

Homer Community School District



New High School – Middle School Wing

Opening January 2013

Homer Community School District

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District Code 1313080
Intermediate School District: Calhoun

Technology Plan Creation Date: November 30, 2011 July 1, 2012 - June 30, 2015

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Technology Plan Web Location
<http://www.homerschools.net/docs/District/Tech%20Plan%202012-15.pdf>

Section 2 – Introductory Material

Vision Statement:

Homer Community Schools: “The Destination District” for the education of students in the 21st Century

Mission Statement:

It is the mission of Homer Community Schools to create an environment that engages students in learning that results in a high level of achievement. All students are expected to master challenging curricula with the support of our school community working collaboratively with colleagues, students, parents and community to achieve this shared educational purpose.

Belief Statement:

We believe all students can learn. Every child has a right to a safe environment and to feel valued as a part of productive society. We believe that the community at large should also be contributing members to our educational endeavors.

Homer Community School District is a rural school district located in the southeast corner of Calhoun County, including small portions of both Jackson and Hillsdale Counties. The schools are located on approximately 30 acres of land and are comprised of the Lillian Fletcher Elementary School and Homer Middle School and Homer High School.

Homer Community School District educates nearly 1050 students in grades kindergarten through twelfth grade. Our students are a predominately Caucasian from homes that are of low to middle income. We participate in the Big-8 Athletic Conference and over 300 students per year compete in a wide variety of middle school and high school athletic activities. Homer Community Schools has a modern, clean and well-maintained physical environment.

Renovations in 2004, added a new cafeteria, new fine arts facilities and a new science wing. In the winter of 2011 voters approved a millage to replace the existing Middle/High School complex. This new structure will make our k-12 facility the most technologically advanced small school districts in the area.

Lillian Fletcher Elementary offers all-day kindergarten, our middle school hosts extended class times for math and English departments. Homer High school uses a 7 period day to meet the rigors of the new state standards. Our teachers are lifelong learners and regularly participate in professional learning teams.

Section 3 – Vision and Goals

Vision Statement:

We recognize the need to teach technology to our staff, students, and community for the purpose of integrating technology into all aspects of our instructional and operational programs. The Homer Community School District is committed to the continuous support for the resources necessary to accomplish this mission.

Goals:

- To provide students, staff and community with a network infrastructure to support instructional and operational goals
 - To provide resources necessary to increase appropriate usage of our Internet access
 - To purchase and maintain products to increase productivity and up-time of our network
 - To provide staff with the technology tools to maintain high levels of productivity

- To provide instructional staff with technological tools and training to enhance improvement in problem solving and critical thinking skills
 - Staff wide in-services on available technology resources for classroom application
 - Ongoing infrastructure training / in-service
 - Provide continuous training opportunities for staff from a variety of sources
 - Provide internal training opportunities for teachers to become more familiar with the technology around them to strengthen the internal support network
 - Increase awareness of training opportunities available from Calhoun ISD, Battle Creek Schools, and Calhoun Area Technology Center

- To provide the technological resources necessary to successfully communicate, manage and improve student achievement
 - To update operational systems as improvements become available from vendors
 - To update student services software for additional functionality for parents and administration
 - To continue to enhance our web page as a mode of communication to the community items such as calendars of events, lunch menus, student accomplishments; PowerSchool Parent Portal and State mandated reports

- To provide the ongoing support for district operational programs to function optimally
 - To keep student computers and systems as current as possible for maximum productivity
 - To upgrade administrative systems and technologies as necessary to keep up with functionality of administrative software
 - To provide ongoing hardware and software maintenance necessary to keep the network and desktop systems performing efficiently

Section 4 – Curriculum

Required Element A: Curriculum Integration

Through the 2011-2012 school our School Improvement Teams have been working hard on major revisions to our school improvement plans, aligning goals and objectives to meet the National Core Curriculum Standards as well as incorporate METS/NETS throughout the SIP infrastructure for Homer Community School District. With opening of the new High School/Middle School building in the Winter 2013, the technology footprint will change greatly for these 2 staffs. This will allow for these teachers to infuse technology in to our curriculum, which will in-turn will enhance student learning.

Technology Integration Plan Lillian Fletcher Elementary

Curriculum Goal:

Students will use technology to enhance their academic learning through the use of computers and iPads.

Action	Timeline	Resources Needed	Assessment Criteria
Student will participate in a variety of tasks using teacher selected programs and apps	Fall 2012 – 2015	Time for professional development on iPads, Training on how to use the mobile computer labs and iPad carts	Teacher observation, Classroom assessment, Online assessments via Data Director
Students will demonstrate responsible use of technology	Fall 2012 – 2015	Fall 2012 shared iPad lab Dedicated iPad lab to arrive Winter 2013, new mobile lab to arrive 2013	Teacher observation Teachers' aide's observation of equipment condition up on return to cart. Student practice responsible use of technology
Student will produce products using various software applications	Fall 2012 -2015	Color copier/printer, Multimedia projectors, Apple TV's/dongle, Software Literacy Coach	Teacher observation Assessment Rubrics Data Director assessments

Professional Learning Goal

Teachers will implement the use of technology to enhance all curricular areas.

Action	Timeline	Resources Needed	Assessment Criteria
Teachers will participate in a variety of professional development to increase their knowledge of available technology	Fall 2012 – 2015	Time for professional development on iPads, Training on how to use the mobile computer labs and iPad carts	Administration observation Classroom observation
Teachers will incorporate technology in to a variety of curricular areas	Fall 2012 – 2015	Fall 2012 shared iPad lab Dedicated iPad lab to arrive Winter 2013, new mobile lab to arrive 2013, Apps, professional learning teams	Administration observation Curriculum Director observations
Teachers will collaborate in PLT groups on integrating technology	Fall 2012 -2015	PLT meeting time Professional development opportunities	Meeting minutes, presentation to teams, Student outcomes

Technology Integration Plan Homer Middle School

Curriculum Goal:

Students will use technology to enhance their academic learning through the use of computers and iPads.

Action	Timeline	Resources Needed	Assessment Criteria
Student will participate in a variety of tasks using of applications	Fall 2012 – 2015	Microsoft Office Suite, PhotoStory, Windows MovieMaker, other apps discovered in future	Teacher observation, Classroom assessment, 8 th grade computer literacy test
Students will use a variety of online resources	Fall 2012 – 2015	MEL, United Streaming, Google, CoolText.com Gaggle. Snagit.GoogleDocs	Teacher observation, Classroom assessment, 8 th grade computer literacy test, Project based rubrics
Student will be productive across the curriculum using electronic resources	Fall 2012 -2015	Gaggle, Moodle, WikiSpaces, Student home directories, external storage devices	Teacher observation, shared work produced by project teams

Professional Learning Goal

Teachers will implement the use of technology to enhance all curricular areas.

Action	Timeline	Resources Needed	Assessment Criteria
Teachers will participate in a variety of professional development to increase their knowledge of available technology	Fall 2012 – 2015	Time for professional development on iPads, Professional development on the use of applications and online resources students are using.	Administration observation, use of teachers classroom websites
Teachers will incorporate technology in to a variety of curricular areas	Fall 2012 – 2015	MEL, United Streaming, Google, CoolText.com Gaggle. Snagit, GoogleDocs, Moodle, WikiSpaces	Assessment Rubrics, pre and post test data,
Teachers will collaborate in PLT groups on integrating technology	Fall 2012 -2015	PLT meeting time Professional development opportunities Staff Meetings.	Meeting minutes, presentation to teams, Student outcomes

Technology Integration Plan Homer High School

Curriculum Goal:

Students will use technology to compare, evaluate, and select appropriate information with curricular areas using computers and iPads.

Action	Timeline	Resources Needed	Assessment Criteria
Student will learn to recognize and use digital resources to locate information based on its authority, accuracy, relevancy and timeliness	Fall 2012 – 2015	Instruction from teachers and Media Specialist in all academic areas.	Teacher observation, Classroom assessment, test
Students will use a variety of online resources	Fall 2012 – 2015	MEL, United Streaming, Google, CoolText.com Gaggle. Snagit.GoogleDocs	Teacher observation, Classroom assessment, 8 th grade computer literacy test, Project based rubrics
Student will be productive across the curriculum using electronic resources	Fall 2012 -2015	Gaggle, Moodle, WikiSpaces, Student home directories, external storage devices	Teacher observation, shared work produced by project teams

Professional Learning Goal

Teachers will implement the use of technology to enhance all curricular areas.

Action	Timeline	Resources Needed	Assessment Criteria
Teachers will participate in a variety of professional development to increase their knowledge of available technology	Fall 2012 – 2015	Time for professional development on iPads, Professional development on the use of applications and online resources students are using.	Administration observation, use of teachers classroom websites
Teachers will incorporate technology in to a variety of curricular areas	Fall 2012 – 2015	MEL, United Streaming, Google, CoolText.com Gaggle. Snagit, GoogleDocs, Moodle, WikiSpaces	Assessment Rubrics, pre and post test data,
Teachers will collaborate in PLT groups on integrating technology	Fall 2012 -2015	PLT meeting time Professional development opportunities Staff Meetings.	Meeting minutes, presentation to teams, Student outcomes

Section 5 – Curriculum

Required Element B: Student Achievement

Through the length of this plan 2012 – 2015 the outlined outcomes are expected to be integrated in to the Homer Community School District. We have taken the METS standards and applied them to each grade level. One will notice that concepts are introduced multiple times and reinforced without a mastery being achieved. It is expected that when a concept is introduced and reinforcement occurs at multiple grade levels; mastery is achieved at a much higher grade level. We expect that mastery for our younger populations will occur by the 8th grade, when the state technology assessment is given. Young minds mature at different rates and for some students it is necessary for them to experience reinforcement at many different grade levels for mastery to truly be achieved.

Homer Community School District has adapted the attached rubrics from the Dewitt Public Schools Technology Plan 2009-2012 (p14 – 22) found at techplan.org.

Lillian Fletcher Elementary –

Key: I=Introduce R=Reinforce M=Mastery	Grade		
	K	1	2
Kindergarten – 2nd Grade			
K-2.CI. Creativity and Innovation			
Each student will...			
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		I	R
K-2.CC. Communication and Collaboration			
Each student will...			
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		I	R
2. use a variety of developmentally appropriate digital tools (e.g., word processors, paint programs) to communicate ideas to classmates, families, and others		I	R
3. use a variety of developmentally appropriate technologies for sharing information (e.g., drawing a picture, writing a story, creating a simple slide show)		I	R
K-2.RI. Research and Information Fluency			
Each student will...			
1. interact with internet based resources	I	R	R
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		R	R
K-2.CT. Critical Thinking, Problem Solving, and Decision Making			
Each student will...			
1. explain ways that technology can be used to make decisions and solve problems (e.g., cell phones, traffic lights)	I	I	R
2. use digital resources (e.g., dictionaries, encyclopedias, search engines, web sites) to solve developmentally appropriate problems, with assistance from teachers, parents, school library media specialists, or student	I	I	I
K-2.DC. Digital Citizenship			
Each student will...			
1. describe appropriate and inappropriate uses of technology (e.g., computers, internet, e-mail, cell phones) and describe consequences of inappropriate uses	I	I	R
2. identify personal information that should not be shared on the internet	I	I	I
3. know to inform a trusted adult if they receive or view an online communication which makes them feel uncomfortable, or if someone whom they don't know is trying to communicate with them or asking for personal information	I	R	R

Key: I=Introduce R=Reinforce M=Mastery	Grade		
	K	1	2
Kindergarten – 2nd Grade			
K-2.TC. Technology Operations and Concepts			
Each student will...			
1. identify common uses of technology found in daily life	I	I	R
2. discuss advantages and disadvantages of using technology	I	I	R
3. be able to use basic menu commands to perform common operations (e.g., open, close, save, print)	I	R	R
4. recognize, name, and label the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, printer)	I	I	R
5. discuss the basic care for computer hardware and various media types (e.g., CDs, DVDs, videotapes)	I	R	R
6. communicate about technology using developmentally appropriate and accurate terminology	I	I	I
7. understand that technology is a tool to help them complete a task, and is a source of information, learning, and entertainment	I	I	I
8. demonstrate the ability to navigate in virtual environments (e.g., electronic books, games, simulation software, web sites)	I	R	R

Lillian Fletcher Elementary - Homer Middle School

Key: I=Introduce R=Reinforce M=Mastery	Grade		
	3	4	5
Grades 3-5			
3-5.CI. Creativity and Innovation			
Each student will...			
1. produce a media-rich digital project aligned to state curriculum standards (e.g., fable, folk tale, mystery, tall tale, historical fiction)	I	R	R
2. use a variety of technology tools and applications to demonstrate their creativity by creating or modifying works of art, music, movies, or presentations	I	R	R
3. participate in discussions about technologies (past, present, and future) to understand these developments are the result of human creativity	I	R	R
3-5.CC. Communication and Collaboration			
Each student will...			
1. use digital communication tools (e.g., e-mail, wikis, blogs, IM, chat rooms, web conferencing, Moodle, Blackboard) and online resources for group learning projects	I	I	R
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)	I	I	R
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	I	I	R
3-5.RI. Research and Information Fluency			
Each student will...			
1. identify search strategies for locating information with support, from teachers and school library media specialists	I	I	I
2. use digital tools to find, organize, analyze, synthesize, and evaluate information	I	I	I
3. recognize that web sites and digital resources may contain inaccurate or biased information	I	I	I
3-5.CT. Critical Thinking, Problem Solving, and Decision Making			
Each student will...			
1. use digital resources to access information that can assist them in making informed decisions about everyday matters (e.g., which movie to see, which product to purchase)	I	I	I
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	I	I	R
3. use digital resources to identify and investigate a state, national, or global issue (e.g., global warming, economy, environment) and generate possible solutions		I	R

Key: I=Introduce R=Reinforce M=Mastery	Grade		
	3	4	5
Grades 3-5			
3-5.DC. Digital Citizenship			
Each student will...			
1. understand that web sites or other digital resources may contain information that does not present both sides of an issue	I	R	R
2. discuss scenarios involving acceptable and unacceptable uses of technology (e.g., file-sharing, social networking, text messaging, cyber bullying, plagiarism)	I	R	R
3. recognize issues involving ethical use of information (e.g., copyright adherence, source citation)	I	R	R
4. describe precautions surrounding personal safety that should be taken when online	I	R	R
3-5.TC. Technology Operations and Concepts			
Each student will...			
1. use basic input and output devices; access network resources (e.g., printers, servers); and use various peripherals (e.g., scanners, digital cameras, video recorders, projectors)	I	R	R
2. describe ways technology has changed life at school and at home	I	R	R
3. understand and discuss how assistive technologies can benefit all individuals	I	R	R
4. know proper keyboard positioning	I	R	R
5. demonstrate proper care in the use of the computer hardware, software, peripherals, and storage media	I	R	R
6. know how to exchange files with other students using technology (e.g., network file sharing, flash drives)	I	R	R
7. use digital tools to acquire new knowledge for personal growth and learning	I	R	R

Homer Middle School -

Key: I=Introduce R=Reinforce M=Mastery	Grade		
	6	7	8
Grade 6 - 8			
6-8.CI. Creativity and Innovation			
Each student will...			
1. apply common software features (e.g., spellchecker, thesaurus, formulas, charts, graphics, sounds) to enhance communication with an audience and to support creativity	R	R	R
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	R	R	R
3. illustrate a content-related concept using a model, simulation, or concept-mapping software	R	R	R
6-8.CC. Communication and Collaboration			
Each student will...			
1. use digital resources (e.g., discussion groups, blogs, podcasts, video conferences, web conferences, Moodle, Blackboard) to collaborate with peers, experts, and other audiences	R	R	R
2. use collaborative digital tools to explore common curriculum content with learners from other cultures	R	R	R
3. identify effective uses of technology to support communication with peers, family, or school personnel	R	R	R
6-8.RI. Research and Information Fluency			
Each student will...			
1. use a variety of digital resources to locate information	R	R	R
2. evaluate information from online resources for accuracy and bias	R	R	R
3. identify types of web sites based on their domain names (e.g., edu, com, org, gov)	R	R	R
4. 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		R	R
6-8.CT. Critical Thinking, Problem Solving, and Decision Making			
Each student will...			
1. use databases or spreadsheets to make predictions, develop strategies, and evaluate decisions to assist with solving a problem	I	R	R
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)	I	R	R
3. gather data, examine patterns, and apply information for decision making using available digital resources	I	R	R
4. describe strategies for solving routine hardware and software problems	I	R	R

Key: I=Introduce R=Reinforce M=Mastery	Grade		
	6	7	8
Intermediary			
6-8.DC. Digital Citizenship			
Each student will...			
1. provide accurate citations when referencing information sources	I	R	R
2. discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, viruses, file-sharing)	I	R	R
3. discuss the consequences related to unethical use of information and communication technologies	I	R	R
4. discuss possible societal impact of technology in the future and reflect on the importance of technology in the past	I	R	R
5. create media-rich presentations for other students on the appropriate and ethical use of digital tools and resources	I	R	R
6. discuss the long term ramifications (digital footprint) of participating in questionable online activities (e.g., posting photos of risqué poses or underage drinking, making threats to others)	I	R	R
7. describe the potential risks and dangers associated with online communications	I	R	R
6-8.TC. Technology Operations and Concepts			
Each student will...			
1. use proper keyboarding posture, finger positions, and touch-typing techniques	I	R	M
2. identify file formats for a variety of applications (e.g., doc, xls, pdf, txt, jpg, mp3)	I	R	M
3. use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced materials	I	R	M
4. perform queries on existing databases	I	R	R
5. know how to create and use various functions available in a database (e.g., filtering, sorting, charts)	I	R	R
6. 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	I	R	M
7. use accurate technology terminology	I	R	M
8. use technology to identify and explore various occupations or careers	I	R	R
9. discuss possible uses of technology to support personal pursuits and lifelong learning	I	R	R
10. discuss security issues related to e-commerce			

High School: Grades 9-12

Key: I=Introduce R=Reinforce E=Expansion M=Mastery	Grade			
	9	10	11	12
High School				
9-12.CI. Creativity and Innovation				
Each student will...				
1. apply advanced software features (e.g. built-in thesaurus, templates, styles) to redesign the appearance of word processing documents, spreadsheets, and presentations	I	R	E	M
2. create a web page which meets accessibility requirements (e.g., Dreamweaver, iGoogle, Kompozer)	I	R	E	M
3. use a variety of media and formats to design, develop, publish, and present projects (e.g., newsletters, web sites, presentations, photo galleries)	I	R	E	M
9-12.CC. Communication and Collaboration				
Each student will...				
1. identify various collaboration technologies and describe their use (e.g., desktop conferencing, listserv, blog, wiki)	I	R	E	M
2. use available technologies (e.g., desktop conferencing, e-mail, groupware, instant messaging) to communicate with others on a class assignment or project	I	R	E	M
3. collaborate in content-related projects that integrate a variety of media (e.g., print, audio, video, graphic, simulations, and models)	I	R	E	M
4. plan and implement a collaborative project using telecommunications tools (e.g., ePals, discussion boards, online groups, groupware, interactive web sites, videoconferencing)	I	R	E	M
5. describe the potential risks and dangers associated with online communications	I	R	E	M
6. use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence)	I	R	E	M
9-12.RI. Research and Information Fluency				
Each student will...				
1. develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys)	I	R	E	M
2. identify, evaluate, and select appropriate online sources to answer content related questions	I	R	E	M
3. demonstrate the ability to use library and online databases for accessing information (e. g. MEL, United Streaming)	I	R	E	M
4. distinguish between fact, opinion, point of view, and inference	I	R	E	M
5. evaluate information found in selected online sources on the basis of accuracy and validity	I	R	E	M

Key: I=Introduce R=Reinforce E=Expansion M=Mastery	Grade			
	9	10	11	12
High School				
6. evaluate resources for stereotyping, prejudice, and misrepresentation	I	R	E	M
7. research examples of inappropriate use of technologies and participate in related classroom activities (e.g., debates, reports, presentations)	I	R	E	M
9-12.CT. Critical Thinking, Problem Solving, and Decision Making				
Each student will...	I	R	E	M
1. use digital resources (e.g., educational software, simulations, models) for problem solving and independent learning	I	R	E	M
2. analyze the capabilities and limitations of digital resources and evaluate their potential to address personal, social, lifelong learning, and career needs	I	R	E	M
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	I	R	E	M
9-12.DC. Digital Citizenship				
Each student will...				
1. identify legal and ethical issues related to the use of information and communication technologies (e.g., properly selecting, acquiring, and citing resources)	I	R	E	M
2. discuss possible long-range effects of unethical uses of technology (e.g., virus spreading, file pirating, hacking) on cultures and society	I	R	E	M
3. use proper netiquette in communications	I	R	E	M
4. discuss the possible consequences of unethical uses of information and technologies	I	R	E	M
5. identify ways that individuals can protect their technology systems from unethical or unscrupulous users	I	R	E	M
6. create appropriate citations for resources when presenting research findings	I	R	E	M
7. adhere to fair use and copyright guidelines	I	R	E	M
9-12.TC. Technology Operations and Concepts				
Each student will...				
1. complete at least one online credit, or non-credit, course or online learning experience	I	R	E	M
2. use an online tutorial and discuss the benefits and disadvantages of this method of learning	I	R	E	M
3. explore career opportunities and identify their related technology skill requirements	I	R	E	M
4. be familiar with a variety of emerging technology resources (e.g., podcasting, webcasting, compressed video delivery, online file sharing, graphing calculators, global positioning software)	I	R	E	M

Section 6 – Curriculum

Required Element C: Technology Delivery

We believe that technology should be integrated throughout the curriculum. Our staff has many resources at hand to accomplish basic technology goals. Today computers are only a small component of technology used every day for students at Homer Community Schools.

Homer Community Schools continues to believe in putting the correct tools in the hands of our education professionals leads to strengthen our academic environment. Each member of our teaching staff has a notebook computer which empowers our staff to lead our students forward to obtain the knowledge, skills and achievement levels needed for future success.

In partnership with the Homer Area Community Foundation and the Max and Lucille Cortright Homer Education Foundation we have applied and receiving funds to fit each of our class rooms at Lillian Fletcher Elementary with an overhead projector, and a document camera. Our teaching staff continues to have the opportunity to select a devices that most enhances their teaching style and apply for grants from these funding sources. Staff has chosen a variety of devices such as overhead projectors, document cameras, smartboards in the past. Future choices may be expanded to android tables, iPod, iPads and other device that may come on the market in the future.

Moodle provides an excellent opportunity for our students to be exposed to a distance learning technology in confines of our building. This allows our staff to assist in development of strong skills that are necessary for success in a distance learning environment. We have future plans to explore the use of GooleDocs as a different online environment for our staff and students.

As we push forward with the replacement of computers we are looking for new and innovative ideas that allow us to expand the walls or our building. We are encouraged by the iPad crazy and hope that this will very soon become a driving force for our school systems technology endeavors. We are looking to implement 3 new notebook based mobile labs and 2 new iPad labs in to the district as they arrive in the Fall/Winter of 2013.

With the construction of new facilities on the horizon, Homer Community Schools is committed to infrastructure and technological devices in all new classrooms. Each of our classrooms in the new building will have overhead projection device, document camera, sound system ,and either an Apple TV or a dongle to attaché iPads to the overhead projectors.

Calhoun Intermediate School District hosts our internet connection. They have worked diligently with Merit and others to provide our students and staff with the highest possible internet connections speeds. Our internal network will be enhanced with the addition of our new building bringing VOIP and digital streaming to our classrooms at speeds greater than ever.

Homer Community Schools is committed to developing and implementing the technology infrastructure necessary for student-growth testing during the 2014-2015 school year. Our Director of Curriculum and Student Services has been in contact with representatives from Northwest Evaluation Association regarding implementation of the Measures of Academic Progress® assessment as a pre/post student growth measure for reading and mathematics (to be administered at the beginning and end of each academic year at grades K-8). Best practice requirements provided by the State of Michigan require the following update regarding out implementation timeline:

1. Baseline data showing how many students in the district were assessed with online or computer-based assessments in grades K-8 in reading and mathematics during the 2011-12 school year: **No students were assessed using online or computer-based assessments in grades K-8 in reading and mathematics during the 2011-2012 school year. During the 2012-2013 school year, students in grades 3-10 were tested in Science and Social Studies as a means of testing our network infrastructure and ensure readiness for testing in the 2014-2015 school year.**
2. A description of the infrastructure, timeline, and resources the district will apply toward the goal of implementing assessments for the purpose described in requirement D: **Homer Community Schools has 210 student-use computers available in two labs and five mobile computer carts (laptops and chromebooks). Our campus is completely wireless and was fully updated during a 2012-13 construction project. Representatives from the Michigan Department of Education visited in February 2013 to assess our technology readiness with regard to interim end-of-course assessments in Science and Social Studies. Having this site visit, along with subsequent testing, provides verification of our readiness to deliver online or computer-based assessments in grades K-8 in reading and mathematics prior to the required implementation period. Administrative staff has budgeted for costs associated with student testing during the 2014-2015 school year. A quote was obtained from NWEA for the 2013-2014 school year, and \$17,000 has been budgeted for the expense (\$10,333.50 for testing students and \$6,400 for staff training in the first year of implementation).**

Section 7 – Curriculum

Required Element D: Parental Communications & Community Relations

Communicate, communicate, and communicate! Communication is vital to the success of our District. Homer Community Schools uses the following methods of communication with the public: telephone communications directly with parents via SchoolMessenger, bi-annual newsletters to all local mail routes and P.O. Box holders as well as posting these newsletters in The Homer Index, information is provided at school board meetings and district and school level web pages (www.homerschools.net).

Our phones system incorporates voicemail for all staff. Voicemail allows for parent-teacher communications any time of the day or night. Staff members are alerted by a flashing light on their phone that messages are present in the system to be picked up. Once the voicemail messages are picked up the light is deactivated until the next new message arrives. Teachers are in-serviced on the use of the phone system at the beginning of each year.

Students' academic progress may be monitored by using our PowerSchool Information System. This system allows students and parents to receive daily announcements, monitor academic progress, and view attendance from home. We feel these systems are of tremendous value to our community.

Our tech plan is located on our website at www.homerschools.net the community may access it from the website or they may request a copy of the Technology Plan from the Superintendent's Office on CD. Each year at open house a booth is set-up in the High School Media Center to disseminate information on how to use the phone system to contact a staff member, usage of the PowerSchool Information System. Surveys / comment cards are available for feedback and input in each office and at our annual Open house night. On the district web page is a listing of all staff e-mails and extension numbers as well as a link to the staff member's class webpage. These pages contain information pertinent to students in that teacher's class, things such as homework, upcoming assignments useful web links and other resources. We also have a link on our web page to send e-mail to the webmaster for suggestions.

Section 8 – Curriculum

Required Element D: Collaboration

Homer Community Schools does not currently partner with any adult literacy providers.

Section 9 – Professional Development

Required Element F: Professional Development

A district-wide Professional Development Committee meets on an as-needed basis. Committee duties include administering staff surveys on technology and curriculum related topics, implementation of professional development, and evaluation of professional development. The key to technology's success in the school system is meaningful teacher training. Allowing teachers to be involved with selecting the in-services in which they would like training in is important. Professional development days are then planned based on staff responses to survey, and technology needs assessments as it relates to the School Improvement Plan.

Homer Community Schools acknowledges METS/NETS and strives to make each professional development day meet one or more of the METS/NETS objectives. Teachers new to the district each year receive two intensive days of professional development prior to the core staff reporting each year. Once core staff arrives 2 more days of professional development begin. Each building principal chooses a staff member or team of staff members, to attend the MACUL conference in the spring. These teachers serve as lead teachers on new and innovative technology concepts; each building representative then seeks out technology innovations for our entire staff, keeping in mind how the concept pertains to the School Improvement Plan. Additionally, all staff members are encouraged to find and participate in professional development that is relevant and meaningful in their core subject area. The District assists in funding these opportunities and covers substitute teacher costs for the time missed by the staff member. Any courses taken for professional advancement are covered by an increase in the individual teacher's contract in accordance with the District's contract with the Teachers Union.

In collaboration with the Calhoun ISD Department of Instruction and the other 16 school districts in Calhoun and Branch Counties we have embarked on a Data Warehousing project to assist us with meeting the goals of NCLB, ED Yes!, MEAP, MME. Through the implementation portion of this project a very important group has formed call the Regional Instructional Technology Council. The focus of this group is to discuss, dialog, and brainstorm, ways for technology to impact curriculum and share what each district is doing in a best practices model. Additionally, we work with our REMC for use of regional REMC materials such as training, group purchasing, technology support, common calendar issues, Human Resources, Payroll and Finance software and planning and implementing new and innovative solutions that are not cost effective for the district to embark on alone.

Districts in Barry, Branch and Calhoun plan to collaborate on professional development. In order for 21st century skills to be part of student learning, professional development must be provided/supported that is content focused and technology infused. At a recent Regional Instructional Technology Committee meeting (instructional technology leaders in Barry, Branch and Calhoun) it was decided that districts will open up some of their professional development opportunities to others outside their districts. This collaborative concept supports two of the 2020 Vision strategies:

- *Empower learners with ample and reliable access to collaborative opportunities and professional development that is easily and readily accessible through multiple means that support 21st century skills*
- *Empower educators with ample and reliable access to collaborative opportunities and professional development that is easily and readily accessible through multiple means*

Any support superintendents can offer in encouraging staff to attend these, or any other opportunities in using technology in education, is greatly appreciated and supported by research as a critical element to successful use of technology in education.

Goals and Strategies:

- Improving staff skills using technology
 - Staff in-service though out the year
 - Moodle trainings
 - Data warehouse trainings
 - Mobile Lab trainings
 - Training courses at CISD, local Universities, and District Training courses
- Improving student learning through technology
 - Use of Overhead Projectors, Document Cameras
 - Strengthen the staff's understanding of the Common Core Standards
 - PLT meetings to align curriculum and look at course sequence
 - Use of our Literacy Coach, emphasis on Writers Work Shop
 - Encourage project base learning opportunities
- Integration of technology into the curriculum
 - PROM/SE Associates , Best Practices
 - Encourage staff to attend curriculum training outside of the district
- Using technology tools to enhance learning
 - Use our new technology infrastructure to allow teachers to deliver instruction.
- Each year, provide each teacher with the opportunity to participate in refreshers on Power School, network basics and copier training. Though out the year courses on basic level of word processing, spreadsheets, desktop publishing, Moodle, Gaggle, GoogleDocs and developing their classroom websites, will be offered as necessary.

Sample Professional Development Day

Time	Topic	Presenter	Location	Audience
8:00 - 8:30	Coffee / Doughnuts		Cafeteria	All Staff
8:30 – 9:15 am	Data Director – Where do we go from here...	Rob Ridgeway Superintendent of Schools	Cafeteria	All Staff
9:30 – 12:00	Power School – Breakout Sessions	Angala Miller	Cafeteria	Teaching Staff
12:00 – 1:00 pm	Lunch		Cafeteria	All Staff
1:00 – 3:00 pm	HS – Content Meeting Semester Exam Data Discussions MS – Content Area Meeting – MEAP Data Discussions ES – Classroom Website Training	Department Chairs Department Leaders Duane Sitkiewicz	Various Classrooms High School Computer Lab	All Teaching Staff Teaching Staff

Additional days of training our in the planning stages for Fall of 2012 - 2015 topics include but are not limited to:

- Power School – What are the next steps
- School Improvement Plan - update and further enhancements
- Technology Integration – Using technology to enhance instruction
- Data Director – Continuing with the data to make informed decision about instructions.
- Professional Learning Teams
- Title I – Switching from a Targeted to a School Wide Title I school.

With the opening of our new building in January of 2013, one additional professional development day has been added to our calendar. This day will follow the above outline for staff with trainings on the new phone system, Overhead projectors, document cameras and sound systems.

Section 10 – Supporting Resources

Required Element G: Supporting Resources

Homer Community School District supports the following technology integration positions: Media Specialist, Data Processing Administrator, and Curriculum Director. Individuals in these positions provide valuable assistance to the district by helping other staff to gain the skills and assistance they need to perform technology embedded instruction as well as support the communications infrastructure for the District.

Additional opportunities and supporting resources are available in the following ways:

- ❖ District wide in-services
- ❖ Staff Meetings
- ❖ Building training sessions
- ❖ Mentoring
- ❖ In-services from vendors of technical equipment (copiers and phone system)
- ❖ Conferences (MACUL, Common Core, Writers Workshop)
- ❖ PLT Meetings
- ❖ School Improvement Meetings
- ❖ On-line tutorials
- ❖ Calhoun ISD – trainings/professional development
- ❖ Courses take a Universities, and community colleges

Section 11 – Supporting Resources

Required Element H: Infrastructure Needs/Technical Specifications and Design

The district currently has 1 Windows Server which is virtualized via VMware. This server containing a Primary Domain Controller, Back Domain Controller, PowerSchool Server, Webserver, Food Service server and a Library Services server. These servers are the center of our network linking all users to each other and the services of our LAN. Our WAN is fiber backboned with redundant links between each wiring closet. Homer uses a firewall is called CIPA Filter. This product functions as a firewall, proxy server(CIPA compliance), Mobile Device Manger with Network Access Control for our iPads and other devices that are brought in from the outside world.

The operating system of choice for our student workstations is Windows XP migrating to Windows 7 by winter 2013 . Student workstations are a minimum of I5 processors with 4 MB of RAM. Students will have access to 2 “application labs” one for business applications the other is for our CAD program. Additionally, students of all grade levels will have access to 3 mobile computer labs of 30 stations each and 3 iPad labs (30 of these as well). The computer workstation stations have the Microsoft Office Suite of applications, Snagit, Camtasia Studio, VectorWorks (design software) for student productivity. We currently use many web based applications for things like Accellerated Reader, StarReading, Moodle, Gaggle, GooleDocs to name a few.

All K-12 teachers have a teaching workstation that is connected to their overhead projector, and document camera. Those teachers in the High School/Middle School building will have audio systems in each classroom. The operating system will be Windows 7. Each teacher has the MS Office 2010 suite, internet access, e-mail, PowerSchool and any additional software that may be subject area specific.

Administrative offices are functioning on Duo Core Machines some of which are notebooks with docking stations based on user’s mobility. Secretaries will be updated when the move to their in building is complete in summer of 2013 to i5 processors with 8GB RAM and all the necessary software for payroll, finance and student services.

Each teacher will have a VOIP Samsung phone with voicemail services, that is connected to the District’s paging system for announcements. This phone serves multiple purposes; 1st as a building communication tool, 2nd as a tool to increase parent – teacher communications and 3rd as an emergency response tool.

Section 12 – Infrastructure, Hardware, Technical Support and Software

Required Element I: Increased Access

Homer Community Schools District attempts to provide abundant access to technological resources for students and staff.

Environment: January 2013 opens a new era for Homer's Staff, Students and Community! 2013 will be the opening of our new High / Middle School Building. Each staff member in our building will be equipped with an overhead projector, and document camera, sound system, Apple TV, IP based telephone and a teaching workstation for presenting material and managing all of these tools.

Student's access will also be enhanced - each of our Elementary teachers has an iPad. Our focus is not providing enough computers but using the resources that the district has provided effectively, by integrating existing technology in to the district's curriculum. Our professional development efforts are focused on learning to use resources such as the internet to its fullest potential.

Through technology Homer Community Schools strives to strengthen the lines of communication between parents and teachers by providing systems such as PowerSchool for grades and attendance, for those homes that do not have a computer we encourage families to stop in at the school, login in to our network to access these services, access is available at the Homer Public Library as well.

2 Turning Point units are available for check our through the media centers in each building. We have seen an immediate impact in the elementary with the use of these systems. The students are very excited about the opportunity to use the units. They see using the CPS units as a fun situation versus a testing environment. These systems will assist in our efforts to increase the quality of local assessments, which are tied to DataDirector, allowing staff the opportunity to collect and analyze data. Students do not seem to be fearful of the technology and rather enjoy the opportunity to take part in these assessments.

Section 13 – Funding and Budget

Required Element I: Budget and Timetable

This budget is reflective of the projections for the Homer Community School District Bond (technology only) and the normal operating budget for school year 2012-2013. Please note that the normal operating budget is reflective of the projected allowances that building project will be covering. Some areas of the budget are much lower than normal. We have hopes that universal service funds will allow us some extra flexibility in our budget for the new building.

Proposed Technology Budget 2012-2013

Project Description	Price	Potential USF reimburse	Instructional Technology							
			11-225-3450	11-225-4120	11-225-4140	11-225-4920	11-225-5403	11-225-5404	11-225-5990	11-225-6420
			Software Lisc	Contracted Comp Repair	Software Maintenance Agreements	Computer Repair	Computer Software	Computers Purchased	Misc Supplies	Inst Tech Equip
Budgeted Amount			\$ 4,300.00	\$ 250.00	\$ 600.00	\$ 1,000.00	\$ 5,000.00	\$ -	\$ 1,200.00	\$ 16,500.00
Technology Bond Project			-	-	-	-	-	-	-	-
Owner purchases	\$ 23,451.49		-	-	-	-	-	-	-	-
Telephone System (USF Funding Requested)	\$ 41,867.00		-	-	-	-	-	-	-	-
USF Eligible Amount	\$ 24,548.53	\$ 19,638.82	-	-	-	-	-	-	-	-
Communications Cabling (USF Funding Req)	\$ 122,115.00		-	-	-	-	-	-	-	-
USF Eligible Amount	\$ 122,115.00	\$ 97,962.00	-	-	-	-	-	-	-	-
Data and Wireless Network (USF Funding Req)	\$ 78,962.68		-	-	-	-	-	-	-	-
USF Eligible Amount	\$ 78,692.68	\$ 62,686.00	-	-	-	-	-	-	-	-
Audio/Video	\$ 148,630.00		-	-	-	-	-	-	-	-
Security Systems	\$ 97,619.00		-	-	-	-	-	-	-	-
Grant	\$ 33,847.00		-	-	-	-	-	-	-	-
Paging and Clock Systems	\$ 50,675.00		-	-	-	-	-	-	-	-
Teacher Computers	\$ 36,000.00		-	-	-	-	-	-	-	-
Admin Computers	\$ 8,000.00		-	-	-	-	-	-	-	-
Notebooks for COWS	\$ 72,000.00		-	-	-	-	-	-	-	-
Carts for COW	\$ 6,000.00		-	-	-	-	-	-	-	-
iPad Carts	\$28,000.00		-	-	-	-	-	-	-	-
Carts for iPads	\$ 2,700.00		-	-	-	-	-	-	-	-

iPad's for staff (Optional)	\$ 22,500.00									
Sub Total	\$ 716,020.17	\$180,286.82	-	-	-	-	-			
Annual Renewals										
Microsoft EES Contract Renewals	\$4,113.72									
CIPA Filter Maintenance (3 year)	\$3,000.00									
Accellerated Reader	\$1,040.00		\$1,040.00							
Vectorworks Software Upgrade	\$2,615.00				\$2,615.00					
PowerSchool Maintenance	\$4,716.00									
Power School Professional Development	\$5,000.00									
BLI Messaging	\$1,600.00									
Follett Software Renewal	\$1,727.00									
United Streaming	\$500.00									
PCS Maintenance Fees	\$174.50									
Administrative Tech Fee	\$14,784.00									
Internet Fees	\$5,267.50				\$5,267.50					
USF Eligible Amount	\$5,267.50	\$4,214.00								
T1 - ClearRate	\$11,649.39									
USF Eligible Amount	\$11,649.39	\$9,319.49								
Technology Staff Professional Development	\$7,500.00					\$7,500.00				
Data Processing Administrator – Salary	\$66,650.00									
Retirement & FICA	\$16,963.00									
Totals	\$147,254.00	\$193,820.31	\$1,040.00	\$0.00	\$0.00	\$5,267.50	\$2,615.00	\$7,500.00	\$0.00	\$0.00
Working amounts			\$ 3,260.00	\$ 250.00	\$ 600.00	\$ (4,267.50)	\$ 2,385.00	\$ (7,500.00)	\$ 1,200.00	\$ 16,500.00

Proposed Technology Budget 2012-2013

Project Description

Price

**Potential
USF
reimburse**

Non Instructional Technology							
11-284-3160	11-284-3220	11-284-3450	11-284-4120	11-284-4140	11-284-5990	11-284-6420	11-284-8220
Contracted Technical Services	Contracted Prof Dev	Software Lisc	Contracted Comp Repair	Software Maintenance Agreements	Misc Supplies	Non- Inst Tech Equip	CISD Services
\$ 13,300.00	\$ 1,000.00	\$ 15,000.00	\$ 1,200.00	\$ 12,000.00	\$ 2,700.00	\$ 2,500.00	\$ 20,000.00
USF Eligible Amount	\$ 24,548.53						\$ 19,638.82
Communications Cabling (USF Funding Req)	\$ 122,115.00						
USF Eligible Amount	\$ 122,115.00						\$ 97,962.00
Data and Wireless Network (USF Funding Req)	\$ 78,962.68						
USF Eligible Amount	\$ 78,692.68						\$ 62,686.00
Audio/Video	\$ 148,630.00						
Security Systems	\$ 97,619.00						
Grant	\$ 33,847.00						
Paging and Clock Systems	\$ 50,675.00						
Teacher Computers	\$ 36,000.00						
Admin Comptuers	\$ 8,000.00						
Notebooks for COWS	\$ 72,000.00						
Carts for COW	\$ 6,000.00						
iPad Carts	\$28,000.00						
Carts for iPads	\$ 2,700.00						
iPad's for staff (Optional)	\$ 22,500.00						
Sub Total	\$ 716,020.17						\$180,286.82
Annual Renewals							
Microsoft EES Contract Renewals	\$4,113.72		\$4,113.72				
CIPA Filter Maintenance (3 year)	\$3,000.00			\$3,000.00			

Accellerated Reader	\$1,040.00									
Vectorworks Software Upgrade	\$2,615.00									
PowerSchool Maintenance	\$4,716.00					\$4,716.00				
Power School Professional Development	\$5,000.00									
BLI Messaging	\$1,600.00		\$1,600.00							
Follett Software Renewal	\$1,727.00					\$1,727.00				
United Streaming	\$500.00					\$500.00				
PCS Maintenance Fees	\$174.50	\$174.50								
Administrative Tech Fee	\$14,784.00									\$14,784.00
Internet Fees	\$5,267.50									\$5,267.50
	USF Eligible Amount	\$5,267.50	\$4,214.00							(\$4,214.00)
T1 - ClearRate	\$11,649.39									
	USF Eligible Amount	\$11,649.39	\$9,319.49							
Technology Staff Professional Development	\$7,500.00									
Data Processing Administrator – Salary	\$66,650.00									
Retirement & FICA	\$16,963.00									
Totals	\$147,254.00	\$193,820.31	\$174.50	\$0.00	\$5,713.72	\$0.00	\$9,943.00	\$0.00	\$0.00	\$15,837.50
Working amounts			\$ 13,125.50	\$ 1,000.00	\$ 9,286.28	\$ 1,200.00	\$ 2,057.00	\$ 2,700.00	\$ 2,500.00	\$ 4,162.50

Section 14 – Funding and Budget

Required Element I: Coordination of Resources

The budget planning process is driven by the district's vision for technology and the goals and expectations for student learning. A creative approach beyond traditional funding sources may open many doors. Outside of a school district's operating budget, money to purchase advanced technology is available from two main sources:

- Public funds - federal, state and local money, stimulus package, USF Funds
- Private funds - grants and donations from corporations, foundations, and individuals

For technology budgets in today's schools, we must consider items like the following:

- initial costs for equipment, software and other necessary infrastructure costs (e.g. desktop hardware and software, network / WAN hardware and software, software licenses, professional development, technical assistance staff, contracted engineering and network support)
- funding for ongoing costs (for upgrades and maintenance of hardware)
- planning for obsolescence and the need to replace equipment and acquire additional software
- Substantial allocations for professional development to support ongoing training and staff development programs (i.e. 17% or **more** of the professional development budget is invested in training and staff development in technology related areas)
- A permanent line item in the school's budget is established to support allocations for the purchase, maintenance and updating of the district's technology resources.
- Opportunities to stretch available financial resources to further advance the vision for technology (e.g. partnerships are created with local colleges or businesses; the school takes advantage of local cooperatives or consortia for purchasing technology; the potential advantages of lease/purchase agreements are investigated by the school, etc.).
- Opportunities to raise funds to expand the district's financial resources available for technology are fully explored (e.g. grants from state or federal agencies and private or corporate sponsors are pursued; the school encourages parents and community organizations to work together with the school to raise funds to support the technology plan; alumni organizations are contacted to request support; tuition fees from continuing education courses or seminars in technology sponsored by the school help to support the technology plan).
- The district takes advantage of the use of technology to manage and monitor resources.

Grants and Funding Resources

Bessie Edward Grant & Homer Community Foundations Grants

Max and Lucille Cortright Homer Education Foundation

MEGS Grant System and Universal Service Fund

Section 15 – Monitoring and Evaluation

Required Element L: Evaluation

The evaluation process starts at the beginning of each school year and continues monthly for the length of the school year by the Technology Team and School Improvement Planning Team. The September meeting is usually consists of dialoging through what summer projects have been completed and the development of a 'fine tuning list' of things to complete.

The actual assessment begins when we have settled in to the new school year in October. At our October meeting we begin our initial review of previous year's projects. We begin making lists of things that need to be addressed, positive outcomes, and negative impacts that come out as a result of each of the projects. Once the lists have been composed the dialog begins on project in each area with tasks assigned or tabled for further review by the team. This process continues monthly until February.

In February we begin our multi-layered process of continuing the evaluation of projects currently in process and planning projects for the next school year. We begin the task of tearing the project apart and assessing implementation. Many questions are posed about the project such as: Once each project has been reviewed by the project committee, the technology committee will take the recommendation under advisement and review it to see where it fits in the District's SIP plans for the next year.

The Technology Committee then gathers information on going projects from the SIP and information for new projects and presents to the Board of Education at the May meeting for community input and board review. If any additions or adjustments are necessary they are made by the technology team at a June meeting.

Student based assessments will use the METS observation checklist, which can be found at techplan.org. Classroom teachers will use these check lists to ensure that students are working towards achieving both local and state bench marks in technology. Currently, we are in the initial stages of looking a bench mark based report card at the elementary level where we will be able to chart student progress historically via Data Director.

By using Data Director to track student performance on state and local assessments and compare students that have technology infused learning experiences and those that perhaps don't have as much exposure we hope to close the gap in learning for both students and staff. Additionally, we will be able to compare achievement and performance of students whose teachers infuse technology into the learning experiences, with those that don't and assist those staff members professional development with additional training opportunities.

Sample Monitoring Rubric -

	Evaluation Notes –October	Evaluation Notes - February
Describe changes in student outcomes. (Use assessment data)		
What changes have occurred in the area of technology?		
Describe how staff involvement is impacting the student outcomes.		
Did your School Improvement Plan do what you built it to do? Describe.		
Are you meeting your timeline? If no, why not?		
Have the necessary resources been provided / utilized?		
Describe any barriers that have been encountered.		
How were the barriers addressed?		
Do the implementation plans need to be adjusted to address any of the above information? Describe...		

Section 16 – Monitoring and Evaluation

Required Element M: Acceptable Use Policy

The Homer Community School District has adopted the required language for its Internet Safety policy including the below items.

Access by minors and adults to obscene and inappropriate matter such as pornography on the Internet and World Wide Web

The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications

Educating students about cyberbullying awareness and response

Unauthorized access including "hacking" and other unlawful activities by minors online

Unauthorized disclosure, use, and dissemination of personal information regarding minors

Measures designed to restrict minors' access to material harmful to minors

Monitoring the online activities of minors

We have employed an internet content filtering product for many years, have recently updated the product to address filtering of mobile devices that we own, or any devices attaching to our network.

ACCEPTABLE USAGE POLICY and
Agreement for Acceptable Use of Homer Technology Resources
Students Grades K – 12

Building/Program Name

Student Name

This agreement is entered into this ____ day of _____, 2012, between

_____ (“Student” or “User”) and the Homer Community School District (“HCSD”). The purpose of this agreement is to grant access to and define acceptable use of HCSD’s Technology Resources for legitimate educational purposes consistent with HCSD’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 HCSD’s Technology Resources either at school or away from school, you understand and agree to the following:

- A. Your use of the HCSD’s Technology Resources is a privilege that may be revoked by the HCSD at any time and for any reason.
- B. The HCSD reserves all rights to any material stored on HCSD Technology Resources. You have no expectation of privacy when using HCSD Technology Resources. HCSD 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. HCSD also reserves the right to remove any material from the Technology Resources that the HCSD, at its sole discretion, chooses to, including, without limitation, any information that HCSD determines to be unlawful, obscene, pornographic, harassing, intimidating, or disruptive.
- C. 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.
- D. The HCSD’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.
- E. You may not use the Technology Resources or any other communication/messaging devices (including devices not owned by HCSD) 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, up to and including expulsion, as determined by the HCSD. Misuse includes, but is not limited to:
1. 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§§ 254(h)(7). 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 HCSD'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 HCSD 's Technology Resources or by any other means, including over personally owned devices.
 4. Posting personally identifiable information about yourself or others over the internet even if the information is solicited by a website that requests such information.
 5. 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 HCSD 's Technology Resources; uploading or creating viruses; downloading/installing unapproved, illegal, or unlicensed software; or seeking to circumvent or bypass security measures.
 6. 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.
 7. Unauthorized copying or use of licenses or copyrighted software.
 8. 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.
 9. 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.
 10. Allowing anyone else to use an account or not locking access to computer devices when leaving them unattended.
 11. Using or soliciting the use of, or attempting to use or discover the account information or password of, another user.
 12. Attempting to or successfully disabling security features, including technology protection measures required under the Children's Internet Protection Act (CIPA).
 13. Misusing equipment or altering system software without permission.
 14. 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.
 15. Using the Technology Resources in any way that violates HCSD 's student code of conduct, or any federal, state, or local law or rule.
- G. It is the policy of HCSD, 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. HCSD 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. It is the policy of HCSD 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 HCSD 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.
- I. HCSD 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 HCSD '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.
- J. The HCSD 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 HCSD 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.
- K. When utilizing the HCSD Technology Resources, you may use only HCSD authorized messaging and communication systems. There is no expectation of privacy in electronic communications. The HCSD reserves the right to monitor electronic communications.
- L. 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.
- M. The HCSD and/or the Internet provider will periodically determine whether specific uses of the HCSD's Technology Resources are consistent with this acceptable-use policy. The HCSD or its Internet provider reserves the right to log Internet use and to monitor mail space and file server utilization by users. The HCSD reserves the right to remove a user account on the HCSD's Technology Resources to prevent further unauthorized activity.
- N. You may not transfer intellectual property or software belonging to HCSD without the permission of the HCSD Director of Technology Services 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.
- O. 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 HCSD's Technology Resources and in consideration for having access to the information contained therein, I release the HCSD, 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 HCSD and its Internet provider as well as HCSD '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 HCSD Technology Resources, I hereby release and covenant not to sue the HCSD, 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, HCSD 's Technology Resources. I agree to pay for, reimburse and indemnify the HCSD, 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 HCSD to consent to the sharing of information about my child to HCSD 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 HCSD 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.

**ACCEPTABLE USAGE POLICY and
Agreement for Acceptable Use of Homer Community School District
Technology Resources**

Employees, Board Members, Persons other than Students

Building/Program Name _____ / _____ *Name*

This agreement is entered into this ____ day of _____, 2012, between

_____ ("Employee" or "User") and the Homer Community School District ("HCSD"). The purpose of this agreement is to grant access to and define acceptable use of HCSD 's Technology Resources for legitimate educational purposes consistent with HCSD'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 HCSD's Technology Resources either at school or away from school, you understand and agree to the following:

- P. Your use of the HCSD's Technology Resources is a privilege that may be revoked by the HCSD at any time and for any reason.
- Q. The HCSD reserves all rights to any material stored on HCSD Technology Resources. You have no expectation of privacy when using HCSD Technology Resources. HCSD 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. HCSD also reserves the right to remove any material from the Technology Resources that the HCSD, at its sole discretion, chooses to, including, without limitation, any information that HCSD determines to be unlawful, obscene, pornographic, harassing, intimidating, or disruptive.
- R. 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 supervisor as part of a HCSD activity. You may, however, use the Technology Resources to contact or communicate with public officials.
- S. The HCSD'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 HCSD, for both you and the person(s) using your account/password,

- T. You may not use the Technology Resources or any other communication/messaging devices (including devices not owned by HCSD) 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.>]
- U. 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 HCSD. Misuse, includes, but is not limited to:
16. 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.
 17. Cyberbullying (as defined in paragraph E) or any other use of the Technology Resources that would violate HCSD'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.
 18. 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 HCSD's Technology Resources from any means, including over personally owned devices.
 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 HCSD'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 any federal, state, or local law or rule (including the HCSD's employee code of conduct for employees)
- V. It is the policy of HCSD, 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. HCSD 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.
- W. The HCSD 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 HCSD 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.

- X. When utilizing the HCSD Technology Resources, you may use only HCSD 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 HCSD reserves the right to monitor electronic communications.
- Y. 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 an Assistant Superintendent of Human Resources or Regional Technology Services.
- Z. Any violation of this Acceptable Usage Policy or inappropriate use of HCSD 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 HCSD as an employee
- AA. The HCSD and/or the Internet provider will periodically determine whether specific uses of the HCSD's Technology Resources are consistent with this acceptable-use policy. The HCSD or its Internet provider reserves the right to log Internet use and to monitor mail space and file server utilization by users. The HCSD reserves the right to remove a user account on the HCSD's Technology Resources to prevent further unauthorized activity.
- BB. You may not transfer intellectual property or software belonging to HCSD without the permission of the HCSD Assistant Superintendent of Regional Technology Services 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.
- CC. 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.
- DD. 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.
- EE. The user is solely responsible for all charges and fees, including outside telephone, printing, and merchandise purchases made through the network. The HCSD 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.
- FF. The user acknowledges and understands that correspondence sent or received over the HCSD'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 HCSD when responding to FOIA requests concerning communications over the HCSD's computer network.

In consideration for the privileges of using the HCSD's Technology Resources and in consideration for having access to the information contained therein, I release the HCSD, 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 HCSD and its Internet provider as well as HCSD'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 HCSD, 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.

Revised: June 2012