching and learning. For example, "high tech" worksheets and multiple-choice assessments are not the most effective use of web technology. It takes time and experience for teachers to learn to "think outside the box" when it comes to incorporating technology in teaching. Therefore, we must provide a variety of technology related staff development opportunities that focus on effective applications of technology in innovative ways. These opportunities need to be offered at times that are convenient to teaching staffs and at locations that are suitable for course offerings.

The experience in providing in-service training over the last ten years has shown that one-on-one training to be the most effective. While in-service days for the entire district can provide some overview of software and techniques available, the use of the tech coordinators to provide specific training, individually, is the most effective. In addition, certain courses, selected by the staff for their own areas of interest have been effective.

A professional development goal for staff has been adopted that sets a target of 36 hours of professional development annually. Included in these hours is technology professional development. Each building will have funds, (District, Title I and Title II) allocated for use as determined by their school improvement teams. The Technology Coordinator holds building and individual tech implementation sessions with staff within their buildings. Each elementary staff member will have the opportunity for individualized technology training through the use on the online United Streaming videos to access curricular materials for use in the classroom, and training provided by the media specialist. Secondary teachers will have the resources of United Streaming videos to access curricular materials for use in the classroom, and training provided by the media specialist. The district's web site and Intranet site provide information electronically on policies, and resources available to staff. The district will continue to promote the use of on-line classes on technology implementation from MiVU, and enrollment in similar classes for credit at KCC, WMU, and CMU. Textbook vendors will be required to provide in-service training on any technology component that accompanies a textbook purchase. Each spring, the director of curriculum will assess the number of hours of professional development obtained by staff, and working with building principals, identify continuing needs. Athens will send teachers to training in the use of Moodle, Skyward, Data director, Renaissance Place, United Streaming, Study Island, and all other blended forms of learning resources.

Timeline

<i>Study Island</i>	<i>October, 2011 to 2016</i>
<i>Library World K-12 staff</i>	<i>September, 2006 to 2016</i>
<i>East Leroy Elementary</i>	<i>September, 2006 to 2016</i>
<i>Accelerated and Star Learning System Software, K-12 staff</i>	<i>April, 2006, to 2016</i>
<i>Elementary Electronic Report Cards (Grade Quick), K-4 staff</i>	<i>August, 2009, to 2016</i>
<i>Zangle Grade book, Gr. 5-12 staff</i>	<i>August, 2006, to 2016</i>
<i>Curriculum integration, K-12 staff</i>	<i>August, 2006, to 2016</i>
<i>MACUL conference for K-12 teachers on integration techniques</i>	<i>March, 2007, to 2016</i>
<i>Individual teacher training on integration by tech person</i>	<i>August, 2009, to 2016</i>
<i>Annual assessment by the Director of Technology</i>	<i>July, 2007, to 2016</i>

Computer Labs in all buildings will be made available for all staff to teach, learn, or perform research.

Source(s) of Training for Professional Development

Professional development may be obtained through computer literacy courses offered by the School District, area colleges or universities, CISD, or through conferences offered by outside sources. Instructors for the computer literacy courses will be obtained from the present staff, staff from area schools, or an outside consultant may be hired.

Sources of Technical Support

All technological needs (such as installing stand-alone software or hardware) are to be met by consulting the district technology coordinator, the district technology staff, or a computer instructor. Basic technological needs may be met by any of the above listed, or may be referred to an outside source as needed.

Supporting Resources to Ensure Successful Use of Technologies

Administration, staff and other personnel are constantly working together to share and develop new ideas, and to utilize new programs.

If help cannot be obtained within the district, it may be sought from a variety of outside sources including the Intermediate School District personnel, software manufactures, or our outside technical support source (Data Management) as needed.

Timeline and Projected Cost:

2012/2013

We are working toward a goal of having at least five networkable computers in every room K-12. Since good portions of these computers have been donated, the major cost in this endeavor is in obtaining proper software licensing.

Approximate cost of software: \$500.00 for antivirus until free open source can be obtained.

Athens Area Schools will also look to replace administrator computers, as well as any computer closely tied to Zangle utilization. At least five new computer, Pentium 4 or above will need to be obtained, along with 3 networked printers. Projected cost: \$5500

20012/2013

Replace Novell Servers at the High School.

Replace 1 Teacher workstations.

Projected Cost \$1,000

2013/2014

Replace 1 Teacher workstations.

Projected Cost \$1,000

2014/2015

Replace 1 Teacher workstations.

Projected Cost \$1,000

Technology Funding (Overall)

The following resources are available each year to provide for the programs shown:

Area	Amount	Source
Technology contracted services (Calhoun ISD) (ISP)	\$25,120	General fund
Needed tech equipment	\$5,000	General fund
Replacement of tech equipment	\$40,000	General fund
Tech Professional Development	\$1,000	General fund
Software	\$5,000	General fund
USF refunds	\$25,000	USF
Salaries of tech staff, and related contracts for tech services	\$80,000	General fund
Total	\$179,120	

2013-2014		
Contract with district Technology Director	50,000	Gen. Fund
Contract with district network administrator	30,000	Gen. Fund
Novell SLA contract	2,200	Gen. Fund
Replace 15 teacher workstations at H.S.	1,000	Gen. Fund
CISD (ISP) and Services	25,120	Gen. Fund ,USF
Freedom9/waterloo systems	2,100	Gen Fund
Norman Antivirus	2,600	Gen Fund
Replace Border Manager server	6,000	Gen Fund
Professional Development	5,000	Gen Fund
H.S. to Elementary T-1	6,000	Gen. Fund ,USF
Replace two Routers	5,000	Gen Fund
Total 2010-2011	\$ 135,120	

ERATE (USF)

The District will continue to participate in the federal ERATE program. We will be asking for help with the Internet, T-1 (Point-to-Point), Wired Telecommunications, Cellular Telecommunications, and wiring installation costs.

Athens Area Schools will also look to maintain its hardware inventory, and update continuously, in addition to updating district software.

Coordination with State and Local Grants

Where available, monetary support from outside sources will be utilized to support and enhance the district technology plan.

Internet Protection

We have implemented a hardware Firewall to protect our network from outside sources. We use Open DNS along with the Untangle server filter to block unwanted websites and unwanted email SPAM. Norman Anti-Virus software is also being used for software protection (Windows Operating systems only).

Parent and Community Communications

Athens Area Schools uses many methods of technological Communication with parents and community members. We have a website (www.athensk12.org) that displays a great deal of directory information, school news, and mandatory reporting. We have weekly email newsletters that go out to parents and community members about school events and news. Teachers use email to communicate with parents. Parents can access student grades, attendance, lunch account balances through Zangle, our student management system web server. The Zangle Parent Connect Worksheet (next Page) is used to sign up parents and guardians to access student records. The Athens Instant Alert system (Honeywell) is used for emergency alerts, school closure, school delays, events, event changes, bus route changes, transportation delays, or cancelations. The Athens Instant Alert systems can also be utilized to pass along away sporting event scores, and field trip outcomes prior to our students returning to the district. Email is now the preferred parent to teacher communication tool. Parents can now largely send and receive email during the school day.

Technology Plan Communication

Athens Area Schools will present our technology plan to the community by having it available on the school website. We will draw attention to it there by referencing it in newsletters, handbooks, public meetings, and in our computer labs.

Zangle Parent Connect Worksheet

Parents and Guardians that will access student records

Full Name (s)

First

MI

Last

Children in the household

Full Name (s)

First

MI

Last

Grade

Full Address (Street address, City, State, Zip Code)

Telephone Number: _____

Email Address to email your PIN and Password to you.

Email: _____

Only one child should return this form if more than one child is in your household.

Parent/Guardian Signature

Date

Telecommunications

Athens Area Schools currently has a phone switch at the High School, Middle School and the Elementary School. We plan to upgrade the Middle and Elementary schools to a Voice over Internet Protocol (VoIP) within the next two years (all three buildings). We will insure that the upgrade has the capability to put a phone in every

classroom.

All Administrators and Directors currently have cell phones with “push-to-talk” capabilities.

Evaluation:

The following represents the major plan components and the evaluation model for technology implementation over the next five years. An assessment and resulting review and update of the plan will take place in the spring of each school year. The Technology Planning team will evaluate the plan implementation and how to implement unmet goals.

1. Every year the technology committee will meet and discuss what the capacity of the system currently is and provide direction on how to create an ongoing expandable network. (Goal 1).
2. We will interview staff to see if our current technology infrastructure performs with the curricular usage we are trying to deliver to evaluate if our systems are adequate for the district. (Goal 2).
3. We will log problems with our software and hardware, as well as survey stakeholders, to see if we are provide adequate sharing opportunities inside the district and to the outside world.(Goal 3)
4. We will survey stakeholders to see technology promote creative ventures in learning and look for areas of improvement to further planning. (Goal 4).
6. We document problems that staff is having in using hardware and software for an indicator of whether they have had adequate training so that they can apply the technology towards student learning. (Goal 5).
7. We will survey support staff to decide if resources are adequate for learning development for students in their interaction with that category of staff. (Goal 6).
8. We will survey staff to their perceived needs in professional development to use both our existing technology and new innovations that they have become aware of to drive our future professional development. (Goal 7).
9. We track the percentage of parents/guardians that make use of our electronic student management system to see if use is increasing (Zangle for now) (Skyward in the future) (Goal 8).
10. We will track through the management systems of the online resources we control the amount of use they are receiving to see if they are an effective tool. (Goal 9).
11. Athens Area Schools will yearly look at the number of computers, laptops, notebooks, tablets, document cameras, and various other technological devices, as well as software and online resources, to improve the ratio of available and useful technology resources for our students. (Goal 10).

BOARD OF EDUCATION
Athens Area Schools

ACCEPTABLE USAGE POLICY and

- D. The Athens Area School's Technology Resources are intended for exclusive use by registered users. You are responsible for your account/password and any access to the Technology Resources made using your account/password. Any problems arising from the use of your account/password are your responsibility. Use of your account by someone other than you is forbidden and may be grounds for loss of access privileges and other disciplinary consequences (for employees, up to and including termination), as determined by the Athens Area Schools, for both you and the person(s) using your account/password,
- E. You may not use the Technology Resources or any other communication/messaging devices (including devices not owned by Athens Area Schools) to engage in cyberbullying. Cyberbullying means "the use of email, cell phone and pager text messages, instant messaging (IM), defamatory personal websites, and defamatory online personal polling websites to support deliberate, repeated and hostile behavior by an individual or group that is intended to harm others." [Definition written by Bill Belsy, available at <http://www.cyberbullying.ca>.]
- F. Misuse of Technology Resources may result in suspension of your account privileges and/or other disciplinary action (for employees, up to and including termination), as determined by the Athens Area Schools. Misuse, includes, but is not limited to:
1. Accessing or attempting to access educationally inappropriate materials/sites, including, without limitation, material that is unlawful, obscene, pornographic, profane, or vulgar. The determination of a material's "appropriateness" is based on both the material's content and intended use.
 2. Cyberbullying (as defined in paragraph E) or any other use of the Technology Resources that would violate Athens Area School's anti-bullying rules or policies. Cyberbullying may, without limitation, include posting slurs, or rumors, or other disparaging remarks about another person on a website; sending email or instant messages that are meant to threaten, harass, intimidate, or drive up a victim's cell phone bill; taking or sending embarrassing or sexually explicit photographs, video, or other visual depictions of another person; or posting misleading or fake photographs of others on websites.
 3. Sexting, which includes, without limitation, possessing, sending, or distributing nude, sexually explicit, or sexually suggestive photographs, videos, or other visual depictions of yourself or another person over the Athens Area School's Technology Resources from any means, including over personally owned devices.
 4. Vandalism, which includes, without limitation, any malicious or intentional attempt to harm, steal, destroy, or disrupt user data, school materials, or school hardware; violating the integrity of Athens Area School's Technology Resources; uploading or creating viruses; downloading/installing unapproved, illegal, or unlicensed software; or seeking to circumvent or bypass security measures.
 5. Hacking, which includes, without limitation, gaining or attempting to gain access to, modifying, or obtaining copies of, unauthorized information or information belonging to other users.
 6. Unauthorized copying or use of licenses or copyrighted software.
 7. Plagiarizing, which includes the unauthorized distributing, copying, using, or holding out as your own, copyrighted material (most of the Internet is

copyrighted), or material written by someone else, without permission of, and attribution to, the author.

8. Misrepresenting others, including, without limitation, posting confidential or inappropriate information (text, video, photo) meant to harass, intimidate, or embarrass other students or staff on any social media network or website.
 9. Allowing anyone else to use an account or not locking access to computer devices when leaving them unattended.
 10. Using or soliciting the use of, or attempting to use or discover the account information or password of, another user.
 11. Attempting to or successfully disabling security features, including technology protection measures required under the Children's Internet Protection Act (CIPA).
 12. Misusing equipment or altering system software without permission.
 13. Commercial for-profit activities, advertising, political lobbying, or sending mass mailings or spam. However, you may contact a public official to express an opinion on a topic of interest.
 14. Using the Technology Resources in any way that violates any federal, state, or local law or rule (including the Athens Area School's employee code of conduct for employees)
- G. It is the policy of Athens Area Schools, as a recipient of certain federal funds, to monitor the online activities of its minor students and provide technology protection measures on its computers with Internet access designed to prevent minors from accessing visual depictions that are (1) obscene, (2) child pornography, or (3) harmful to minors. Athens Area School's staff must regularly monitor to ensure that technology blocks are working appropriately. The technology blocks may be disabled by an authorized person, *during adult use*, to enable access to bona fide research or for other lawful purposes.
- H. The Athens Area Schools does not warrant or guarantee that its Technology Resources will meet any specific requirement, or that they will be error free or uninterrupted; nor will Athens Area Schools or its Internet provider be liable for any direct or indirect, incidental, or consequential damages (including lost data, information, or time) sustained or incurred in connection with the use, operation, or inability to use the Technology Resources.
- I. When utilizing the Athens Area Schools Technology Resources, you may use only Athens Area Schools authorized messaging and communication systems, which include, to a limited extent, personal email accounts. There is no expectation of privacy in electronic communications when using Technology Resources. The Athens Area Schools reserves the right to monitor electronic communications.
- J. As soon as possible, you must disclose to your supervisor any message you receive from a colleague or student that is inappropriate or makes you feel uncomfortable, harassed, threatened, or bullied, especially any communication that contains sexually explicit content. You should not delete such content until instructed to do so by The Superintendent or Technology Director.
- K. Any violation of this Acceptable Usage Policy or inappropriate use of Athens Area School's technology while accessing personal communication accounts will subject the user to discipline, including the possible termination of access to Technology Resources and for employees including the possibility of termination from the Athens Area Schools as an employee.

- L. The Athens Area Schools and/or the Internet provider will periodically determine whether specific uses of the Athens Area School's Technology Resources are consistent with this acceptable-use policy. The Athens Area Schools or its Internet provider reserves the right to log Internet use and to monitor mail space and file server utilization by users. The Athens Area Schools reserves the right to remove a user account on the Athens Area School's Technology Resources to prevent further unauthorized activity.
- M. You may not transfer intellectual property or software belonging to Athens Area Schools without the permission of the Athens Area Schools Technology Director or his/her designee. Without first obtaining such permission, you will be liable for any damages and will be required to pay the cost of any damages caused by such transfer, whether intentional or accidental.
- N. You are responsible for the proper use of Technology Resources and will be held accountable for any damage to or replacement of the Resources caused by your inappropriate use.
- O. You acknowledge that you may receive or have access to student education records and other data subject to confidentiality requirements of the Family Educational Rights and Privacy Act ("FERPA"), 20 USC § 1232g, Individuals with Disabilities Education Act ("IDEA"), the Michigan Mandatory Special Education Act ("MMSEA"), and the National School Lunch Act and their underlying regulations (collectively, the "Acts"). You acknowledge that, to the extent you receive and have access to such data and records, you are subject to the provisions of those Acts and their regulations, and will not re-disclose student data or other education records except as permitted by law.
- P. The user is solely responsible for all charges and fees, including outside telephone, printing, and merchandise purchases made through the network. The Athens Area Schools is not a party to such transactions and shall not be liable for any costs or damages, whether direct or indirect, arising out of network transactions by the user.
- Q. The user acknowledges and understands that correspondence sent or received over the Athens Area School's network may be subject to retrieval under the State of Michigan Freedom of Information Act, MCL 15.231 - 246. The user agrees to cooperate fully and promptly with the Athens Area Schools when responding to FOIA requests concerning communications over the Athens Area School's computer network.

In consideration for the privileges of using the Athens Area School's Technology Resources and in consideration for having access to the information contained therein, I release the Athens Area Schools, its Board of Education, individual Board members, administrative employees and agents, the Internet provider and its operators from any and all claims of any nature arising from my use, or inability to use, the Technology Resources. I agree to abide by this Acceptable Use Policy and Agreement and by any rules or regulations that may be added from time-to-time by the Athens Area Schools and its Internet provider as well as Athens Area School's Internet Safety Policy. All additional rules, regulations, and policies are available in the Human Resource office. I agree to pay for, reimburse and indemnify the Athens Area Schools, its Board of Education, individual Board members, administrative employees and agents for damages including any fees, expenses, liability or other damages of every sort and nature incurred as a result of my use, or misuse, of these Technology Resources.

I have read this Acceptable Use Policy and Agreement of Acceptable Use of Technology Resources and sign it knowingly and freely.

Employee Signature

Date

Please initial if you give permission:

_____ I give permission for my photo and name to be published on web pages.

cc: Employee file

BOARD OF EDUCATION

ATHENS AREA SCHOOLS

**ACCEPTABLE USAGE POLICY and
Agreement for Acceptable Use of Athens Area Schools Technology Resources
Students Grades K - 12**

_____/_____
Building/Program Name Student Name

This agreement is entered into this _____ day of _____, 20__, between _____ (“Student” or “User”) and the Athens Area Schools. The purpose of this agreement is to grant access to and define acceptable use of Athens Area School’s Technology Resources for legitimate educational purposes consistent with Athens Area School’s mission statement. “Technology Resources” include, but are not limited to: (1) internal and external network infrastructure, (2) Internet and network access, (3) computers, (4) servers, (5) storage devices, (6) peripherals, (7) software, and (8) messaging or communication systems. These resources may be provided to users to: (1) assist in the collaboration and exchange of information, (2) facilitate personal growth in the use of technology, and (3) enhance information gathering and communication skills.

In exchange for the use of Athens Area School’s Technology Resources either at school or away from school, you understand and agree to the following:

- R. Your use of the Athens Area School’s Technology Resources is a privilege that may be revoked by the Athens Area Schools at any time and for any reason.
- S. The Athens Area Schools reserves all rights to any material stored on Athens Area Schools Technology Resources. You have no expectation of privacy when using Athens

Area Schools Technology Resources. Athens Area Schools reserves the right to monitor all use of its Technology Resources, including, without limitation, personal email and voice mail communications, computer files, data bases, web logs, audit trails, or any other electronic transmissions accessed, distributed, or used through the Technology Resources. Athens Area Schools also reserves the right to remove any material from the Technology Resources that the Athens Area Schools, at its sole discretion, chooses to, including, without limitation, any information that Athens Area Schools determines to be unlawful, obscene, pornographic, harassing, intimidating, or disruptive.

- T. The Technology Resources do not provide you a "public forum." You may not use the Technology Resources for commercial purposes or to lobby or solicit political positions or candidates unless expressly authorized in advance by a teacher or administrator as part of a class program or activity. You may, however, use the Technology Resources to contact or communicate with public officials.
- U. The Athens Area School's Technology Resources are intended for exclusive use by registered users. You are responsible for your account/password and any access to the Technology Resources made using your account/password. Any problems arising from the use of your account/password are your responsibility. Use of your account by someone other than you is forbidden and may be grounds for loss of access privileges and other disciplinary consequences for both you and the person(s) using your account/password.
- v. You may not use the Technology Resources or any other communication/messaging devices (including devices not owned by Athens Area Schools) to engage in cyberbullying. Cyberbullying means "the use of email, cell phone and pager text messages, instant messaging (IM), defamatory personal websites, and defamatory online personal polling websites to support deliberate, repeated and hostile behavior by an individual or group that is intended to harm others." [Definition written by Bill Belsy, available at <http://www.cyberbullying.ca>.]
- W. Misuse of Technology Resources may result in suspension of your account privileges and/or other disciplinary action, up to and including expulsion, as determined by the Athens Area Schools. Misuse includes, but is not limited to:
 - 15. Accessing or attempting to access educationally inappropriate materials/sites including, without limitation, material that is "harmful to minors," unlawful, obscene, pornographic, profane, or vulgar. Material that is "harmful to minors" includes "any picture, image, graphic image file, or other visual depiction that (1) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excrement; (2) depicts, describes, or represents, in a potentially offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (3) taken as a whole lacks serious literary, artistic, political, or scientific value as to minors." 47 USC§1§ 254(h)(7). The determination of a material's "appropriateness" is based on both the material's content and intended use.
 - 16. Cyberbullying (as defined in paragraph E) or any other use of the Technology Resources that would violate Athens Area School's anti-bullying rules or policies. Cyberbullying may, without limitation, include posting slurs or rumors or other disparaging remarks about another person on a website; sending email or instant messages that are meant to threaten, harass, intimidate, or drive up a victim's cell phone bill; taking or sending embarrassing or sexually explicit photographs,

- video, or other visual depictions of another person; or posting misleading or fake photographs of others on websites.
17. Sexting, which includes, without limitation, possessing, sending, or distributing nude, sexually explicit, or sexually suggestive photographs, videos, or other visual depictions of yourself or another person over the Athens Area School's Technology Resources or by any other means, including over personally owned devices.
 18. Posting personally identifiable information about yourself or others over the internet even if the information is solicited by a website that requests such information.
 19. Vandalism, which includes, without limitation, any malicious or intentional attempt to harm, steal, destroy, or disrupt user data, school materials, or school hardware; violating the integrity of Athens Area School's Technology Resources; uploading or creating viruses; downloading/installing unapproved, illegal, or unlicensed software; or seeking to circumvent or bypass security measures.
 20. Hacking, which includes, without limitation, gaining or attempting to gain access to, modifying, or obtaining copies of, unauthorized information or information belonging to other users.
 21. Unauthorized copying or use of licenses or copyrighted software.
 22. Plagiarizing, which includes the unauthorized distributing, copying, using, or holding out as your own, copyrighted material (most of the Internet is copyrighted), or material written by someone else, without permission of, and attribution to, the author.
 23. Misrepresenting others, including, without limitation, posting confidential or inappropriate information (text, video, photo) meant to harass, intimidate, or embarrass other students or staff on any social media network or website.
 24. Allowing anyone else to use an account or not locking access to computer devices when leaving them unattended.
 25. Using or soliciting the use of, or attempting to use or discover the account information or password of, another user.
 26. Attempting to or successfully disabling security features, including technology protection measures required under the Children's Internet Protection Act (CIPA).
 27. Misusing equipment or altering system software without permission.
 28. Commercial for-profit activities, advertising, political lobbying, or sending mass mailings or spam. However, you may contact a public official to express an opinion on a topic of interest.
 29. Using the Technology Resources in any way that violates Athens Area School's student code of conduct, or any federal, state, or local law or rule.
- X. It is the policy of Athens Area Schools, as a recipient of certain federal funds, to monitor the online activities of its minor students and provide technology protection measures on its computers with Internet access designed to prevent minors from accessing visual depictions that are (1) obscene, (2) child pornography, or (3) harmful to minors. Athens Area School's staff must regularly monitor to ensure that technology blocks are working appropriately. The technology blocks may be disabled by an authorized person, *during adult use*, to enable access to bona fide research or for other lawful purposes.
- Y. It is the policy of Athens Area Schools to prohibit its minor students from (1) accessing inappropriate matter on the Internet; (2) engaging in hacking or other unlawful online activities; (3) disclosing, using, or disseminating personal information online; or (4) accessing materials that are harmful to minors. It is also the policy of Athens Area

Schools to educate students about cyberbullying awareness and response and about appropriate online behavior, including safely interacting with other individuals in social networking websites, chat rooms, and by email.

- Z. Athens Area Schools does not guarantee that measures described in paragraphs G and H will provide any level of safety or security or that they will block all inappropriate material from Athens Area School's minor students. You agree that you will not intentionally engage in any behavior that was designed to be prevented by paragraphs G and H.
- AA. The Athens Area Schools does not warrant or guarantee that its Technology Resources will meet any specific requirement, or that they will be error free or uninterrupted; nor will Athens Area Schools or its Internet provider be liable for any direct or indirect, incidental, or consequential damages (including lost data, information, or time) sustained or incurred in connection with the use, operation, or inability to use the Technology Resources.
- BB. When utilizing the Athens Area School's Technology Resources, you may use only Athens Area Schools authorized messaging and communication systems. There is no expectation of privacy in electronic communications. The Athens Area Schools reserves the right to monitor electronic communications.
- CC. As soon as possible, you must disclose to your teacher or other school employee any message you receive that is inappropriate or makes you feel uncomfortable, harassed, threatened, or bullied, especially any communication that contains sexually explicit content. You should not delete such content until instructed to do so by a staff member.
- DD. The Athens Area Schools and/or the Internet provider will periodically determine whether specific uses of the Athens Area School's Technology Resources are consistent with this acceptable-use policy. The Athens Area Schools or its Internet provider reserves the right to log Internet use and to monitor mail space and file server utilization by users. The Athens Area Schools reserves the right to remove a user account on the Athens Area School's Technology Resources to prevent further unauthorized activity.
- EE. You may not transfer intellectual property or software belonging to Athens Area Schools without the permission of the Athens Area Schools Director of Technology or his/her designee. Without first obtaining such permission, you will be liable for any damages and will be required to pay the cost of any damages caused by such transfer, whether intentional or accidental.
- FF. You are responsible for the proper use of Technology Resources and will be held accountable for any damage to or replacement of the Resources caused by your inappropriate use.

In consideration for the privileges of using the Athens Area School's Technology Resources and in consideration for having access to the information contained therein, I release the Athens Area Schools, its Board of Education, individual Board members, administrative employees and agents, the Internet provider and its operators from any and all claims of any nature arising from my use, or inability to use, the Technology Resources. I agree to abide by this Acceptable Use Policy and Agreement and by any rules or regulations that may be added from time-to-time by the Athens Area Schools and its Internet provider as well as Athens Area School's Internet Safety Policy and its Student Code of Conduct. All additional rules, regulations, and policies are available in hardcopy in the Principal's office.

I have read this Acceptable Use Policy and Agreement and sign it knowingly and freely.

Student Signature

Date

As the student’s parent or legal guardian, I acknowledge that I have read this Acceptable Use Policy and Agreement. In consideration for the privilege of my child using Athens Area Schools Technology Resources, I hereby release and covenant not to sue the Athens Area Schools, its Board of Education, individual Board of Education members, and its administrative employees and agents for any and all claims, causes of action, and damages of any nature arising from my child’s use of, or inability to use, Athens Area School’s Technology Resources. I agree to pay for, reimburse and indemnify the Athens Area Schools, its Board of Education, individual Board members, administrative employees and agents for damages including any fees, expenses, liability or other damages of every sort and nature incurred as a result of my child's use, or misuse, of these Technology Resources.

I also authorize the Athens Area Schools to consent to the sharing of information about my child to Athens Area School’s authorized website operators as necessary to enable my child to participate in any program, course, or assignment requiring such consent under the Children's Online Privacy and Protection Act. I understand and agree that my child will not be able to use Athens Area School’s Technology Resources until this Agreement has been signed by both my child and me.

I have read this Acceptable Use Policy and Agreement and sign it knowingly and freely:

Parent/Guardian Signature

Date

Principal Signature

Date

Parent/Guardian: Please initial one, both or neither of these:

_____ I give permission for my child's photo, or any personal or directory information, to be published on web pages.

_____ I give permission for my child's photo and name to be published on web pages only as part of a "team" or other large group photo.

Revised: March 2012

cc: parent/guardian, student file