Allegan Area Educational Service Agency Technology Plan

July 2013 – June 2016

Allegan Area Educatonal Service Agency

District Code: 03000

Contact: Brian Schupbach,

Director of Technology

310 Thomas St.

Allegan, Michigan 49010

Phone: (269) 673-3121

Fax: (269) 686-0327

bschupbach@alleganaesa.org

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www.alleganaesa.org

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Section 1. Introduction

What does it mean to be literate and educated in today's knowledge-based, digital world?

The Allegan Area Educational Service Agency (AAESA) supports a learning environment built on the core value of literacy for all, and defines literacy to include those skill sets needed for success in the 21st Century.

"The current and future health of America's 21st Century Economy depends directly on how broadly and deeply Americans reach a new level of literacy—'21st Century Literacy'—that includes strong academic skills, thinking, reasoning, teamwork skills, and proficiency in using technology."
21st Century Workforce Commission, National Alliance of Business

In the past century, society began to use electronic technologies to create, store, and disseminate information. While telephone, radio, and eventually video technologies were key innovations in the first half, the development and mass proliferation of computers in the last half, with their accompanying hardware and software, dramatically changed the way we transmit and process information. In the 21st Century we in education are considering how technology is used to create, communicate and process information. How do PDA's, laptops, cell phones, GPS's, digital cameras and web sites, with or without Twitter or Facebook, best support learning? It is incumbent upon us, as educators, technology specialists, concerned citizens and business leaders, to develop a new educational system, one which is many faceted, open, interactive and accessible to its citizens. We must re-purpose or discard the 19th Century linear models which have increasingly lost their efficacy and build models that support lifelong learning. We must all become literate members of a connected, global society.

Section 2. Introductory Materials

District Profile

"Your partner in transforming lives through education, leadership and service"
– AAESA Vision Statement

The Allegan Area Educational Services Agency (AAESA) is located in West Michigan approximately 30 miles south of Grand Rapids and 30 miles southeast of Holland. AAESA maintains three primary building locations and remote service sites throughout the county. The AAESA provides support for eight local school districts, one charter school, and non-public schools in its service area. The service area comprises approximately 16,500 students. Buildings include:
- Allegan Area Educational Service Agency – Education Service Center; Early Education Services, Specialized Instruction Services & Instructional Services and Administration 310 Thomas St., Allegan, MI 49010
- Allegan County Area Technical & Education Center (Vocational and Adult Education Services) 2891 116th Avenue, Allegan, MI 49010
- Hillside West (Specialized Instruction) 212 Grove St., Allegan, MI 49010
- Remote locations at the Allegan County Human Services complex, Hopkins Public Schools
- Locations throughout Allegan County – Early Education

As many of the AAESA services are distributed across a variety of locations including non-AAESA

facilities, the Internet is a critical resource for connecting staff with each other and those who receive our services including web-based instruction providers. Fiber optic connectivity between the AAESA, local districts and two surrounding ISDs/ESAs and the County Government facilities has opened up options for resource and service sharing. This connectivity is particularly important given our rural to semi-rural service area. All districts in the AAESA service area report 50-70 percent free and reduced lunch rates for students, with the highest count residing in the Fennville Public School District.

The AAESA Technology Planning process is evolving to more closely align with and reflect State and Regional priorities. Driving this shift are two initiatives: Michigan's Strategic Technology Frame work - 54321 and the 2014 on-line assessments that will be implemented in partnership with the national Smarter Balanced Consortium. The expectation is that this Technology Plan will be modified several times to shift to a planning model in which regional and state roles are expanded beyond compliance review.

 Michigan Department of Education and the State Board of Education will set Goals/Targets based upon Assessments and Educational goals. The regions, through ISDs/RESAs will provide planning guidance to districts through evaluation of current data and gap analysis. Local District Annual Planning will address MDE Goals/Targets and monitoring progress toward goals.

As part of the Technology Readiness statewide initiative, the AAESA is partnering with six other ESAs/ISDs to form the South West MI regional consortium. Together the regional partners will be implementing connection to a statewide network, assisting districts in readying their networks for online assessments, piloting online assessments, providing professional development to address capacity building for every educator and facilitating the transformation of classrooms by enabling access to digital content and online, on-demand summative and benchmark assessments.

Section 3. Vision and Goals

Vision

• We envision an environment where students, educators, parents, business and the community will have meaningful technology enabled learning opportunities, acquire skills to ethically and safely use technology, achieve technological literacy to become lifelong learners, and develop 21st Century thinking skills needed to thrive in a changing society.

• We envision a shared system that:
a) Includes partnership among organizations,
b) Affords maximum efficiency/use of resources through shared expertise, infrastructure, instruction and staff development
c) Assures equal access and
d) Promotes investment in high quality data and instructional technology.

• We envision a continuous improvement process in which AAESA will: continually re-evaluate its services to respond to the changing needs of the education community and how technology supports

these services; facilitate a wide variety of educational opportunities and supporting technologies to prepare all community members with the knowledge and skills to be productive members of the 21st century and; assure equity in access to technology for all staff and students.

Goals
AAESA School Improvement Goals:

1. All community members working together to develop and assure access to quality early childhood programs and resources.
2. AAESA will take a visionary leadership role within Allegan County.
3. Every learner has the resources to be successful in college or career after high school.

SMART Objectives (specific- measurable- attainable- realistic- timebound)

1. *By the end of 2014-2015, there will be a 10% increase in quality preschool openings within AAESA districts and 60% of AAESA district 4-year-olds will have a quality preschool experience.*
2. *By the end of 2014-2015, there will be a 20% growth in each stakeholder group's ability to articulate the role of AAESA (through random survey).*
3. *By the end of 2014-2015, 100% of students will have an educational development plan that includes post-secondary training/employment and 50% of high school students in AAESA districts will have successfully completed a college course while in high school.*

Section 4. Curriculum Integration

"In order to thrive in a digital economy, students will need digital age proficiencies. It is important for the educational system to make parallel changes in order to fulfill its mission in society, namely the preparation of students for the world beyond the classroom. Therefore, the educational system must understand and embrace … 21st century skills within the context of rigorous academic standards."

http://www.metiri.com/21st%20Century%20Skills/PDFtwentyfirst%20century%20skills.pdf

AAESA Technology Integration Goals

• All AAESA will use educational technologies at the highest level as defined by state and/or national standards (NETS-T) and consistent with Universal Design for Learning (UDL) principles and supportive of Response to Intervention (RtI) strategies. Evidence: Personnel Skilled in Technology.
• All staff and students will have equitable access to quality learning tools, technologies and resources. Evidence: identification of current access compared to preferred access.
• All AESA instructional staff will possess the technology competencies appropriate for their position and level and will model the effective and responsible use of technology to continually improve learning outcomes and productivity. Evidence: Personnel Skilled in Technology.
• All Administrators will use educational technologies at the highest level as defined by state and/or national (NETS-A) and consistent with Universal Design for Learning (UDL) principles and supportive of Response to Intervention (RtI) strategies. Evidence: Personnel Skilled in Technology
• Teachers and Administrators will have access to quality data to form effective decision making and

have access to professional development to build competencies in data driven decision making.
• Through the use of technology, AAESA will foster efficiencies to maximize financial and human resources and to support collaboration and communication within and between constituent districts, staff, students, parents and the community.
• All AESA instructional staff will possess the technology competencies appropriate for their position and level and will model the effective and responsible use of technology to foster dynamic, interactive learning and service environments. Evidence: Personnel Skilled in Technology and AESA Technology Competencies.

Section 5. Curriculum – Student Achievement

"Twenty First century literacy is the set of abilities and skills where aural, visual and digital literacy overlap. These include the ability to understand the power of images and sounds, to recognize and use that power, to manipulate and transform digital media, to distribute them pervasively, and to easily adapt them to new forms."
http://www.nmc.org/pdf/Global_Imperative.pdf

Support for local district curriculum alignment is provided through the instructional services and special education departments. Blended Learning Instruction in the local school districts is being supported through trainings and stipends to help teachers integrate a hybrid learning approach with their students. Regional common curriculum development and the alignment to new Common Core standards are being facilitated through the AAESA purchase and participation with Curriculum Crafter and Pinnacle Instruction. Common assessment support is provided through AAESA funded DIBELS, Delta Math, EXPLORE, PLAN and the inclusion of regionally created assessments in Pinnacle Instruction. Data Driven decision making is supported in the purchase of Smart Data Golden Packages and associated professional development.
Strategies that are based on research to integrate technology into curricula cut across the various services of the AAESA and will include:
• Leadership professional development
• Professional development opportunities in core subject areas including infusion of 21st Century Skills
• Best practice and recent research shared with affiliate groups of curriculum directors, building administrators, and special education directors
• Professional development opportunities in teaching methodology including: technology integration, UDL, RtI , online assessment and technology readiness
• Data disaggregation services to assist districts in making instructional decisions based on specific student data, data support , professional development for data coaches, professional development on creating assessments for learning and using data to measure learning
• Professional development planning process which incorporates local district participation in the process (train the trainer model) using technology as a means for delivering professional development
• Create and assemble 21st century teaching resources for educators
• School improvement support services including use of summative and formative student achievement data
Data Driven Decision Making
• Collaboration with OAISD to access REMC 7 resources
• Collaboration with MI Case Consortium for Regional Data Initiatives and Technology Readiness
• Collaboration with 4 surrounding ESAs/ISDs for Special Education Registry Data initiative

Technology Integration into the Curriculum of AAESA educational programs:

Allegan County Area Technology Education Center: 2013-15
1. Use of technology as a medium to obtain, organize and present information in all classes
2. Specialized equipment and software specific to the occupational cluster
3. Remedial academic software such as E2020
4. Distance learning capability available to instructors
5. High bandwidth to the building and desk top
6. Differentiated Instruction
7. Digital Content and Assessments: educational resources and online curriculum and assessments that engage the learner through rich, meaningful, rigorous learning opportunities with the goal of producing a 21st Century workforce

Hillside West and East 2013-15
1. Best use of remodeled of facility to incorporate new technology in classrooms and work areas
2. Assistive technology for students and educators
3. Continuum of strategies and technologies – tiered services based on student learning needs
4. UDL/RtI strategies
5. Mobile computing and communication support for ancillary staff
6. High bandwidth to building and desk top

Section 6. Curriculum – Technology Delivery Access

The faculty, staff and administration of the AAESA believe in the importance of providing adequate access to appropriate technologies for all users. AAESA policies reflect a regular upgrade and retirement process for equipment and assistive technologies are supported to ensure full access. The AAESA has partnered with the Kalamazoo RESA to integrate the technology departments of the two organizations. Network and facility upgrades are planned to come to common standards for operations and the technology environment. Distance Learning services include video streaming on-line content and two-way interactive capacity to ensure access to district resources. The AAESA is also partnered with six ISDs/ESAs forming a Southwest Michigan Consortium under the Technology Readiness grant. The AAESA and constituent districts will implement in the next few years an integrated Assessment and Curriculum learning system that will be capable of evolving into an always-on learning environment….accessible from home or school.
Other capabilities that will be deployed include: virtual private network access for professional staff, expansion of the AAESA website as a portal to key services, fiber connectivity between districts and surrounding ISDs/ESAs for cost effective service sharing including distance learning and access to bridge equipment.

Section 7. Curriculum – Parental Communications & Community Relations

AAESA Technology Plan is available at AAESA website (www.alleganaesa.org) and is so noted as part of AAESA staff and student orientation.

The AAESA seeks involvement from parents and the community in a variety of ways. Some of the ways technology is used to communicate or solicit feedback include:

• Continued implementation of integrated communication systems for teachers and administrators
• Implement secure on-line information systems to communicate with parents about student demographics, achievement, and attendance
• Newsletters to every district including updates on technology
• Linkages to businesses – community networking and Talent Stream Committee
• Tutoring in computer usage and mini-workshops for the public
• Advisory employer groups to vet all software & hardware in specific occupational curriculum areas.
• Parental access to curriculum, student grades, attendance and discipline referrals via a parent portal
• Parent Notification System
• Technology Plan posted on web site

Section 8. Curriculum – Collaboration

One of the many trends in education today is the increasing reliance on technology as a teaching and management tool. Computers and improved telecommunications have created new and unique opportunities for teaching and learning. We know that technology will help assure equity of access for learners as it becomes easier to match tools to the unique learning needs of students.
As important, technology can enhance the operation of schools and offer more choices to students. Technology has turned out to be a major focus for educational service agencies across the state and nation. Collaboration with other service providers, business and industry are important in order to enrich technology resources in our schools and enhance learning for all.
AAESA offers a wide variety of programs through local district-based and AAESA-based Community Education Services (including Adult Education, Early Education, Alternative Education,   teenage parent services, etc.) Teachers of adult literacy are involved in the selection of software and training programs. Professional development activities include adult literacy teachers. Activities are coordinated with the local library. Lake Michigan College provides direct college credit options for students attending our Area Technical & Education Center as well as our local high schools through their Early College program. ACATEC programs offer college articulation through partnerships with Ferris State University, Grand Rapids Community College, Kalamazoo Valley Community College, Baker College, Davenport University, and Lake Michigan College. While adults are welcome to attend any of our daytime career and technical training programs, the tech center also offers academic and vocational classes in the evenings for college credit.

The AAESA is a member of the newly formed Kent Allegan Ottawa Counties Adult Education Consortium. The consortium is developing a regional model for adult education service delivery that will integrate funding streams, programs and services to assure a re-entry mechanism for those who have not graduated and availability of adult education services. Partner agencies include Michigan Works, Literacy Councils and adult education providers from the area.

Imagination Library is a partnership between AAESA and the Allegan County United Way. The mission is to provide high quality books to all Allegan County children from birth to five years of age. Community libraries are key collaborators in bringing this effort to local communities.

Section 9. Professional Development

Powerful professional learning with Allegan Area Educational Service Agency as a partner is generated by using a variety of formats, based on an understanding of educators' needs and results-focused. Learning opportunities are driven by data connected to student achievement, incorporating technology, best practice and action research, drawing from professional learning standards, encouraging dialogue and utilizing coaching. In addition to AAESA's professional development offerings and special events, many collegial networks for role-alike educators are hosted and nurtured, and customized in-district are collaboratively designed and delivered.

The Allegan AESA has adopted the Learning Forward Standards for Staff Development, as has the Michigan Department of Education (http://www.learningforward.org/standards-for-professional-learning#.UCuxpaDheeU).

AAESA professional development strategies are directed towards internal audiences (AAESA staff) and external audiences (local district staff).

External: Curriculum directors, Principals, Tech Directors and Counselors from all local districts meet monthly. A professional development schedule is developed annually.

Internal: Instructional staff (Special Education and Technical Education) and administrative staff of AAESA are provided a variety of training opportunities asynchronous and synchronous. Learning opportunities include workshops with providers for applications training including multimedia authoring tools. Training is also videotaped (use of tools, software applications and media tools) and made available. Atomic Learning, an online professional development portal is made available to all AAESA staff. Staff is offered instructor led workshops on a variety of technology tools. As part of the evaluation model, staff will align themselves to the state and national standards for teacher and administrative competencies. Training plans and access to training for all staff will be completed.

Adaptive Technology: The AAESA has an Assistive Technology Lending Library for staff, students and parents of Allegan County. The library consists of augmentative communication devices, technology to help students access a computer (alternative keyboards, hands-free mouse, trackball, single switch access, and more), software and other materials for students who are struggling to read and write (text reader, talking dictionary, word prediction software, speech recognition software, and more) as well as hands on training opportunities throughout the year. Currently items are signed out on site and trainings are scheduled on an as needed basis.

Data: AAESA partners with the MI Case Consortium for data initiatives. The emphasis on data driven instruction requires significant dedication to professional development at the administrator and teacher level. PD will focus on teaching for learning, using data to inform instruction, the mechanics of using data packages, design of effective assessments, assessment and grading and professional learning communities. 2013-16 professional development will be provided in conjunction with the Technology Readiness Grant initiative.

Section 10. Professional Development – Supporting Resources

The AAESA provides a variety of supporting resources to ensure effective use of technology.

• District Policies – online at AAESA website
• District web-based email interface and status updates to key AAESA staff
• Forms and manuals available on-line
• Training software and on-line Professional Development offered at www.alleganaesa.org including FAQ's
• REMC support, MiCASE data services linkage, and Technology Readiness services from KRESA
• Moodle (moodle.alleganaesa.org) on-line learning portal
• Distance Learning capability for connections to a variety of sites
• Video services through REMC and internal sources
• Institutional and Learning software which is regularly updated
• LMC alignment of software and teaching at the Technical Center and Professional Development for instructors.

Section 11. Infrastructure, Hardware, Technical Support and Software - Infrastructure Needs/Technical Specification and Design

A. Network Infrastructure

The AAESA in conjunction with the Southwest MiTech consortium will be assessing tech readiness of the AAESA and area local districts using the Michigan Technology Readiness Tool (MTRAx). The tool will help gauge the technology readiness of Michigan districts to meet the state's target of online growth assessment by 2014. In the initial year, the MTRAx tool incorporates technical specifications and data elements from the Smarter Balanced Assessment Consortium (SBAC), the Michigan online assessments. By 2014, MTRAx will include broader considerations for Michigan School District networking, infrastructure, and devices/hardware in order to comply with state requirements that districts effectively use technology to deepen student learning, increase student engagement through relevant, authentic learning, and build digital citizenship to position students for viability in a high-tech, global, networked society.

The network structure maintained by the KRESA/AAESA partnership consists of a combination of leased/owned fiber connections between the AAESA and all local districts, KRESA and Ottawa ISD and to Allegan County government offices. The main network closet with the bulk of the network hardware is located at the ACATEC. Within the ACATEC , there are two pairs of fiber strands stretching to opposite ends of the building consisting of the 1000BaseFX network backbone.   This location is also the origin of the internet feed for all of the locations attached via fiber.

School Year 2013-15

• The network core will be upgraded to provide redundancy, higher capacity and better stability
• The switch network will be forklift upgraded over the next 2 years to provide Gig to the desktop and

POE for phones and access points. This will also provide higher capacity and better stability.
• We will continue to add wireless access points to increase coverage, density and speed throughout all facilities in the district.
• Server infrastructure, Active Directory structure and E-mail services are some of the services that will be will be consolidated at KRESA to provide AAESA a more robust, redundant and cost effective infrastructure.
• Fiber will be run to the ACATEC AIS facility to provide a stable and robust onsite lab for the students' onsite. This will completely eliminate the transportation costs that are being incurred to bus the students to and from the main facility so they can use the lab there.

B. Technical Support
The KRESA/ AAESA partnership will provide user support for administrators, students, faculty, and staff at every one of the points of information technology (IT) access. Effective use of IT resources is best accomplished through distributed support, coordinated centrally.
There are a number of strategic reasons for implementing a comprehensive IT support model for AAESA:
• Providing adequate IT support was frequently cited by AAESA users as a primary concern. Effective support for use of IT is essential if administrators, students, teachers are to obtain the best use and value of their own and institutional IT resources and to change instructional delivery.
• AAESA can create unique learning opportunities for ACATEC students by involving them directly in the support process, equipping them to compete more successfully in the job market by providing meaningful opportunities to apply practical IT solutions. The number of users of distributed IT resources and the variety of uses of the technologies has grown exponentially during the last decade. The AAESA Board of Education authorized a partnership with KRESA to more effectively address growing support and infrastructure needs. The shared services model provides efficiencies of scale that permits more specialty staff to be deployed in support of multiple locations/organizations.
• End user support will also be available in a self-help format, and consist of publications, documentation, on-line training, and a knowledge base made available to users in a variety of formats.
• A central help desk will provide support through the shared services model.

Section 12. Infrastructure, Hardware, Technical Support and Software – Increase Access
The Information Technology infrastructure of the consortium will be scalable, adaptive, and flexible. The infrastructure will allow for growth and expansion, adaptation to the new technologies and applications, and accommodation of specialized equipment needed for research and services.

Increased IT access for administration, teachers, students, and staff.

AAESA will: Be a leader in the use of adaptive technology, accessibility of web based services and digital content to ensure universal access to all members of AAESA community.
 Provide administration, staff, teachers and students with up-to-date tools and options for on and off campus network connectivity.
Provide secure, user friendly communication methods to link AAESA to parents and community members.
 Explore best use of Universal Service Funds to assure access to services in high-poverty districts and buildings
Implement an on-going process to assure all students have access to technologies needed to individualize and improve learning

Section 13. Funding and Budget – Budget and Timetable

Category	2013-14	2014-15	2015-16
Salary and Benefits	$351,000	$371,000	$391,000
Hardware and Network	$45,000	$46,000	$48,000
Maintenance and Software	$40,000	$42,500	$45,000
Professional Development	$12,000	$14,000	$16,000

Section 14. Funding and Budget – Coordination of Resources
The AAESA has taken steps towards the sharing/consolidation of Business, Data, and Technology Services in order to maximize efficiency and build capacity. The IT functions of the AAESA and KRESA have been merged and the AAESA provides business services for several constituent districts. The AAESA coordinates application for all districts and the ESA for Universal Service Funding (USF) of telecommunication costs, internet costs and related internal connections. The fiber network will facilitate the maximum use of the Library of Michigan access to all schools and libraries for full text databases, Information Access and First Search. AAESA will also take advantage of the ability to use statewide bids and discounts on equipment and telecommunications (SPOT program through the Technology Readiness grant

Section 15. Monitoring and Evaluation - Evaluation
The evaluation of the Technology Plan is an on-going activity. The AAESA will review the plan regularly as a component of the Budgeting and School Improvement planning processes. The effectiveness of the plan and determination of changes needed will be assessed by the AAESA Leadership team.

Section 16. Monitoring and Evaluation – Acceptable Use Policy

 STAFF NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY AGREEMENT

To access e-mail and/or the Internet at school, staff members must sign and return this form.

Use of the Internet is a privilege, not a right. AAESA's Internet connection is provided for business and educational purposes only. Unauthorized or inappropriate use will result in a cancellation of this privilege.

AAESA has implemented technology protection measures, which protect against (e.g. block/filter) Internet access to visual displays/depictions/materials that are obscene, constitute child pornography, or harmful to minors. AAESA also monitors online activity of staff members in an effort to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. The Superintendent or designee may disable the technology protection measures to enable access for bona fide research or other lawful purposes.

Staff members accessing the Internet through AAESA's computers/network assume personal responsibility and liability, both civil and criminal, for unauthorized or inappropriate use of the Internet. AAESA reserves the right, at any time, to access, monitor, review and inspect any directories, files and/or messages residing on or sent using AAESA's computers/network. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.

To the extent that a staff member has the proprietary rights to the design of a website hosted on AAESA's servers, the staff member agrees to license the use of the website by AAESA without further compensation.

Please complete the following information:

Staff Member's Full Name (please print): _____

School:_____

I have read and agree to abide by the Staff Network and Internet Acceptable Use and Safety Policy and Guidelines. I understand that any violation of the terms and conditions set forth in the Policy is inappropriate and may constitute a criminal offense. As a user of AAESA's computers/network and the Internet, I agree to communicate over the Internet and the Network in an appropriate manner, honoring all relevant laws, restrictions and guidelines.

Staff Member's Signature:_____ Date: _____

The Superintendent or designee is responsible for determining what is unauthorized or inappropriate use. The Superintendent or designee may deny, revoke or suspend access to the Network/Internet to individuals who violate AAESA's Staff Network and Internet Acceptable Use and Safety Policy and related Guidelines and take such other disciplinary action as is appropriate pursuant to the applicable collective bargaining agreement, State law and/or Board Policy.

STUDENT NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY AGREEMENT

To access e-mail and/or the Internet at school, students must sign and return this form.

Use of the Internet is a privilege, not a right. AAESA's Internet connection is provided for business and educational purposes only. Unauthorized or inappropriate use will result in a cancellation of this privilege.

AAESA has implemented technology protection measures, which protect against (e.g. block/filter) Internet access to visual displays/depictions/materials that are obscene, constitute child pornography, or harmful to minors. AAESA also monitors online activity of students in an effort to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. The Superintendent or designee may disable the technology protection measures to enable access for bona fide research or other lawful purposes.

Students accessing the Internet through AAESA's computers/network assume personal responsibility and liability, both civil and criminal, for unauthorized or inappropriate use of the Internet.
AAESA reserves the right, at any time, to access, monitor, review and inspect any directories, files and/or messages residing on or sent using AAESA's computers/network. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.

To the extent that a student has the proprietary rights to the design of a website hosted on AAESA's servers, the student agrees to license the use of the website by AAESA without further compensation.

Please complete the following information:

Student's Full Name (please print): _____

School:_____

I have read and agree to abide by the Student Network and Internet Acceptable Use and Safety Policy and Guidelines. I understand that any violation of the terms and conditions set forth in the Policy is inappropriate and may constitute a criminal offense. As a user of AAESA's computers/network and the Internet, I agree to communicate over the Internet and the Network in an appropriate manner, honoring all relevant laws, restrictions and guidelines.

Student's Signature:_____Date: _____

The Superintendent or designee is responsible for determining what is unauthorized or inappropriate use. The Superintendent or designee may deny, revoke or suspend access to the Network/Internet to individuals who violate AAESA's Student Network and Internet Acceptable Use and Safety Policy and related Guidelines and take such other disciplinary action as is appropriate pursuant to the applicable collective bargaining agreement, State law and/or Board Policy.