

**District Technology Plan
July 1, 2009 – June 30, 2012**

**Marcellus Community Schools (14050)
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*** *The cover page meets the demands for section one* ***

District Profile

Marcellus Community Schools is a rural, isolated school district of 108 square miles. It encompasses 36 lakes and farming is its major industry. The district has a 61% Free and Reduced Lunch Count. It has 923 students with a teaching staff of 52. Although minimal, the cultural diversity of Marcellus Community Schools is growing. Its buildings are all NCA accredited.

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Background

We live in a unique age. Computers are everywhere, and the ability to use them is all but assumed. Massive amounts of information are now available via the Internet, and this information is relatively inexpensive, instantly accessible, and growing. Access to the Internet is becoming a necessity for everyday life. In the near future, not having access to the Internet will be like not having access to a telephone or television today. It will be expected of all citizens who wish to participate in the "information age."

However, this information is not available to all on an equal basis. Connecting to the Internet can require expensive equipment, as well as usage fees and/or telephone charges depending on how one chooses to access the Internet. What we see today in our learners' home environments is yet another two-tier reality. Those students who can afford this information access have it, and benefit greatly from it. Those who cannot afford it are again disadvantaged. (Some people may argue that these students are the ones that would benefit the most.)

We believe it is our responsibility as a school to help level the playing field by providing computer and Internet access to our students. Thus, everyone will have access to the information and computer skills they need to be successful in our technological society. The demands of our society require us to change whether we want to or not.

In the process of educating, a school functions as an information agent. We collect massive amounts of information, filter and sort it, and then pass the relevant parts along to our learners via methods that they can understand and integrate in the most efficient manner possible.

The district's technology committee plays a vital role in making all of this happen. They exist to plan for equipment, training, and support, so that the use of technology becomes second nature to our learning community, allowing them to focus on the learning.

Technology Committee

- Ron Herron Superintendent, Marcellus Community Schools
- Donald Korff Technology Contact, Marcellus Community Schools
- Dianna Olson Technology Supervisor, Marcellus Community Schools
- Chris Newland Media Specialist, Marcellus Community Schools
- Nanette Pauley Principal, Marcellus High School
- Don Price Principal, Volinia Alternative School
- Phil McAndrew Principal, Marcellus Middle School
- Mindy Bohan Principal, Marcellus Elementary School
- Malinda Eyster Music Specialist, Marcellus Elementary School
- Chris Nofsinger Marcellus School Board / Marcellus Township Library

In order to best serve our learners, we have adopted this technology plan. Its purpose is to document what we have done, guide us in planning, and act as a yardstick for measuring success. Key to this plan are our vision and mission statements. Our vision statement reflects how we see our learning community functioning in the years to come. The mission statement puts forth our general methodology for turning our vision into reality.

Mission Statement

The mission of the Marcellus Community Schools with respect to technology is to provide the equipment, training, support, and vision needed by our faculty, staff, and administrators to successfully integrate technology into the district's curriculum.

Vision Statement

A technologically enriched environment will exist across the Marcellus Community School District . . .

- Enabling our learner's ideas and information to be gathered, understood, and managed efficiently and effectively.
- Impacting our curriculum toward alignment with the life performance expectations our learners face in today's technological world.
- Equipping our teachers, staff, and administration to serve our learners productively.

Rationale

The Michigan State Board of Education "Five Year State Technology Plan" published in 1991 recommended restructuring schools using technology. The report emphasized the need for students to be technologically skilled and stressed that technology must be viewed as critical. The report also stated that statewide access to information needed to be available to students through a telecommunication system and that students and staff needed to have access to and training in this technology.

The Marcellus District Technology Plan continues to address this need. The plan calls for maintaining and upgrading the connections in the classrooms in each building to the media center, the office, and to each other and the Internet to continue to allow the exchange of information. In order to maintain these links, additional hardware and software purchases are planned. Classroom access for attendance and record keeping, for remedial or enhanced learning opportunities, and for immediate access to distance learning centers is in place and continues to be expanded and improved.

Training for both staff and students is a critical element of our planning, as well. For example, topics like integrating the Internet into the curriculum as an instructional tool, using the updated communication technology, and expanding the potential of distance learning and online education would be ideal areas of instruction for staff. Students would benefit from these as well as topics like opportunities for a media-based generation or the presentation potential of real-world models.

A community link is being expanded. We currently have closed circuit broadcasting capabilities in the high school, middle school, elementary school and Volinia. Now we are joined by a community access channel, which is operated by the school in partnership with the community. With the availability of the Internet being made more economical, even in a rural community like Marcellus the web has been growing as a viable link for the district to the community.

Over the past few years Marcellus Community Schools has dedicated a large portion of its internal funding to acquire technologies for student use and we have made strides in this area. It is imperative to continue the progress we have made securing funds to purchase and maintain hardware, train staff and students, develop methods of

incorporating technology into the curriculum, and connect with the surrounding community.

Our goal is to build a technological infrastructure with a sound student-centered base. This goal is one of the target goals designed for our North Central Association school improvement plan. We want all forms of technology to be actively used and highly integrated into the curriculum. We believe that the use of technology in the classroom will prepare our students for the challenges of post-secondary education and the realities of the workplace.

We believe that exploration and evaluation of new methods of incorporating emerging technologies into the district curriculum will ensure equitable access for all of our students, and enhance interaction between administration, staff, students, and community.

Philosophy

In the pursuit of our mission, our operating philosophy will be put the technology in the hands of the learning community directly; along with the resources and training they need to use that technology effectively. We exist to serve our learners, and while we recognize that technology plays a vital role, we also recognize that the education of our students is the most important goal of our district.

We will seek to act proactively instead of reactively as often as possible. Schools often purchase technology and then try to decide what they should do with it. We want to reverse that process and decide what we need and how we will use it before we purchase it. We will also listen to and anticipate the needs of our learning community, and respond to those needs as quickly as the situation allows.

We also recognize our responsibility to our community to spend the monies allotted to us wisely. To this end, we will seek to invest in the technologies that we truly need, not those that are merely part of a trend. We will always seek to use what we have to the fullest possible extent.

General District Goals

- To provide learning opportunities by incorporating emerging technologies (hardware) into the core curriculum
- To purchase a variety of multi-media/software programs that will meet the objectives of each curriculum and provide learning opportunities for each student
- To insure that all Marcellus Community School staff members are trained and proficient with all available technologies
- To expand the knowledge and interest of each students and to assess student achievement and competencies
- To provide a more complete system of support for the growing technology resources

Curriculum Integration

Marcellus Community Schools is dedicated to not only increasing student achievement, but also to preparing learners with the ability to use technology in a productive, responsible manner. Students will be able to live, learn, and work successfully in an increasingly complex and informational-rich society. The technology curriculum, along with instructional practice, will enable learners to become:

- Capable information technology users
- Information seekers, analyzers, and evaluators
- Problem solvers and decision makers
- Creative and effective users of productivity tools
- Communications, collaborators, publishers, and producers
- Informed, responsible, and contributing citizens

The technology curriculum for the district is based upon five broad goals, which are aligned to the National Educational Technology Standards for Students (NETS). These goals, then, are integrated throughout the basic curriculum for technology from Kindergarten to 12th Grade, including our alternative school. With the ultimate purpose of increasing student achievement, the following goals are the basis for specifically applying technology into the curriculum:

- Develop technology skills that are vitally important in today's information society.
- Apply ethical and legal standards in planning, using, and evaluating technology.
- Use technologies to input, retrieve, organize, manipulate, evaluate, and communicate information.
- Apply appropriate technologies to critical thinking, creative expression, and decision-making skills.
- Transfer technological knowledge and skills to other learning situations.

Marcellus Schools Technology Curriculum

Kindergarten

- Basic computer identification of parts
- Basic computer operation – startup, passwords, use of mouse, shutdown
- Using Paint programs to illustrate class concepts
- Using educational software
- Maneuvering around Internet screens

First Grade

- Same as Kindergarten
- Introduction to home row
- Introduction to Microsoft Word – Opening, and using for name and spelling words

Second Grade

- Typing classes for 9 weeks using Type to Learn Jr.
- Using Word – basic letters and poems
- Using Paint programs and other educational software
- Using Internet – accessing through shortcuts and typing web addresses

Third Grade

- Typing classes twice a week for 9 weeks
- Using Word – applying basic features and saving
- Word Art and autoshape drawing
- Using Paint programs and other education software
- Using Internet – applying search tactics to research material for reports

Fourth Grade

- Same as Third Grade
- Create and type articles for school paper
- Saving and opening from a disk

Fifth Grade

- Hardware – All students apply understanding of the purpose, care and operation
 - Basic operations on hardware
 - Identify and correctly spell
 - Explain and describe
- Keyboarding – All students will demonstrate knowledge of correct posture, home position, and proper keyboarding skills
 - Lessons and speed drills at 10 WPM and 80 % accuracy
 - Use computer to type a composition
- Word Processing – All students will practice and demonstrate understanding of word processing skills.
 - Compose, format, edit, and publish
 - Edit existing documents
 - Various saving methods
- Graphics – All students will practice inserting and sizing graphics
 - Creating title pages
 - Inserting into selected documents

Seventh Grade

- Review Type to Learn basics
 - Lessons 1 – 10
 - Build speed and accuracy
- Microsoft Word
 - Word processing basics
 - Toolbar, spell check features, etc.
 - Working with graphics
 - Working with tables

- Microsoft PowerPoint
 - Creating and viewing basics
 - Applying customizing to slide shows
 - Exploration of multimedia capabilities
- Microsoft Publisher
 - Starting and creating a document
 - Manipulation of graphics
 - Digital camera application
 - Word Art, its editing, and other text features
- Exploring Career Pathways
 - Introduction / Discussion of the six career pathways
 - Identification of top three choices
 - Career research – Internet and real world

M.A.S.T. (first level high school)

- Microsoft Word – an in depth course on most features of Word using various business documents and styles
- Microsoft Excel – an in depth course on most features of Excel including editing, formulas, advanced functions, various design elements, and charts
- Microsoft PowerPoint – Introduction and review of PowerPoint basic skills, and the application of it as a communication tool
- Microsoft Access – Introduction into basic database structure and the creation of a simple database

M.A.S.T. II (second level high school)

- Advanced applications – taking Word, Excel, and PowerPoint to much deeper level
- Becoming an Entrepreneur
 - Characteristics and resources
 - Nature of small business, global markets
 - Research of business opportunities
 - Types of ownership
 - Marketing analysis
- Internet – Various search methods and interactive projects
- Microsoft FrontPage and HTML
 - Defining and organizing websites
 - FrontPage basics
 - Multimedia features available for web pages
 - Basic programming in HTML
 - Web Page Design criteria
- Digttools – the use voice input technology, handwriting input technology, and handhelds

Professional Development

Training Initiatives & Strategies

Our district approaches training in three different ways, all of which are described below. No matter which method is used, it is our goal to make the training timely and relevant. We ensure this by constantly listening to our staff's concerns and needs. As far as the timeline for the various types of training, usually five days during the school year are reserved for training. These days are referred to as inservice days. Throughout each summer, our district offers seminars and small group trainings that pertain to any relevant technology issues (as well as others) around the district.

Inservice Programs

Our single biggest, ongoing training comes in the form of regular inservices. Individual buildings set up their own sessions. For the 2008 –2009 academic year, the inservice days were as follows: August 27, August 28, November 7th, January 16, and February 27. Subsequent years will have a similar schedule, but at the current time the exact dates remain in negotiations.

Small Group Training

Whenever new technologies are brought into the school environment, we train the faculty and staff involved in small groups either over the summer break or after school hours. The goal of this training is to ensure that our staff uses the new technologies effectively, and that the transition time is as small as possible.

We are constantly looking for additional avenues in which to provide faculty, administrators, and staff with training. Two avenues that will probably take on larger roles are CD-ROM driven interactive tutorials, and interactive training materials available directly from software vendors over the Internet. Already we have seen both software and hardware companies provide tremendous amounts of support information via the Web. It is only natural for training to be the next step in the process. We will seek out the best of these materials, and provide the information and resources needed to take advantage of them.

Existing Ongoing Support

Our general plan is to be proactive, not reactive. The district tech committee routinely meets and brainstorms over future staff and student needs, and they plan for those needs accordingly.

“No Child Left Behind” Legislation identifies technology as a powerful tool for improving student learning and achievement in schools. As technology grows, it is imperative that a strong staff development program be in place to train teachers in the emerging technologies and, more importantly, to give them the ability to instruct students in technical use and application.

The use of technology in the classrooms at Marcellus Community Schools will prepare our students for the challenges of post-secondary education and the realities of the

workplace in the 21st century. Our School Improvement goal ***All students will improve their knowledge and use of technology*** is district-wide and indicates a strong dedication to technology support.

The Marcellus Community Schools has teacher training as the central component for our technology plan to ensure that teachers are receptive to the use of computers, multi-media and video and are willing to integrate it into their respective curriculums. Our vision and focus for each teacher to have computers in their classrooms and have curriculum-based software indicates our commitment to small group and individual instruction. Specifically considered are our special education teachers and Title One instructors whose students have special needs such as ADD and fine motor skill dysfunction. This population is often ignored but our “level the playing field” philosophy is strongly demonstrated with the access to LightSpan, AlphaSmartPros, computers, the Internet, and online education in each of our special education classrooms.

Technology will become an integral part of the way we teach as it begins to enhance and support for our student’s academic achievement. It is our goal to provide all of the staff development and training necessary to accomplish this.

The Marcellus Community School has programs that have been in existence since 1990 in Adult/Alternative Education, in Community Education and in active collaboration with the Marcellus Library, Berrien County, Lewis Cass, and KRESA ISD’s.

Marcellus Schools actively participates in ongoing training and technical assistance for its staff, teachers and administrators with ISD’s consultants, colleges and universities. The following sources and services are and continue to be utilized to ensure successful use of the technologies; LCISD, BCISD, KRESA, consultants Will Townsley, Don Dailey, Brad Bruwitt, and Rick Paalman, School Improvement teams, REMC, Libraries of Michigan, Professional Journals, school visitations, MAME, MACUL, KVCC, SMC, and Western Michigan.

Whenever possible, the professional development will be funded through competitive grants, Title I (will combine with Title I part A - Gifted and Talented), Title II D, Title V part A, and the Universal Service Fund for the strategically designed long-range technology plan.

While this technology is still emerging in our district, we are planning for its possible use. Consider the possibility of AP and language classes for students in small rural schools where the enrollment precludes a variety of electives. Imagine how valuable this technology would be if it could be used to bring learning to bed-ridden children at home or in the hospital. What if students who miss regular instructional time as a result of participation in extra-curricular activities could use it? Clearly, this technology needs and is being explored.

All of our district technology goals are based on the state and national standards for technology. However, in the long run, the goal of any training program is to make

technology transparent. Technology is most effective in the context of education when its use is as commonplace, as easy, and as natural as listening, speaking, and writing. Our on-going training efforts will continue to strive toward this goal.

Infrastructure, Hardware, Technical Support, and Software

Where We Are

It is easy to equate technology with just computers, but technology is much more broad-based. Several non-computer technologies exist, and are excellent resources for teachers desiring to enhance student achievement.

TV/VCR/DVD combinations have been around a while, but that does not diminish their importance. When used properly, these units can add to a student's learning experience by bringing variety to the classroom. They allow teachers to SHOW and not just tell. Our library of DVD equipment is growing; currently, we have a couple of DVD burners in each building, and the TV units are connected to the teacher computer in 75% of our classrooms.

Perhaps the most significant use of audio equipment in our school is in the area of foreign language instruction. This equipment provides an easy way for students to listen to foreign languages in the native accent. Our teachers also incorporate a sing-a-long technique into their curriculum to teach students the natural flow of the language.

A state of the art television distribution system was added to our elementary, middle and high schools. Each classroom has its own TV, which connects to a central VCR/DVD bank in the media center. This network allows many classrooms to monitor the same video broadcast at the same time, and provides an efficient way for building communication. The middle school houses the community's access channel.

Graphing calculators represent the single greatest advancement in mathematics education since the pencil. They allow students to visualize mathematical problems and "what if" scenarios in ways never before possible without a full-blown computer. Graphing calculators can be used by students to simulate complex mathematical situations, or to quickly perform analysis on large sets of data.

Marcellus Community School has incorporated musical digital interface technology into its curriculum. Students use computers with music technology in the elementary school.

Computer Software

Preparing students to be productive citizens is a common theme in school mission statements nationwide. A key element in productivity is proficiency on a computer. Everywhere in the world, we see computers. They have become an ever-present and permanent fixture. By incorporating training in *word processors, spreadsheets, databases, and presentation software* programs into our curriculum, we provide a foundation of the basic computer skills that all students need to be productive in the workforce.

The *typing tutor software* has been used for years as one of our basic computer applications. After students learn basic typing skills in this program, they progress to more advanced typing skills, i.e. word processing.

The *Lightspan Project* is a collection of computer simulation software packages in reading and mathematics that operate on a Sony Playstation and an ordinary TV set or a multimedia PC. The goal of this software is to provide true educational content in an interactive video game type atmosphere. Primarily intended for younger audiences, this software package is effective in holding a student's attention, and in providing educational material in an entertaining way.

Even beyond Lightspan, several classes throughout the curriculum offer opportunities to apply technology into the learner's world. Programs such as *Accelerated Reader and Math, Star Reader and Math, library search programs, Athena, magazine article summaries, multi-media programs, web design software, Unitedstreaming, online learning programs, and various types of publication software* are all presently being used within the classrooms and media centers. Each program used by the teaching staff is aimed toward impacting the learner and increasing student achievement.

System software is currently housed in the Marcellus district as well. *Symantec Antivirus, Symantec Ghost, CleanSlate, Novell Netware, Microsoft Outlook email system, KRESA's student information system, SF2K Accounting software, and various other system utility programs* are currently applied in many ways throughout our network. Much of this software is server based, and is applied to the entire network.

Computer and Network Hardware

The Marcellus Community Schools' LAN has grown extensively over the past couple of years. Each time the network of technology is enhanced, the basis for the expansion has been to increase student achievement. With the growing role of technology within the curriculum, it has become a necessity to remain as current as possible with the hardware surrounding the learning atmosphere. The following list portrays the current inventory of hardware found across the district.

- 291 individual workstations found within teacher and student access areas
- 134 workstations located within technology labs across the district
- Novell 6.0 Server, Microsoft Exchange Server (email), Accounting Server (Microsoft Server 2003), and a Dell Voicemail Server
- 21 Switches / Hubs, 3 Cisco routers, PIX firewall and filtering service, and the fiber and Cat 5e cabling to link every room
- Integrated Veritas Tape Backup system
- T-1 connectivity between the Alternative school and the High/Elementary School
- Wireless connectivity between the Middle school and the High/Elementary School
- T-1 Internet access
- Two mobile labs of 16 dell laptop computers
- 21 network printers and 50 local printers

- 15 Scanners and 10 digital cameras
- 5 presentation projectors
- A Polycom camera and distance learning lab environment

Telecommunications

- VoIP phone system with two individual, digital phone cabinets
- 13 Digital phones
- 28 IP phones
- 8 single line phones
- 7 fax lines, 3 emergency lines, and 3 other analog lines
- Voicemail and email system housed on the servers
- Approximately 20 Nextel phones with one Blackberry Internet Service

Plan for the Future

The public schools need to step in and ensure that a quality education is available to all, not just those who can afford it. This presents a special challenge to our district. We will need to consistently review the technology we have and the technology that is available, constantly asking what we can do with these technologies to serve our learners, and ultimately our community, as best we can.

Although our long-range plans do contain some specific goals, it is important to point out that our long-range plan is more a philosophy of technology than a technology wish list. It is difficult, if not impossible, to predict what technology will look like three years from now. Indeed, imagine trying to predict five years ago the impact that the Internet alone has had on the classroom. Without being too specific and thus setting ourselves up for failure, we need to set long-term goals that reflect the direction that technology is going, and not necessarily the destination we think it will reach.

Key to this philosophy are the issues of communication via the computer, planning for the inevitable obsolescence of our current equipment, maintenance of current equipment, and the need to constantly train and support our learning community in the context of technology.

Ultimately, our technology needs to be updated in order to enhance the learning environment. A lot of these advances will affect the classroom and teaching directly, however, there may need to upgrade due to necessary administrative tasks. Network infrastructure and software must continue to be kept current in meeting the demands of the curricular needs. Application software and other curricular programs need to be kept current to be affective as learning tools. The improved efficiency of connectivity for every area in the district will definitely be a priority over the next couple of years.

Overall, our goals for the near future can be summarized in 3 statements:

- (1) Our technology must continue to encourage curricular integration of application software.
- (2) Our technology must continue to enhance teacher productivity.

- (3) Our technology must provide administrative tools necessary for the school environment.

It will be our priority to be sure this philosophy is evident in any technology plans we have for the future. Some of the specific upgrades and updates we have in mind fit directly into this philosophy: The following list provides examples of (but not limited to) the suggested technology:

- Novell, Antivirus, and network utility program upgrades (yearly, as necessary)
- Network infrastructure updating and increased efficiency
- Increase bandwidth for Internet Access as well as within LAN
- The addition of a third mobile lab of 24 laptops
- Increased online learning capabilities and potential
- Upgrade of high school computer labs
- The establishment of a technology based science lab
- Video streaming equipment and necessary infrastructure (Expansion each year)
- Presentation equipment including interactive whiteboards / tablets (Expansion of amount each year)
- Continuous Professional Development for all levels of users (yearly, as necessary)
- Updating and addition of new pieces of hardware (yearly, as necessary)
 - i. Workstations
 - ii. Laptops
 - iii. Printers – both local and network
 - iv. Digital Cameras and Scanners
 - v. Projectors
 - vi. Digital Camcorders
 - vii. Handheld devices
 - viii. Speech recognition devices
- Updating and addition of new software programs (yearly, as necessary)
 - i. Application Software
 - ii. Star Math and Reading libraries
 - iii. Accelerated Reader and Math libraries
 - iv. Web design software
 - v. Administrative tool software
 - vi. PC and Network utility software

The Technology Support Plan

The technology support system of the district has recently been re-organized to include a full-time Technology Supervisor, coupled with access to an outside Education Technology Consultant. Within this re-organized department, a rotation process of upgrading hardware and software is being developed. Currently, the system is set up on a rotating basis of upgrading or purchasing new hardware and software items by building. For example, the high school may purchase 5 new computers each year and

upgrade the application software as new versions come out and are necessary. This process will be brought under one umbrella as the technology department is completely established.

The technical support of the district will be provided at a variety of levels. The ground level of support is a troubleshooting guide designed by the local tech team to assist teachers and other staff in solving their own problems. As expected, many of the technical issues that arise will be greater than what most staff will be able to handle themselves. As a result, the next level of support is the key contact of each building. Within each building there is a more “tech-savvy” contact that can assist in solving simple dilemmas. A help desk will hopefully soon be established by the technology department to assist with this lower level troubleshooting. From here, there may be a demand for more in-depth work; this is where the Technology Supervisor may step in. All network and district-wide technologies are handled directly by the tech department.

After all of the emphasis put on upgrading and increasing the technology within a school district, the bottom line is that student access, achievement, and understanding is increased. One area where a concentration must occur is in the area of those needing assistive technologies. We will continue to carefully assess and address those needs as they arise within our district. With the rotation of new technology and the recently used technology, classroom access will increase. This will increase student access and teacher availability. Increasing network and storage efficiency will encourage access and the application of the technology to grow for the student and staff member.

Budgeting and Timetable

The following section details the estimated cost and approximate timetable of the aforementioned technology upgrades. With the establishment of the technology department of the district, the anticipation of a centralized budget for the purchasing and handling of the technology issues is imminent. However, currently each building is responsible for the budgeting of any costs. The following chart simply consolidates the technology costs together in a single estimate, rather than an estimate per building.

Budget Item	2009 -- 2010	2010 – 2011	2011 -- 2012
Technology Dept. Salary	35,000	35,000	37,000
Tech Staff – Ins, Fica, Retire.	20,100	20,100	21,000
Tech Staff – Prof. Developmt	2,500	2,500	2,500
Tech Staff – Inservice	250	250	250
Contracted Services	12,000	12,000	12,000
Internet Services and Filtering (T-1 Line Charges)	18,700	18,700	18,700
KRESA Services	9,600	9,600	9,600
Building Technology Supplies	10,000	10,000	10,000
Building Software	12,000	12,000	12,000
District Software	4,000	4,000	4,000
Tech Dept Supplies	2,500	2,500	2,500

Tech Dept Replacement	2,500	2,500	2,500
Telnet PRI	12,000	12,000	12,000
Cellular Phone / Internet Svc.	8,000	8,000	8,000
Anticipated Projects			
Network Infrastructure & Bandwidth Increase	15,000		
Online Learning	2,000		10,000
Additional Mobile Lab			5,000
Video Streaming Expansion	3,000	3,000	3,000
Presentation Equip. Expansion	2,000	2,000	2,000
Technology Based Science Lab		4,000	8,000
Upgrade of High School Computer Labs		15,000	
Network Printers	2,000	2,000	2,000

Additional Technology Funding

Beyond any general fund designated funds, the technology program is usually taken care of through competitive grants and donations, Title I combining with Title I part A, Gifted and Talented, Title II D, Title V part A, and the Universal Service Fund. Central Office administration consistently researches possible grants available to assist with technology expenditures as part of the funding as well. All of these sources come together to help fund the long range technology plans of the Marcellus Community Schools.

Coordination of Resources

Currently, the Superintendent and Technology Supervisor work together to coordinate any state and local resources to implement the activities and acquisitions as prescribed in this technology plan.

Evaluation

The evaluation of a district’s use of technology can be a complex task. Certainly we can sit down a year from now and ask if we have accomplished the goals that we set out to accomplish, but that only measures whether or not we’ve met our goals. It doesn’t measure whether or not our goals have been good ones, and it doesn’t offer suggestions for future goals.

As stated before, truly successful implementation of technology tends to make the technology itself invisible, and thus leave the focus on education itself. If our endeavors

in technology are successful, we certainly hope to see increases in MEAP and MME scores district wide. In the end, learner performance is the ultimate goal.

The Technology Planning Committee will be responsible for monitoring and evaluating the progress of the Technology Plan. In order to do so, the committee will meet periodically throughout the school year to:

- Reassess goals and activities of the technology Plan in order to ensure that it reflects the current situation.
- Review and update inventory of equipment and software.
- Assess the progress of staff development with regard to faculty and student computer literacy.
- Assess the degree to which technology has been integrated into normal classroom teaching.
- Assess the degree to which technology has enhanced communication between the school and the community.

The Marcellus School District will evaluate the progress and impact of its technology implementation plan through building surveys of teachers and students (to include the School Improvement process of evaluation and the evaluation pieces of state and federal grants) and through parent and community surveys.

Acceptable Use Policy

Technology Policy

The Marcellus Community Schools Board of Education encourages student use of all forms of technology. Guidelines for student use of technology must be developed cooperatively by the district technology committee and administration. These guidelines must be approved by the board. Copies of the guidelines will be distributed to all staff and students, and a copy will be inserted into the administrative handbook.

Internet Use Protocol Policy

The goal of participation in the Internet is to assist in the collaboration and exchange of information between the students and faculty of Marcellus Community Schools and Southwest Net, operated by REMC XI, Secant Technologies, KRESA, and Berrien County Intermediate School District (BCISD). The Marcellus Community Schools District uses a PIX firewall and filtering, which is managed by Secant Technologies.

The intent of this policy is to comply with the Merit/MichNet Acceptable Use Policy and the stated purposes and acceptable use policies of any other networks utilized.

This acceptable use policy applies to all users accessing the network and equipment at Marcellus Community School District, both on-site and remote.

1. Users have access to the Internet to facilitate diversity and personal growth in technology, information gathering skills, and communication skills.

2. Users can use the following methods for accessing information: Electronic Mail (e-mail), Telnet, File Transfer Protocol (FTP), News Groups, and World Wide Web.
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4. Each user is responsible for all material sent and received under their user account.
5. Any violations of the use of the Internet should be reported to the teacher or technology facilitator assigned to the user.
6. Users will accept the responsibility of keeping copyrighted software of any kind from entering the local/wide area network via the Internet.
7. Users may not use any means to access pornographic material, inappropriate text files, or files dangerous to the integrity of the local/wide area network or the Internet.
8. It is the user's responsibility to maintain the integrity of the private electronic mail system. The user has the responsibility to report all violations of privacy. Users have the responsibility to make only those contacts leading to some justifiable personal growth on the Internet. The user is also responsible for making sure e-mail sent or received by him/her does not contain pornographic material, inappropriate information, or text-encoded files that are potentially dangerous to the integrity of the local/wide area network or the Internet.
9. Users will be required to log all connections made while on-line with the Internet. The type of connection will be identified and all file transfers while on-line must be included in this log.
10. Users who violate the policies of Southwest Net will minimally have their account privileges discontinued.