

Technology Plan

2013-2016



Atlanta Community School District

10500 County Road 489 • P.O. Box 619 • Atlanta, MI 49709
ISD: Alpena-Montmorency-Alcona Educational Service District
Technology Plan URL: <http://www.atlanta.k12.mi.us>

Atlanta Community School District (60010)
Atlanta Community Schools K-12 (03767)
Atlanta Learning Center

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Technology Plan Summary Sheet

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Introductory Materials

Atlanta Community School District Mission Statement

The mission of the Atlanta Community School District is to create an environment conducive to optimal learning which will prepare all of its students – preschoolers through adults – to function productively in a rapidly changing society.

To provide quality and equity in educational opportunities for all students, the district will maximize the use of all of its human, material and financial resources to provide an educational program that will meet the individual, social, emotional, and intellectual needs of its students, build positive self-concepts, self-discipline, and enable them to become contributing members of society.

Because we believe that a quality educational program requires a partnership between the schools, the home, and the community, the district will strive to create and strengthen these bonds whenever possible.

Introduction

Atlanta is a small community in Montmorency County, Michigan. The surrounding area is northern woods: a mix of forest, open land, and water. One of the state's largest elk herds is centered just northeast of Atlanta, and the community is officially named the "Elk Capital of Michigan." Atlanta's economy is diversified, with a combination of wood-related work, tourism and sports services, government service jobs in the county seat and in education, and local retail businesses.

The Atlanta Community School District operates one elementary and one junior/senior high school that are contained in a single building. The district offers a community education program, high school completion, and enrichment programs. The 2012-2013 student enrollment was 248. Approximately 17 teachers are employed by the Atlanta Community School District.

Vision and Goals

Vision

The technology vision of the Atlanta Community School District is to aid its students in becoming skilled, knowledgeable, independent, and self-directed learners. Through the use of technology, with its varied aspects and applications, each student will be afforded opportunities and challenges that will allow for success in the future. The Atlanta Community School District students and staff will use technology to:

- Transfer technological knowledge and skills for life roles of family member(s), citizens(s), worker(s), consumer(s) and lifelong learner(s).
- Input, retrieve, organize, manipulate, evaluate and communicate information.
- Apply appropriate solutions by using resources and processes to create, maintain and improve systems and environments.
- Identify the components (input, process, output, and feedback) and follow a basic systematic approach to design technological solutions to a given problem.
- Apply ethical and legal standards in planning, using and evaluating technology.
- Evaluate the societal and environmental impacts of technology and forecast alternative uses and possible consequences to make informed civic, social and economical decisions.

Goals

Atlanta Community Schools have adopted the “National Educational Technology Goals”. They are:

Goal 1: All students and teachers will have access to information technology in their classrooms, schools, communities and homes.

Goal 2: All teachers will use technology effectively to help students achieve high academic standards.

Goal 3: All students will have technology and information literacy skills.

Goal 4: Research and evaluation will improve the next generation of technology applications for teaching and learning.

Goal 5: Digital content and networked applications will transform teaching and learning.

Goal 6: Implication of handheld devices like iPads.

Goal 7: Develop and deploy a wireless network.

In committing to achieve these goals, everyone has a role to play: federal, state and local governments; education institutions; nonprofit organizations and associations; the private sector; communities; and families. For each of these goals, there are numerous strategies that can be undertaken to ensure continued progress in using technology effectively for education.

Goal 1: All students and teachers will have access to information technology in their classrooms, schools, communities and homes.

An integral part of school improvement and reform efforts in the 21st century in the United States and abroad will be student and teacher access to educational technology, such as computers connected to the Internet. Universal access to the Internet will help end the isolation of teachers; exponentially expand the resources for teaching and learning in schools and classrooms; provide more challenging, authentic and higher-order learning experiences for students; and make schools and teachers more accountable to parents and communities.

The quality of Internet access is critical. Broadband access will be the new standard. Slow, unreliable connections that cannot support interactivity or rich multimedia content will no longer be sufficient. To take advantage of access to technology for improved teaching and learning, it will become increasingly important to build and support network infrastructures – wired or wireless, desktop or handheld – that allow multiple devices to connect simultaneously to the Internet throughout every school building and community in the nation.

To realize the goal of universal access to educational technology for students and teachers, we should ensure sustained and predictable funding for technology; ensure that technology plans reflect the educational needs of students and are regularly updated; improve the affordability, reliability and ease of use of educational technology; ensure that school buildings and facilities are modern; strengthen our commitment to eliminating the digital divide; and ensure that all students have equal opportunities to access and use technology.

Goal 2: All teachers will use technology effectively to help students achieve high academic standards.

Most teachers have been prepared for a model of teaching dramatically out of step with what is needed to prepare the nation's students for the challenges they will face in the future. Recent reports by the American Council on Education, the CEO Forum on Education and Technology, the Milken Exchange on Education Technology, the National Commission on Mathematics and Science Teaching for the 21st Century, and the National Council for Accreditation of Teacher Education among others, all identify opportunities to enhance teacher quality and teacher preparation, particularly as they relate to the effective use of technology in education.

Ensuring that the nation has effective 21st-century teachers requires more than just providing sufficient access to technology for teaching and learning. We should improve the preparation of new teachers, including their knowledge of how to use technology for effective teaching and learning; increase the quantity, quality and coherence of technology-focused activities aimed at the professional development of teachers; and improve the instructional support available to teachers who use technology.

Goal 3: All students will have technology and information literacy skills.

The need to prepare students with the skills they must possess to participate fully in our increasingly technological society has become a major priority for the nation. A meaningful, unified approach to providing students with the skills they will need for their futures must be more than a checklist of isolated technology skills; rather, these skills are only a first step in assuring all our children become proficient information and technology users.

Also necessary are information problem-solving skills, such as how to define tasks, identify information seeking strategies, locate and access information, determine information's relevance, organize and communicate the results of the information problem-solving effort and evaluate the effectiveness and efficiency of the solution. The call for this new "21st-century literacy" in no way supplants current efforts by states and districts to set and even raise academic standards for students; it simply reflects the fact that the bar for an educated citizenry and workforce continues to rise to reflect changes in society.

In requiring these skills of students, we will ensure that the opportunities made possible through the use of technology will be available to all students as they progress through school, regardless of personal or socioeconomic factors. Even for those students who do not pursue technology careers, ensuring technology and information literacy skills will provide a number of benefits.

To ensure that students are prepared for their future we should: include technology and information literacy in state and local standards for what students should know and be able to do; ensure students use technology appropriately and responsibly; develop new student assessment tools; and strengthen partnerships with industry to help meet the workforce needs of the future.

Goal 4: Research and evaluation will improve the next generation of technology applications for teaching and learning.

At the dawn of the 21st century, we are still at the beginnings of a technological revolution that is bringing dramatic changes to our society. This technological revolution will not automatically translate into a similar revolution in teaching and learning. While we have learned a tremendous amount about the implementation and use of technologies for teaching and learning in the past few years, the need for an expanded, ongoing

national research and evaluation program to improve the next generation of technology applications for teaching and learning is profound.

To implement such a program requires a sustained, multi-disciplinary collaboration of learning scientists, technologists, and subject-matter experts. Numerous organizations have pointed out the urgency of this national need, including the President's Committee of Advisors on Science and Technology, the U.S. Department of Education, the National Science Foundation, the National Research Council, private charitable foundations, independent research institutes and representatives of academia.

To ensure that research and evaluation will improve the next generation of technology applications for teaching and learning, we should: initiate a systematic agenda of research and evaluation on technology applications for teaching and learning; encourage state and local evaluations of technology programs; and support the dissemination and use of research-based information to improve teaching and learning.

Goal 5: Digital content and networked applications will transform teaching and learning.

Digital content and networked applications will support transformative changes in our approaches to teaching and learning. In order for these changes to lead to increased educational opportunities for all students, digital content and networked applications must be independently judged to be of high quality (both in terms of grounding in learning science and pedagogical effectiveness), well-documented, comprehensive and available for all grades and subject areas, and have the power to inspire or motivate students. In addition, they must be easy to find and access, easy for students and teachers to use, and accessible to people with disabilities.

Today, there exists tremendous opportunities for the creation of powerful digital content and networked applications. For instance, digital content and networked applications offer direct opportunities to enhance learning by helping students to comprehend difficult-to-understand concepts; helping students to engage in learning; providing students with access to information and resources; and better meeting students' individual needs. In addition, technology applications can increase parental involvement and improve the accountability and efficiency of school administration.

To ensure that digital content and networked applications will transform teaching and learning, we should: ensure administrators and policymakers are technologically literate; support efforts to increase our understanding of how to improve teaching and learning through partnerships within and across sectors; identify leadership opportunities provided by technology to offer better ways of accomplishing educational goals; continue and expand efforts to digitize rich educational materials consistent with copyright laws; encourage the aggregation of demand for resources and services to attract better and more effective technology-based services for teaching and learning; support educators and technologists in defining what digital content and networked applications should be available to support teaching and learning; remove barriers to purchasing digital content

and networked applications; recognize developers of high-quality digital content and networked applications and exemplary adoption of educational technologies; and support the integration of digital content and networked applications into state and local standards and curricular frameworks.

Goal 6: Implication of handheld devices like iPads.

With the funding from the State grant of 22i, deployment of iPads or similar devices is becoming a reality in classrooms around the world. Tablets are being used from Kindergarten through 12th grade and beyond to further educate kids with cost savings of not having to purchase new books or updated material. With the help of the App Store, any new information or updated material is automatically synced with the device providing the most up to date information and facts without having to purchase all new material.

The use of the internet on handheld devices will be monitored with the security and content filter already in place using the firewall. To provide quality information and content the current firewall and filtering system will prevent students from accessing inappropriate content or misuse of the device.

To enable the handheld devices, a wireless network will have to be installed, tested, and managed before any students are able to use them.

Goal 7: Develop and deploy a wireless network

To deploy a wireless network or Wi-Fi, Access points will be purchased, installed, and configured to network all wireless devices. To cover a large area, multiple access points will be installed with secure logins for students, teachers, and administrators. The access points will be fully manageable and monitored for the Technology Administrator anywhere the internet is available.

Secure logins for students, teachers, and guests can be configured with the appropriate content based on everyone's needs. Using the current security in place no other hardware will have to be purchased for any content filtering.

The Leadership Imperative

The use of technology in education must remain a national priority. It must be at the core of the educational experience, not at the periphery. Now is the time to renew our commitment to the future by challenging the nation to take bold action in hastening the coming of the future of education. The leadership imperative is clear. Collectively, these new goals for technology in education represent an updated, high-level strategy for ensuring that all students will benefit from enhanced learning opportunities afforded by new and emerging communications and information technologies.

I. CURRICULUM

A. Curriculum Integration

Goals and strategies, aligned with challenging state and national standards, for using telecommunications and technology to improve teaching and learning.

Goal #1: Continually update Atlanta Community School District webpage.

Strategies: Use the expertise of the Director of Technology; poll administrators, administrative staff, and Board of Education; poll community and student body through use of the webpage.

Responsibility: Director of Technology, Consultant

Steps Needed to Implement Strategies: Streamline office procedures so there is no redundancy; train administrative staff, teaching staff, and student aides.

Timeline: Ongoing

Progress: In progress

Comments: Atlanta Community School District has a webpage at www.atlanta.k12.mi.us.

Goal #2: Upgrade new hardware every five years.

Strategy: Investigate advantages.

Responsibility: Superintendent, Elementary and High School Principals, Director of Technology

Steps Needed to Implement Strategies: Process a technology needs analysis, create a 5-year technology replacement report.

Timeline: Ongoing

Progress: In progress

Comments: For equipment purchases, Atlanta Community Schools has implemented a district wide upgrading program. This program includes 1 server, 14 switches, 66 lab computers, 1 teacher computer in each classroom (20 total), and 12 administrative office computers.

Goal #3: Continually purchase software updates to further the advancement of integration into the curriculum.

Strategy: Perform an annual needs analysis, investigate software companies and software ratings, and investigate web-based applications (ie. Study Island, Easy Tech, Typing Pal Online), poll administrators and teachers.

Responsibility: Elementary and High school Principals, Teachers, Director of Technology

Steps Needed to Implement Strategies: 1) Complete listed strategies, 2) Purchase software.

Timeline: 1) Ongoing

Progress: In progress

Goal #4: *Purchase textbooks and/or CDs and online materials as needed to further the advancement of integration into the curriculum.*

Strategy: Investigate textbook companies and textbook ratings, poll administrators and teachers.

Responsibility: Elementary and High School Principals, Teachers

Steps Needed to Implement Strategies: 1) Complete listed strategies, 2) Purchase textbooks and media.

Timeline: 1) Ongoing

Progress: In progress

Comments: Atlanta Community School District purchases textbooks and media that integrate technology and address the national and state standards across the curriculum.

Goal #5: *Continue to offer technology courses to ACS students. Expand the curriculum to include courses that would not otherwise be available to the ACS students.*

Strategy: Meet with area superintendents, principals, and area community college administrators; create cost analysis report for district feasibility studies; investigate online course providers.

Responsibility: High School Principal

Steps Needed to Implement Strategies: Complete listed strategies

Progress: Ongoing

Comments: All of our teachers continue to integrate technology into their curriculum. We will continue to monitor and take recommendations through our Director of Technology as to where and how the District can improve our existing offerings for students. Atlanta Community School District students will also be able to register for regular and Advanced Placement classes using the Internet through the Michigan Virtual High School and Michigan Virtual University.

Goal #6: *Use Web Based programs to better prepare students for the MEAP tests and ultimately raise test scores.*

Strategy: Train teachers how to use the internet to better prepare students for the MEAP tests; analyze progress reports to modify the curriculum and individualize instruction.

Responsibility: Elementary and High School Principals, Teachers

Steps Needed to Implement Strategies: Complete listed strategies

Timeline: Ongoing

Progress: In progress

Goals to be achieved annually on a continuing basis:

- 1) Continued improvement and timely updates to the Atlanta Community School District webpage.
- 2) Integrate streaming video into the curriculum.
- 3) Lease all software titles.
- 4) Continued use of the Web Based student management system connected to Bay Arenac Intermediate School District.
- 5) Continued use of technology for ADP payroll.
- 6) Continued annual updates of the Novell network.

- 7) Implement web-based grading, attendance, and parent contact program.
- 8) Successful completion and funding of the Universal Service Fund:
 - a) Telephone Usage and Maintenance Agreement Discount.
 - b) Internet Discount and Change of Vendor.

B. Student Achievement

Strategies that are based on research and that integrate technology into curricula and instruction for purposes of improving student academic achievement and a timeline for that integration.

Atlanta Community School District utilizes the Content Standards and Benchmarks as outlined in the Michigan Curriculum Framework as the keystone for all core curriculum development. Utilizing the Content Standards and Benchmarks as our curriculum base allows Atlanta Community School District to successfully incorporate and maintain our programs of study, instruction, evaluation, professional development, fiscal and personnel resources to support our goals. At-risk, Title I, and other local, state, and federal funding are employed to complement our core curriculum programs to meet the individual requirements of our students.

Atlanta Community Schools encourage the integration of technology-based educational programs throughout the curriculum. As new hardware and software are acquired, we will restructure our teaching and lessons to include the new technology. The Michigan Department of Education Curriculum Framework will be used as a guide for our technology education.

Examples of how technology will be integrated into the curriculum are listed below:

- Accelerated Reader program to encourage students to read and enhance their reading comprehension.
- Creation of classroom books and newsletters using a digital camera.
- Creation of a school web site to inform parents of school and classroom activities, assignments, student progress, and events.
- Use of technology as a tool for assessment and individualization of student programs.
- Use of PowerPoint to present information to the class.
- Student portfolios.
- Student grades - quick access to progress reports.
- Student research.
- Attendance.
- Use of subject specific educational software to supplement daily lessons, reinforce concepts, and assess learning.
- Scan and Read program for special needs students which help the low- or non-reader within their regular education classes.

- Prepare students for the world of work by exposing them to various technologies and software programs.
- Accommodations for challenged students.
- School yearbook and newspaper.
- Research projects - access reliable sources, collect and organize information, write and edit research papers.
- Demonstration of mathematical concepts, such as translations, rotations, and reflections.
- Use of the Internet as a reference for art projects.
- Access to online newspapers to be used as examples of writing trends for journalism students.
- Desktop publishing skills - newspaper layout, yearbook design.
- Timelines, graphs, maps for social studies students.
- Written assignments (essays, daily journals, short stories) done using MS Word.
- Demonstration of geometric concepts using Cabri Geometry.
- Internet classes for our dual-enrolled students.
- Phone system, which includes a phone in each classroom to encourage communication between home and school, and teacher to teacher.
- Online textbook resources for students and teachers.
- Use of streaming videos and other digital resources.
- Use of Projectors to display classroom material.

Examples of technological assessment and implementation tools are Study Island, Accelerated Reader, and Exam View with CPS (Classroom Performance System). Each core curriculum area integrates technology as a strand in the curriculum document. Classroom teachers implement this technology daily in the classroom because it is infused as a tool for teaching and learning in the curriculum adopted by the Board of Education. Additionally, technology team members review technology research regularly to ensure district technology goals and tools reflect the most recent technology tools and research.

C. Technology Delivery

Strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies.

Atlanta Community Schools offers online dual enrollment opportunities for qualified high school students. Students are able to take these courses in a computer lab provided by the school.

D. Parental Communications & Community Relations

Strategies to promote parental involvement and to increase communication with parents and community, including a description of how parents and community will be informed of the technology to be used with students.

The district website will be used as the primary method for disseminating the Atlanta Community School District's technology plan to parents and other community members, as well as for maintaining continual contact with parents and the community. In addition, parents are encouraged to attend school improvement meetings where they can discuss the technology program at Atlanta Community Schools with Board of Education members, the superintendent, administrators, teachers, students and other parents.

This technology plan has been reviewed by the Board of Education at board meetings that are opened to the public. Parents and community members are welcome to attend these meetings to review the technology plan and provide input.

E. Collaboration

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

The technology plan for Atlanta Community Schools has been created in collaboration with alternative education and adult education administrators in performing a needs analysis.

II. PROFESSIONAL DEVELOPMENT

F. Professional Development

Strategies for providing ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to ensure that staff know how to use the new technologies to improve education or library services.

In accordance with state and national standards for technology training, educators of the Atlanta Community School District are encouraged to take advantage of opportunities for professional development in the use of technologies that will enhance teacher effectiveness, student achievement, and instructional management. Technology training is ongoing and is available to teachers from a variety of sources. Staff members within the district provide training, as well as outside trainers.

The Alpena-Montmorency-Alcona Educational Service District and the Regional Educational Media Center provide technology training workshops for faculty members. The format for these professional development opportunities varies from direct live instruction to webinars.

Atlanta Community Schools has built into their school calendar six professional development days per year, and some of this time will be spent on technology training. Training will be provided by REMC 3/9 or the Alpena-Montmorency-Alcona Educational Service District to help teachers become familiar with the computer and to provide them with training on popular computer programs. Training will also focus on the integration of technology into the curriculum. Examples of training may include:

Entry Level Courses

Understanding Your Computer
Word Processing
Spreadsheets
Databases
Presentations
Desktop Publishing

Intermediate Level Courses

Microsoft Office Suite:
MS Word
MS Excel
MS Publisher
MS PowerPoint
MS Access

REMC 3/9 Services

WebMax
United Streaming

Internet Courses

Doing Research with the Web

Introduction to WebQuests

MarcoPolo

Access Michigan

Pluto online High School classes for credit redemption.

Webpage Development**G. Supporting Resources**

Strategies and supporting resources such as services, software, other electronically-delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.

The following resources are used to support the technology program:

- District website at www.atlanta.k12.mi.us
- Collaboration with Alpena-Montmorency-Alcona Educational Service District and other area school districts.
- Regularly scheduled professional development days for staff that focus on technology training.
- User policy has been incorporated into the student handbook.

III. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE

H. Infrastructure Needs/Technical Specifications, and Design

Strategies to identify the need for telecommunication services, hardware, software, and other services to improve education or library services, and strategies to determine interoperability among the components of the technologies to be acquired.

Current Status

The Atlanta Community School District has implemented a district wide leasing program. This program includes 1 server, 14 switches, 147 lab computers, 1 teacher computer in each classroom (20), and 12 administrative office computers.

Necessary Technology

Technology that is necessary to improve instruction and student learning is detailed in the goals section above. Included are the Atlanta Community School District website, Study Island, hardware and software upgrades, textbooks, and Advanced Placement and technology courses.

Continuous Upgrades

Every year on July 1st, Atlanta Community Schools will perform an annual needs analysis for both hardware and software. Every five years on July 1st, Atlanta Community Schools will purchase software upgrades and new hardware.

Technical Support

- **Director of Technology:** To ensure smooth ongoing technological operations, Atlanta Community Schools has contracted technology resource personnel and the Alpena-Montmorency-Alcona Educational Service District technology support staff.
- **Computer Teachers:** The computer teachers are primarily responsible for the computer literacy of the student body. Computer teachers also handle issues and questions generated by staff and students and if necessary direct them to student technicians and/or the network administrator. Computer teachers often provide ad hoc instruction necessary to complete assignments generated by other teachers in the district.
- **Miscellaneous:** Many staff members and students are technologically literate and participate in peer-to-peer tutoring. This symbiotic relationship lends to an atmosphere of perpetual reinforced understanding.

I. Increase Access

Strategies to increase access to technology for all students and all teachers.

Atlanta Community School District is utilizing a number of approaches to ensure that all students and teachers have access to technology. The District has an Internet bandwidth of up to 100mb per second using a high speed fiber connection from Merit. All staff and students are encouraged to regularly utilize technology. Also, the District has two laptop computers available for use by students and staff.

IV. FUNDING AND BUDGET

J. Budget and Timetable

Timeline and budget covering the acquisition, implementation, interoperability provisions, maintenance, and professional development related to the use of technology to improve student academic achievement.

Information Technology Department Budget

Account	2012-2013	2013-2014	2014-2015	2015-2016
Contracted Tech Support	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00
Hardware Upgrades	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00
Software Licenses	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00
Web Hosting	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00
Telephone	\$12,000.00	\$12,000.00	\$12,000.00	\$12,000.00
Online Class Fees	\$31,000.00	\$31,000.00	\$31,000.00	\$31,000.00

K. Coordination of Resources

Strategies that will be employed to coordinate state and local resources to implement activities and acquisitions prescribed in the technology plan.

Atlanta Community School District has made a commitment to fund technology through its General Fund and State funded Grants. However, we have been receiving Universal Service Funds for internet services and local and long distance telephone charges.

V. MONITORING AND EVALUATION

L. Evaluation

Strategies that the district will use to evaluate the extent to which activities are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to reach challenging state and national academic standards.

Through the appropriate use of software, sustained professional development, and the implementation of a curriculum that is standards-based and integrates technology and relevant learning we will meet our objective to increase learning for all students. This will be measurable in several ways. Positive summative evaluation data will include increased student achievement on MEAP testing, improved performance on classroom assessments, high school grades, and improved standardized testing scores. Formative evaluation data can be collected throughout the implementation process. Student learning will be monitored through embedded computer assessments, classroom assessments, standardized tests, grades, and other relevant data.

The ongoing evaluations of the integration of technology into the curriculum will be accomplished through administration, school improvement committee and teacher reviews. These will be accomplished through the review of lesson plans, technology lab usage log, standardized test evaluations and observations. We expect a continual expansion of the technology integration in the written and delivered curriculum. We expect to see changes based on practice and research in teaching and learning strategies supporting higher-order thinking skills, project-based learning, relevant learning, and authentic assessment. Activities in content areas will apply technology skills, access real world data, and apply content knowledge.

Continual improvements in student learning will be evaluated through computer-generated progress reports. This readily available information will help cue teachers to student needs quickly. Research skills, high-order thinking skills, and communication skills will be nurtured with access to the WWW, authoring, and hopefully simulation software applied for with grant money. Summative data will be collected and analyzed from MEAP scores, ACT scores, MAT 8, advanced placement enrollment and other assessments.

Evaluation of how this technology integration is helping us meet student performance standards and The National Education Goals will be accomplished through the collection and analysis of data from the MEAP and other assessments mentioned above. Goals that have not been met will be reviewed and evaluated for causes. They will then be modified and incorporated back into the technology plan.

M. Acceptable Use Policy

Strategies are in place to monitor the district's Acceptable Use Plan for staff and student use of the technologies.

NETWORK/INTERNET ACCESS AGREEMENT

Please read this document carefully before signing. The signature(s) on the compliance form is (are) legally binding and indicate(s) that the signing party(ies) has (have) read all of the terms and conditions of this policy carefully and understand(s) their significance.

This agreement is entered into for the school year stated on the compliance form between the individual signing (hereinafter referred to as "User") and the Atlanta Community School District (hereinafter referred to as "District"). The purpose of this agreement is to establish guidelines for access by User to the Internet and approved electronic mail (hereinafter referred to as the "Network"). Access to the Network is provided to the User for educational purposes and to assist in advancing the curriculum and to enhance lesson plans.

In exchange for the privilege of using the Network, the undersigned agree(s) as follows:

- A. The User will adhere to the Atlanta Community Schools Computer Rules.
- B. The User and his or her parents and/or guardians acknowledge that it is not possible for the District to restrict access to all controversial or objectionable material on the Network.
- C. The User and his or her parents acknowledge that the User does not have an expectation of privacy in his or her use of the District's Network or any part of it. The District reserves the right to monitor the Network, including but not limited to Internet use and approved electronic mail.
- D. Network access is provided for educational use by the User. Use of the Network for commercial purposes, unapproved web based electronic mail or other unauthorized purposes are expressly forbidden.
- E. Network resources are intended for use exclusively by registered users. The User is responsible for the use of his/her account password and access privileges. Any problems that arise from the use of his/her account are the responsibility of the User. Use of an account by someone other than the account holder is forbidden and may result in loss of access privileges. Any loss of security in an account password or in access privileges must be reported immediately to an appropriate Network administrator.
- F. The use of the Network is a privilege, which may be revoked by the District at any time and for any reason. Any misuse of Network access privileges may result in suspension or revocation of access privileges and/or other disciplinary action as determined by the District. Misuse includes but is not limited to the following;

Computer Rules

Users must:

- ✓ Before leaving the computer:
 - Exit all programs and return to the Novell Login Screen.
 - Clean area around the computer
 - Push chair under the table.
- ✓ Relinquish their computer, if currently doing non-essential studies, for any ACS User needing to do course work.
- ✓ Report computer malfunctions immediately to your teacher.

Users must not:

- Alter or copy licensed software.

- Attempt to fix any computer or non-functioning program without the consent of the Director of Technology.
- Bring food or drink by the lab computers.
- Bring in portable storage media, unless directed to do so by the teacher.
- Change, modify or update computer configurations.
- Damage computers, computer parts, or equipment.
- Download files to the computer hard disks or networked drives.
- Employ the network for commercial purposes.
- Use unauthorized games.
- Use Internet chat rooms.
- Use of recreational programs or communications during the school day.
- Use the network or Internet for illegal activity.
- Violate copyright laws.
- Waste technology resources including bandwidth, file storage space, printers, or paper.
- Write abusive or derogatory e-mail messages, use inappropriate language, or send or display offensive messages or pictures.
- Install any software.
- Attempt to bypass security and/or content filtering software.

Also, Users must not:

- Intentionally access or attempt to access files, data, or information without authorization.
 - Impersonate another user on the Network.
 - Engage in activities which are detrimental to the stability and security of the Network, including but not limited to the intentional or negligent introduction of computer viruses and vandalism or abuse of hardware or software.
 - Transmit or voluntary receipt of material which would constitute a violation of federal or state law, including, but not limited to, copyrighted material; harassing, abusive, threatening, sexually explicit or obscene material; material protected as a trade secret; defamatory statements; material which would constitute an invasion of personal privacy; or any material which would reasonably be considered to be discriminatory on the basis of sex, race, national origin, religion, height, weight, age and disability.
 - Install, downloading, copying or using copyrighted software without proper authority.
 - Intentionally interfering with the use of the Network by others.
 - Intentionally wasting Network resources such as disk space, printer ink or paper.
 - Use unapproved web based electronic mail
 - Disclose personal information on other Users.
- G. The District does not warrant that the Network will meet any specific requirements that the User may have, that service will not be interrupted or that information obtained on the Network will be accurate or complete. The District will not be liable for any direct or indirect, incidental or consequential damages (including but not limited to lost data, information or time) sustained or incurred in connection with use of inability to use the Network by the User. Use of the Network and any information or data obtained through use of the Network is at the user's own risk.
- H. The User agrees to delete used files in his or her personal home directory on a regular basis in order to avoid unnecessary use of disk space.
- I. The User may not transfer files, shareware or other software from the Internet or electronic bulletin board services. The User will be liable to pay any costs or fees incurred as a result of any transfers without express permission from the Network Administrator regardless of whether the transfer was intentional or accidental.
- J. The User must have prior approval from an appropriate Network administrator for any subscriptions with any electronic mail lists or news groups.

K. Users violating any provisions of this Network Access Agreement face disciplinary action. The District reserves to itself discretion to determine appropriate discipline and will consider the nature and severity of the violation. Possible disciplinary actions include:

1. Suspension or revocation of Network access.
2. Requiring additional training as a precondition to continued use of the Network.
3. Financial restitution for any unauthorized expenses or damages.
4. Confiscation of inappropriate materials.
5. Additional disciplinary action consistent with the User handbook or code of conduct.

In addition, the District may refer matters to appropriate law enforcement authorities. Nothing herein shall be construed as providing that the District must find a violation of the agreement in order to suspend or revoke the access privileges of a User. Use of the Network is a privilege and not a right, and the District reserves discretion to suspend or revoke access privileges for any reason or for no reason.

L. This Network Access Agreement is subject to change without notice. Any changes to the Network Access Agreement will be posted in an appropriate location on the Network by the Network administrator.

In consideration of the privilege of using the Network, I hereby release the District, its employees, agents and individual members of the Board of Education from any and all claims or causes of action arising out of my use or misuse of the Network or Network equipment. I agree to use the Network responsibly and to abide by the rules and regulations set forth herein and as may be added from time to time by the District.

**ATLANTA COMMUNITY SCHOOLS
NETWORK/INTERNET ACCESS AGREEMENT**

This compliance form is intended to assist the District with compliance of the Children’s Internet Protection Act. Atlanta Community Schools uses a filter on all outgoing Internet Traffic.

I understand that Network access is a privilege provided for educational purposes. I understand that it is impossible for the District to restrict access to all controversial material. I hereby release the District, its employees and agents and individual members of the Board of Education from any and all claims or causes of action arising out of my use or misuse of the Network or Network equipment. In addition, I agree to indemnify the District for any fees, expenses or damages incurred as a result of my use or misuse of the Network or Network equipment.

Signature of User

Date

Grade/Position

**Permission for the Publication
Of User Work/Pictures**

I understand that from time-to-time the school may wish to publish examples of User projects, photographs of Users and other work on an Internet accessible World Wide Web server.

My work may be published on the Internet (no name attached). Yes No

Photographs may be published on the Internet (no name attached). Yes No

The following section must be completed for all Users who have not reached the age of 18.

As the User’s parent or legal guardian, I have read and agree to this Network Access Agreement and have discussed it with my son or daughter. I understand that Network access is a privilege provided for educational purposes. I understand that it is impossible for the District to restrict access to all controversial material. I hereby release the District, its employees and agents and individual members of the Board of Education from any and all claims or causes of action arising out of my use or misuse of the Network or Network equipment. In addition, I agree to indemnify the District for any fees, expenses or damages incurred as a result of my child’s use or misuse of the Network or Network equipment.

Signature of Parent or Guardian

Date