

**District Technology Plan
July 1, 2012 – June 30, 2015**

**Marcellus Community Schools (14050)
305 W. Arbor Street
P.O. Box 48
Marcellus, MI 49067**

Ron Herron, Superintendent
Dianna Olson, Technology
Contact\Supervisor
Phone: 269-646-7655
Fax: 269-646-2700
[Email: dolson@marcelluscs.org](mailto:dolson@marcelluscs.org)

Lewis Cass ISD www.marcelluscs.org & click on *Technology Plan*

Table of Contents (Required Elements)

Introductory Material.....3

Vision, Philosophy and Goals5

Curriculum Integration.....7

Student Achievement.....7

Technology Delivery.....8

Professional Development and Strategies11

Collaboration13

Parental Communications and Community Relations13

Infrastructure Needs/Technical Specifications and Design15-16

Supporting Resources.....16

Increase Access.....16

Budget and Timetable18

Coordination of Resources.....20

Evaluation20

Acceptable Use Policy21

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 63% Free and Reduced Lunch Count. It has 818 students with a teaching staff of 47. Although minimal, the cultural diversity of Marcellus Community Schools is growing.

Marcellus Administration Offices
305 W. Arbor Street
Marcellus, MI 49067
(269) 646-7655

Marcellus Educational
Community Center
123 Burney Street
Marcellus, MI 49067
(269) 646-3158

Marcellus Middle/High School
303 W. Arbor Street
Marcellus, MI 49067
(269) 646-5081

Marcellus Elementary School
301 W. Arbor Street
Marcellus, MI 49067
(269) 646-9209

Volinia Outcomes Alternative School
54080 Gard's Prairie
Decatur, MI 49045
(269) 782-9716

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 Consultant, Marcellus Community Schools
- Dianna Olson Technology Contact\Supervisor, Marcellus Community Schools
- Teresa Terrill Media Specialist, Marcellus Community Schools
- Nanette Pauley Principal, Marcellus Middle/High School
- Don Price Principal, Volinia Alternative School
- Mindy Bohan Principal, Marcellus Elementary School
- Tim Henry Marcellus School Board
- Laura Schug Administrative Office

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 with technology tools to increase learning productivity.

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. Continue to expand the use of technology which will provide improved access to student assessment and analysis data, give access to virtual learning and will provide teachers with online curriculum.

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 technology-based generation or the presentation potential of real-world models.

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 in 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 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 to 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 maximize the use of allotted funding to improve learning. To this end, we will seek to invest in the technologies that are truly needed to enhance student achievement. We will always seek to use the technologies that we have to accomplish our goals.

General District Goals

- To provide learning opportunities by incorporating emerging technologies (hardware) into the core curriculum
- To purchase a variety of hardware and software tools 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 21st century 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 and responsible 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 (iste.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.

Student Achievement

- All students will improve writing across the curriculum.
- All students will improve reading across the curriculum.
- All students will improve computation and problem solving skills across the curriculum.
- All students will increase their knowledge of and work toward healthy, active lifestyle choices.
- All students will create appropriate career plans.
- All students will demonstrate positive participation and behaviors that contribute to an improved school climate.
- Each year academic classes will improve their scores on the MEAP assessment

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 – Computers/Career Pathways

Build Quality Keyboarding Skills

Practice speed building/accuracy skills

Microsoft Word

- Starting a new document in Word
- Formatting
- Getting Help
- Saving Document
- Saving to Different Files
- Closing a Document
- Moving around a Document
- Changes in the toolbar
- Spell Check
- Working with Graphics
- Tables

Microsoft PowerPoint

- Views in PowerPoint
- Auto content Wizard
- Saving
- Viewing a slide slow
- Starting a Blank Presentation
- Changing Slide Layout
- Inserting Graphics
- Applying a Design Template
- Adding, moving and Deleting slides
- Adding slide transitions
- Adding sound effects
- Adding animations effects
- Setting up the slide show
- Exiting the slide show

Exploring Career Pathways

- Introduction to Career Pathways
- Michigan Six Career Pathways

- Arts & Communications
- Business Management, Marketing and Technology
- Engineering/Manufacturing and Industrial Technology
- Health Sciences
- Human Services
- Natural Resources and Agriscience
- Identification of the top three career pathways for each student
 - Explore individual interests, likes, dislikes, and skills
 - Discover career paths that match interests, likes and skills
- Career Research
 - Skills/personal characteristics
 - Job tasks
 - Education
 - Salary
 - Work environment
 - Training programs
 - Job outlook
 - Work schedule
 - School to work opportunities

Microsoft Publisher

- Starting a Document in Auto content Wizard
- Starting a Document from Scratch
- Inserting Graphics
- Sizing Graphics
- Moving Graphics
- Rotating Graphics
- Inserting Pictures from a Digital Camera
- Word Art/Editing Word Art
- Text Boxes

8th Grade Computers

Build Quality Keyboarding Skills

- Practice speed building/accuracy skills

Students will identify computer system components.

- Identify and define the key functional components (input devices, output devices, processor, operating system, software applications, memory, storage, etc.)
- Understand the terms and units that are used to describe major hardware components (RAM, ROM, GHz, MHz, GB, MB, CD, DVD, RW, etc.)
- Explain operating system software, application software, and utility software, citing examples of each.

Students will identify and demonstrate computer maintenance and safety.

- Explain basic file management.
- Create a folder/directory.
- Move, copy, delete, and rename files and folders.
- Follow safety procedures in the use of computers.

Review Skills learned in Word creating business documents

- Role of Business
- Letterhead
- Business Letters
- Memos
- Flyers
- Company Check
- Create a Fax
- Use an Envelope

- Microsoft Power Point**
- Microsoft Excel**
- Microsoft Publisher**
- Internet Safety**

Computers Applications 1 and 2

Understand Basic Computer Components

Microsoft Word-

- Formatting Content
- Organizing Content
- Formatting Documents
- Collaborating
- Customizing Word

Microsoft Power Point-

- Creating Content
- Formatting Content
- Collaborating
- Managing and Delivering Presentations

Microsoft Excel-

- Organizing and Analyzing Data
- Formatting Data and Content

- Collaborating
- Managing Data and Workbooks
- Customizing Excel

Microsoft Access

- Structuring Databases
- Entering Data
- Organizing Data
- Managing Databases

Internet- Various search methods and interactive projects

Computer Applications 3 and 4

Advanced Applications- taking Word, Excel, and Power Point to much deeper level

Entrepreneur

- Your Potential as an Entrepreneur
- Nature of Small Business
- Business Opportunities
- Global Markets
- The Business Plan
- Help for the Entrepreneur
- Types of Ownership
- Marketing Analysis

Internet- Various search methods and interactive projects

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 in-service 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.

In-service Programs

Our single biggest, ongoing training comes in the form of regular in-services. Individual buildings set up their own sessions. Each year the five in-service dates are negotiated and scheduled to accommodate relevant technology initiatives for that year.

Group Training

Whenever new technologies are brought into the school environment, we train the faculty and staff involved in appropriate 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.

We are constantly looking for additional avenues in which to provide faculty, administrators, and staff with training. Software and hardware companies continue to advance support and availability via WebEx trainings. These web based trainings are available and currently implemented through technology partners. Training is a vital part of moving forward with district technology. We will seek to provide the information and resources needed to take every opportunity to train end users effectively.

Existing Ongoing Support

Our general plan is to be proactive, not reactive. The district continues to be aware of technology needs through student and teacher input and through its technology department.

The reauthorization of “No Child Left Behind” continues to identify 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.

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.

Collaboration

The Marcellus Community School has programs that have been in existence since 1990 in Alternative Education and in active collaboration with 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 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, Don Dailey, Secant, Brad Bruwitt, Garry Snyder, School Improvement teams, REMC, Libraries of Michigan, Professional Journals, school visitations, MACUL, KVCC, SMC, and Western Michigan.

Whenever possible, the professional development will be funded through competitive grants, Title I, Title II D, and the Universal Service Fund for the strategically designed long-range technology plan.

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.

Parental Communications and Community Relations

Strategies are in place to promote parental involvement and to increase communication with parents and community. Technology has greatly improved the ability of teachers as well as the district to communicate with parents. All district employees have email accounts on the district server which are used for professional communication. Global Scholar's Pinnacle Gradebook Software makes it possible for teachers to instantly create a report of student progress for a parent. Through Pinnacle Gradebook, it is possible to email progress reports directly to parents. Secondary students and their parents may access assignments, grades, and attendance reports from the internet via Global Scholar's Parent Internet Viewer. The Parent Internet Viewer is available in the elementary for parents of fifth and sixth grade students. Any family that does not have access to a computer can access the Parent Internet Viewer from the computers available at the Marcellus Public Library. Another tool of school community communication is individual building newsletters, the elementary school's "Marcellus Elementary Newsletter" and the middle/high school newsletter, "The Wildcat Beat". In addition to newsletters, Marcellus maintains its own Marcellus Community Schools website. This site includes individual school news, the school district's Annual Education Report (AER) and the required "Budget and Salary/Compensation Transparency Reporting". Additional resources available on this site include the district calendar, Board of Education monthly board meeting minutes, contact information and email links for all district employees and school board members, athletic schedules, lunch menus, forms, and other newsworthy items.

Comments and suggestions regarding technology use, acquisition and planning are welcomed by the district and the members of the technology committee at all times. Discussion is underway to use our resources for adult ed. This will be determined by funding availability.

Infrastructure, Hardware, Technical Support, and Software

All buildings in the Marcellus Community Schools are linked as part of a wide area network. The district is connected to the outside world via two T-1 lines. Main buildings are linked with gigabit full-duplex fiber, secondary buildings are linked either with copper or a wireless connection. Internal connections within buildings are CAT-5 cable. In addition to data from the computer network, the cabling also carries voice traffic from an Iwatsu VOIP phone system. Several POTS lines are used for dedicated functions and as a backup for emergency communication in case the network becomes unavailable. Volinia Outcome School is equipped for wireless connectivity throughout. Communication within the district is handled by an Iwatsu voice-over-ip phone system. Intercom phones are available in all classrooms in the middle/high school and Volinia Outcome School as well as any other areas where they may be necessary for the education or safety of students. These are supplemented by wireless phones used by all administrators, and other district employees to maintain communication when away from the land line phones or when phone service or the network is unavailable.

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 and accommodate the additional bandwidth. 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 district uses the Novell Netware operating system, and has one Novell server for file services, and for running various Renaissance Learning and STAR programs. We have one Microsoft 2003 Exchange server which is used for network management, web server, email, district website hosting and Financial Accounting software. Server backups are on a daily schedule and monitored. Symantec Backup Exec is installed which backs up the servers to tape. These are locked up and stored in a separate building.

A Cisco ASA 5505 provides firewall protection for the district. A Lightspeed Content Filter server which is housed in the high school provides internet filtering for the district. A Barracuda device is used for email filtering.

Every classroom in the district is equipped with a teacher workstation and the majority of rooms have computer workstations available for student use. Many rooms also have data projectors. One of our goals is to get data projectors in every classroom. All buildings have centralized networked laser printers. Classrooms in the middle/high school and elementary schools are equipped with combo DVD-VHS players, and tvs with cable. Two Classrooms in the high school are equipped with ceiling mounted projectors.

Volinia Outcome School has a 24 station laptop wireless lab along with several computers in the classrooms for student use. The laptops use the Windows 7 operating system.

The elementary school has two computer labs where students attend computer classes. The labs have 26 and 24 computers respectively. They obtained the second lab from the middle school when it closed after the 2010-2011 year. Two labs help to make greater use of web based Study Island and networked programs Renaissance Learning and STAR. All computers in the elementary have Windows XP as the operating system.

The middle/high school has three labs – all running the Windows XP operating system. One computer lab has 31 workstations for regular computer classes. A second 24 workstation lab is used for other classroom purposes. A wireless cart was purchased at the beginning of the 2011-2012 school year for the middle/high school which helps to accommodate the additional student numbers due to the 7th and 8th grade moving from the old middle school to the middle/high school. There are computers in the libraries of the elementary and middle/high school buildings for Internet access, access to the Follett (elementary) and Athena (middle/high school) library programs, and for general use.

All workstations have Microsoft Office and at least one web browser. Other applications are installed on individual workstations in classrooms and labs as appropriate to support the curriculum. All workstations have Internet access. The past few years has seen a move to internet based applications which are taking the place of localized software programs which were previously installed on the network or individual workstations. This is no better exemplified than Pinnacle, the online student information system which is used by all teachers, secretaries and administrators in the district.

Each program used by the teaching staff is aimed toward impacting the learner and increasing student achievement. Marcellus Community Schools has also incorporated musical digital interface technology into its curriculum. Students use computers with music technology in the elementary school. The elementary and middle/high schools have distance learning equipment which is capable of two way, real time interaction with other sites using an ip connection. They are equipped with a Polycom.

Supporting Resources

The following resources will be utilized to promote and support the use of technology in Marcellus Community Schools.

- Network and Internet Acceptable Use and Safety Agreements for staff and students
- Board policies regarding technology
- District web site (<http://www.marcelluscs.org>).
- Microsoft Exchange Email
- Follett Library Software

- Athena Library Software
- Odysseyware Online Curriculum
- College Credit Classes
- STAR Reading Assessment System.
- STAR Math Assessment System.
- Accelerated Reader
- Accelerated Math
- Microsoft Office software
- Distance Learning
- Media and online resources associated with subject area textbook series.
- Various software applications used in individual buildings and classrooms, including Type to Learn, Adobe Premier Pro CS5
- United Streaming video resources.
- Audio, video and print resources housed in building libraries
- Technology Service Departments of Cass County ISD and Kalamazoo RESA.

Increase Access

Plan for the Future

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.

Due to budget restraints, computers are not on a replacement schedule but are on a replacement/upgrading as needed basis. Costly inkjet printers have been phased out. Software upgrades that are part of normal maintenance (patches, service packs, etc.) are applied as available and needed. Purchased upgrades are evaluated as they become available and implemented when the available improvements are judged to be necessary or worth the cost of the upgrade.

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. 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. Upgrades to network infrastructure is mandatory to support the ever increasing need for bandwidth to support both teacher and administrative tasks. Network infrastructure also must continue to be kept current in meeting the demands of application software and curricular needs. 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 and adequately support 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.
- (4) Maintain and upgrade hardware and software as needed.

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:

- Antivirus, and network utility program upgrades (yearly, as necessary)
- Move from a Novell based network to Microsoft Platform
- Network infrastructure updating for increased efficiency including adding bandwidth to better support district web based applications and student internet use
- Replace teacher computers
- Increase online learning capabilities and potential
- Upgrade Office Suite software across the district
- Purchase digital projectors for the remainder of classrooms
- The establishment of a technology based science lab
- Interactive whiteboards
- Addition of wireless access throughout all buildings
- 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. Networked Printers
 - iv. Digital Cameras and Scanners
 - v. Projectors
 - vi. Digital Camcorders
 - vii. Interactive White Boards
 - viii. Speech recognition devices
 - ix. iPads

- 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. PC and Network utility software

The Technology Support Plan

Computer hardware and software support for the district is handled by the Technology Contact/Supervisor, who also acts as helpdesk, workstation support, email administrator and webmaster. Additional support, when needed, is contracted out. Secant partners with us and manages our network. Additionally, support contracts are maintained for products important to instruction or the functioning of the district, such as network management, student information system, Follett Library Software, Renaissance Place (Accelerated Reader for the middle/high school), copy machines, etc. Some purchased support has also been obtained from software and hardware vendors such as Sophos for our antivirus software, Barracuda Networks for spam filtering and Lightspeed Systems for internet content filtering.

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. Currently each building is responsible for the budgeting of any costs. Budget for any of these items may change in response to changes in district funding. The following chart simply consolidates the technology costs together in a single estimate, rather than an estimate per building.

Budget Item	2012-2013	2013-2014	2014--2015
Technology Dept. Salary/FICA/Retire./Ins.	35,000	35,000	37,000
Tech Staff – Prof. Development	500	500	500
Contracted Services	6,000	8,000	8,000
Internet Services and Filtering (T-1/DSL)	18,700	18,700	18,700
KRESA Services	9,600	9,600	9,600
Technology Supplies/Repair	3,500	3,500	3,500
District Software	6,000	6,000	6,000

Tech Dept Supplies	2,500	2,500	2,500
Telnet PRI	12,000	12,000	12,000
Cellular Phone	4,300	4,300	4,300

Anticipated Projects			
Network Infrastructure & Bandwidth Increase	20,000	5,000	5,000
Online Learning	10,800	10,800	10,800
Video Streaming Expansion	3,000	3,000	3,000
Data Projectors for classrooms with ceiling mounts	6,000	6,000	6,000
Technology Based Science Lab		4,000	8,000
Upgrade of High School Computer Labs	7,500	7,500	7,500
Network Printers	2,000	2,000	2,000
Upgrade Teacher Computers As Needed	2,500	2,500	2,500
Interactive Whiteboards	2,000	2,000	2,000
Elementary Classroom Communications			5,000

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 department 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.

How Unmet Goals Will Be Addressed

The Technology Planning Committee will be responsible for monitoring and evaluating the progress of the Technology Plan. Unmet goals will be prioritized within each budget cycle and addressed based on funding availability by the committee. 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

Board policies and administrative guidelines regarding all facets of technology use and Internet access are clearly defined. All students and staff are required to sign an Acceptable Use Policy to be eligible to use computers in the district. These are on file at the administration office.

The Marcellus Community Schools Board of Education encourages student use of all forms of technology. It is the policy of Marcellus Community Schools to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

Marcellus Community Schools Student Computer Use Form

All students and legal guardians must sign this form to receive a network account and Internet access. **This form will be valid as long as student attends the Marcellus Public Schools.**

MARCELLUS COMMUNITY SCHOOLS COMPUTER USE GUIDELINES

Use of the computers and the Internet provide great educational benefits to students. Unfortunately, some material accessible via the Internet may contain items that are illegal, defamatory, or offensive to some people. Access to the Internet and the use of the computer network is given as a privilege to students who agree to act in a considerate and responsible manner. We require that students and parents or guardians read, accept, and sign the following rules for acceptable online behavior at the time of registration.

1. Students are responsible for good behavior on the computer systems just as they are in a school building. General school rules for behavior and communications apply. This includes the Internet. Students should practice "safe" computing in keeping computers free of viruses or other files dangerous to the integrity of the computer or the network.
2. Network storage areas may be treated like school lockers or desks. Network administrators may review files and communications to maintain system integrity and ensure that users are using the system responsibly. Users should not expect that files will always be private.
3. The following are not permitted:
 1. Sending or displaying offensive messages or pictures
 2. Using obscene language
 3. Harassing, insulting or attacking others
 4. Damaging computers, computer systems, or computer networks
 5. Accessing proxies to gain admittance to restricted websites such as Facebook, personal email, chat sites, etc.
 6. Loading software on computers or disk without the permission of the instructor
 7. Violating copyright laws
 8. Using another's password
 9. Trespassing in another's folders, work or files
 10. Recreational games, unless expressly approved by the instructor
 11. Wasting limited resources, including messages broadcast to mailing lists or individuals
 12. Employing the network for commercial purposes
 13. Revealing the personal address or phone number of yourself or any other person without permission from your teacher
4. Violations may result in a loss of access to technology, loss of credit for the class, suspension from school, and other disciplinary or legal action. All returning students (10-12) grades will have the same HS number and password.

I have read the rules for acceptable online behavior, understand the rules, and agree to comply with the above stated rules. Should I violate the rules, I understand that I may lose privileges at my school.

Last Name (Print) First Name (print) Account Password
(for freshman and new students)

Student Signature _____ Grade _____ Year of Grad. _____

As the parent or legal guardian of the above named student, I grant permission for her/him to use the school district technology and to access Marcellus Community Schools networked computer services such as electronic mail, individual files, and the Internet. I understand that all students use a filtered connection to the Internet that is designed to protect them from inappropriate materials. I understand that no filter can catch 100% of these sites, but the district makes a good faith attempt in this area. I understand there could be disciplinary consequences if the above named student does not follow the guidelines set for acceptable use of the school district technology.

Parent or Guardian Signature

Date

**Marcellus Community Schools
Staff Computer Use Form**

7540.04 F1/page 1 of 1

STAFF NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY AGREEMENT

To access e-mail and/or the Internet at school, staff members must sign and return this form. **Use of the Internet is a privilege, not a right. The Board's Internet connection is provided for business and educational purposes only. Unauthorized or inappropriate use will result in a cancellation of this privilege.**

The Board has implemented technology protection measures which block/filter Internet access to visual displays that are obscene, child pornography or harmful to minors. The Board also monitors online activity of staff members in an effort to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. The Superintendent or Technology Supervisor may disable the technology protection measure to enable access for bona fide research or other lawful purposes.

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

To the extent that proprietary rights in the design of a web site hosted on the Board's servers would vest in a staff member upon creation, the staff member agrees to license the use of the web site by the Board without further compensation.

Please complete the following information:

Staff Member's Full Name (please print): _____

School: _____

I have read and agree to abide by the Staff Network and Internet Acceptable Use and Safety Policy and Guidelines. I understand that any violation of the terms and conditions set forth in the Policy is inappropriate and may constitute a criminal offense. As a user of the Board's computers/network and the Internet, I agree to communicate over the Internet and the Network in an appropriate manner, honoring all relevant laws, restrictions and guidelines.

Staff Member's Signature: _____ Date: _____

The Superintendent is responsible for determining what is unauthorized or inappropriate use. The Superintendent may deny, revoke or suspend access to the Network/Internet to individuals who violate the Board's Staff Network and Internet Acceptable Use and Safety Policy and related Guidelines and take such other disciplinary action as is appropriate pursuant to the applicable collective bargaining agreement and/or Board Policy.