Mason-Lake and Oceana ISD

Collaborative Technology Plan

SECTION ONE – COVER PAGE

District Profile:

The Mason-Lake and Oceana ISDs serve the students, schools and communities of Mason, Lake, and Oceana Counties. Located in Western Michigan along the Lake Michigan shoreline our area is rural, with a blend of forest, agricultural, and tourist industries.

Serving nearly 10,000 students and over 60,000 citizens our two ISDs cover approximately 1,500 square miles. Over 50% of our students receive free or reduced lunch.

Mason-Lake ISD District Code: 53000
2130 W. US 10 Ludington, MI 49431
231-757-3716
Web Site: http://www.mlisd.k12.mi.us

Oceana ISD District Code: 64000
844 Griswold Street Hart, MI 49420
Phone: 231.873.5651 FAX: 231.873.5779
Web Site: www.oceanaisd.com

Technology Plan Start Date: 7/1/2009 End Date: 6/30/2012

Initial Planning date: November 20, 2008

Technology Plan URL: http://www.mlisd.k12.mi.us/techplan.pdf

Contact: Tom Johnson,
Instructional Technology Coordinator:
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SECTION TWO – INTRODUCTORY MATERIAL

Mission Statement: The ISD's mission is to provide leadership and support to local school districts.

Introduction: The Mason-Lake and Oceana ISDs (MLOISD) work collaboratively to provide regional educational services to the K-12 district of Mason, Lake, and Oceana counties in Western-Michigan. MLOISD is an innovative, student centered, educational service organization dedicated to providing educational leadership to teachers, administrators and educational support personnel. Our primary goal is to "help area schools help students." The participation in the Federal School Lunch Program as of the fall of 2008 for Mason-Lake ISD is 61% and Oceana ISD is 69.1%.

SECTION THREE – INTRODUCTORY MATERIAL

Vision: We will be the technology leaders on behalf of our local schools.

Goals and Objectives:

Overarching Technology Goal: **Provide leadership by infusing technology across all efforts.**

1. **Infrastructure Goal:** Build a support structure to ensure that technology is stable, reliable and useable to assist all stakeholders.

2. **Data Goal:** Create and maintain regional data systems and processes so that data can be effectively used to improve student learning.

3. **Leadership Goal:** Develop a collaborative ISD Technology Department

Objectives:

1. **Infrastructure Objectives:**
    a. Leverage partnerships through the development of a wide area network and associated collaborative services.
    b. Consolidate support services between ISDs.
    c. Coordinate shared technology services in support of local districts
    d. Maximize the use of financial resources such as USF and through collaborative purchasing
    e. Leverage Stimulus funds to improve technology Infrastructure

2. **Data Objectives:**
    a. Leverage Stimulus funds to expand and improve data systems
    b. Hire data specialist to develop automated and effective processes and improve the ease of use and quality of educational data.
    c. Provide support for data systems (Electronic IEP, SMS, FMS, etc.)

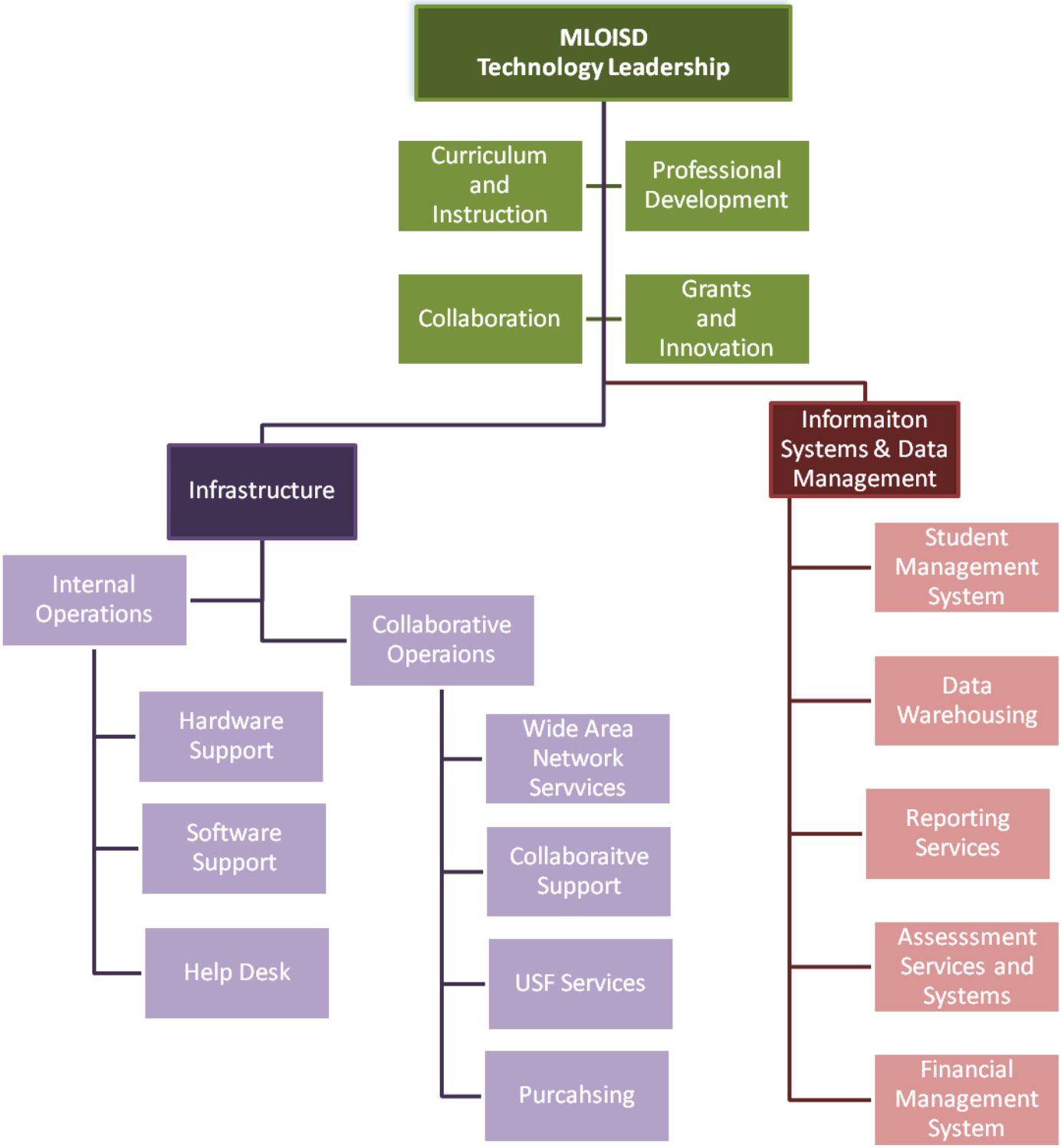
3. **Leadership Objectives:**
    a. Oversee Infrastructure and Data Operations, building an environment that allows leadership activities to thrive.
    b. Provide and coordinate professional development, ensuring that all stakeholders have the opportunity to leverage technology to improve student learning.
    c. Act as a change agent on behalf of our schools, driving effective innovation and encourage positive change.
    d. Coordinate efforts on leading edge and cooperative initiatives such as online learning and wide area network development.

As Regional Service agencies with limited direct student responsibility our ISDs are committed to both serving our students and empowering our local districts and their staffs to best serve their students. Thus our technology goals and objectives are based on broad needs and impacting fundamental instructional practices. In doing so, our goals strive to support and all of the National Educational Technology Standards (NETS). Always based on research and best practice we will work to improve the use and integration of technology throughout the operations and curriculum of all of our districts.

In order to accomplish these goals our ISDs have come together to work, in partnership on technology along with many other areas of ISD operations. After months of planning and identifying needs and desires of our locals, our internal staff, and looking at other successful ISD technology operations we are proposing the formation of a technology department to serve our two ISDs. The following pages include details on the structure of that department and hopefully captures and communicates the essential components of this effort. Effective leadership built upon a solid infrastructure and with easy access to meaningful educational data provide the essential ingredients for the successful use of technology to improve teaching and learning throughout our region.

These goals align with the state recommendations: 1,2,3,4,5,6,8,9,10,11,12,13,14,15,16,19,21.

Technology Structure



SECTION FOUR– CURRICULUM INTEGRATION

With two areas of focus: one within our ISDs serving our students directly and the other as a service agency supporting all of our local districts, our ISDs will strive to integrated technology throughout all of our efforts. From that perspective, technology should, in time, become transparent and supportive. Modeling these efforts with our ISD students, in our professional development activities, and through the collaborative and effective use of technology to improve professional efficiency we will reach out to our locals and improve our own practices. Below are some examples of when and how we hope to move ahead supporting our students and our schools.

Integration Timeline: Technology integration is a dynamic process which enhances student learning daily. Students and staff will use district-supplied hardware and software which will be implemented in each year of the technology plan as part of an ongoing technology integration strategy.

Basic technology skills are necessary to fully access, manage, organize, apply, communicate and evaluate information to solve problems in and beyond the classroom. The seven skills listed below will be developed and augmented as students advance through each level of schooling. Students will use district supplied hardware and software. It is part of Mason-Lake ISD's role to help our students and the students we serve through the local districts in the following areas:

Personal Computer Concepts: Students will have a working knowledge of the basic parts of a computer and the relationship of programs and data to the operation, ethical use, and proper care of technology as an appropriate tool.

Keyboarding: Students will have the ability to communicate with a computer via keyboard and video display and use other input devices such as a mouse, joystick, trackball, scratchpad or other pen-based screen. They will have a basic understanding as to how data is entered, how programs are initiated, and how to respond to screen displays. Computer aides should be trained with appropriate and standardized software to be utilized throughout the District. The initial concepts of keyboarding will be introduced at the Kindergarten and Preschool levels.

Word Processing: As an extension of word processing, students will be able to create and edit presentations involving video and audio media.

Spreadsheet: Students will be introduced to the basic functions of an electronic spreadsheet and its practical applications (using District-supplied, standardized software and hardware).

Personal Database: Students will be able to manipulate electronic databases (using District-supplied, standardized software and hardware).

Presentation Graphics/Multimedia/Desktop Publishing: As an extension of word processing, students will be able to use District-supplied, standardized software and hardware systems to create and edit presentations involving video and audio media.

Telecommunications to Information Services/Databases: Students will be able to access selected resources in the school media center and through external electronic databases and research topics on national networks. Critical today is a focus on the communications portion of this concept. Ever evolving communication tools (Skype, IC, social networking, twitter, texting, wikis, etc.) will drive our efforts in professional development in the hope that we can enhance our teachers abilities to integrate these 21st Century tools into the educational process.

SECTION FIVE– STUDENT ACHIEVEMENT

At the elementary level, these seven basic skills will be introduced and integrated into the curriculum in the appropriate subject areas and at the appropriate grade levels.

At the middle school and high school levels, the seven basic skills identified above will be reinforced and augmented to address the higher level of sophistication of middle school and high school applications.

In addition to basic technology skills, specialized applications of technology will be introduced in the following general subject areas and technology specific courses.

1. **Language Arts:** writing labs with appropriate tools for writing analysis.

2. **Mathematics:** graphing calculators; modeling software for mathematical analysis and application.

3. **Biological and Physical Sciences:** data gathering equipment (sensors, digital scales, video microscopes) interfaced to workstations with spreadsheet, database, statistical analysis and graphic presentation software for synthesis and reporting; interactive laserdisc video of lab simulations of potentially hazardous Chemistry experiments; on-line access to scientists via the Internet and distance education; equipment for investigations into genetics and physiology, etc.

4. **Social Sciences:** On-line access to civic databases; software for historical analysis. The use of modern internet communication strategies will foster discussion, dialogue, and increased student participation.

5. **Fine Arts:** hardware and software for music composition; labs for graphic design; hardware and software for photography.

6. **Physical Development and Health:** nutrition and health sites, monitoring equipment, and online research tools.

7. **Foreign Language:** interactive language labs, online translators, and online coursework in foreign language will emerge in the coming three years.

8. **Business:** computer labs for special business applications.

9. **Applied Technology:** Hardware and software for specific applications, technology labs, and integration of technology throughout our vocational programs.

10. **Special Education:** equipment for special needs students, including assistive technologies as appropriate.
11. **Distance Learning: C**ourse offerings will be expanded through video distance learning. Coordinating online courses and processes for selecting and supporting students in these endeavors will be a central focus at the leadership level within the ISDs.
12. **Blended or Hybrid coursework:** The ISD will work with local districts and teachers to develop a cadre of teachers prepared for and engaged in expanding the use on of mod

SECTION SIX – TECHNOLOGY DELIVERY

Distance Education: Online learning and seat-time waivers are both central to a grant awarded to our ISDs for the 2008-2009 and 2009-2010 school years. These efforts are based on input from administrators, teachers, and students over the past few years. Efforts focus on building local capacity for providing regional online instructors, building effective practices, and increasing student participation in online courses. We also support video distance learning systems at each ISD that are available for both student and professional courses and meetings.

SECTION SEVEN– PARENT COMMUNICATIONS & COMMUNITY RELATIONS

Parents will be involved with curriculum and student achievement through:
1. on-line access to student grades,
2. on-line access to teacher lesson plans,
3. on-line access to student attendance,
4. on-line access to media resources,
5. newsletter and email updates of technology and curriculum,
6. and school improvement committee meetings.

Needs Assessment and Technology Infrastructure Plan:
Our ISDs maintain nearly 100 computers for staff, students, and professional development, over 100 Category 5 and 6 data drops, ten Gigabit switches, eight wireless access points, dozens of printers and copiers, eight servers, two video distance learning systems, five multimedia rooms for trainings and meetings, and 15 phone lines with associated equipment.

Network: Our network infrastructure is based on a minimum of 100Mbps wired connections and 54MB wireless connections. Wireless access points are installed in our main buildings. These access points will are 802.11g compliant or higher. The expansion of our Local Area networks into a Wide Area Network will begin in the summer of 2009 with the connection of the two ISDs with a Leased 500MB fiber connection. From there we will work to connect all of our local districts, our Community College, and our neighboring ISD to the north (Manistee ISD) in a Wide Area Fiber Network. This WAN will open many doors and efforts will be made to collaborate on initiatives such as pooled internet access purchasing, single-sign-on, share central tools, collaborative off-site backup systems, more common platforms, shared support, shared filters, firewalls, server virtualization, and collaborative purchasing to name a few.

Operating Systems: We will also evaluate and upgrade, if necessary, our network operating software (NOS) and workstation operating software (OS). If our application software demands a NOS or OS upgrade, the upgrade will be implemented as soon as time permits and appropriate analysis of new versions are completed and approved.

Application Software: Our application software is scheduled to be evaluated every year by our technology committee and teachers in our local districts. Recommendations will be screened to determine if the software upgrades or additions will have a positive effect on student achievement as well as the district's improvement plan. We will use feedback from software training sessions and several on-line communities devoted to educational software evaluation.

Content and Virus Filtering: Internet filtering and ant-virus software will also be evaluated every year to ensure our district has the most effective software solution, and is compliant with the Children's Internet Protection Act (CIPA).

Technical Support: Designated individuals and groups will address technical support issues. Our Internet access is supplied and supported by Charter Communications, Inc. ISD staff members and two outside consultants will address daily support issues. ISD administration and staff, consultants, students, parents and community members will supply technology planning, implementation and evaluation. Over the spring and summer of 2009 we will reorganize our support structure and anticipate the creation of a separate technology department. This Department Director will coordinator efforts in leadership, infrastructure and data. Leveraging ISD staff, outside consultants, and partnerships with local districts, neighboring ISDs and our REMC will provide a greatly enhanced and systemic approach to the use of technology and data.

Hardware: Computer workstations will be replaced after a three to five year period. Servers will also be replaced after a five year period, with an annual upgrade allowance for each server to be determined during budget evaluations.

SECTION EIGHT – COLLABORATION

Collaborations: The technology solutions and their benefits will become an integral part of Mason County Central's Adult Community Education Program, which currently conducts adult literacy

classes at our facilities and throughout the community. The timeline for continuing this collaboration will begin at the start of each school year and continue through the duration of this technology plan.

The Technical Preparation Partnership, in collaboration with West Shore Community College, brings into focus the integral relationship between education and employment. Tech Prep is a reflection of our continuing commitment to educational excellence.

Efforts to collaborate with local districts for technical and data support are underway and partnerships with nearby ISDs are in the formative stage. Additionally, our ISD is actively engaged at the state level in discussions for a broadband initiative. Is it our intention to participate and if possible, serve as a leader for all service agencies in our area as efforts in this arena unfold over the next three years.

Working with all of our local districts our schools are currently all collaborating on a commonly purchased and supported Student Management System (SMS) and have begun implementing a common Financial Management System (FMS). Our ISDs are supporting a substantial portion of these initiatives, including the core support and oversight of each. Interconnecting these applications along with others such as electronic IEP software, food service, library, data warehouse, and single-sign-on initiatives are all projects in discussion for implementation over the next 18 months. These costs will largely be reflected in the Contracted Services line in the combined budget below.

SECTION NINE – PROFESSIONAL DEVELOPMENT

Professional Development: It is the intent of Mason-Lake ISD to provide its instructional staff with appropriate facilities, tools, training and supplies to maximize effectiveness in the classroom, raise student achievement and comply with state and national standards for teacher competencies. The ISD will facilitate the training that will begin at the start of each school year and continue for the duration of this technology plan. For all teachers to use technology owned and operated by the district, the district will provide appropriate access to technology and training to perform the following functions:

Word Processing: electronic document and text management for reports, letters, lesson plans, etc.

Spreadsheet: electronic worksheets for charts, graphs and tabular data management.

Personal Database: computer database management, including a procedural language for creating editing input screens and ad hoc reporting.

Statistical Analysis and Testing: applications which compute statistics on data collected and entered by the user.

Presentation Graphics/Design/Desktop Publishing: applications which enable the creation and organization of media from several sources, such as graphic images, digital/analog movies and charts, for presentation in the classroom or to other large group audiences.

Telecommunications to Information Services/Databases: applications which permit the access, through telephone on-line services, to various external information database services.

Electronic Mail: electronic communication between one or more computer workstations on a network.

Electronic Grade-book: electronic collection of teacher-specified information such as attendance, grades, homework assignments, etc. This data can then be transferred to other District systems for entry into official District databases.

Classroom Management: tools which enable teachers to plan and monitor classroom activities and resource utilization.
Integrated Lesson Development: applications which help teachers develop individual classroom plans to implement District curriculum. Its resources include computers, software and peripherals; videotape editing; and integration of DVD, CD-ROM, videotape and scanned images with an extensive instructional television network.

Voice Mail: an initial recording to direct callers to leave a message for teachers or staff members not currently available. Homework assignments could be made available on an individual class basis. A school information line would also be available. This requires a phone in every classroom and support area.

Automated Remote Media Access: allows for a teacher to remotely control and broadcast media, such as VHS tapes, DVDs, local computer monitor and a building broadcast, over an in-classroom, large display monitor. This would also include Cable TV and local video access.

Interfaces to Administrative Systems: applications which permit teachers to access relevant District informational databases regarding their particular students (address, phone number, parent name, grades, attendance, test scores, class schedule, transcript, etc.) and classroom curriculum needs (State Goals, District Learner Expectations, curricular outcomes, test items, lesson plans, approved salary advancement courses, etc.). These applications should permit teachers to view relevant information and download or print information such as class lists, parent phone numbers, individual student attendance, outcomes and lesson plans.

Electronic IEP Software: Online tools for automating student IEPs, thus increasing stakeholder participation and useable data will be provided. Training in the use of these systems and best practice in facilitating sessions will be ongoing.

SECTION TEN – SUPPORTING RESOURCES

We currently utilize contracted technical support, on-line resources, technology periodicals, district policies, district and building school improvement plans, REMC training services and outside consultants.

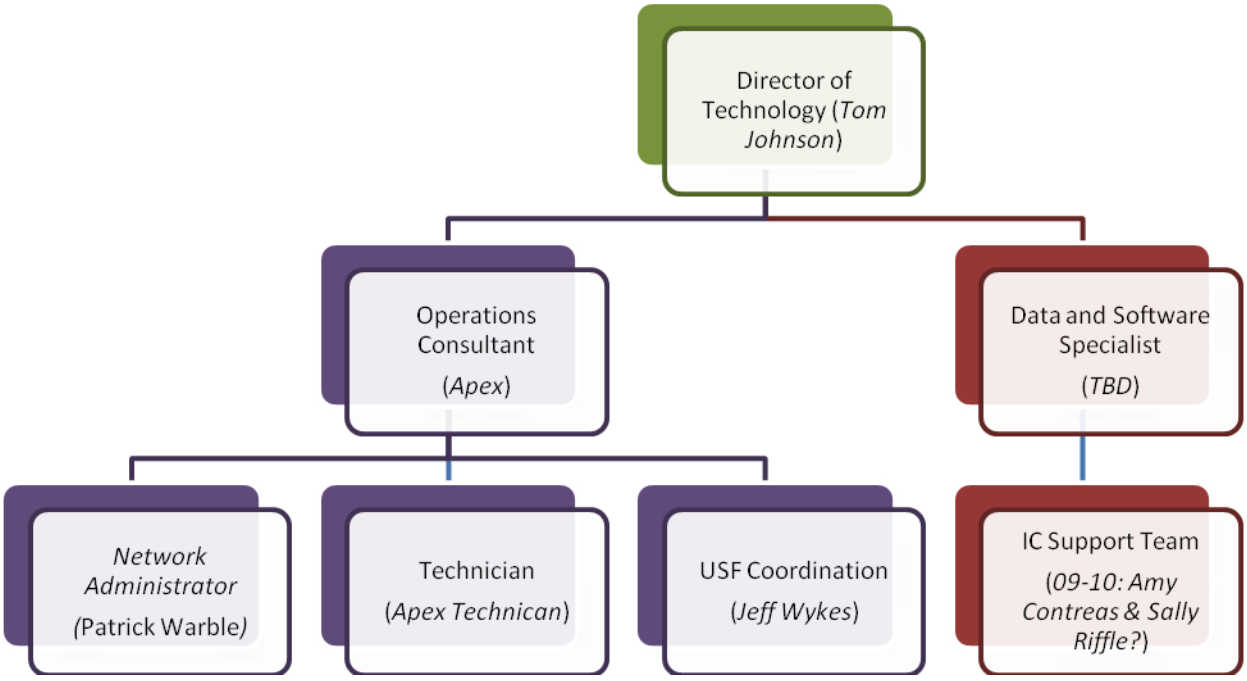
The ISD will conduct monthly meetings with the local districts and their technology coordinators. These meetings will focus on strategies for technology implementation and support. The coordinators will share ideas, Websites, conduct software and hardware evaluations and brainstorm ideas.

Mason-Lake ISD will fund this technology plan through a variety of resources including, but not limited to:

Designated annual technology budget Local, state and federal grants (including Title, USF, and NCLB) Foundation/corporate grants Corporate donations Volunteer workers Fundraisers

SECTION ELEVEN– INFRASTRUCTURE NEEDS/TECHNICAL SPECIFICATION, AND DESIGN

Proposed Technology Department Hierarchy:



As MLOISD moves forward with collaborative technology three common themes emerge. Leadership based on infrastructure and data are the common threads that drive this plan. The first step in this effort was the collaboration of all eleven of our districts migrating to a common student

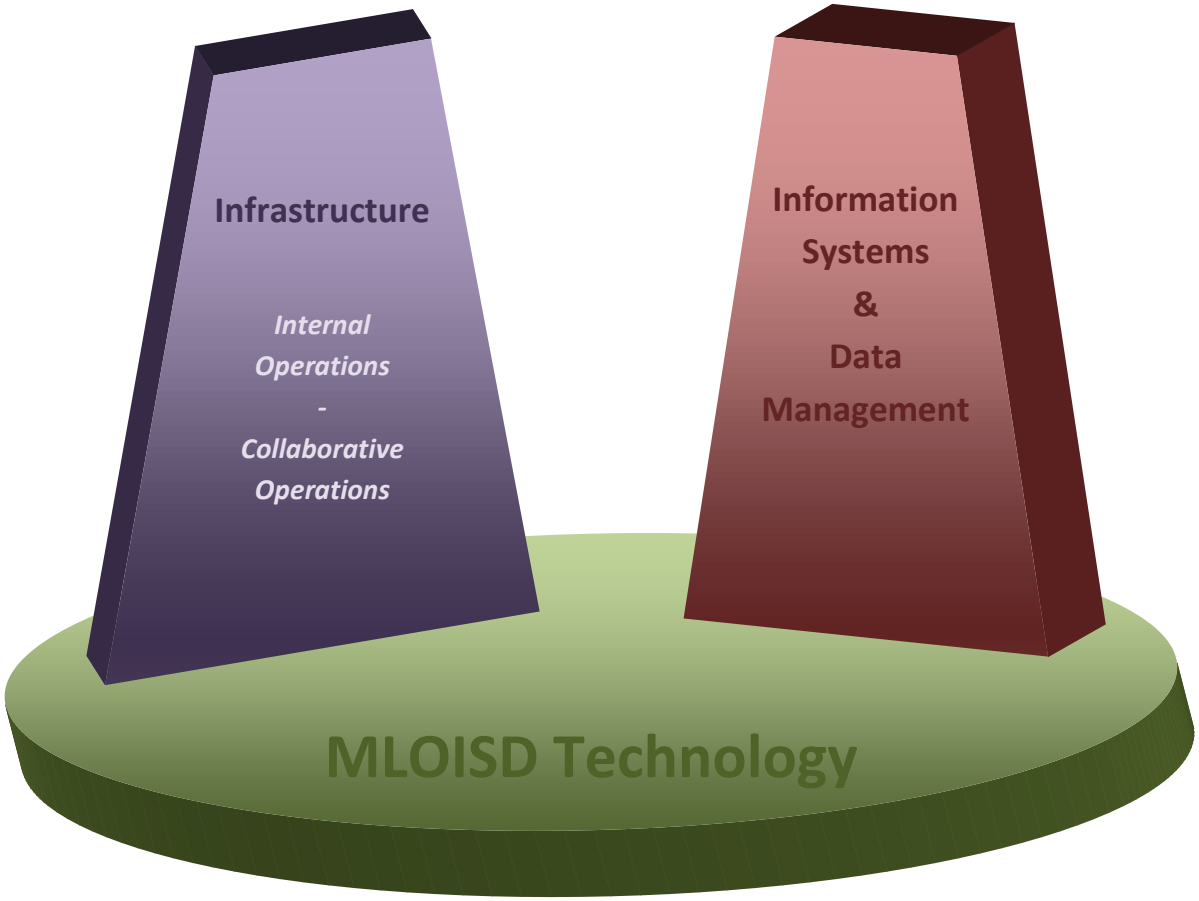
management system in the spring of 2008. Next came the hiring of an Instructional Technology Coordinator in the summer of 2008. Now in the spring of 2009 we are embarking on two additional initiatives. The first aligns with the common student management platform as our districts are collaborating on a common financial management system this summer. Concurrently, we are working to develop a technology department. As this effort is lead by our Instructional Technology Coordinator, that position will evolve, in the summer of 2009, to a Director of Technology.

Three infrastructure projects are underway; one is the realignment of support resources and network administration. Next is the leasing of a 500MB fiber optic line connecting our two ISDs. Over the next year, with that connection in place the ISDs will find common platforms, re-align resources, and begin to build redundant data centers, first serving the ISDs but in time offering off-site and centralized resources to our local districts. Partnerships with other neighboring ISDs are being cultivated in an effort to further spread costs and build efficiencies. State and national broadband initiatives are being closely monitors to look for opportunities for greater collaboration and possible funding sources.

Our common SMS and FMS platforms open doors to data collaboration. Two electronic IEP applications are in place now with efforts underway to consolidate this tool as well. Deep discussions are underway at a broader regional level to approach data warehousing based on both research and best practice experiences of other ISDs in our region.

Mason-Lake ISD - Oceana ISD

Technology Priorities



Our Leadership foundation is based upon an efficient and effective infrastructure as well as a systemic data culture. As such, our ISD's will be in a position to truly lead our local districts as we and they move forward improving the use of technology to improve student achievement.

SECTION TWELVE–INCREASE ACCESS

Communications/Public Relations/Increased Access: The District will communicate plans, progress and availability of technology to the community through currently published district newsletters, school newsletters, Websites and local news media.

Through after school technology programs and assistive technology awareness programs, the Mason-Lake ISD will inform the public of the services and technologies that are available to the public and encourage their participation.

The creation and growth of a wide area network will help to increase access and bandwidth for all of our schools and thus high-need students.

SECTION THIRTEEN – BUDGET AND TIMETABLE

Working collaboratively our two ISDs now share a common Superintendent, General Education Department, and Instructional Technology Coordinator (soon to be Director of a combined department). Efforts to share administrative services in Special Education and Business services are well underway and are anticipated for the 2009-2010 school year. All of these efforts are designed to save money and improve our ability to serve our students. As such this Technology Plan is the plan for both Mason-Lake ISD and Oceana ISD. The budgets and timelines below reflect both the individual and combined technology commitments for the ISDs.

The more detailed individual ISD budgets are presented in two ways, first are the USF specific requests and the second are the more comprehensive technology budgets. These comprehensive one-year budget are then combined and projected out three years for the life of this plan. We fully anticipate funding and priorities to change and are in the process of working with our local districts to identify areas of focus for the use of stimulus funds and to seek through grants.

OISD Budget 2009-2010

Oceana Intermediate School District				
Proposed **2009-2010 USF** Reimbursement Request				
Type of Service	**Provider**	**Monthly Cost**	**Annual**	
			USF Contribution	**Net Cost to ISD**
Local Phone	Verison North	$185	$1,776	$444
Long Distance Phone	Quest	$16	$154	$38
Cell Phone	AllTel	$134	$1286	$322
Internet Access	Charter	$1,404	$13,478	$3,370
Maintenance of Internal Connections	Phoenix Ed	$850	$8,160	$2,040
Installation of DNS/DHCP Server	Phoenix Ed	$850	$8,160	$2,040
New DNS/DHCP Server	CDWG	$671	$6,444	$1,611
Fiber WAN	Charter	$2,750	$26,400	$6,600
Total			**$65,859**	**$16,465**

Oceana Intermediate School District							
Technology Budget 2009-2010							
Account Number	**Type of Service**	**Projected Cost**	**Revenue**			**Annual Total**	
			Local Budget	**USF**	**Other / Grant Funds**	**Total Budget**	**Net**
221.261.3410.000.0000.0003.000	Wide area Network	$ 33,000	$ 19,675	$ 26,400			
	Internet Access	$ 16,848		$ 13,478		$ 59,553	$ 9,705
111.261.3410.000.0000.0001.000	Telecom	$ 8,970	$ 925	$ 3,216		$ 4,141	$ (4,829)
111.284.3160.000.0000.0001.000	Technology Support Services	$ 5,000					
	Maintenance of Internal Connections	$ 10,000		$ 8,160			
	Server Installtions	$ 10,000	$ 19,500	$ 8,160		$ 35,820	$ 10,820
221.226.5990.000.0000.0000.000	Computer equipment	$ 20,000	$ 24,900	$ 6,444	$ 2,000	$ 33,344	$ 13,344
111.284.3160.000.0000.0000.000	Data Processing services	$ 3,400	$ 5,400			$ 5,400	$ 2,000
111.284.3160.000.0000.0002.000	FMS/SMS Collaborative	$ 34,050	$ 34,275			$ 34,275	$ 225
111.225.3190.000.0000.0000.000	Technology Coordinator Salary	$ 27,000	$ 27,000			$ 27,000	$ -
111.225.2912.000.0000.0000.000	Technology Coordinator benefits	$ 13,000	$ 13,000			$ 13,000	$ -
111.225.3220.000.0000.0000.000	Technology Coordinator Travel/Conference	$ 2,500	$ 2,500			$ 2,500	$ -
Sub Total						$ 215,033	$ 31,265

MLISD Budget 2009-2010:

Mason-Lake Intermediate School District					
Proposed **2009-2010 USF** Reimbursement Request					
Type of Service	**Provider**	**Monthly Cost**	**Contract /MTM**	**Annual**	
				Savings (80%)	**Net cost**
Local Phone	ATT	$ 1,085.82	MTM	$ 10,423.87	$ 2,605.97
Long Distance Phone	Zone	$ 218.52	MTM	$ 2,097.79	$ 524.45
Internet Access	Charter	$ 2,122.00	MTM	$ 20,371.20	$ 5,092.80
Cell Phone	AllTel	$ 346.00	MTM	$ 3,321.60	$ 830.40
Maintenance of Internal Connections	APEX	$ 2,100.00	MTM	$ 20,160.00	$ 5,040.00
Server Installation	APEX	$ 824.17	MTM	$ 7,912.00	$ 1,978.00
Total				***$ 64,286.46***	***$ 16,071.62***

Mason-Lake Intermediate School District								
Technology Budget 2009-2010								
Account Number	**Type of Service**	**Projected Cost**	**Revenue**			**Annual Total**	
			Local Budget	**USF**	**Other / Grant Funds**	**Total Budget**	**Net**
1.1.261.3410.000.490.9	Wide area Network	$ 3,300	$ 8,392				
	Internet Access	$ 25,464		$ 20,372		$ 28,764	$ -
1.1.261.3410.000.490.9	Telecom	$ 19,804	$ 3,961	$ 15,843		$ 19,804	$ 0
1.1.225.3190/3120.000.490.9	Technology Support Services	$ 32,000			$ 17,000		
	Maintenance of Internal Connections	$ 24,000	$ 32,000	$ 19,200			
	Server Installtions	$ 20,000		$ 8,000		$ 76,200	$ 200
1.1.226.5990.000.490.9	Computer equipment	$ 72,000	$ 20,000	$ 6,444	$ 45,500	$ 71,944	$ (56)
1.1.225.3220.000.490.9	Profesional Development	$ 45,000	$ 5,000		$ 40,000	$ 45,000	$ -
1.1.225.3220.000.490.9	FMS/SMS Collaborative	$ 44,265	$ 44,265			$ 44,265	$ -
1.1.225.1290.000.490.9	Technology Coordinator Salary	$ 54,000	$ 54,000			$ 54,000	$ -
1.1.225.2820.000.490.9	Technology Coordinator benefits	$ 26,000	$ 26,000			$ 26,000	$ -
1.1.225.3220.000.490.9	Technology Coordinator Travel/Conferenc	$ 6,000	$ 4,000		$ 2,000	$ 6,000	$ -
Sub Total		**$ 371,833**	**$ 197,618**	**$ 69,859**	**$ 104,500**	**$ 371,977**	**$ 144**

Combined MLISD OISD Budget 2009-2012:

Description	2009-2010	2010-2011	2011-2012
Telecommunications	$33,966	$35,000	$35,000
WAN/Internet Connectivity	$83,420	$90,000	$95,000
Technology Department Salaries	$80,145	$82,349	$84,614
Technology Department Benefits	$37,000	$37,587	$38,154
Technology Department Travel/Meals/Conference	$8,500	$7,500	$7,500
Server Contracts	$12,750	$17,000	$21,000
Equipment	$92,000	$95,000	$60,000
Software	$10,000	$10,000	$10,000
Supplies	$15,000	$15,000	$15,000
Professional Development	$55,000	$25,000	$25,000
Contracted Services	$179,315	$180,000	$180,000
Online Course Registrations	$20,000	$25,000	$30,000
Miscellaneous	$20,000	$20,000	$20,000
Total	**$647,096**	**$639,436**	**$621,268**

Timeline:

2009-2010

- Needs assessment, identification, purchase of software and licenses
- District wide assessment of hardware, software, technology infrastructure and professional development
- Creation of Technology Department
- Data Warehousing research, funding search, and implementation
- FMS Implementation begins
- Continued efforts in Wide Area Network Design and development
- Review and update technology staffing and professional development needs as part of Local Service Planning
- Review and update technology plan

2010-2011

- Needs assessment, identification, purchase of software and licenses ongoing
- District wide assessment of hardware, software, technology infrastructure and professional development
- Expansion of Technology Department
- Creation of Technology Support Consortium
- Data Warehousing implementation
- FMS Implementation continues

- Wide Area Network Expands
- Review and update technology staffing and professional development needs as part of Local Service Planning
- Review and update technology plan

2011-2012

- Needs assessment, identification, purchase of software and licenses
- District wide assessment of hardware, software, technology infrastructure and professional development
- Technology Support Consortium Expands
- Data Warehousing System Fully Implemented
- FMS system fully functional
- Review and update technology staffing and professional development needs as part of Local Service Planning
- Wide Area Network Extends to all Schools, neighboring ISD(s) and possibly other service entities
- Review and update technology plan

SECTION FOURTEEN – COORDINATION OF RESOURCES

Salaries, technology support and maintenance solutions include technology support staff and outside consultant fees. Professional development solutions include instructor salaries and participant stipends. Licenses and software includes ongoing upgrades of NOS software, utility software, anti-virus software and content filtering software. Additionally, software licenses will be purchased for new computers. Miscellaneous includes supply costs including toner and ink cartridges, carrying cases and storage media.

The coordination of resources four our ISDs is further leveraged though collaboration. Our two ISDs are managed in concert, planning is now common, and resources are shared. Furthermore, we are working with all of our local districts to focus efforts that are beneficial to all. Our SMS and FMS projects are examples of this broad collaboration. The developing wide area network is another as are collaborative technology efforts with our REMC and Manistee ISD. Leveraging ISD funds, local district funds, state and national grants (both formula and competitive), and partnerships within and around our ISDs we are leaving no stone unturned as we look for and foster opportunities to coordinate our efforts and resources to ensure maximum results for our time, efforts, and money.

SECTION FIFTEEN – EVALUATION

Evaluation and Monitoring: Mason-Lake ISD realizes that technology is constantly changing. In order to keep up with these changes, we must continue to assess our goals and objectives. Therefore, the school district will develop and maintain an on-going evaluation plan to ensure that

all current objectives are achieved, and that any future goals and objectives will be incorporated into the Technology Plan and evaluated.

The previously mentioned techniques and strategies to integrate technology into the curriculum will be evaluated for effectiveness on a yearly basis. The evaluation plan includes several methods for evaluation and those responsible for evaluation:

- Surveys to teachers and staff
- Pre-testing and Post testing during staff development sessions
- Tech support logs maintained by the IT staff and consultants
- A software licensing database
- Feedback from technology committee meetings
- Student achievement indicators such as retention and MEAP scores

Technology goals or expectations not met and identified through the collection and evaluation of data will be brought to the attention of the school improvement team and building principal. These shortcomings will be collectively analyzed and re-written into an updated school improvement plan and addressed with individual staff members as needed. This will be done an annual or as needed basis.

The Mason-Lake and Oceana ISDs have in place an Acceptable Use of Technology Policy (AUP) for all students and staff. With access to computers and people all over the world also comes the availability of material that may not be considered of educational value in the context of a public school. The District has installed on its student computers a content filtering system in an attempt to block or filter Internet access to visual depictions that are obscene, pornographic, or harmful to minors. Students violating this protection device will be subject disciplinary action outlined in the student handbook. This filtering system complies with the Children's Internet Protection Act (CIPA).

SECTION FOURTEEN – ACCEPTABLE USE POLICY

Mason-Lake ISD COMPUTER NETWORK/INTERNET ACCEPTABLE USE POLICY

The Mason-Lake Intermediate School District has made electronic technology available to its students at the Mason-Lake Intermediate School District, Tech Prep Partnership Technical Skills Center, and Mason-Lake Oceana Math/Science Center (MLISD, Tech Prep, MLOMSC). Under this policy, the MLISD, Tech Prep, and MLOMSC Computer Network allow students to access computer programs, printers, and the Internet. The use of this technology by students is a privilege and such use must fall within the acceptable use as expressed in the rules of this policy.

Mason-Lake ISD has the right to monitor the use of the electronic technology in its buildings. A student's use may be revoked if, at any time, appropriate use is violated. Failure to abide by these

policies will be dealt with as detailed within the Disciplinary Action Guidelines in the MLISD, Tech Prep, MLOMSC Student Handbooks.

The District has installed on its student computers a content filtering system in an attempt to block or filter Internet access to visual depictions that are obscene, pornographic or harmful to minors. Students violating this protection device will be subject disciplinary action outlined in the student handbook. This filtering system complies with the Children's Internet Protection Act (CIPA).

A Network Login ID and a Network Password are required of anyone who accesses the Network. Before being issued a Login ID and Password, the student must read the Computer Network/Internet Policy and Acceptable Network/Internet Use Guidelines, fill out the Agreement Form, and return the self-addressed, postage-paid card to MLISD, Tech Prep, or MLOMSC. A parent or guardian must cosign the Agreement Form. The student will then be assigned a System Account and will be the sole, authorized owner of said account.
Internet Use The use of the Internet is intended for specific projects and to access information needed for class purposes. Random surfing of the Internet is not an appropriate use of the Internet and will not be allowed.

The Computer Network is monitored to make sure it is being used in accordance with our Acceptable Use Guidelines.

Mason-Lake ISD ACCEPTABLE NETWORK/INTERNET USE GUIDELINES

1. Any use of the system must be in conformity to state and federal laws, network provider, policies, licenses, and the Mason-Lake Intermediate School District policy.

2. Use of the system for commercial solicitation is prohibited.

3. Access to chat rooms and e-mail on the Internet is prohibited.

4. No use of the system shall disrupt the operation of the system by others. System components, including hardware and software, shall not be destroyed, modified, or abused in any way.

5. Malicious use of the system to develop programs that harass other users or gain unauthorized access to any computer or computing system (hacking), and/or damage the components of a computer or computing system, is prohibited.

6. The user is responsible for the appropriateness and content of materials he/she stores/downloads, transmits, or publishes on the system. Hate mail, harassment, discriminatory remarks, pornographic materials, use of obscene or defamatory language, or antisocial behaviors are expressly prohibited.

7. Use of the system to access, store, distribute, or print obscene or pornographic material is prohibited.

8. The unauthorized installation, use, storage or distribution of copyrighted software/materials on district computers is prohibited.

9. System accounts are to be used only by the authorized owner/user of the account for the authorized purpose. Users may not share their login names or passwords with another person or leave MLISD, Tech Prep, MLOMSC, without logging out of the Network. The account owner is ultimately responsible for all activity under his or her account.

10. A signed Computer Network/Internet Agreement form must be on file at MLISD, Tech Prep, MLOMSC prior to student use of the district computer network.

Mason-Lake ISD Computer Network/Internet Agreement

I have read and understand the Mason-Lake ISD Network/Internet Policy and Guidelines. I agree to abide by the standards set forth. I understand that my privilege to use the MLISD, Tech Prep, MLOMSC Network/Internet may be revoked as a result of my failure to abide by these guidelines.

Student Signature:_____

Parent/Guardian Signature:_____ Date:____/____/_____

Student Information (please print)

First Name:_____

Last Name:_____

Program Name Instructor: :_____

BOARD OF EDUCATION OCEANA INTERMEDIATE SCHOOL DISTRICT

STUDENT NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY

Advances in telecommunications and other related technologies have fundamentally altered the ways in which information is accessed, communicated, and transferred in our society. Such changes are driving the need for educators to adapt their means and methods of instruction, and the way they approach student learning, to harness and utilize the vast, divers, and unique resources available on the Internet. The Board of Education is pleased to provide Internet service to its students. The Board encourages students to utilize the Internet in order to promote educational excellence in our schools by providing them with the opportunity to develop the resource sharing, innovation, and communication skills and tools which will be essential to life and work in the 21st century. The instructional use of the Internet will be guided by the Board's policy on Instructional Materials.

The Internet is an electronic highway connecting computers and use in the District with computers and users worldwide. Access to Internet enables students to explore thousands of libraries, databases, and bulletin boards, while exchanging messages with people throughout the world. Access to such an incredible quantity of information and resources brings with it, however, certain unique challenges.

First, and foremost, the Board may not be able to technologically limit access to services through the Board's Internet connection to only those that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, will open classrooms and students to electronic information resources which have not been screened by educators for use by students of various ages.

The Board has implemented technology protection measures which block/filter Internet access to visual displays that are obscene, child pornography or harmful to minors. The Board utilizes software and/or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. Nevertheless, parents/guardians are advised that a determined user may be able to gain access to services on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents/guardians may find inappropriate, offensive, objectionable or controversial. Parents/Guardians assume risks by consenting to allow their child to participate in the use of the Internet. Parents/Guardians of minors are responsible for setting and conveying the standards that their children should follow when using the Internet. The Board supports and respects each family's right to decided whether to apply for independent student access to the Internet.

The Superintendent is directed to prepare guidelines, which address students' safety and security while using e-mail, chat rooms and other forms of direct electronic communication, and prohibit disclosure of personal identification information of minors and unauthorized access (e.g., "hacking") and other unlawful activities by minors online.

Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of the Internet. All Internet users (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

Students and staff members are responsible for good behavior on Board's computers/network and the Internet just as they are in classrooms, school hallways and other school premises and school sponsored events. Communications on the Internet are often public in nature. General school rules for behavior and communication apply. The Board does not sanction any use of the Internet that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines. Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users granted access to the Internet through the Board's computers assume personal responsibility and liability, both civil and criminal, for uses of the Internet not authorized by this policy and its accompanying guidelines.

The Board designates the Superintendent and the Technology Director as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to the use of the Network and the Internet for instructional purposes.

I have read the above board policy and agree to abide by its guidelines while attending Oceana ISD programs. Oceana ISD will accept the individual LEA's Acceptable Use Policy in lieu of this policy, therefore signatures on this policy would not be necessary.

Student's Signature:_____ Date:____/____/_____

Parent's/Guardian's Signature:_____ Date:____/____/_____

BOARD OF EDUCATION OCEANA INTERMEDIATE SCHOOL DISTRICT

STAFF NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY

Advances in telecommunications and other related technologies have fundamentally altered the ways in which information is accessed, communicated, and transferred in our society. Such changes are driving the need for educators to adapt their means and methods of instruction, and the way they approach student learning, to harness and utilize the vast, divers, and unique resources available on the Internet. The Board of Education is pleased to provide Internet service to its staff. The Board encourages staff to utilize the Internet in order to promote educational excellence in our schools by providing them with the opportunity to develop the resource sharing, innovation, and communication skills and tools which will be essential to life and work in the 21st century. The Board encourages the faculty to develop the appropriate skills necessary to effectively access, analyze, evaluate, and utilize these resources. The instructional use of the Internet will be guided by the Board's policy on Instructional Materials.

The Internet is an electronic highway connecting computers and use in the District with computers and users worldwide. Access to Internet enables staff members to explore thousands of libraries, databases, and bulletin boards, while exchanging messages with people throughout the world. Access to such an incredible quantity of information and resources brings with it, however, certain unique challenges.

First, and foremost, the Board may not be able to technologically limit access to services through the Board's Internet connection to only those that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, will open classrooms and students to electronic information resources which have not been screened by educators for use by students of various ages.

The Board has implemented technology protection measures which block/filter Internet access to visual displays that are obscene, child pornography or harmful to minors. The Board utilizes software and/or hardware to monitor online activity of staff members to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. The superintendent or the Technology Director may disable the technology protection measure to enable access for bona fide research or other lawful purposes.

The Superintendent is directed to prepare guidelines, which address students' safety and security while using e-mail, chat rooms and other forms of direct electronic communication, and prohibit disclosure of personal identification information of minors and unauthorized access (e.g., "hacking") and other unlawful activities by minors online. Staff members are reminded that

personally identifiable student information is confidential and may not be disclosed without prior written parental permission.

Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of the Internet. All Internet users are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

Staff members are responsible for good behavior on Board's computers/network and the Internet just as they are in classrooms, school hallways and other school premises and school sponsored events. Communications on the Internet are often public in nature. General school rules for behavior and communication apply. The Board does not sanction any use of the Internet that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines. Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users granted access to the Internet through the Board's computers assume personal responsibility and liability, both civil and criminal, for uses of the Internet not authorized by this policy and its accompanying guidelines.

The Board designates the Superintendent and the Technology Director as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to the use of the Network and the Internet for instructional purposes.

I have read the above board policy and agree to abide by its guidelines while employed at Oceana ISD.

Employee's Signature:_____ Date:____/____/_____

BOARD OF EDUCATION OCEANA INTERMEDIATE SCHOOL DISTRICT

TECHNOLOGY PRIVACY

The Board of Education recognizes its staff members' right to privacy in their personal lives. This policy serves to inform staff members of the Board's position with respect to staff-member privacy in the educational and workplace setting and to protect the Board's interests.

All computers, telephone systems, electronic mail systems, and voice mail systems are the Board's property and are to be used primarily for business purposes. The Board retains the right to access and review all electronic and voice mail, computer files, data bases, and any other electronic transmissions contained in or used in conjunction with the Board's computer system, telephone system, electronic mail system, and voice mail system. Staff members should have no expectation that nay information contained on such systems is confidential or private.

Review of such information may be done by the Board with or without the staff member's knowledge. The use of passwords does not guarantee confidentiality, and the Board retains the right to access information in spite of a password. All passwords or security codes must be registered with the Board. A staff member's refusal to permit such access may be grounds for discipline up to and including discharge.

Computers, electronic mail, and voice mail are to be used for business and educational purposes. Personal messages via Board-owned technology should be limited in accordance with the Superintendent's guidelines. Staff members are encouraged to keep their personal records and personal business at home.

Because the Board's computer and voice mail systems are to be used primarily for business and educational purposes, staff members are prohibited from sending offensive, discriminatory, or harassing computer, electronic, or voice mail messages.

The Board is interested in its resources being properly used. Review of computer files, electronic mail, and voice mail will only be done in the ordinary course of business and will be motivated by a legitimate business reason. If a staff member's personal information is discovered, the contents of such discovery will not be reviewed by the Board, except to the extent necessary to determine if the Board's interests have been compromised. Any information discovered will be limited to those who have a specific need to know that information.
The administrators and supervisory staff members authorized by the Superintendent have the authority to search and access information electronically.

All computers and any information or software contained therein are property of the Board. Staff members shall not copy, delete, or remove any information or data contained on the Board's computers/servers without the express permission of the Superintendent or designee or communicate any such information to unauthorized individuals. In addition, staff members may not copy software on any Board equipment without the prior approval of the Superintendent or

Technology Director. Such pre-approval will include a review of any copyright infringements or virus problems associated with such outside software.

I have read the above board policy and agree to abide by its guidelines while employed at Oceana ISD.

Employee's Signature:_____ Date:____/____/_____

BOARD OF EDUCATION OCEANA INTERMEDIATE SCHOOL DISTRICT

DISTRICT WEB PAGE

The Board of Directors authorizes the creation of web sites by employees and students of the School District to be published on the World Wide Web. The creation of web sites by students must be done under the supervision of a professional staff member. These web sites must reflect the professional image of the District, its employees, and students. The content of all pages must be consistent with the Board's Mission Statement and is subject to prior approval of the Superintendent or designee.

The purpose of such web sites is to educate, inform, and communicate. The following criteria should be used to guide the development of such web sites:

A. **Educate**

Content provided in the web site should be suitable for and usable by students and teachers to support the curriculum and the Board's Objectives as listed in the Board's Strategic Plan.

B. **Inform**

Content may inform the community about the school, teachers, students, or departments, including information about curriculum, events, class projects, student activities, and departmental policies.

C. **Communicate**

Content may provide an avenue to communicate with the community.

Information contained on the web site should reflect and support the Board's Mission Statement, Educational Philosophy, and the School Improvement Process.

When the content includes a photograph or information relating to a student, the Board will abide by the provisions of Policy 8330 – Student Records.

All links included on the pages must also meet the above criteria and comply with State and Federal law (e.g. copyright laws, Children's Internet Protection Act).

Under no circumstances is a web site to be used for commercial purposes, advertising, political lobbying, or to provide financial gains for any individual.
Pages should reflect an understanding that both internal and external audiences will be viewing the information.

School web sites must be located on Board-affiliated servers.

The Superintendent shall prepare administrative guidelines defining the standards permissible for web site use.

The Board retains all proprietary rights related to the design of web sites and/or pages that are hosted on the Board's servers, absent written agreement to the contrary.

Students who want their class work to be displayed on the Board's web site must have written parent permission and expressly license its display without cost to the Board.

Prior written parental permission is necessary for a student to be identified by name on the Board's website.