



SHIAWASSEE REGIONAL EDUCATION SERVICE DISTRICT
TECHNOLOGY PLAN

Shiawassee Regional Education Service District

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District Code 78000

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I: MISSION STATEMENT AND INTRODUCTION – BACKGROUND, DEMOGRAPHICS AND OVERVIEW

The Mission of the SRES D is: *To provide direct and collaborative services that support quality learning environments.*

INTRODUCTION

We are living in an increasingly and globally competitive world where advances in technology offer new, challenging and innovative opportunities for teaching and learning. New knowledge and skills are necessary for educators, students, and the community to meet the challenges of the global economy. Some of the challenges we face in Michigan include: low graduation rates, increased academic standards for graduation, diminishing economic resources for our school districts. These issues are compounded by the psychological and financial demands on our students and their families.

Technology plans are not stand-alone documents; technology planning for curriculum integration, physical plant upgrades and countywide collaborative efforts must be undertaken in coordination with school improvement plans.

The SRES D does local service planning (LSP) with constituent districts. This process focuses on the needs of individual districts, and technology is viewed through the core content areas. The Countywide Curriculum Council reviews this information, and sets goals for achieving desired outcomes.

Demographics

The SRES D services eight local school districts and eight nonpublic/parochial schools within the Shiawassee County with a total of approximately 13,500 students with approximately 1000 teachers, administrators, and staff. This encompasses 44 buildings plus support facilities. The SRES D has five locations that offer programming. The role of the SRES D is to service and support local district functions in planning and implementing technology through visioning, planning, coordinating, cooperating, brokering, facilitating, supporting School Improvement Plans, and providing needed services locals are not able to do themselves. Providing services in this type of cooperative arrangement ensures the smooth operation and interoperability of the network.

Overview

The local districts that the SRES D serves provide input into the research, evaluation and decision-making process for the projects addressed in this Technology Plan. The projects provide the local districts with the resources to achieve and implement the State standards for students and staff, and also to expand their services to parents and other community members. The SRES D provides leadership to the districts and community through collaboration and by modeling best-practices. Services provided are of a high quality and include a fiber-optic network, broadband and Internet services, filtering, professional

development, curriculum consultation, and coordination of variety of resources for students and their families. Local district input and direction is provided through an annual survey and Local Service Planning meetings with the individual districts to discern their needs and how the SRES D can provide and improve services to meet their needs. Bi-monthly meetings with the district technology directors and representatives are an integral part in planning and providing technology services. In 2007 the SRES D began a collaboration of services with Clinton County RESA, which has been expanded to include the sharing of administration personnel, support staff, professional development, data analysis and assessment, and curriculum support.

The SRES D is committed to provide professional development opportunities for teachers to be able to embrace methods and strategies which are needed to effectively engage and educate the 21st Century learners and help them in mastering state and national standards.

One of the major projects the SRES D has undertaken is to develop and deploy a data warehouse project to assist districts in using student information to make decisions that impact student achievement. We completed an RFP for a student management system (PowerSchool) and Data management system (TetraData) which was deployed in 2008-2009. A major component of this project for the next three years is the development and deployment of common assessments, both summative and formative using a variety of technology resources. We are working with districts to increase the number of assessment stations in buildings (ExamView software and scanners), and a means to monitor student responses and provide immediate feedback to students (e.g. Classroom Response Systems, Smartboards, 1:1 computing, and collaborative network systems).

Technology is a vital means of the SRES D's plan to meet this mission. We currently support a fiber optic gigabit network to all local public schools, and provide the infrastructure support to local districts up to and including operation of their LAN. We have entered into an agreement to increase the bandwidth to support future demands. Our districts are increasingly expanding the access to Internet and online resources which requires higher and more robust bandwidth to support the teaching and learning environment.

The SRES D is committed to explore and embrace emerging technologies that support the mission statement and meet individual needs of the students and districts we serve. The PEW Internet and American Life research reports and the Horizon annual reports indicate the explosive growth of student use of the Internet as well as upcoming technologies that impact education. The SRES D provides leadership to the districts in implementing new and innovative methods to engage all students with emphasis on improving student achievement and development of 21st century literacy skills. To address these needs it is important for classrooms to have projection and sound systems, software and technologies that allow all students to have equitable access to information and digital resources.

II: TECHNOLOGY VISION AND DESCRIPTIONS OF GOALS

A Shared Vision

Instructional, curriculum and administrative applications of technology must drive decisions related to

the acquisition of new technology and subsequent activities that provide staff training and professional development in the use of technology, and integration within the classroom. In its leadership role within Shiawassee County, the Shiawassee Regional Education Service District (SRES D) recognizes that there must be a systemic approach to the integration of technology. The integration of technology throughout the school and educational environment has been demonstrated by research to have a positive impact on student achievement. According to research, technology-rich schools generate impressive results for students, including improved achievement, higher test scores, improved student attitude, enthusiasm, engagement, collaboration, richer classroom content and improved student retention and job placement rates. The opportunities provided through the integration of technology across the curriculum are critical for success in the 21st century global community and workforce.

We have identified the following six goals:

1. To provide leadership, data analysis, and management mechanisms to support students, teachers, and administrators in the application of technology on a timely, reliable, and productive basis.
2. To deliver educational content digitally to students, which enhances adopted curriculum(s) throughout the SRES D and local districts.
3. To explore, innovate, and challenge existing technology practice and application through excellent and innovative staff development targeted to meet district needs.
4. To provide technology infrastructure that will allow the SRES D and the local districts to deliver high quality voice, video, and data services to improve and enhance K-12 instruction.
5. To provide network and broadband infrastructure that will support productivity and the efficient use of advanced information tools in the administration of school operations.
6. To support collaboration and communication within districts, and between staff, students and their parents, and the community.

To meet our mission, goals and objectives, the following resources were included in the development of this Plan:

- Michigan Educational Technology Standards (METS)
- Michigan State Technology Plan
- ISTE National Standards for students, teachers and administrators
- Michigan Grade Level Content Expectations (GLCE) and high school content expectations (HSCE)
- PEW Internet and American Life Report 2009
- Horizon Report, 2009

III: CURRICULUM: CURRICULUM INTEGRATION

To meet goals two and three, the SRES D strives to model the integration of technology into all subject areas. This is accomplished by educating or training individuals in the environment where they will be using the technology, as well as focusing on topics that are apropos to their daily work. Through our work in the content areas, technology is integrated into all professional development offered by the SRES D. The METS (available at www.techplan.org, METS-S and NETS-T) are used as guiding tools as well as the Michigan State Technology Plan. We make use of a variety of resources to assist in this work: the Michigan Department of Education (MDE),

the Regional Education Media Center Association of Michigan (REMC), REMC Instructional Technology Specialists (RITS), curriculum specialists and educational staff in our county.

Especially For Students:

- We provide special summer programs to carry out our goals that meet both METS-S standards, and also integrate mathematics and science GLCE's. We host robotics camps, and a CSI Mystery Camp. These programs give students opportunities to apply their classroom learning in a fun, technology-rich, environment where they are engaged in creative and collaborative problem-solving tasks.
- The Blackboard environment is used for communications and to coordinate a special program for students that excel academically, "Shiawassee Scholars."
- Students are meeting the "Online learning requirement for graduation" through many of the Career Technology Education (CTE) Programs in the county. A county-wide effort has been bringing different groups of the CTE staff together in the summer to work together to put their curriculum online in Blackboard. The content and course environment are aligned to the CTE and METS-S standards. Each year additional CTE programs are being enhanced through this online environment.
- Students are benefitting from the integrated approach to professional development across content areas, as the staff are increasingly building more comfort in using and integrating technology into their curriculum activities.

Addressing All Learners

Learning-disabled students can master complex problem-solving skills as well as nondisabled students with the support of educational technology.⁹ In some cases, these students exhibit unique facility with technology and become highly valued tutors within the classroom. Word processors, teamed with carefully guided instruction, have enabled some students with learning disabilities to write well-reasoned and organized reports.¹⁰ Studies of students with disabilities show that technology can expand access to educational resources and enhance students' ability to process and remember information.¹¹

- The SRES D hosts an Assistive Technology team which meets to share and learn new strategies for applying existing and new technologies in innovative ways to address student learning needs.
- The SRES D technical staff supports districts in the installation and use of special equipment and software. A lending library of technologies (switches and devices) is available for sign-out to the districts. Premiere Assistive screen reading software has been implemented in several districts.
- Differentiated Instruction strategies and web tools have been included in training for teachers in content areas. The use of NetTrekker has been demonstrated through modeling and practice.
- Research and application of special strategies to meet the needs of male learners has been provided through professional development and modeling in our "Boys N Bytes" sessions.

Especially for Classroom Educators:

The SRES D provides teachers and support staff with a wide variety of curriculum, assessment, and data analysis training opportunities where technology is embedded throughout all of the professional

development training. The Local Service Planning process, Curriculum Council, and Principals' input, help target the professional development opportunities provided by the SRES D to meet specific curricular areas to improve student achievement. A sample of the SRES D professional development programs is attached as Appendix C. This represents a variety of our program offerings. Following are some of the priority areas targeted:

- Writing across the curriculum was identified as a priority area. Numerous studies have demonstrated that technology is particularly valuable in improving student writing. For example, the ease with which students can edit their written work using word processors makes them more willing to do so, which in turn improves the quality of their writing.⁶ Studies have shown that students are more comfortable with and adept at critiquing and editing written work if it is exchanged over a computer network with students they know.⁷ And student writing that is shared with other students over a network tends to be of higher quality than writing produced for in-class use only.⁸ To meet this priority a variety of professional development is being offered
 - Reading First
 - Thursday Thoughts
 - Literacy Leaders
 - Math Academy
 - Social Studies Academy
 - Writing Across the Curriculum
- SRES D co-sponsors a regional technology academy with four other intermediates at the end of July and early August each year with over 28 pages of opportunities.
- We will be offering two weeks (30 half day sessions) of initial PowerSchool training in August 2009, with follow-up throughout the fall and 2010 school year.
- We will continue to expand our Blackboard offerings to teachers throughout the county. Several training sessions will be offered throughout the school year both at the SRES D and in local buildings (see appendix C for more details).
- Continue to expand the use of the Blackboard online course management tools. e.g. All of the CTE courses in the county are using Blackboard to host their course materials and to meet the online learning requirement of the state.
- Provide leadership and training to support district initiatives. Examples for 2009: Mathematics, Writing across the curriculum and implementing research-based classroom strategies around Gender differences.
- Provide leadership and support for the implementation and integration of the METS standards adopted 2009.
- Develop pilot models for emerging technologies - e.g. "21 Things for the 21st Century Educators," blended online course first offered May 5, 2009

IV: CURRICULUM: STUDENT ACHIEVEMENT – ASSESSMENT, DATA DRIVEN

Research has shown that to make a systemic change in school systems the administrators are a key element. To meet the first three goals, the SRES D provides customized professional development opportunities with input from the administrators across our county, to meet the challenge for improving student achievement, and implementing assessment and data driven decision-making. Some of these opportunities we are carrying out include:

- Data4SS
- Data Warehouse training
- Advanced ED
- School Accountability
- Data Analysis with ExamView
- School Improvement Planning Template Support
- PowerSchool Training
- NIMS
- County-wide Superintendent Planning

The implementation and integration of technology across the curriculum, helps ALL students to master and meet academic standards and skills required for success in the 21st century. The SRES D provides leadership and support to the districts in this endeavor.

Strategies the SRES D Implements to Support and Improve Student Achievement:

- Participates in funding the Discovery Learning content for the classroom teachers, which includes a library of streaming video resources, online quizzes and assignments to meet Michigan curriculum standards. (National Tech Plan Action Step 6, move toward digital content)
- Supports student access to research resources through Horizon, which is an Automated Library System that helps prepare students for lifelong learning. (National Tech Plan Action Step 6, move toward digital content)
- Opportunities to meet the online learning requirement for graduation are provided through locally teacher-delivered blended classroom content through Blackboard. (National Tech Plan Action Step 4, support e-learning)
- Provides coordination and oversight of the county-wide Career and Technology Education courses, offering content, collaboration, and assignments in an online blended course management system. (National Tech Plan Action Step 4, support e-learning).
- Provides training and facilitation for EDP and career exploration opportunities, including access to Career Cruising, My Dream Explorer, and the online course "Using Technology Through Career Exploration," (developed by the Oakland ISD) for students. (National Tech Plan Action Step 1. Strengthen Leadership, Step 3. Improve Teacher Training, Step 4. Support E-learning, and Step 6. Move Towards Digital Content.)
- Provides leadership for county-wide Internet safety and digital citizenship awareness and curriculum. To help students achieve in a safe and orderly environment, there is a county-wide Internet safety Implementation team which meets several times a year. This team coordinates the delivery of assemblies and curriculum from iSAFE, Netsmartz, WebWise Kids, and the

Attorney General's CyberSafety Initiative. (National Tech Plan Action Step 1. strengthens leadership, and addresses the Student Internet Safety Act of 2009)

- Provides support for a centralized video surveillance system to allow for archiving of information and interaction with law enforcement agencies in disaster planning and school safety. (National Tech Plan Action Step 2. Innovative Budgeting and Step 7. Integrate Data Systems).
- Provides a data warehouse for each district as well as county-wide. This system is used to monitor and improve student achievement in all areas in relation to many factors including socio-economic, attendance, grades, MEAP scores, expenditures, teacher factors, and discipline to name a few. (National Tech Plan Action Step 1. Strengthen Leadership, Step 6. Move toward digital content, and Step 7. Integrate Data Systems).

V: STUDENT ASSESSMENT

Technology offers several advantages over traditional methods of student progress assessment. For example; multimedia technology expands the possibilities for more comprehensive student assessments that require students' active participation and application of knowledge. The immense storage capacity enabled by technology such as, CD's and DVD's, allows schools to develop electronic portfolios of students work. Work samples are saved at different times during the year, and teachers can display them in rapid succession to demonstrate and assess student improvement. As an assessment tool, technology yields meaningful information on-demand about students' progress and accomplishments, and provides a medium for its storage. As a motivational tool, technology provides instant feedback and positively affects student attitudes toward learning, self-confidence, and self-esteem. The SRES D will continue efforts begun in 2008 to use ExamView, Blackboard and other technology resources to assist teachers in creating and using formative, summative and common assessments. ExamView licensing has been purchased for each teacher station in our eight districts, and a scanner has been purchased for each building. The SRES D will continue to develop a comprehensive assessment program in cooperation with SRES D programs and local district needs.

The SRES D currently has county-wide end-of-year assessments for Math (K-8), Writing (2-8), as well as end-of-course assessments for Algebra I, Biology, Geometry and English 9 and ACT prep assessments in ExamView format. More assessments will be added as available and needed. The SRES D also coordinates the administration of 8th grade technology literacy assessments. In 2008, 67% of students county-wide achieved at the 60% proficient level, while 49% achieved at the 70% proficient level on the technology literacy assessment developed by the REMC RITS group. This indicates a need for additional improvement in technology literacy across the county.

VI: CURRICULUM: TECHNOLOGY DELIVERY – DISTANCE LEARNING, VIDEO, ONLINE COURSES

The SRES D, goal two, is focused on the digital delivery of educational content to enhance curriculum throughout

the SRESD and local districts. Research has shown that by incorporating pictures, sound, and animation in classroom activities, multimedia significantly enhances students' recall of basic facts, as well as their understanding of complex systems.⁵ The SRESD partners with local districts in providing local access to video streaming, curriculum resources, and assessment activities from the Discovery Education Company.

Distance learning, delivered via live interactive transmissions, improves student achievement at least as much as traditional methods of instruction. Online courses offer the opportunity for students to take classes anytime, anywhere. In addition, particularly for students in rural or remote schools, distance-learning technology expands student access to the core curriculum by enabling students to take classes not typically offered at their own schools. In many cases, the instruction students receive is of high quality, because distance-learning courses can attract exceptional teachers and content experts.

Shiawassee Interactive Television Education System SITES connects schools across the county to allow interactive teaching among schools, giving students access to a greater diversity of curriculum. Developed and maintained by the RESD, SITES is recognized for its creative and economical approach to sharing resources through technology and has received commendation at both the state and national levels.

Instructional Technology provides training for educators and assists schools in planning technology use in the classroom as well as helping in the development of effective technology plans for the local districts.

VII: CURRICULUM: PARENTAL COMMUNICATIONS AND COMMUNITY RELATIONS

Technology offers new and exciting ways for families to increase their involvement in their children's education. The SRESD provides the infrastructure for: web-based information, online course management system access, telecommunications and email capabilities with districts.

Strategies to provide and enhance communications:

- Communications and learning are extended to the home environment for parents and students through multimedia resources (Horizon System and Discovery Learning) and BlackBoard.
Example: student access to video streaming
 - The SRESD website (www.sresd.org) provides information to parents and the community. Additionally, the SRESD has an adaptive technology committee that has developed a lending library for both schools and parents, and has made the materials available for checkout through the web.
 - The SRESD leads a county-wide effort focused on Internet Safety. A series of meetings are held in local districts as well as a county-wide community forum to discuss way to keep kids safe online, and to educate them on proper ethical use of the Internet.
 - The SRESD updated their phone system during the 07-08 school year to provide increased access for both staff and parents. The SRESD will continue to monitor the system to determine if further updates and improvements are needed. There are approximately 200 employees serving thousands of families, and communication systems are critical to servicing the community. Additionally, the SRESD serves students in two LATAs and three area codes. This necessitates many local and long distance calls to keep families informed.
6. During the 08-09 school year, many of the local districts began utilizing the Honeywell

Instant Alert System. This system allows instant communication to parents in multiple ways including voice, text messaging, and work calling regarding critical information about any school situation. This deployment included training as well as ongoing support.

- During the 08-09 school year, five districts switched from SASI to PowerSchool as their student information system (SIS). This new SIS includes an electronic gradebook and a parent portal. The parent portal, available over the Internet, allows parents to have real-time information regarding their student's grades, attendance and class announcements. Two other districts are switching to PowerSchool during the 2009-10 school year. The SRES D will continue to provide training and support for this new SIS.
- The SRES D provides a variety of services and support to student and community programs such as the Shiawassee Scholars program for academically talented high school students, Junior Achievement, and FFA.

VIII: CURRICULUM: COLLABORATION

Adult Literacy

The SRES D works with the Shiawassee Adult Literacy Council in providing support to their activities. The activities and scope of this group is limited, but all opportunities are taken to engage with them when and where appropriate. We currently also serve as a GED testing center to provide the community with the opportunity to take the tests locally. We also participated in the PAL program through MDE for adult education. This program increased the use of technology with the target population.

IX: PROFESSIONAL DEVELOPMENT: STRATEGIES FOR PROVIDING ONGOING INNOVATION AND INTEGRATION OF TECHNOLOGY

The SRES D has embedded the use of technology throughout all of the training offered, which is aligned to the NETS-T and State standards. A sample of the SRES D professional programs is attached in the Appendix C.

Strategies

- To provide training opportunities where teachers, administrators, and support staff can participate in a wide variety of curriculum, assessment, and data analysis.
- To facilitate the development of professional learning communities
- To develop and provide online learning opportunities - e.g. "21 Things for 21st Century Educators," a blended online 8 week course aligned to the NETS-T standards, begun May 5, 2009 and continually offered through the years.
- To provide leadership and support in the integration of Web 2.0 tools to support the curriculum and for improving collaboration.
- To provide training and support in the use of data reporting and management tools
- To provide ongoing training and support for the use of online course management tools - e.g. Blackboard, and CTE blended courses

- To provide leadership and guidance in the development of standards-based report cards
The RESD also provides access to a CD/DVD duplicator and printer, Projectors, Classroom Performance Systems, Digital video and still cameras, PA system, Poster Plotter, and laminating and stenciling equipment that all schools can check out, receive via courier service or use in the teacher center at the SRESD.

X: PROFESSIONAL DEVELOPMENT: SUPPORTING RESOURCES – SOFTWARE AND E-LEARNING

The SRESD is committed to providing high quality professional development that is targeted to meet the needs of the educators in our county. This is accomplished by educating or training individuals in the environment where they will be using the technology, as well as focusing on topics that are apropos to their daily work. Through our work in the content areas, technology is integrated into all professional development offered by the SRESD. We also are partnering with a variety of ISD's to expand the resources and training we offer. An example of this is the partnership with CCRESA, and another example is the RTA Academy during the summer, where we work with five other counties to provide professional development opportunities. To economically provide a course management system for students and teachers, we are in a partnership with seven ISD's. Additionally we are working with two other ISD's to develop an 8-week blended online course "21 Things for 21st Century Educators", which will be offered through the years beginning May 5, 2009 and in the Summer 2009, and in July 2009 we will offer the Online Teaching and Learning course for educators. We expect these types of online professional development opportunities will grow dramatically over the next three years.

XI: INFRASTRUCTURE: HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE

The SRESD provides the following services:

- Internet and DNS hosting, DHCP to districts across 2000+ filament miles of fiber optic cable
- Gigabit network connectivity to all districts, with 99% DataNet uninterrupted service time
- Support, management and backup for 50+ central servers
 - Web services
 - E-Mail services where tens of thousands of emails scanned daily
- Central WAN/LAN delivery of the following:
 - Document imaging system
 - Student Management System (PowerSchool)
 - Data warehouse system for all districts (TetraData)
 - Financial and payroll system and state REP reporting
 - Data submission for the homeland security and messaging alert system
 - Pupil accounting submission data
 - Microsoft Updates (WSUS)
 - Automated library system (Horizon)
 - Web application server
 - User and shared file service
 - Centralized sub-calling system and support
- Security, Filtering and Firewall management:

- Filtering of Internet traffic to meet and exceed CIPA requirements
- Firewall management, Antivirus protection
- Homeland security camera system
- Technical support of the connectivity and equipment for 100 students in the SITES classes/3 class offerings on SITES system and virtual fieldtrip coordination
- Professional development and educational technology services:
 - Professional development, web conferencing and virtual support
 - Online classes from the SRES, REMC 14 partnership and MiVU
 - Discovery Learning Video access to all schools
 - Course Management System (Blackboard) access to all public and parochial schools
- Community connectivity services provided:
 - Public libraries, City Police (Owosso), Shiawassee County Sheriff, Detention Center online arraignments, Baker College, 911, local hospital urgent care

XII: INFRASTRUCTURE: HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE: STRATEGIES TO INCREASE ACCESS

Technology plans are not stand-alone documents; technology planning for curriculum integration, physical plant upgrades and countywide collaborative efforts must be undertaken in coordination with school improvement plans. The SRES manages and provides a variety of WAN services for the districts.

- One system that districts can take advantage of is the automated substitute calling services through a system operated by the SRES. This system, affectionately known as “Bubba,” is responsible for placing subs in classrooms throughout the county, and has maintained a 95% or higher fill rate since inception.
- Microsage for the Financial and Human Resource needs.
- PowerSchool
- The SRES provide special education services to approximately 2000 students countywide. Technology is always part of the tools available during the development of a student’s IEP, and is utilized where appropriate.
- There are currently eleven schools involved in deploying MiBLSI and an additional four added in 2009-2010.
- Professional Development Registration and Invoicing System (ABC Signup)

To provide these services across the WAN, and meet the increased demands from districts to support student achievement and learning, we are increasing the bandwidth of the Internet services provided. Electronic access must be provided to educational resources during times of the day, week and year when school is not in session, since student learning is not an exercise restricted to the traditional school day.

We are currently developing an RFP for fiber connectivity to the Student Learning Center West. We also pursued additional bandwidth and completed a 5-year contract with MERIT through the e-Rate process to expand from 40 to 75 Mbps effective July 1, 2009-2014.

Equitable Access and District Guidelines:

Schools must strive to remove all identifiable gender, racial, cultural, disability or similarly based barriers in

providing student, teacher and staff access to, and support for participation in, technology-based learning environments.

All school districts should establish a process and written guidelines to provide consistency in the delivery of assistive technology services and devices to individuals with disabilities.

XIII: FUNDING AND BUDGET: BUDGET AND TIMETABLE (24 & 25)

In 2007 the SRES D began a collaboration of services with Clinton County RESA, which has been expanded to include the sharing of administration personnel and integration of technology which has been embedded into the professional development and curriculum support through 2009-2012.

*Timeline for implementation of activities to support the sections mentioned above.

TIMELINE 2009-2012

Timeline for Implementation of Curriculum-Related Strategies

July 2009 – 2010	Train staff and deploy ExamView across all districts
July 2009 – 2012	Complete work and trial of county-wide end of year assessments as identified
July 2009 – 2012	Carry out evaluation of the 8 th grade technology literacy assessment and explore portfolio assessment options
July 2009 – 2012	Continue support and expand online learning opportunities for students
July 2009 – 2012	Continue deployment of the TetraData Warehouse and build more expertise in applying data analysis techniques to impact teaching and learning
July 2009 – 2012	Continue transition to new Student Information System to SASI to PowerSchool
July 2009 – 2012	Continue to deploy the Honeywell Instant Alert system
July 2009 – 2012	Build upon and expand the assistive technologies available across the county
July 2009 – 2012	Provide training for the upgrades of the BlackBoard Course Management System to staff
July 2009 – 2012	Evaluate and expand on the online professional development opportunities offered to staff
July 2009 – 2012	Continue the county-wide Internet Safety Implementation Team work and expand the focus for digital citizenship and cyber bullying
July 2009 – 2012	Expand the MiBLSI program to additional schools
July 2009	Expand our bandwidth from 40 to 75 Mbps
July 2009 – 2012	Work with Curriculum Council and Technology Director committees for integrating new technologies and systems over the next 3 years including: (projection systems, classroom response systems, mobile technologies, 1:1 computing, digital monitoring for student safety,
July 2009 – 2012	Expand the use of web conferencing for professional development and communications, e.g. Adobe Connect and other systems
July 2009 – 2012	Hire a company to provide web page creation and development services
July 2009 – 2012	Extend our gigabyte network to buildings North of

BUDGET 2009-2010	
Media and Technology	\$365,209
Distance Learning/SITES	\$175,751
Technology Planning	\$249,272
Sub Calling	\$80,520
Network Services	\$575,225
Total	\$1,445,977

BUDGET 2010-2011	
Media and Technology	\$365,209
Distance Learning/SITES	\$175,751
Technology Planning	\$249,272
Sub Calling	\$40,520
Network Services	\$575,225
Total	\$1,405,977

BUDGET 2011-2012	
Media and Technology	\$365,209
Distance Learning/SITES	\$175,751
Technology Planning	\$249,272
Sub Calling	\$40,520
Network Services	\$575,225
Total	\$1,405,977

All sections include costs related to salaries/benefits, hardware and networking, maintenance and service, license agreements, software and professional development, and technical support within each budget area.

XIV: FUNDING AND BUDGET: COORDINATION OF RESOURCES

Source of resources for projects:

- SRES D General Fund and SITES Consortium Operation and Maintenance Fund
- Continued leveraging of grants and E-rate funds
- Multi-county Consortium
- Shiawassee RESD/Clinton County RESA Partnership

THE SRES D and local schools have participated in the E-rate program since its inception. These funds have been used to accelerate the deployment of technology to support instruction. The SRES D has maintained a strong connection with the community throughout its existence and works cooperatively with partners to enhance programs and revenue opportunities. A healthy relationship with our Regional Chamber of Commerce allows for input and guidance in critical areas for student achievement post-graduation. We have also received several grants from Michigan Virtual University (MVU) for the development of online classes for Michigan Learnport. The SITES Consortium maintains funds in reserve to deal with unforeseen emergencies, and to ensure sustainability of the network. The partnership with Clinton County RESA has reduced costs for some personnel at both sites.

XV: MONITORING AND EVALUATION: EVALUATION

Monitoring/Evaluation Process

The SRES D Technology Committee and the Joint Network Operating committee monitor the performance of the technology plan. All academic buildings and most support buildings have been connected to wide area network. Since we have accomplished providing access to all students and staff in classrooms, the second phase of this plan will focus on delivery of all services to the desktop. These committees meet at least quarterly, and more often as needed.

A system is in place to monitor teacher input of all offered training. Participant evaluations have rated these programs consistently as excellent. This formative evaluation will continue. A significant number (approximately 60%) of all training now occurs in local districts.

The SRES D has developed an instructional services delivery model. This model focuses on developing local service plans with our constituent districts based on their schools improvement and strategic planning goals. Their individual needs, in cooperation with SRES D plans, encompass our regional technology plan. These plans are evaluated through the SRES D balanced scorecard as part of our continuous improvement process.

Evaluations will be based on the following:

1. evaluations completed by the member school districts
2. research required for completion of projects
3. implementation of projects
4. completion of projects
5. participation in projects of local school district staffs, students and parents
6. evaluations completed by attendees at staff development activities.

This plan is monitored through the County-wide Curriculum and Instruction Council (CCIC) and the SITES Consortium Board with quarterly updates. The local service planning process occurs annually. Unmet goals are reviewed for appropriateness, and a decision is made to continue, modify, or eliminate the goal.

XVI: MONITORING AND EVALUATION: ACCEPTABLE USE POLICY

The SRES D has implemented a county-wide filtering program compliant with CIPA requirements. Additionally, our Acceptable Use Policy focuses on Internet Safety, and the educational use of our system. The AUP is monitored through review of Internet traffic information, and when necessary, with individual staff and/or students. The SRES D operates a R3000 filtering appliance that is used by all local districts and the SRES D.

APPENDIX A: COUNTY-WIDE TECHNOLOGY COMMITTEE

Theresa Krejci, Byron Area Schools
Tom Dykstra, Byron Area Schools
Brian Tungl, Corunna Public Schools
John Ross, Durand Area Schools
Michael Bublitz, Durand Area Schools
Vicky Wickham, Laingsburg Community Schools
Diane Herder, Laingsburg Community Schools
Susie Honsinger, Morrice Area Schools
Rich O'Connor, New Lothrop Area Schools
Randy Miller, Owosso Public Schools
Samantha Lieberman, Owosso Public Schools
Dennis Squires, Perry Public Schools
Jesse Hagensen, Perry Public Schools
Jackie Carstens, SRES D
Chris Suire, SRES D
Lisa Sutphen, SRES D
Laurel Jellison, SRES D
Carolyn McCarthy, SRES D
David Schulte, SRES D
Sue Stephens, SRES D
Valerie Coffey, SRES D

APPENDIX B: THE SRESD TECHNOLOGY AND SUPPORT SERVICES:

Internet and DNS hosting, DHCP to districts across 2000+ filament miles of fiber optic cable

Gigabit network connectivity to all districts, with 99% DataNet uninterrupted service time

Support, management and backup for 50+ central servers

Web services

eMail services where tens of thousands of emails scanned daily

Central WAN/LAN delivery of the following:

Document imaging system

Student Management System (PowerSchool)

Data warehouse system for all districts (TetraData)

Financial and payroll system and state REP reporting

Data submission for the homeland security and messaging alert system

Pupil accounting submission data

Microsoft Updates (WSUS)

Automated library system (Horizon)

Web application server

User and shared file service

Centralized sub-calling system and support

Security, Filtering and Firewall management:

Filtering of Internet traffic to meet and exceed CIPA requirements

Firewall management, Antivirus protection

Homeland security camera system

Technical support of the connectivity and equipment for 100 students in the SITES classes/3 class offerings on SITES system and virtual fieldtrip coordination

Professional development and educational technology services:

Professional development, web conferencing and virtual support

Online classes from the SRESD, REMC 14 partnership and MiVU

Discovery Learning Video access to all schools

Course Management System (Blackboard) access to all public and parochial schools

Community connectivity services provided:

Public libraries, City Police (Owosso), Shiawassee County Sherriff, Detention Center online arraignments, Baker College, 911, local hospital urgent care

APPENDIX C: INTEGRATED TECHNOLOGY SESSIONS OFFERED

Below is a partial list of “Integrated Technology” sessions offered in 2008-2009. As our focus has been on integrating technology throughout all of our Professional Development curricular areas, we no longer provide many isolated “technology” PD’s.

21 Things' - For 21st Century Educators - Technology Every Educator Should Know @ CCRESA
Advanced Blackboard @ CCRESA
Alphabet Soup Planning Meeting for Trainers @ SRES D
Assessment with ExamView 2008 Session
Blackboard Open Lab @ CCRESA
Blackboard Virtual Support and Open Lab - Numerous Dates @ SRES D
Boardmaker @ CCRESA
Boys-n-Bytes @ CCRESA
Clicker 5 @ CCRESA
Data Warehouse 101 (November 2008 session)
Enhance your Social Studies Curriculum through the Use of Technology @ CCRESA
Intermediate + Advanced Blackboard @ SRES D
Internet Safety Implementation Training @ SRES D
Intro & Intermediate Blackboard @ CCRESA
Power School Workday for Counselors @ SRES D
REMC Blackboard Training Day
RTA 08 - Blackboard for the Advanced User
RTA 08 - Digital - G.A.M.E.S. - Great Applications for Multimedia Engagement of Students!
RTA 08 - Digital Photo Editing with Free OpenSource Software
RTA 08 - Interactive Websites: Games and Videos for Learning and D.I. Part 1
RTA 08 - Interactive Websites: Podcasts, Newfeeds, Bookmarks and Videos for Learning Part 2
RTA 08 - Internet - Boys n Bytes
RTA 08 - Internet - Michigan eLibrary (MEL)
RTA 08 - Internet Vodcasting for the Classroom
RTA 08 - Internet Woes are Over! Fabulous resouces ranked by teachers for teachers
RTA 08 - Podcasting for the Classroom
RTA 08 - Productivity - Microsoft Excel - Spreadsheet SuperFun - Intermediate
RTA 08 - Productivity - Microsoft Excel Beginning - Using Excel to Organize your Information
RTA 08 - Productivity - Microsoft PowerPoint 2007 Challenged?
RTA 08 - Productivity Microsoft Word 2007 Challenged?
RTA 08 Blackboard for the New User
School Improvement - Byron
Technology Plan Meeting @SRES D
Warehouse 101 - Byron Administration
Warehouse Refresher @ SRES D
Warehouse Refresher Invitation
Where Are We Now? MME and Other Assessments in the Warehouse @ SRES D

APPENDIX D: STUDENT ACCEPTABLE USE POLICY

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STUDENT NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY AGREEMENT

To access e-mail and/or the Internet at school, students under the age of eighteen (18) must obtain parent permission and must sign and return this form. Students eighteen (18) and over may sign their own forms.

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

The Board has implemented technology protection measures which block/filter Internet access to visual displays that are obscene, child pornography or harmful to minors. The Board 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. Nevertheless, parents/guardians are advised that determined users may be able to gain access to information, communication and/or services on the Internet which the Board of Education has not authorized for educational purposes and/or which they and/or their parents/guardians may find inappropriate, offensive, objectionable or controversial. Parents/Guardians assume this risk by consenting to allow their students to participate in the use of the Internet. Student's accessing the Internet through the school's computers assume personal responsibility and liability, both civil and criminal, for unauthorized or inappropriate use of the Internet.

The Board has the right to monitor, review and inspect any directories, files and/or messages residing on or sent using the Board's computers/networks. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.

Please complete the following information:

Student User's Full Name (please print): _____

School: _____ Grade: _____

Parent/Guardian's Name: _____

Parent/Guardian

As the parent/guardian of this student, I have read the Student Network and Internet Acceptable Use and Safety Policy and Guidelines, and have discussed them with my child. I understand that student access to the Internet is designed for educational purposes and that the Board has taken available precautions to restrict and/or control student access to material on the Internet that is obscene, objectionable, inappropriate and/or harmful to minors. However, I recognize that it is impossible for the Board to restrict access to all objectionable and/or controversial materials that may be found on the Internet. I will not hold the Board (or any of its employees, administrators or officers) responsible for materials my child may acquire or come in contact with while on the Internet. Additionally, I accept responsibility for communicating to my child guidance concerning his/her acceptable use of the Internet - i.e., setting and conveying standards for my daughter/son to follow when selecting, sharing and exploring information and resources on the Internet. I further understand that individuals and families may be liable for violations.

To the extent that proprietary rights in the design of a web site hosted on the Board's servers would vest in my child upon creation, I agree to assign those rights to the Board.

Please check each that applies:

- I give permission for my child to use and access the Internet at school and for the Board to issue an Internet/e-mail account to my child.
- I give permission for my child's image (photograph) to be published online, provided only his/her first name is used.
- I give permission for the Board to transmit "live" images of my child (as part of a group) over the Internet via a web cam.
- I authorize and license the Board to post my child's class work on the Internet without infringing upon any copyright my child may own with respect to such class work. I understand only my child's first name will accompany such class work.

Parent/Guardian's Signature: _____ Date: _____

Student

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 and Guidelines is inappropriate and may constitute a criminal offense. As a user of the Board'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: _____

Teachers and building principals are responsible for determining what is unauthorized or inappropriate use. The principal may deny, revoke or suspend access to the Network/Internet to individuals who violate the Board'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 Student Code of Conduct.

APPENDIX E: STAFF ACCEPTABLE USE POLICY 7540.04 F1/page 1 of 1

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. The Board's Internet connection is provided for business and educational purposes only. Unauthorized or inappropriate use will result in a cancellation of this privilege.**

The Board has implemented technology protection measures which block/filter Internet access to visual displays that are obscene, child pornography or harmful to minors. The Board 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 _____ may disable the technology protection measure to enable access for bona fide research or other lawful purposes.

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

() To the extent that proprietary rights in the design of a web site hosted on the Board's servers would vest in a staff member upon creation, the staff member agrees to license the use of the web site by the Board 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 the Board'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 is responsible for determining what is unauthorized or inappropriate use. The Superintendent may deny, revoke or suspend access to the Network/Internet to individuals who violate the Board'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 and/or Board Policy.

APPENDIX F: US NATIONAL TECHNOLOGY PLAN

http://www.ed.gov/about/offices/list/os/technology/plan/2004/site/docs_and_pdf/National_Education_Technology_Plan_2004.pdf

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