

Technology Plan 2012-2015:
St. Clair County Regional Educational Service Agency (RESA)
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Tech Plan URL: <http://www.sccresa.org/insideresa/resadepartments/informationtechnology/>

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Technology Plan 2012-2015: Section 2 - Introductory Material

Our Mission

The mission of the St. Clair County Regional Educational Service Agency is to ensure that all students within our service area are proficient 21st Century learners by the time they graduate.

Introduction and Background

The reality of globalization requires schools to infuse technology into teaching and learning. In order to meet basic literacy requirements in the Information Age economy, teachers and students must demonstrate a core set of technical abilities. However, these must go beyond simple computing skills – word processing, Internet searches, or presentation software – and include purposeful use of technology to collect meaningful data, accomplish core curricular goals, access multiple resources to solve problems, gather information, and effectively evaluate information veracity gleaned from these multiple resources.

The St. Clair County Regional Educational Service Agency (RESA) believes that in order to remain viable and competitive in a changing world, schools must offer a learning environment that prepares all students for the world of tomorrow. The environment must also stimulate every student's intellectual curiosity and provide real-world learning experiences.

We believe that technology can help us create such an environment, by enhancing access to information sources and promoting interactivity. Because technology is a vital part of today's world and will be a vital part of tomorrow, teachers, administrators, students and staff must be taught to use and appreciate technological resources.

Working in partnership with the districts we serve, RESA is making great strides in bringing our technology dream a reality. We strive to enhance learning for all students in the following communities: Port Huron, a middle-sized city environment; East China, Marysville, and Algonac, located in largely suburban areas; and Memphis, Capac, and Yale, located in rural settings.

Local alternative public school academies we charter and serve are the Blue Water Middle College, Virtual Learning Academy of St. Clair County, and St. Clair County Learning Academy. Our RESA campus is home to Woodland School and St. Clair County Technical Education Center (TEC). We also charter the following vocational academies: Career Prep Academy and St. Clair County Academy of Style.

The RESA serves approximately 26,800 students; more than 3,200 teachers and ancillary staff members; and more than 180 administrators. The RESA supports nine high schools, four alternative high schools, 10 middle schools, and 27 elementary schools, TEC, Woodland School (for special education), and the academies listed above.

The RESA provides a fiber optic wide-area network that connects every public school building in our seven districts, the local libraries, St. Clair County Community College, and county and municipal government buildings. We offer Internet connectivity for most fiber-attached sites, and provide support for the videoconferencing capability that is available in every school building on our network. We also operate as an Application Service Provider, supporting our local districts' student record, finance, and media center applications.

Current statistics drawn from a variety of sources for St. Clair County

- 14.1% of county students have received special education services
- 44.4% of students receive free or reduced lunch
- 9.1% of students live in single parent homes
- 5.6% of county teens are high school dropouts.

The county's unemployment rate for August 2011 was 13.3% as compared with Michigan's state average unemployment for that same period at 11.2%, and the national average of 9.1%.

The median household income for students in our county is \$45,830. Eighty-seven percent (87%) of adults in the community hold a high school diploma, while fewer than 14.6% of adults aged 25 and older hold bachelor's degrees. Adults in our community are primarily employed in manufacturing (24.3%); education, health, and social services (20.7%); and retail (20.8%) industries. Nearly the entire population in St. Clair County (98%) is of a single race, including those who classified themselves as white (93.9%), those who said they are black or African American (2.4%), and those identifying themselves as Hispanic/Latino (2.9%). [This data comes from the 2010 Census data.]

Technology Plan 2012-2015: Section 3 - Vision and Goals

Our Vision:

We envision a day when all learners are connected through technology-rich environments to learning that prepares them to be confident, creative problem solvers, and global citizens who care about their culture.

There is a growing sense of urgency among educators, parents, policymakers and business people to provide students with skills that will enable them to compete with their peers internationally. These skills extend beyond the basics to new knowledge and skills that prepare students for a digital economy.

To be successful in the 21st Century, students must know how to:

- Think critically
- Apply knowledge to new situations
- Analyze information
- Understand new ideas
- Communicate effectively
- Collaborate
- Solve problems
- Make decisions

In recent years, schools have worked to create a sense of urgency for examining practice, defined belief systems and created cultures for reform, aligned curriculum with world-class standards, and have used data to narrow the target and measure progress. If we want our students to have the relevant 21st Century skills they need to succeed, we must now drive ourselves to better understand the ever-evolving technologies and their impact on learners and learning.

Our Goals

St. Clair County RESA will:

- Develop, implement, and promote strategies to increase access to technology for all students and teachers
- Build upon our 21st Century learning initiative within the schools and community by:
 - Improving communication with local districts and the community about new technology and improved ways to use existing technologies in the classroom
 - Removing barriers that prevent students from using the technologies from their everyday lives in school.
- Provide professional learning experiences related to technology integration for all staff, including RESA and constituent districts by:
 - Providing teachers with practical examples, strategies, and models of technology integration to enhance student learning
 - Assisting teachers in becoming aware of and integrating the Michigan Education Technology Standards (METS) into their curriculum.
 - Integrating principles of Universal Design for Learning in all professional development.
- Develop and implement innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including web based and video conferencing technologies
- Identify technology needs at the RESA and LEA levels by:
 - Consulting with the local districts to assess building-level needs for new or enhanced technology
 - Making purchases or upgrades while maintaining interoperability among all components based on needs identified in the technology and student improvement plans.
 - Coordinating the acquisition and distribution of federal, state, local, and private financial resources (i.e. grants) to implement activities and acquisitions outlined in this plan.

Technology Plan 2012-2015: Section 4 - Curriculum Integration

Curriculum Integration

The RESA employs several people who work directly toward identifying and promoting curriculum and teaching strategies that integrate technology effectively into instruction. A concerted effort is made to collaborate among all RESA departments including: Administrative Services, Career and Technical Education, General Education, Special Education, and Information Technology. Staff members attend state, local, and national conferences and network with colleagues to stay abreast of new technology and innovative ways to use existing technology.

In 2007, RESA began our “21st Century Learning Initiative” This project involved bringing together stakeholders from all aspects of the learning communities across the entire county. The purpose of this initiative is to develop a wider awareness of existing and emerging technologies, and to find creative ways to impact education through the use of these and future technologies.

We have developed the following strategies to help districts meet their goals toward improving student achievement:

Strategy 1 - Work with local districts and RESA staff to enhance curriculum based technology by:

- Providing assistance with the integration of technology into all instruction for each K-12 curricular area, including building teachers' technological skills, sharing resources and innovative ideas, and modeling practical examples of ways to infuse technology into daily lesson activities.
- Working with RESA Curriculum Consultants to improve and maintain their technical skills.

Evaluation:

1. Content area curriculum consultants will devote 25% of their in-district time to specific technology enhanced lessons where appropriate.
2. All new teachers will be provided with orientation and training of the technologies available in the St. Clair County education system.
3. Analyze the online assessments for participants of professional development, teacher self-assessments, and in-class observations of teachers by RESA Technology and Curriculum Consultants.
4. Identify an instrument to measure teacher progress on a continuum of technology integration.
5. Increase first-time participation in these activities each year.

Strategy 2 – Work with local districts to develop and implement a data-driven decision process that enhances instruction.

- Create a culture in which curriculum and instruction decisions are based on the appropriate use of multiple sources of data.
- Facilitate local district’s ability to expand and maintain the current repositories of data.
- Provide professional development to teachers, staff, and administrators in the use and expansion of the capabilities of DataDirector.
- Work with teachers, staff and administrators to identify types of data and potential data sources for inclusion in DataDirector in order to provide a more complete representation of students.
- Work with districts to align student record systems with data warehouse system.
- Facilitate a users group to provide support and collaboration in current and new uses for DataDirector.

Evaluation:

1. All seven districts will use DataDirector to make data driven decisions with regards to curriculum and school improvement.
2. Increase the number of staff members trained in the use of DataDirector.
3. School improvement plans will be driven by data from DataDirector.

Strategy 3 – Provide assistance to districts for meeting the state mandated 20 hour online requirement for students.

Evaluation:

1. The number of courses developed by teachers utilizing Moodle LMS system will increase by 10%.
2. The number of courses each district offers through online products such as E2020 and Michigan Virtual High School will increase.

Technology Plan 2012-2015: Section 5 - Student Achievement

Student Achievement

The RESA employs full-time consultants who spend their time supporting classroom instruction and student achievement through modeling, consulting, and facilitating professional learning experiences. As part of their mission to assist educators with strategies and resources to align curriculum with Michigan and national standards, consultants continually demonstrate ways to integrate technology into daily classroom activities.

Strategy 1 - RESA Consultants will train K-12 teachers in the use of technology and specific tools formulated for use in a Universally Designed 21st Century classroom, including the following:

- Software to support core content learning
- Web based media (Discovery Streaming, LearnPort, etc)
- Free multimedia presentation applications
- Classroom response systems for both formative and summative assessments to drive student learning
- Hands on technological tools such as: GPS, Geometers Sketchpad, Venier Probes, Lego Robotics, interactive whiteboards and graphing calculators.
- DataDirector to drive curriculum, support formative and summative assessment, and track student achievement.
- New and existing technology to enhance the learning and assessment process

Evaluation:

1. Institute On-going analysis of teacher evaluations of consultants' in-classroom demonstrations
2. Analysis of requests for classroom modeling by RESA consultants
3. Analysis of the use of Discovery Streaming through the RESA on-site server sponsored by Discovery Education

Strategy 2 - Consultants will continue to develop Web pages and electronic resources that will support teachers and administrators.

Evaluation:

1. Written or on-line surveys distributed to teachers by consultants give us information in determining the resources teachers need

Strategy 3 – Address the needs of students who are at risk of not graduating due to missed academic opportunities through the creation of county wide credit recovery program. The long term goal of this program is to replace the need for credit recovery with opportunities for intervention through the use of online and other resources in advance of missed credit. RESA has also established a virtual school chartered to address the needs of students unable to meet the requirements of a traditional class setting.

Evaluation:

1. The number of students in need of credit recovery will decrease and the number of credits that they need to recover will also decrease.
2. The number of students able to successfully graduate will increase.
3. Districts graduation rates will increase and dropout rates will decrease.
4. Increase the number of students eligible to continue to post secondary education.

Technology Plan 2012-2015: Section 6 - Technology Delivery

Technology Delivery

Based on a vision for 21st Century Learning in our schools, the RESA continually explores and evaluates technologies and develops programs to offer educational opportunities. Technology enables teachers and students to enhance the learning experience through:

- Providing opportunities for learning outside of the traditional time and locations
- Online coursework
- Interactive communication with experts on a variety of topics
- Virtual connection to interesting and significant locations around the world
- Collaborative projects with others around the world
- Gaming and other simulations
- Web 2.0 collaboration tools

Through the use of technology, we can overcome common obstacles or barriers detrimental to learning. Our local districts have embraced and supported our vision to create classrooms that will prepare students for success in the 21st Century.

The strategies described below detail our plans for delivering specialized or rigorous courses and curricula through the use of technology.

Strategy 1 – Continue to support our distance learning offerings through video conferencing, web based content, fully online and blended instruction in order to:

- Allow students to take courses that would not otherwise be available.
- Overcome scheduling conflicts (i.e. if two courses they want to take are offered by the school at the same time)
- Enable students to work at their own pace and access customized support
- Provide credit recovery options
- Offer specialized or advanced classes
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Evaluation:

Success of the program will be determined by:

1. Number of courses accessed and percentage of students successfully completing.
2. Feedback from student participation surveys.
3. Feedback from high school counselor surveys.

Strategy 2 – Provide infrastructure and support for video streaming technology, and Learning Management Systems.

Evaluation: Students are more engaged in learning opportunities presented using multimedia as measured by:

1. Usage reports
2. Classroom observations
3. User feedback surveys

Technology Plan 2012-2015: Section 7 - Parental Communications and Community Relations

Parental Communications and Community Relations

Our educational technology plan is available on the St. Clair County RESA Web site at www.sccresa.org/tech plan. It is also available as a resource for our local school districts as they create their own technology plans.

The RESA website is a work in progress. Each department regularly updates with new information that will serve our constituent districts and broader stakeholders. The website is used as a portal for sharing curriculum and school improvement tools with other colleagues as well. We seek input from the public about website resources that will provide useful, value-added information.

In addition to RESA's website, a communication system is in place allowing parents and students to view and interact with the Student Information System. RESA hosts this system and provides implementation and support to all local districts.

Special audio and video products are produced by RESA, such as:

- *Dateline Schools* – both video and audio format available on TV, radio and Web;
- *Our Schools* – Interesting facts broadcast on local radio stations;
- Documentaries for use in the schools, libraries and community
- Instructional videos for schools and libraries (professional development, personnel management, etc.)
- *Culinary Confessions* – a cooking show featuring students from St. Clair TEC

RESA is a collaborative partner with school and community organizations that provide educational opportunities for all. Some examples are:

- A program commemorating Law Day developed in conjunction with the St. Clair County 72nd District Court. RESA produced a video supporting the event which is incorporated in the program for middle school and high school students;
- A Port Huron Museum project to pursue a grant for portable distance learning technology;

The strategies described below detail our plans for promoting parent involvement and increasing communication with parents and community.

Strategy 1 -Share information about our technology vision and encourage public interest and support in the use of technology in the classroom by hosting a 21st Century Learning Symposium for educators, parents, students and community stakeholders.

Evaluation: Impact on stakeholders will be measured by attendance and feedback surveys.

Strategy 2 –Increase parent communications and community relations by:

- Continually updating the RESA Web site to make it more navigable, attractive, and up-to date regarding programs and offerings, including technology;
- Creating marketing materials for distribution during professional development training, parent-teacher conferences, and other events;
- Broadcasting meetings to locations inside and outside of our district;
- Creating a bi-monthly online newsletter to include information about technology in the classroom, legislation, local news, and a variety of other topics; and
- Developing RESA-TV online video channel.

Evaluation: Public awareness is measured by feedback received through:

- Local media and RESA staff based on shows that are aired
- Tracking Website hits
- Sampling of user feedback for RESA website

Strategy 3 – Monitor and expand the use of *Zangle Parent Connect* in all seven local school districts.

Evaluation: Measure participation and use by parents and students. Collect feedback from local districts regarding user input.

Strategy 4 - Increase the number of video products produced for classroom and community use, and to improve the delivery and accessibility of these products.

Evaluation - Measure success through the following:

1. Number of programs produced, created and aired by local districts
2. Number of website hits accessing video content
3. Analyze surveys and on-line assessments of program quality and educational value
4. Increased availability of RESA produced videos on local cable access channels
5. Increased availability of RESA produced videos to areas not served by local cable service.

Technology Plan 2012-2015: Section 8 - Collaboration

Collaboration

St. Clair County RESA works in several ways throughout St. Clair County to promote and enhance adult literacy including the following:

- Providing internet access to the public libraries;
- Formation of the Virtual Learning Academy to assist students that have been expelled or dropped out to complete their high school degrees; and
- Formation of the Blue Water Middle College to allow for students to attend St. Clair County Community College classes while still in high school leading to an associate's degree.

Technology Plan 2012-2015: Section 9 - Professional Development

Professional Development

The ultimate goal of our professional development offerings is to enhance learning for all students. Our broad focus is to lay the groundwork for integrating technology following Universal Design for Learning (UDL), Response to Intervention (RtI), national (i.e. NETS) and state (i.e. METS) standards, rather than focusing on skill development. We are approaching the planning and delivery of professional development from an integrated design that includes technology and content expertise for all core areas.

Strategy 1 - Structure every professional development opportunity to include technologies that best meet the learning goals as opposed to technology for technology's sake.

Evaluation – Success will be measured by:

- The agenda and technology support reflects increased usage of technology in all staff, professional development, and committee meetings.
- Regular meeting agendas and attendance for Technology Coordinators, Curriculum and Special Ed departments to assure success of integration efforts.

Strategy 2 – Learn and incorporate the technology tools that students are using in their everyday lives into the learning environment.

Evaluation – We will know we have made an impact when:

- Members of the RESA ThinkTank are comfortable using the tools;
- Feedback from participants at the annual 21st Century Learning Symposium reflects an understanding of the need to adopt current and emerging technologies;
- The number of professional learning opportunities focused on technology integration and the number of participants in them continue to grow

Strategy 3 – Extend limited face-to-face trainings with online supplemental support materials and user groups to enhance and reinforce the learning.

Evaluation: Success will be measured by:

- An increase in the number of support materials available on our web site;
- Growth in the number of web hits on the resources;
- Growth in RESA expertise to developing online resources such as: podcasts, protopages, RSS feeds, blogs;
- Feedback from RESA Facebook and Twitter feeds;
- Moodle training videos

Technology Plan 2012-2015: Section 10 - Supporting Resources

Supporting Resources

St. Clair RESA utilizes and makes available a variety of resources to support the effective use of technology, both on the RESA campus and within the local districts.

Some of our supporting resources include:

- Policies, such as an Acceptable Use Policy for computer and Internet usage and one that prohibits employees from using software purchased with RESA funds for personal use.
- Website continuously updated, containing information about professional development offerings, and training schedules, links to 21st Century resources, curriculum support, etc.
- Webbased curriculum software provided to schools.
 - Grade and subject specific toolboxes that contain lesson plans, worksheets and student learning tools.
 - Links to subject and grade specific websites supporting state curricula.
- Dedicated on-site United Streaming and MI Streamnet servers to better serve our districts
- County-wide online curriculum collaborative is provided through E2020.
- Creation of a virtual high school targeted toward expelled and drop out youth.

The RESA technology staff provides support to meet the needs of the RESA and districts throughout the county. We facilitate monthly technology coordinator meetings that include RESA Information Technology staff and district technology representatives. In these meetings we discuss the use of technology in the schools, including current software and hardware in use, recommendations for software and hardware standards, and discussion of local needs and concerns. This agenda also includes a component for technology coordinator professional development. A critical component of all our meetings is to integrate general education and special education representation to address needs and provide feedback. Local schools consult with RESA staff to ensure adherence to the standards, obtain assistance on bids for hardware and software, etc.

Technology Plan 2012-2015: Section 11 - Current Status of Technology and Infrastructure Needs

Current Status of Technology and Infrastructure Needs

St. Clair RESA manages a wide area fiber optic network that provides on-demand data, voice and broadcast quality video capability throughout the county. On- and off-network videoconferencing capability has been installed in a dedicated classroom in every high school. Portable videoconferencing carts are in every elementary and middle school building. This technology permits access to experts, specialists, and learning resources around the world for every student, teacher, and administrator in the county. A video production studio serves RESA and our constituent districts. It is used to produce educational resources and television programming

The Information Technology department reviews, analyzes and recommends all changes and additions to the hardware, software, network infrastructure and telecommunications for the RESA to ensure that all purchases interoperate with existing technologies.

Strategy 1 – Implement technology obsolescence cycle.

Evaluation: Hardware performs at adequate levels to support daily work needs and to facilitate research on new educational technology innovations measured by fewer trouble calls from end users. IT staff have reduced time spent troubleshooting legacy hardware – measured by number of trouble tickets and time spent on hardware problems as logged in help desk software.

Strategy 2 – Implement system for software purchase and inventory control

Evaluation: All users have access to licensed copies of software necessary for their jobs. Software inventory and purchase records are centralized and easily accessible.

Strategy 3 – Provide administrative data support and data warehouse systems for county schools

Evaluation: All data is entered, stored, and accessible to appropriate personnel, measured by frequency and type of calls submitted to support staff. Local, state, and federal reporting requirements are met in a timely fashion, measured by successful data/report submissions. Districts have confidence that data systems meet their needs and are performing appropriately.

Strategy 4 - Expand access to educational resources beyond stationary computers and classrooms through wireless networking and emerging technologies.

Evaluation: Feedback from local districts reflects increased use of digital tools and wireless technology by instructors and students.

Strategy 5 - Continue to upgrade, maintain and expand our fiber connections to add new sites and/or provide alternative connections to sites where fiber connection is not feasible via wireless technology. Update network technology as required.

Evaluation: All school buildings have equitable, cost-effective access to technology. System uptime, network performance supports educational needs.

Strategy 6 – Support effective telecommunications services for RESA and district employees and decrease overall county telecommunications costs (ongoing).

Evaluation: Telecommunication service is stable and meets the needs of buildings, districts, and the community, measured by log of outages or number of incidents that telecommunications services were unavailable.

Strategy 7 – Upgrade, support, and maintain videoconferencing equipment.

Evaluation: System will be upgraded as needed to support both standard and High Definition video at an affordable price for our districts.

Technical Support

To address technical support, the RESA has a dedicated technical staff comprised of 30 Information Technology employees, and two Technology Curriculum Consultants in the Education Services department.

The IT staff includes network engineers, telecommunications specialists, and application specialists who provide support and training for our districts. Staff members are available during business hours utilizing a computerized help desk/trouble tracking system, and an on-call procedure is in place for after hours and weekend needs. Some local districts in the county employ technical staff and trainers, and receive supplemental services through the RESA. Others contract with RESA for technical support services.

Education Services consultants spend most of their time working with teachers and students in the classroom providing educational staff in-service training and modeling of technology integration into the curriculum.

Professional development for our technical staff is available through a variety of sources, based on the needs assessed as we track our maintenance requests and upgrade or purchase new software or hardware. We contract services from outside sources for specialized training in administrative finance and student applications. Vendors provide on-site, hosted, and distance learning training for their own products. The IT staff stays abreast of current developments by attending seminars and workshops on relevant technologies. They also maintain contact with colleagues and attend conferences to learn about trends and developments in distance learning, telecommunications and other technology.

Technology Plan 2012-2015: Section 12 - Increase Access

Increase Access

Every teacher on St. Clair RESA's campus has access to his or her own dedicated computer with access to shared network space, E-mail and Internet. Teachers at both the Technical Education Center (TEC) and Woodland Developmental Center have direct access to a countywide student information system that provides attendance and grade information at their desktops.

Every classroom on campus also has at least one computer, with many programs at TEC providing one laptop per student based on course need. Several TEC programs also have access to carts of laptop computers equipped with wireless network capability, providing access to computers and the Internet wherever optimal learning can occur within their non-traditional classroom settings.

Strategy 1: RESA will provide 21st Century technology tools, with a focus on Universal Design for Learning, for teachers to assist all students with special needs. Recognizing that each child learns in his or her own way, many of the "low-tech" tools are applicable to general education as well as special education students.

The RESA participates as part of a Region IV Assistive Technology Consortium with seven other ISDs, including: Jackson, Lenawee, Macomb, Monroe, Oakland Schools, Washtenaw, and Wayne RESA. The purpose of the project is to explore ways in which assistive technology can help students with disabilities, as well as at-risk learners, within the general education curriculum. The following is a link to the Region IV Regional Assistive Technology Plan for Individuals with Disabilities: <http://miregioniv.weebly.com>. Some or all of these tools and others are used with students in local school class rooms.

Evaluation: Student success with technology tools is measured through classroom observation, testing, student self-assessments, and pre- and post- writing samples judged using the MEAP rubric.

Project success will result in:

- Increased participation for students with disabilities in the general education classroom, as well as for students considered at-risk, with emphasis in reading and writing across the curriculum. The level of improvement will vary by students. Students are expected to reach the goals listed on their Individual Education Plan (IEP). Fewer students pulled out of the regular classroom for special education classes is one indicator we use to determine program success. The overall goal is for all students in the classroom to be successful (able to complete assignments, pass tests, etc.) at their current grade level
- Improved student achievement in the state benchmarks for Language Arts. Success will be judged by an improvement in MEAP scores for all students.
- The overall goal is to provide access to technology to support learning for all students.

Goals include:

- Training RESA consultants who can then demonstrate integration of assistive technology in special education/resource rooms as well as general education classrooms (ongoing)
- Building increased assistive technology awareness and implement Universal Design For Learning principals in local district classrooms

Strategy 2: For students with special needs that require more intervention, the RESA continues to maintain and update a "lending library" to ensure that assistive technology devices and services, are made available on a trial basis to a child with a disability if required as part of that child's (a) special education; (b) related services; or (c) supplementary aids and services.

The catalogued library is maintained at the Woodland Developmental Center (our special education center for severely mentally and physically impaired students). Four or five additional items are added each year, based on updates in current technology and suggestions from teachers, aides, and parents. At the present time, various high- and low-tech devices and aids, including an assortment of touch screen communication devices, pad switches, software, classroom kits, and written material are housed at the library.

Evaluation: A log is kept to track equipment and materials that are checked out of the lending library. Using the log, we are able to monitor the number of tools local districts are using lending library and the number of students impacted. Since the library's inception in 2000, all seven of our local districts, including Woodland Developmental Center staff, have accessed assistive technology and aids. Numerous students are impacted by these high- and low-tech tools during the school year. In addition, all districts were given a copy of Boardmaker with software updates (CD's to create interactive books for students) to use with students who need supportive communication options. To guide our purchases, we review teacher requests quarterly to determine the best tools to meet student and classroom needs.

Technology Plan 2012-2015: Section 13 – Budget

St. Clair RESA has general fund designations projected for all of these expenses. In a few cases, high cost items have been planned over multiple years and will be paid from capital project funds.

Category	2012/13	2013/14	2014/15
Salaries	\$1,630,728	\$1,630,800	\$1,630,800
IT Director & Staff, ET Director & Staff			
Ed Tech Consultant			
Benefits	\$900,148	\$990,000	\$1,089,000
Travel - local district support	\$17,237	\$17,300	\$17,300
Conferences & Training	\$32,992	\$32,000	\$32,000
Supplies	\$60,829	\$60,000	\$60,000
Office supplies, training materials, Video tapes			
CD/DVD, backup tapes etc.			
Equipment < \$5000	\$51,009	\$51,000	\$51,000
Contracted Services	\$74,298	\$74,000	\$74,000
App & network maintenance & licenses	\$509,763	\$509,000	\$509,000
Internet trunk costs	\$293,000	\$293,000	\$293,000
Telephone switch expenses	\$9,251	\$9,200	\$9,200
Computer/server obsolescence			
(~100 computers & 8 servers per year)	\$187,380	\$187,000	\$187,000
Replacement of student servers	\$40,000	\$40,000	\$40,000
WAN infrastructure upgrades	\$150,000	\$150,000	\$150,000
Student information system replacement		\$400,000	
	\$3,956,635	\$4,443,300	\$4,142,3000

Technology Plan 2012-2015: Section 14 - Coordination of Resources

Coordination of Resources

St. Clair County Regional Educational Service Agency general funds include money for technology expenditures which are coordinated with any available local, state, and federal resources to eliminate duplication of spending and to maximize the benefit to the local school districts. The district superintendents accomplish this through a collaborative effort between the Board of Education members at the RESA and local school district levels.

Additionally, membership in consortia such as the Multi-District Fiber Consortium (comprised of Genesee, Lapeer, Saginaw, and Shiawassee, Midland and St. Clair service agencies) and the Greater Thumb Telecommunications Consortium (GTTC) (made up of Genesee, Huron, Lapeer, Sanilac, Tuscola and St. Clair County service agencies) along with the St. Clair County Community College, allow for shared resources, and collaborative opportunities across a wide geographic area, each with unique skills and abilities. These groups develop regional professional development activities, share technology resources, deliver classes, and collaborate on mutually beneficial projects in a number of areas.

RESA is active in several statewide purchasing collaborative such as the REMC Association Cooperative Purchasing program, Macomb/St. Clair Business Officials Purchasing Program, Food Cooperative Purchasing Program, Thumb Beverage Consortium, MiCTA, and others.

State and federal resources in the form of state aid, categorical funds, grant money, and Universal Service Funds will be used to address specific needs for which the funding was intended. Local resource coordination occurs at the building, district, and community levels and involves many stakeholders.

The RESA has a grant writer on staff to assist the local districts in researching grants and completing grant applications. As ideas for projects to enhance student learning are developed, we are searching for appropriate grants to fund them.

Some of our current funding sources include:

- State and Federal funding
- Universal Service Fund for Telecommunications
- Local district funding
- Funds from providing contracted services
- Grant funding

St. Clair County RESA owns a fiber network connecting all public school buildings and libraries. This network provides telephone communication services for the RESA and the seven public school districts it serves, and reduces local and long distance costs for calls between districts.

Technology Plan 2012-2015: Section 15 - Evaluation

Evaluation

Evaluations of individual strategies are noted throughout this plan.

St. Clair RESA Management Committee

It is the responsibility of this committee to oversee the development and implementation of the St. Clair County Technology Plan. More specifically, this committee will be responsible for identifying needs, developing solutions, completing long-term planning, establishing task forces and ad hoc committees, reviewing service needs, evaluating current services, and coordinating available state and local grant resources to implement this plan.

Committee membership includes:

- Dan DeGrow, Superintendent
- Dennis Buckmaster, Chief Operating Officer of Information Technology
- Sandy Vince, CFO, Information Technology
- Joanne Hopper, Director of Education Services
- Charles Andrews, Director of Administrative Services
- Pat Yanik, Director of Career and Technical Education
- Cynthia Raymo, Director of Special Education
- Jean Sturtridge, Director of Legal Services and Human Resources
- Tracy Recor, Director of Business Services
- Dorothy Gzel, Academy Business Manager

RESA Technology Plan Review Team

- This team is ultimately responsible for the regular update of this plan. They also review district plans. Team members include: Dennis Buckmaster, COO of IT; Sandy Vince, CFO of IT; Kristin Day, Instructional Technology Consultant; Joanne Hopper, Director of Education Services and Cynthia Raymo, Director of Special Education. Throughout all phases of planning and implementation, our management committee will review project evaluations. Information gained from these ongoing evaluations will be used to update the plan, as needed. Please refer to individual strategies for specific evaluation tools or measurements.

Summary of Met and Unmet Goals

- Utilize technology specialists/trainers to provide all school personnel with continued opportunities to become skilled technology users by the year 2015.

Status: (In progress) We provide ongoing regularly scheduled computer training sessions, plus instruction based on individual school's schedules, before or after school hours, so there is little disruption to the school day. Our Technology Consultant offers training ranging from the use of basic operating systems to full application instruction.

- Assist districts in implementing the state standards and benchmarks for the integration of technology into the classroom.

Status: (In Progress) Our Technology Consultant, working in conjunction with our four full-time Curriculum Consultants, also provides training in subject and age-specific software and help to integrate current technology into the classroom while complying with state standards and benchmarks. This is a continuous process since changes to the curriculum are made based on students' needs, MEAP and MME results.

- Review countywide standards for purchasing, upgrading, and maintenance of technology equipment.
- Provide consulting services and model the integration of technology into the K12/adult education curriculum for enhanced delivery of education and expanded learning opportunities.

Status: (In Progress) Our Technology and Curriculum Consultants model the integration of technology into classroom activities and the curricula while complying with state standards and benchmarks. All training is presented with suggestions and ideas as to how technology can be used in the specific age and subject appropriate manner. Our training and curriculum specialists spend 80% of their time in the classroom. They model math, science, and language arts lessons and teaching methods, integrating the use of technology throughout to enhance student learning.

Technology Plan 2012-2015: Section 16 - Policies

ST. CLAIR COUNTY RESA BOARD POLICY ON-LINE COMPUTER SERVICES

PURPOSE

This policy authorizes the District to offer access to technology equipment and services consistent with District administrative regulations which define the appropriate and ethical use of technology resources.

PHILOSOPHY

The District has the capability of offering access to technology equipment and services. These services permit users to enhance educational opportunities, interact with other users and access resources throughout the world. The use of technology services is a privilege.

The District's technology services are a valuable resource for not only the education of students, but for the community at large. The District recognizes its obligation to regulate the use of its technology services. Adequate regulation necessitates rules and regulations for the use of the services and the agreement of all users to comply with them prior to permitting access.

POLICY

The District supports offering access to technology equipment and services. In order to provide this access in a legal, ethical and responsible manner, the District shall implement and publish regulations and user agreements defining appropriate, ethical, and responsible use of technology resources. In addition, the District shall provide for education regarding appropriate on-line behavior and awareness, as provided for in the federal Protecting Children in the 21st Century Act. The District will also continue to implement technology protection measures as required by the Children's Internet Protection Act (CIPA), which attempts to protect users against access through District computers to visual depictions that are deemed obscene, child pornography or otherwise harmful to minors.

In order to further ensure compliance, the adopted administrative regulations will allow the District to monitor technology use and to review, edit and remove any stored materials. Violations of these regulations will result in termination of access rights and/or appropriate disciplinary or legal action.

This policy amends the previous Board approved policy dated March 19, 2001, and May 17, 2004.

Board Approved: February 20, 2012

ST. CLAIR COUNTY RESA TECHNOLOGY RESOURCES ADMINISTRATIVE REGULATION

RULES AND REGULATIONS

It is the Policy of the Board of Education of the St. Clair County Regional Educational Service Agency (the “District”) to allow District employees and students to access the District’s technology resources for educational and work-related purposes. The District’s technology resources include, but are not limited to District owned or operated computers, telephones, electronic communication and storage devices and/or systems.

District employees and students may be assigned one or more accounts and passwords which will permit access to technology resources and systems. The assignment of an account or password is considered a privilege in which District users have no entitlement or property, liberty, expectation of privacy or any other interest. The use of passwords does not guarantee confidentiality. This privilege may be revoked, in whole or in part, at any time at the discretion of the Superintendent or his designee.

The provided technology resources enable users to access information from around the world. While these resources are used primarily to enhance educational opportunities, interact with other users and increase productivity and efficiencies of the District’s operations, some available material may be illegal or inappropriate. The District has implemented protection measures that assist in the guarding against access to visual depictions that are considered obscene, child pornography or otherwise harmful to minors, as defined and required by the federal Children’s Internet Protection Act (CIPA). These efforts are intended to protect against accessing materials that may be inappropriate; however, it does not protect against all information that may be inappropriate or illegal.

Users are expected to exercise good judgment and discretion in the use of all technology resources. Users granted access to the District’s technology resources assume personal responsibility and liability, both civil and criminal, for use of the resources not authorized by the Board Policy or these Administrative Regulations. Any unlawful or inappropriate use of these resources is strictly prohibited. The District does not assume any responsibility for actions of users that could result in criminal or civil legal sanctions.

Below is a list of general rules and regulations that District users are required to know and follow. These rules apply to any use of the District’s technology resources:

1. District employees and students are expected to always exercise good judgment and discretion and to limit the use of the District’s technology resources for educational or job-related purposes.
2. The use of the District’s technology resources in a manner that is inappropriate, illegal or that could be considered offensive by others is prohibited. Examples of inappropriate and/or offensive use include, but are not limited to the following:
 - a. Sending, receiving or displaying content that would violate the District’s non-discrimination policy, be considered obscene or pornographic, that could be deemed to be offensive by a reasonable person or which violate any other District policy;

- b. Using technology to harass, insult, stalk, annoy or otherwise interfere with the orderly and lawful functioning of the District;
- c. Any use which could reasonably result in damage to the District's technology resources or systems, including but not limited to the installation of any hardware or software not approved and installed by the District's Technology Department;
- d. Unauthorized invading or trespassing into files, directories/folders, servers, networks to which you have not been given District-approved access;
- e. Intentionally wasting public resources, which may include the use of District time or resources for personal use, prohibited political use, personal financial interest or gain, or other activities unrelated to the District's purposes.

3. The Superintendent or designee has the authority to make the final decision on what is deemed to be inappropriate use of the District's technology resources at his/her discretion. The District Superintendent or designee, may deny, revoke or suspend access to the District's technology resources. Any such decision is final and shall not be subject to review or appeal.

4. The District administration reserves the right to monitor and review any material accessed, reviewed or stored in connection with the use of District technology resources. The District may edit or remove any material placed or stored on the District's technology resources which the Superintendent or designee, at his/her discretion, determines may be inappropriate.

5. Users will be held accountable for all activity that occurs using their assigned account and password. Sharing the account or password with another person or using another's account or password is prohibited. It is the user's responsibility to change passwords/access codes regularly, to use difficult passwords and to ensure that passwords are kept confidential. District computers are equipped with temporary locking mechanisms in software, which should be used when away from the computer.

PENALTIES FOR VIOLATION

If it is determined by the Superintendent (or designee) that a user has violated the Technology Resources Policy or Administrative Regulations, the User will be subject to appropriate discipline, which may include dismissal or expulsion from the District. Violations of a potential criminal nature will also be reported to law enforcement agencies for appropriate investigation and prosecution.

USE AGREEMENT

Prior to any District employee or student receiving permission to access the Internet or other on-line services through the use of the District's technology resources, the person is required to have on file with the District a signed Appropriate Use Agreement, which is approved by the Superintendent or designee. For students under the age of 18, this agreement must also be signed by the student's parent/guardian.

**ST. CLAIR COUNTY REGIONAL EDUCATIONAL SERVICE AGENCY
EMPLOYEE APPROPRIATE USE AGREEMENT**

I have read, understand and agree to the terms of the St. Clair County Regional Educational Service Agency Administrative Regulation on the use of District's technology resources. I understand that as a condition of my using these resources and/or obtaining a password, I must abide by the law and the District's rules and regulations for access and that the failure to do so may result in me losing my privilege to use the District's technology resources, other disciplinary action and/or criminal or civil legal sanctions.

I agree to defend, indemnify and hold harmless SCCRESA from any and all claims arising out of or related to my usage of their provided technology services and equipment.

I have received a copy of the District's Technology Policy and Administrative regulations which includes, but is not limited to:

- Upon issuance of a password, I have no entitlement, property, liberty, or expectation of privacy. The use of my password does not guarantee confidentiality.
- The privilege of access to technology or equipment may be revoked in whole or in part at any time at the discretion of the Superintendent or his designee.
- Users are expected to exercise good judgment and discretion in the use of all RESA resources, including technology.
- I assume all personal responsibility and liability both civil and criminal for use of the technology resources not authorized by SCCRESA.
- I will abide by the guidelines of the federal *Children's Internet Protection Act* (Public Law 106-554) and *Protecting Children in the 21st Century Act* (Public Law 110-385); located in your employee handbook and published on the SCCRESA web page.
- I am accountable for all activity that occurs using my assigned account and password. Confidentiality of passwords is my responsibility and I am aware that it should be changed frequently.

Signature _____ Date _____

Name (please print) _____

**ST. CLAIR COUNTY RESA
STUDENT APPROPRIATE USE AGREEMENT
AND PARENT PERMISSION FORM**

I have read and I understand the terms of the St. Clair County Intermediate School District's Administrative Regulation on the use of St. Clair County Intermediate School District's technology resources. I understand that as a condition of my using these resources and/or obtaining a password, I must abide by the law and the District's rules and regulations for access and that the failure to do so may result in me losing my privilege to use the District's technology resources, other disciplinary action and/or criminal or civil legal sanctions.

I hereby agree to fully comply with the law and the District's rules and regulations that apply to my use of the District's technology resources. I further understand and agree that the District is not responsible for my violations or misuse.

Signature: _____ Date: _____

Name (please print): _____

* If this form is being signed by an un-emancipated student who is under the age of 18, the below portion must be completed.

As parent/legal guardian of the person signing above, I grant permission for my child to access the District's technology resources, which includes accessing the Internet and other on-line services. I have read and agree to the St. Clair County Intermediate School District's Technology Resources Administrative Regulation, and understand that the District is not responsible for violations or misuse by my child. I understand that my child's password can be used to access information from computers outside the school community, some of which may be illegal and/or inappropriate; therefore, I agree to accept responsibility for guiding my child, and conveying to her/him appropriate standards for selecting, sharing and/or exploring information and media.

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Name (please print): _____

ATTACHMENT A-EDUCATION SERVICES PROFESSIONAL DEVELOPMENT

Vision

We envision a day when all learners are connected through technology-rich environments to learning that prepares them to be confident, creative problem solvers, and global citizens who care about their culture.

Focus Areas and Specific 2012-2013 Session Topics
Leadership for 21 st Century Learning <ul style="list-style-type: none"> • 21st Century Learning Symposium • Multi-department
Implementing Common Core State Standards <ul style="list-style-type: none"> • Implementing the Common Core: Presenting Information Using New Technologies • Next Generation Science Standards
Designing Flexible Learning Environments with a Universal Design Approach <ul style="list-style-type: none"> • Technology for Teachers: Engaging Learners Institute • 21 Things for 21st Century Educators • Moodle • Teaching and Learning in a Blended Environment • Discovery Education • How to Use Protopage for Teacher and Student Projects • Camtasia Training • Creating a Blended Learning Environment using Edmodo • Screencasting and Recording Tools Workshop • Presentation Zen: Avoiding Death by PPT
Integrating Technology into Mathematics <ul style="list-style-type: none"> • Project PRIME • EMATHS
Supporting High Quality Science <ul style="list-style-type: none"> • How to Host a Family Engineering Night at your School
Integrating Technology into ELA <ul style="list-style-type: none"> • WriteWell: Introduction and Notebooking
Supporting Curriculum with Technology Tools <ul style="list-style-type: none"> • iPads in the Classroom (Beginner, Intermediate, Advanced) • Cooperative Learning with iPads (and without)
Using Data to Drive Instruction <ul style="list-style-type: none"> • MI School Data Training • Data4Student Success • DataDirector Institute

ATTACHMENT A-EDUCATION SERVICES PROFESSIONAL DEVELOPMENT

July 2012	Dates	Presenters
SETT Training	July 11 and 12, 2012	Natalie Adair
Introduction to Autism	July 24, 2012	Natalie Adair, Rose Dore
Educational Strategies	July 31 & August 1, 2012	Natalie Adair, Rose Dore

August 2012	Dates	Presenters
Behavioral Strategies for Students with Autism	August 1 & 2, 2012	Natalie Adair, Rose Dore
Functional Behavior Assessments/Behavior Support Plan	August 14, 2012	Natalie Adair, Joe Zima, Rose Dore
SETT Training	August 23, 2012	Natalie Adair
CHAMPS	August 27 & 28, 2012	Joe Zima, Rose Dore
Nonviolent Crisis Intervention Training	August 27 & 28, 2012	Cheryl Borowski, Natalie Adair

September 2012	Dates	Presenters
Transition Planning – Training For Teachers		Cheryl Borowski, Rose Dore

October 2012	Dates	Presenters
Regulatory Behaviors	October 4, 2012	Natalie Adair
Autism – Coaching Meetings	October 8, 2012	Natalie Adair, Rose Dore
Co-Teaching Workshop	October 16, 2012	Natalie Adair
Differentiated Instruction for All Learners	October, 22, 2012	Natalie Adair
LD Implementation		Cyndy Raymo, Cheryl Borowski
Preschool Outcomes Training		Cheryl Borowski, Stacy Williams
IEP Boot Camp		Cheryl Borowski
Functional Behavior Assessment/Behavior Support Planning	October 29, 2012	Natalie Adair, Joe Zima, Rose Dore