

MICHIGAN CENTER PUBLIC SCHOOLS
DISTRICT TECHNOLOGY PLAN
7/1/2005 - 6/30/2008



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SECTION I

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Intermediate School District: Jackson County Intermediate School District

URL for Technology Plan: <http://scnc.mcps.k12.mi.us/tecplan.html>

SECTION 2

1. District Technology Mission Statement

Various technologies will be acquired and supported by Michigan Center School District to enable students and staff to be self-directed in a changing environment. The technological content, methods and platforms used will be such that allow for adaptation and change which is based upon student outcomes set by the school district.

2. Introduction

Michigan Center School District covers an area of approximately 24 square miles in the southeast corner of Jackson County. Because of the proximity to the many lakes, there are a multitude of recreational activities available during all seasons. In the center of Michigan Center, Michigan Center Lake and Round Lake are a part of the chain of lakes that, beginning with Little Wolf Lake, stretch for ten miles.

Michigan Center is centrally located with easy access to several cities. We border Jackson, which is rapidly growing and has much to offer. Some of these attractions are Jackson Community College, the Space Center, Sharp Park and the world famous Cascades Park and Waterfall. To the east about 35 miles is Ann Arbor and the University of Michigan. About 75 miles to the east is Detroit and all of the activities that a major city has to offer. To the north about 35 miles is the state Capital, Lansing and Michigan State University in nearby East Lansing. The school district has an enrollment of about 1400 students and consists of the Jr/Sr High School (7-12), and two elementary buildings Keicher (3-6) and Arnold (K-2). Also a part of our educational system is the Teen Scene housed in the Clement building, and child care and pre-school located in the former Jr High building. Additionally, many enrichment programs and activities for all ages are provided by the district. There is also a parochial grade school located within the district boundaries. The total number of children in this community enrolled in parochial schools is around 150.

Michigan Center Schools are serviced by the Jackson County Intermediate School District, which serves our special needs students. A large variety of vocational classes are provided for juniors and seniors by the Jackson Area Career Center. Michigan Center is a class "C" school affiliated with the eight school Cascades Conference. We offer a wide variety of sports for our students including basketball, volleyball, football, wrestling, golf, cross country, track, softball,

baseball and competitive cheerleading.

The total population of the district is estimated to be about 8,500. Seventy-five percent of the property in the district is residential with eighteen percent being commercial. The remaining property is split between farm and industrial. The major types of dwellings (98%) are single houses with a small portion being mobile homes (1.4%) and apartments (.5%). Just over three-fourths of the voters have no children enrolled in schools. Our student enrollment has grown slightly over the past few years following a long period of decline

The high school curriculum varies from general or life prep classes to college prep classes. We require 25 credits for graduation. One half credit is given for each successfully completed class per semester. Within these 25 credits a student is required to have the following credits: English-4; Social Studies-4 (including 1/2 in government and 1 in U.S. History); Math-3; Science-3; Physical Ed.-1; and computers-1/2. Students enrolled at the Career Center receive 1 1/2 credits per semester. Also, a student must be full-time for eight semesters.

SECTION III

1. Vision

Technology in Michigan Center Schools must be viewed as critical to school reform because of its capacity to support improvement in the educational process. A telecommunications system, with a "gateway" for voice, video, and data, must be accessible by all students and staff. Interaction via electronic mail, fax machine, video conferencing and research on the world wide web leading to problem solving must revolutionize the way students learn. Professional development programs must be provided to upgrade the technological skills of teachers, parents, and community members so that these resources may be used to their fullest potential. Finally, both the system used and related professional development need to be supportive of, and be anchored in the educational goals and objectives established by the district. Additionally, technology must be varied and recognized as ever-changing. It will continuously evolve, dramatically changing our perspectives. Technological advances will command both our continuous attention and recurring resources.

District technology must not become an end in itself. It must remain a means to an end. It must be an evolving process and a communications network that enables students and staff to carry out the process of education both differently and effectively. It must be directed toward increased learning, decreased operational costs, decreased dependence on rote, increased understanding and the maintenance of human dignity.

A technologically enriched curriculum in Michigan Center requires a learning environment that encompasses the following teaching and learning strategies: Active Learning: Students must share the responsibility for how and what they learn both individually and in teams. Technology must be aimed at providing a dimension to learning that parallels real-life situations. Access to Information: An expanded use of multiple technologies and information resources in a world with an expanding knowledge base. Teacher/Student Collaboration: An increased opportunity to break down the barriers of time, distance, age, and ability through the use of two-way interactive communication including voice, video, and data. Global Learning: The entire world must become an extension of the classroom through technological links. Students should be

touched, perhaps on a daily basis, by other life-styles, cultures, and customs.

Home/School/Community Link for Learning and Communication: The learning day must be extended, the learning audience must be expanded, and home to school communication must become enhanced through the use of technological systems. "School" should not be a specific place anymore - the process of learning must be on-going throughout a lifetime.

2. Goals

The following general goals have been developed to serve as the focus and guide for specific yearly plans Goal 1: Appropriate networks will be provided which support voice, data and video technologies within each building and throughout the district. Goal 2: Where appropriate, data, voice and video technologies will use the same medium. Goal 3: Networks continue to be open ended in design in order to support growth and change. Goal 4: Networks will continue to be capable of interfacing with other networks both within the district and outside. Goal 5: Software will be provided which supports the sharing of resources throughout the buildings, the district and the outside world. Goal 6: Technology continue to be provided which encourages creative ventures in support of student learning. Goal 7: Staff will be provided with adequate support and training for using and applying existing technologies to student learning. Goal 8: Software will be provided which supports the curriculum and allows for growth and expansion. Goal 9: Technology will be provided which provides for the most efficient use of information resources used for support services and instruction. Goal 10: Wherever possible, networks need to use existing resources. Goal 11: Cooperative endeavors must be encouraged within the district and with outside resources in the application of technology to enhance and support student learning.

Curriculum

Section 4 Curriculum Integration

The design of the curriculum is driven by the goals and performance indicators for student learning that are being defined by the school. The Michigan Department of Education Curriculum Framework as well as Bloom's taxonomy of thinking skills and Wezzels /Berkholz Teaching for High Performance serve as guides to this process. The design of the curriculum takes into account the learning needs and interests of the students. The curriculum is being clearly articulated and supports a shared vision for student learning. Curriculum committees consisting of staff from all levels are presently involved in reviewing and refining the K-12 curriculum. The school is committed to this on-going evaluation and renewal of the curriculum including the integration of technology. One advantage of integrating applications of technology in teaching strategies and learning activities is to empower teachers to provide students with learning experiences that would be impossible or difficult to achieve without it. As a result, technology is being promoted and used as a tool to aid in the instructional program. It is connected to the curriculum to help students engage themselves in their learning, not as an "extra". Effective instructional strategies and learning activities are employed to help students understand and apply technology. Information technology resources are employed to expand and strengthen the system of assessing student learning achievement of the essential knowledge and skills they need.

Kindergarten - Third Grade

Students will be introduced to a broad range of technology. The introduction should include basic computer use, including start-up, disk management, and care. Students will learn how to utilize grade-level appropriate programs and will demonstrate awareness of special function keys.

Fourth - Sixth Grade

Instructional emphasis will shift from basic care, toward the use of more advanced programs and technology for research and production. Students will begin to expand their knowledge base by creating basic multimedia presentations which include carefully selected materials. These materials include digital images, scanned images, and various electronic resources. Basic word processing skills will also be introduced.

Junior High School

Students will begin to work toward and achieve mastery of the various technological tools available including spelling and grammar checking on word processed documents, an introduction to spreadsheets and databases. They will also prepare multimedia projects with animation, voice and video, and the use of telecommunications. Mastery of keyboarding and the automated catalog systems should be achieved by the end of this phase.

High School

High School students will utilize their skills in all aspects of technology throughout the 9-12 grade curriculum. Students are required to complete at least one semester of word processing, and spreadsheet and data base mastery, generally during their sophomore year. By the end of their twelfth year, students should be ready to apply their skills to the objectives of higher learning or entry level work.

Stages of Curriculum Integration

The following are stages of integration of technology into the curricular programs at each level. Although each building is at different stages of technological advancement and has various levels of implementation, all sites need to identify their appropriate level to begin. Ideally, the elementary schools will implement the initial stage and begin the intermediate stage. As a result, the junior high will implement the intermediate stage and go over the requirements for the advanced stage. The high school and adult school sites will concentrate on implementing the advanced stages.

Equipment	Activities	Outcomes
Computer Laboratory -OR- Classroom Computers -AND- Other Resources	Introduction to: Basic Computer skills Appropriate typing skills Word processing Hypermedia Browsing Resources Multimedia CD's	Students will: demonstrate the writing process by using word processing access reference information in a variety of media formats develop critical thinking, problem solving and decision making skills through application
	Mastery Of:	

<p>Computer Laboratory -AND- Classroom Computers -AND- Library Media Center -AND- Other Resources</p>	<p>Basic Computer skills Appropriate typing skills Word processing Illustrations & Graphics Desktop Publishing Hypermedia Presentations Browsing Resources Multimedia CD's Library Resources Internet Resources</p>	<p>Students will: apply applications to core curriculum projects access and analyze reference information in a variety of media formats extend critical thinking, problem solving and decision making skills through application</p>
<p>Computer Laboratory -AND- Classroom Computers -AND- Library Media Center -AND- Other Resources</p>	<p>Mastery Of: Basic Computer skills Productivity Applications Hypermedia Presentations Browsing Resources Multimedia CD's Library Resources Internet Resources Telecommunications Information Exchange Home Page Creation</p>	<p>Students will: choose the appropriate applications to organize and access information in curricular activities integrate applications and resources to produce presentation materials access, analyze, evaluate and communicate reference information in a variety of media formats</p>

The District Technology Committee will be working throughout the next three years to continual review and revise the technology curriculum so it reflects and is aligned to the State and Nation technology standards. Technology integration is an ongoing process designed to insure that technology is integrated into all areas of education and aligned with the districts school improvement plan.

Section 5 Student Achievement

Michigan Center Schools students will benefit from educational technology as evidenced by the capacity to effectively demonstrate the following proficiencies:

- The student uses technological processes and systems.
- The student is able to explain the impact and use of technology in today's information age
- The student demonstrates problem-solving skills using technology as a tool.
- The student demonstrates creativity in utilizing technology to express himself/herself.
- The student is an active participant in the learning process and learns independently.
- The student will be able to find reliable information on the Internet.
- The student is able to access real-time information, integrate the information and incorporate it into a verbal and/or written presentation.
- The student increases his/her productivity by utilizing technology to achieve his/her goals.

Section 6 Technology Delivery

There is direct access to the internet from every classroom and instructional area in the district. Wireless technology will be phased in to enable the utilization of electronic resources in any learning environment

Video sources are available through the new Jackson County Intermediate School District (JCISD) county wide digital network

Virtual fieldtrips, academic classes and other distance learning events via JCISD will be explore with the possibility of installing a distance learning classroom in the district.

On line classes will also be explored through the Michigan Virtual University to offer students advanced placement classes that are not offered in the district.

Section 7 Parental/Community Relations

Adult technology literacy will be developed through a variety of courses offered by the Community Education Center. Any and all technologies acquired throughout the district will be made available to the Community Education Center after school hours for the enhancement of technological literacy.

Courses offered emphasize a basic working knowledge of Microsoft Works utilities including the word processor, spreadsheet, and database. Parents an Community members utilize the books and computers available to those students attending the high school courses

A new software application has been implemented to enable parents / students to access homework assignments, grades and communicate electronically with teachers. Parents are welcome to participate in the development of the district technology plan.

Section 8 Collaboration

Where available, monetary support from outside sources will be utilized to support and enhance the district technology plan. The district has worked with a local organization, The Jackson Community Foundation, to fulfill the goal of bringing multimedia to the schools.

Our District will work closely with JCISD, keeping informed of current funding and collaborative technology opportunities.

Our District Technology Committee will review funding sources, apply for grants (ie. USF e-

rate) and make recommendations to the Superintendent.

Our District will continue to make use of our capital outlay funds and monitor / adjust to respond to current State and local financial situations.

Professional Development

Section 9 Strategies

To provide continuous training for staff in all areas of technology.

To provide staff with training on how to integrate technology into their classroom /content area.

Utilize contractual inservice and common planning days to offer technology training

Professional development may be obtained through computer literacy / integration courses offered by the Michigan Center School District, JCISD, area colleges or universities, or through conferences offered by outside sources. Instructors for the computer literacy courses will be obtained from the present staff, staff from area schools, JCISD or an outside consultant may be hired

Section 10 Supporting Resources

Professional development will occur through various computer literacy / integration courses offered through the Michigan Center School District, through JCISD, through area colleges and universities, through Michigan Virtual University or through conferences offered by other sources outside the district.

Infrastructure, Hardware, Technical Support and Software

Section 11 Infrastructure Needs /Technical Specifications and Design

This plan is an organized method of planning for the addition and replacement of existing district technology. It will develop priorities for the expenditure of district funds for this purpose. We realized many of our goals in the previous technology plan and feel we are doing a good job providing technology for our students and staff. We will use the state wide REMC bid for procuring many of our voice, data and video needs. In addition, since we are part of a county wide network (WAN), we will continue to collaborate with JCISD to assure upgrade and compatibility issues as well as getting the best value for our dollar. Following is our three year upgrade and replacement schedule:

2005-2006

Replace Sr. High Lab
Hardware upgrades
Inservice of staff

Expand Teen Scene Lab
Purchase interactive white boards for district
Purchase data projectors for district
Internet Costs
Network Licenses
AntiVirus Software Licenses
Software
Computer Supplies
Lab control software

2006-2007

Replace High School Classroom machines
Hardware upgrades
Replace High School Server
Inservice of staff
Internet Costs
Network Licenses
AntiVirus Software Licenses
Software
Computer Supplies

2007-2008

Replace Keicher Library Lab machines
Hardware upgrades
Inservice of staff
Internet Costs
Replace Jr. High Lab
Network Licenses
AntiVirus Software Licenses
Software
Computer Supplies

Section 12 Increase access

Our district will continue to monitor our internet access speed and modify if needed.

Our district will continue to monitor our streaming (digital) video accessibility and adjust if needed.

Our district will continue to monitor the speed and reliability of desktop computers throughout the district and replace when necessary.

Our district will monitor our voice system to assure reliable communication.

Our district will monitor our local area network and adjust as needed.

Our district will monitor students in need of assistive technology and implement when needed.

Funding and Budget

Section 13 Budget and Timetable

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

Our future budgets are projections based on existing knowledge and with projected budgets for K-12 education uncertain, our budgets are uncertain as well.

Proposed Technology Budget

<u>Account</u>	<u>Description</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>
111132260	TECH INSERVICE - ARN	\$ 1,500	\$ 1,545	\$ 1,591
111132261	TECH INSERVICE - KCH	\$ 1,500	\$ 1,545	\$ 1,591
111332260	TECH INSERVICE - HS	\$ 3,000	\$ 3,090	\$ 3,183
122482100	INST TV - INTERNET	\$ 3,246	\$ 3,343	\$ 3,444
122482250	INTERNET - JCISD	\$ 7,754	\$ 7,987	\$ 8,226
119764166	TECHNOLOGY CO	\$ 55,000	\$ 56,650	\$ 58,350
119764400	TECH PREP SUPPLIES	\$ 7,000	\$ 7,210	\$ 7,426
126134000	COMMUNICATIONS	\$ 2,360	\$ 2,431	\$ 2,504
126134100	TELEPHONE	\$ 23,285	\$ 23,984	\$ 24,703
122515000	TECH DIRECTOR	\$ 45,000	\$ 46,350	\$ 47,741
122516000	TECH SECRETARY	\$ 12,000	\$ 12,360	\$ 12,731
122521300	TECH H&A	\$ 31,380	\$ 32,321	\$ 33,291
122528200	TECH RET	\$ 9,314	\$ 9,593	\$ 9,881
122528300	TECH M FICA	\$ 4,360	\$ 4,491	\$ 4,626
122531000	COMP PURCH SERV	\$ 20,000	\$ 20,600	\$ 21,218
122559110	COMP SUPP ARN	\$ 600	\$ 618	\$ 637
122559130	COMP SUPP KCH	\$ 800	\$ 824	\$ 849
122559132	COMP SUPP CLEM	\$ 200	\$ 206	\$ 212
122559140	COMP SUPP JH/HS	\$ 1,000	\$ 1,030	\$ 1,061
126659200	ADMIN DP CAP OUTLAY	\$ 12,000	\$ 12,360	\$ 12,731
128434100	TECH COMM/TELE	\$ 500	\$ 515	\$ 530
128441900	DP MAINT CONT	\$ 10,500	\$ 10,815	\$ 11,139
		\$ 252,299	\$ 259,868	\$ 267,664

Section 14 Coordination of Resources

Our District will work closely with JCISD and MDE, keeping informed of current funding and collaborative technology opportunities.

Our District Technology Committee will review funding sources, apply for grants (ie. USF e-rate) and make recommendations to the Superintendent.

Our District will continue to make use of our capital outlay funds and monitor/ adjust to respond to current State and local financial situations.

Monitoring and Evaluation

Section 15 Evaluation

The following represents the major plan components and the evaluation model for Michigan Center Schools technology implementation over the next three years. An assessment and resulting review and update of the plan will take place in the spring of each school year.

1. Incorporate multimedia into the curriculum. Seventy-five percent of the student body at the ninth grade level will demonstrate competency in using multimedia resources for presentation.
2. Incorporate technology in the K-12 curriculum.
 - a.) Fifty percent of the grade 3-12 curriculum will incorporate technology as a support.
 - b.) Eighty-five percent of graduating students will be competent in word-processing and using technology in research.
3. Provide staff Training. Eighty-five percent of administrators and staff will have been trained and demonstrate competency in the application of technology in the performance of their job.
4. Establish a computer network throughout each building. One-hundred percent of the district buildings will be networked providing direct student access to networked district resources and the Internet.
5. Provide Internet access screening One hundred percent of all incoming information from outside resources will be evaluated and screened using local legal, ethical and community standards.
6. Pursue faster outside Internet connections. One hundred percent of connection speed to the WWW will be equal to that of a T1 connection.
7. Expand adult technology literacy. One hundred percent of adults will be provided with the opportunity to reach a basic level of computer literacy.
8. Expand Tech prep. Seventy-five percent of graduates shall have taken at least two courses in Tech. Prep between the 7th and 12th grades.
9. Develop technology support services for staff. Ninety-five percent of the staff will indicate adequate technological support is available for them to perform their job effectively and efficiently.
10. Continue to develop networked resources. Ninety-five percent of the staff will indicate adequate networked resources available to perform their job effectively and efficiently.

11. Expand technology available in the district to incorporate video. One hundred percent video access, which supports the curriculum, will be provided at every level.

12. Update all administrative software to be windows based. One hundred percent of student support and administrative software will be windows based.

Section 16 Acceptable Use Policy

Acceptable Use Policy

Michigan Center School District encourages and strongly promotes the use of electronic information technologies in educational endeavors. The district provides access to information resources available in a variety of electronic formats and for the development of information management skills. Together these allow learners to access current and relevant resources, provide the opportunity to communicate in a technologically rich environment and assist them to become responsible, self-directed, life-long learners.

Approved: 4/17/96, reviewed 1/2000

REGULATIONS

Michigan Center School District is responsible for the management of the structure, hardware and software that the district uses to allow access to information technologies for educational purposes. These include

- a. Assigning and removing of member accounts on the network(s);
- b. Maintenance and repair of equipment that comprise the network(s);
- c. Selection of software that the network will support as well as the use of filtering software on all student machines connected to the Internet;
- d. Electronic Information Access and Use Policy;
- e. Defining the rights/responsibilities of members;
- f. Providing training opportunities on the use and application of information technology, including training and information on new technologies, software and media as they are acquired and put into use in the district.

The district does not take responsibility for resources located or actions taken by the members that do not support the purposes of the school district.

Network Members

All network members on the Michigan Center School District network will be granted access to all services the network offers. The following people may use district technology and may hold accounts on the Michigan Center School District Network:

1. Students -- Students who are currently enrolled in the district may be granted a network account upon agreement to the terms stated in this policy.
2. Faculty and Staff -- Staff members currently employed by the district may be granted a network account upon agreement to the terms stated in this policy.
3. Others -- Anyone may request a special account on the Michigan Center School District network. These requests will be granted on a case-by-case basis, depending on need and resource availability.

Rights and Responsibilities of Members

Members have the right:

To use all authorized hardware and software for which they have received training to facilitate

learning and enhance educational information exchange.

To access district networks and the outside resources to retrieve information to facilitate learning and enhance education information exchange.

Members have the conditional and limited rights to sign up for listservs, bulletin boards, chat rooms, e-mail exchange and newsgroups on the Internet which facilitate learning and enhance educational information exchange. Recreational use is prohibited.

Members are responsible for:

Utilizing technology in the school only for facilitating learning and enhancing educational information exchange consistent with the purposes of the school.

Attending appropriate training sessions in the use and care of hardware, software and networks and refraining from using any technology for which they have not received training.

Adhering to the rules established for the use of hardware, software, labs and networks in the school or through remote access outside of the school.

Maintaining the privacy of passwords and are prohibited from publishing or discussing passwords.

Having all disks or videos scanned for virus, dirt or other contamination which might endanger the integrity of district hardware, software or networks before they are used in district systems.

All material received via the Internet under their account. They accept responsibility for keeping all pornographic material, inappropriate files, or files dangerous to the integrity of the school's network, equipment, or software from entering the school via the Internet or from being reproduced in visual, digital or written format.

Making all subscriptions to listserves or newsgroups known to the system administrator and seeking prior approval before requesting such subscriptions on the Internet.

Maintaining the integrity of the electronic mail (e-mail) system, reporting any violations of privacy and making only those e-mail contacts which facilitate learning and enhance educational information exchange.

Adhering to copyright guidelines in the use of hardware and software and in the transmission or copying of text or files on the Internet or from other resources.

Members are prohibited from:

Using the technology for personal or private business, for product advertisement or political lobbying, or for making any financial commitments on the Internet.

The malicious use of technology to disrupt the use of technology by others, to harass or discriminate against others, and to infiltrate unauthorized computer systems.

Consequences of Inappropriate Network Behavior

Any member who does not comply with the Information Access and Use Policy will lose network privileges. Repeated or severe infractions of the policy will result in permanent termination of privileges.

The system administrator will determine what is inappropriate use based on Electronic

Information Access and Use Policy and the administrator's decision is final.

Members violating any of these rights and responsibilities may face additional disciplinary action deemed appropriate in keeping with the disciplinary policies and guidelines of the district.

Challenges

Challenges to district information resources or policies shall be made in writing and shall state the reasons for the challenge. A district appointed panel shall review the challenge and determine its appropriateness.

Definitions

DISTRICT EQUIPMENT - includes, but is not limited to, computers, disk drives, printers, scanners, networks, video and audio recorders, cameras, photocopiers, phones and other related electronic resources.

SOFTWARE - includes, but is not limited to, computer software, print and non-print resources.

NETWORK - includes, but is not limited to, all voice, video and data systems.