OSCODA AREA SCHOOLS

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TECHNOLOGY PLAN
July 1, 2014-June 30, 2017

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Intermediate School District: Iosco RESA
District Code: 35010

Oscoda Board of Education Adopted
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PREFACE

The Oscoda Area School District is mindful that technology must be properly institutionalized, as defined in the Michigan State Technology Plan, 1998:

> *During the past decade, institutions in every segment of society have made sweeping changes related to their design, function and operation. Technology was at the forefront of many of these changes, often accompanied by organizational discomfort. Institutions often experienced an initial decrease in productivity when adopting new technologies. Benefits accrued only after technology was effectively institutionalized.*

The institutionalization of technology will aid the District in meeting its ultimate goal of ensuring that all its graduates, as well as its staff, are "technologically literate". According to the Michigan State Board of Education Model Core Curriculum, 1991, the technologically literate person is one who:

> *Understands the role and impact of technology upon society, and the related issues such as information access and manipulation;*
> *Accepts the responsibilities associated with living in the technologically oriented Information Age;*
> *Identifies when to use technology to solve a problem or accomplish a task and then selects and utilizes the appropriate technological system; and*
> *Uses technology as a tool for obtaining, organizing and manipulating information and for communication and creative expression.*

The District recognizes that the following elements are required if institutionalization of technology is successful:

Commitment by the district.
Leadership provided by the school board and administration.
Research-based, staff-involved **Planning.**
Development of **Processe**s.
Continued **Professional Development**.

Resources utilized in the development of this Plan include:
The *National Plan for Technology in Education Four Pillars:*
Training
Hardware
Access and Connectivity
Content Resources
Michigan State Core Curriculum for Technology
Michigan State Technology Plan
The ISTE National Standards for both students and staff.

2 - INTRODUCTION

Oscoda Area School District covers approximately 390 square miles, 175 of which are owned or controlled by the state or federal government. The District is located in scenic northeast Michigan situated on the AuSable River with Lake Huron as its eastern border. The area provides a variety of opportunities for outdoor enthusiasts. Thousands of tourists take advantage of our year around recreational facilities.

The District is currently serving 1191 students preschool-twelfth grades in one PreK -6 elementary school and one 7-12 high school. Every school in Oscoda Area Schools has met rigorous national standards for quality established by the North Central Association. Oscoda Area Schools continues to be one of a select group of school districts statewide accredited in all schools K-12.

SCHOOL BUILDINGS

Richardson Elementary School	Oscoda High School
3630 River Road	3550 River Road
Oscoda, Michigan 48750	Oscoda, Michigan 48750
Eric Allshouse, Principal	Steve Kennedy, Principal
(989) 739-9173	(989) 739-9121

Due to the size and distribution of the school population, the District operates 22 school buses which travel in excess of 350,000 miles each year. Approximately 66% of the student population are eligible for free or reduced lunch.

In addition to being the major provider of public education, Oscoda Area Schools is the hub of the community for many activities. The District is a major local business with annual revenues of approximately $11,341,740. With a staffing expenditure of 9 million dollars per year employing 189 residents, 72 of which are teachers, the District ranks as one of the largest employers in the county.

VISION STATEMENT
"Students First"

MISSION STATEMENT

The mission of the Oscoda Area School District, through partnership with the home and community, is to deliver comprehensive and challenging learning experiences, preparing all students to become productive, responsible members of society.

We believe:
- *Everyone can learn and contribute.*
- *All employees and volunteers are partners in learning.*
- *Families share in the responsibility of educating the child.*
- *Everyone should have respect for self and others.*
- *Community support and involvement are essential to the success of our school.*

The intent of the 2014-2017 Technology Plan is to provide the Oscoda Area Schools with a blueprint to follow as technology continues to expand and is integrated into the school environment for teaching, learning and administration.

TECHNOLOGY INTRODUCTION

The Technology Committee has met regularly since the 1993-94 school year, continually reviewing and revising the Board adopted Technology Plan.

The District School Improvement Plan includes the following goals:

The school will work to ensure that greater proportions of incoming students are prepared to be successful and based upon information about incoming students, the school will provide an appropriate and challenging program to address each student's needs in academic, employability skills and career awareness.

The schools will increase the extent to which students are prepared to be successful when they leave school as documented by credentialing individual students in the academic, employability and career awareness areas.

We will implement strategies to increase marketing Oscoda Area Schools.

In the 2003-2004 school year Oscoda Area Schools began a new Strategic Plan. The district has chosen to follow the North Central Association District Accreditation process. We have completed the NCA process and have been awarded the accreditation with the recommendation of getting a Data Management System in place within two years.

The purpose of technology is to support the District's vision and mission with the application of technology to the teaching and learning process. Technology and preparing children for the future go hand in hand. Based on the District's needs assessments, the students need knowledge of how to use technology and work with technology to be prepared for their next transition into the world of school and/or work. Learning with and about technology prepares learners to live responsibly in a democratic, technically driven society.

3 - Technology Vision and Goals

TECHNOLOGY VISION

Oscoda Area Schools will motivate, improve, and expand our learning community through technology.

TECHNOLOGY MISSION

"The Mission of Oscoda Area Schools is to ensure that each student masters the essential objectives and/or advances to his or her own highest potential."

Oscoda Area Schools is responsible for preparing its students and staff to be effective users of technology, in order to meet or exceed the demands of the 21st Century.

GOALS

Provide learners of all ages continuous access to local and global information through ongoing availability of current technologies by:
1. Providing and supporting the most appropriate technology for the teaching/learning process.
2. Supporting employee development to ensure technological competency.
3. Expanding the teacher's role as lead learner and facilitator. This will result in:
   o Self directed learners
   o Creative problem solvers
   o Effective use of time and resources
   o Understanding of our global interdependence

Beliefs

A community based planning group discussed technology and the district's basic beliefs related to technology. This discussion resulted in developing a decision making process based on these beliefs. Decisions related to this plan will be based on these criteria in this priority order:
- ❖ Safety / Security / Privacy
- ❖ Infrastructure - interrelationships
- ❖ Instructional value
- ❖ Cost/benefit
- ❖ Durability/maintenance/flexibility/support
- ❖ Staff productivity
- ❖ Equity among buildings/grades/academic areas
- ❖ Community access
- ❖ Expand the teacher's role

General beliefs include:
- Accessing, manipulating, and communicating information are central functions of society.
- Modern information skills provide the foundation for learning.
- Proficient use of technology is a key to success.

- Technology should be integrated into the instructional process so that it becomes a natural part of the way students learn.
- Curriculum and instruction drive classroom technology.
- All students and staff should have access to technology.
- Technology needs to be adequately and consistently funded.
- Technology planning is an ongoing process.
- Our schools must prepare students for today's workplace and the workplace of the future.
- Safe, Secure, and Ethical use of technology must be taught as well as modeled.
- Community partnerships are necessary.
- One to one computing is essential to being successful with the Online Common Core Assessments and the 21st Century Learning Skills.

4 - Curriculum Integration

Technology should be a seamless component in the fabric of our Michigan Curriculum Frameworks aligned learning culture in every Curriculum area, as well as having its own goals and objectives for training in its use. As technology alters the pedagogy of the teaching learning process, the attainment of all of Oscoda Student Outcomes and Curriculum goals (Based on the Michigan Curriculum Frameworks) shall remain as the driving force for technology integration.

A. The integration and use of technology shall be a continuing agenda item of every active Curriculum committee of the district, including the School Improvement Teams, District School Improvement Team and Technology Committee.

B. One member of each Curriculum committee shall be assigned as the "Technology Advocate" and "Technology Mentor" for that committee. At least one representative of the School Improvement Team shall also be a member of the Technology Committee.

C. Each grade level/department shall include the integration of technology in lesson plans, as defined in the Michigan Educational Technology Standards (METS).
   a. Technology should become transparent and effective in every classroom.
   b. Computers and/or other appropriate technologies should be available for every classroom and learning space, balanced between individual, small group, and large group use and instruction.
   c. Appropriate application software should be available and in use at all levels.
   d. The level of technology should be appropriate for each developmental level and learning situation.
   e. As educators develop management schemes for the use of technology, these schemes should be modeled and shared.
   f. Current uses of technology shall be reviewed and evaluated yearly by School Improvement Teams and the Technology Committee.
   g. An annual budget should be made available in each teaching/learning situation for updating software and materials being used in the Curriculum.

D. The District K-12 Curriculum in each area shall review and maintain the Curriculum – Technology Matrix which implements the full integration of technology into the accomplishment of all Curriculum goals and objectives based on METS and National Educational Technology Standards (NETS) (see appendix). In addition a scope and sequence for the content of learning about technology shall also be developed. All technology Curriculum materials shall have an evaluation of student learning included. A working group from the Technology Committee shall update this integration annually in concert with the development of technology itself.

E. Software acquisition for teaching and learning shall be governed by district Curriculum adoption policies and practices. Accompanying software is as important as the actual selection of a textbook in the Curriculum adoption process. Of specific concern shall be the alignment of software with Curriculum goals and outcomes. In general, costs for software accompanying a Curriculum adoption, or an additional purchase for Curriculum purposes shall be funded through the annual budget of the instructional program where it is located. District wide adoption shall be funded through district level Curriculum resources.

F. The Technology Committee shall maintain an Ethical and Fair Use Policy, as well as an Internet, World Wide Web, Web Authoring, educational social networking and outside electronic information source access and use policy with the consultation of appropriate consultants and legal council. All staff will continue to be trained in these use policies annually.

G. Community involvement shall be by the same organizations that are involved in the overall Curriculum improvement process which include: School Improvement, District School Improvement, and Parent Teacher Organizations, through the district website and the Family Access program that provides parent access to student grades, food service, attendance, and discipline.

5 - Student Achievement

Technology shall enhance student achievement and will be incorporated throughout the district for all disciplines. All district Curriculum adoptions include accompanying software. Accompanying software typically consist of lesson plans, lesson presentations, test generation software, and activities for students and teachers. This creates an active, engaged learning atmosphere in the classroom. To support this environment, teachers must receive training to thoroughly learn and understand applications that compliment their Curriculum.

The Technology Committee has completed a revision of our technology Curriculum that is aligned with the METS Technology Standards and meets requirements for the NCLB 8th grade technology literacy requirements. Included in the appendix is our District Technology Curriculum Matrix, aligned with the MDE Technology Content Standards.

All students and staff are active participants in control of performance information available to them by the use of web portals. Standardized tests (MME, and MEAP) are good indicators of student achievement. Student achievement shall also be tied to the METS and NETS Standards.

6 - Technology Delivery

Technology must serve the needs of all learners in whatever capacity they use it.

Curriculum will be the driving force for the delivery of technology. The Technology Committee and School Improvement Teams will evaluate existing, identify, and recommend Curriculum driven technology needs. Oscoda Schools Technology will implement those needs using a delivery method that best fits the need by providing specifications, installation, and professional development for each curricular adoption. Other examples of Curriculum adoptions utilizing technology facilities and services include:

Technology	Description / Methods
Core Courses	All core classrooms and Curriculum utilize digital presentation equipment and software.
Special needs	Sound fields, equipment, specialized software benefiting students with special needs.
Essential Skills, Starfall, Kidspiration, Dibels,	K-2 Early Learning Programs
Read Naturally,	Phonics Development, Fluency Development, Assessment and Progress Monitoring
Study Island	Skill Development, Assessment, Progress Monitoring
Michigan Virtual University, Michigan Virtual High School	Student and staff online coursework; staff CEU's; continuing education for parents and community members
Virtual Labs	Glencoe, McGraw Hill,
Web-based seminars	Distance-learning and staff collaborations, online conferences
Career Resource Center	Student access to information about careers and career planning
Skyward Parent/Student Access	Parental/Student Access to Student Information
Exam View & Skyward Gradebook	Online Assignments and Assessments

7 - Parental Communications and Community Relations

Parental communications is a vital part of the success of our students at Oscoda Area Schools. OAS shall continue to provide, and enhance web access for parents to obtain information regarding their children. Attendance, Discipline, Progress reports, Assignments, Demographics, Scheduling, and Food Service shall be provided to parents who have internet access either from their workplace or at their residence. In addition to providing student information to parents OAS shall provide:

   A. Up-to-date School calendars, events, the Tech Plan and a variety of school information on the OAS website.
   B. Regular reports shall be made to the Board of Education and Administrative Council on current trends and district needs.
   C. Communications shall be developed that will raise the community's awareness of the district's plan and implementation.
   D. A regular communication device will be developed to keep staff aware and updated.
   E. Parents and other interested persons should be invited to serve on the OAS Technology Committee.

8 - Collaboration

Due to the long history of significant collaboration in the community Oscoda Area Schools formal collaborative efforts with other agencies is extensive. District technology is utilized in a variety of formats. Technology workshops for parents and community members are offered through Community Education. Oscoda Area Schools and Bay Arenac Intermediate School District personnel as well as presenters from around the country facilitate workshops that are offered at various times after school and during the summer. Most on-site professional development activities are conducted using equipment that teachers will find in their classrooms and/or buildings. Through collaboration with Iosco Regional Education Service Agency, Bay Arenac Intermediate School District, Community Education, and Alpena Community College, a variety of classes and workshops are offered for continuing education units (CEU), and / or graduate credit.

9 - Professional Development

Technology is, and will continue to be, a rapidly changing and increasingly influential force on the pedagogical framework of Curriculum and the teaching/learning process. As such, teachers are and must continue to be the primary learners in our learning community. The cooperative ability of staff to make collaborative, effective use of the vast and exponentially growing sea of information will depend on the quality of both training and support.

A. The district shall establish and maintain a Technology Resource Center, which shall serve as the district hub for Curriculum technology integration, staff development, and telecommunications (including the Wide Area Network, Internet, World Wide Web, and technical support. The center shall consist of several components including a staff development lab, the Office of Technology, the technical support center, and an installation, repair, and parts center.

    a. The Staff Development Curriculum Integration Lab shall:
        i. Be openly available to staff.
        ii. House tutorials and offer classes for all current district adopted software.
        iii. Be the central site for the district and offer ongoing training in the use of all the knowledge webs available (WAN, OAS Intranet, World Wide Web, video, etc.).
        iv. Provide support training for the worksite Tech Teams.
        v. Be the single site in which new software and hardware is reviewed and tested prior to installation at other sites.
    b. The Office of the Technology Director shall be in close proximity of this area so they can be available for the operation of the Center and the support of the persons using the Center.
    c. A Technical Support Center or Help Facility shall be a part of this area. The Help Facility should be available to the whole learning community in some format. Staff should have easy, timely access to Technology support personnel who can answer questions, provide on-site assistance, deliver one to one instruction, and help solve software/hardware problems.
    d. The district should maintain an adequate facility for the diagnosis and appropriate repair of hardware. This should include provision for adequate storage and work space and inventory of commonly used parts and materials.

B. Staff should have access to out of district visitations, workshops, and conferences.
    a. Staff should be encouraged to use their Professional Staff Development funds to further their training in technology.
    b. Staff should be informed as to in-service events and workshops where technology is used in their area of teaching and learning.
    c. The Tech Teams should promote communication through professional collaboration.
    d. Staff should be informed as to in-service events and workshops where technology is used in their area of teaching and learning.
    e. The Tech Teams should promote communication through professional collaboration.

C. The Technology Committee shall plan regular Professional Staff Development activities.
    a. An overview of the current state of technology should be provided at the beginning of each year to all staff.
    b. All released time in-service opportunities should consider offering technology training activities as part of the offerings.
    c. It shall be the responsibility of the Technology Learning Community, in consultation with the Curriculum Director, to assess the training needs of the staff in order to provide direction for training and development.
    d. The Technology Committee, based on Surveys from Staff that identify needs and using differentiated instruction techniques to address the area needed.
    (MACUL MSBO MMRI – Michigan Math Rual Initiative)

10 - Supporting Resources
Appropriate facilities must be provided for technology and technology support.

Oscoda Area Schools provides links on the district website to a variety of supporting resources. The Board of Education policy is available as a district resource. Additional board approved policies, including Acceptable Use Policies (AUP) for students can be found in the appendix.

Staff and students are encouraged to use links to educational resources via the OAS internet page. These links are updated on a regular basis, and are organized by Curriculum to simplify the ease of use. Other links available include subscription based services, (Learn 360 video services, encyclopedias, software reference, and career oriented services).

The centralized student database provides web based access for teachers to maintain online Curriculum, assessments, lesson plans, student attendance and grading that many parents rely on to obtain accurate, up-to-date information via the web. OAS will continue to enhance this service by providing training in the use of teacher websites to provide online resources for students enrolled in their classes.

The district technology web site is being updated with links to additional ongoing training resources for curricular needs. Included is a schedule of training sessions, important notes regarding updates to software, and information regarding technology in general at OAS.

Technical support resources are also available directly to teachers through various vendors' technical support services.

The Oscoda Area School district will offer technology support for Curriculum integration through the Technology Committee and School Improvement Teams. Training workshops are offered to teachers throughout the year. In addition, the REMC offers teachers materials for checkout.

Infrastructure, Hardware, Technical Support, and Software

11 - Infrastructure Needs/Technical Specifications and Design

The District WAN is a combination of fiber. The WAN connects 3 LANs – one in each district school and work site. Each LAN is a mix of fiber and wire as appropriate for the speed of data transfer necessary for the instructional applications being used. The LAN's are in need of updating. Current plans include installing new fiber optic cabling between Telco closets and buildings, installing wireless access throughout all buildings for Data Connectivity. This upgrade will provide a strong foundation needed to support the upcoming state requirements for the online Common Core Assessments. It will provide a more efficient level of access for our current mobile labs as well as sufficient support for a one to one computing environment. The diagram below describes the current network.
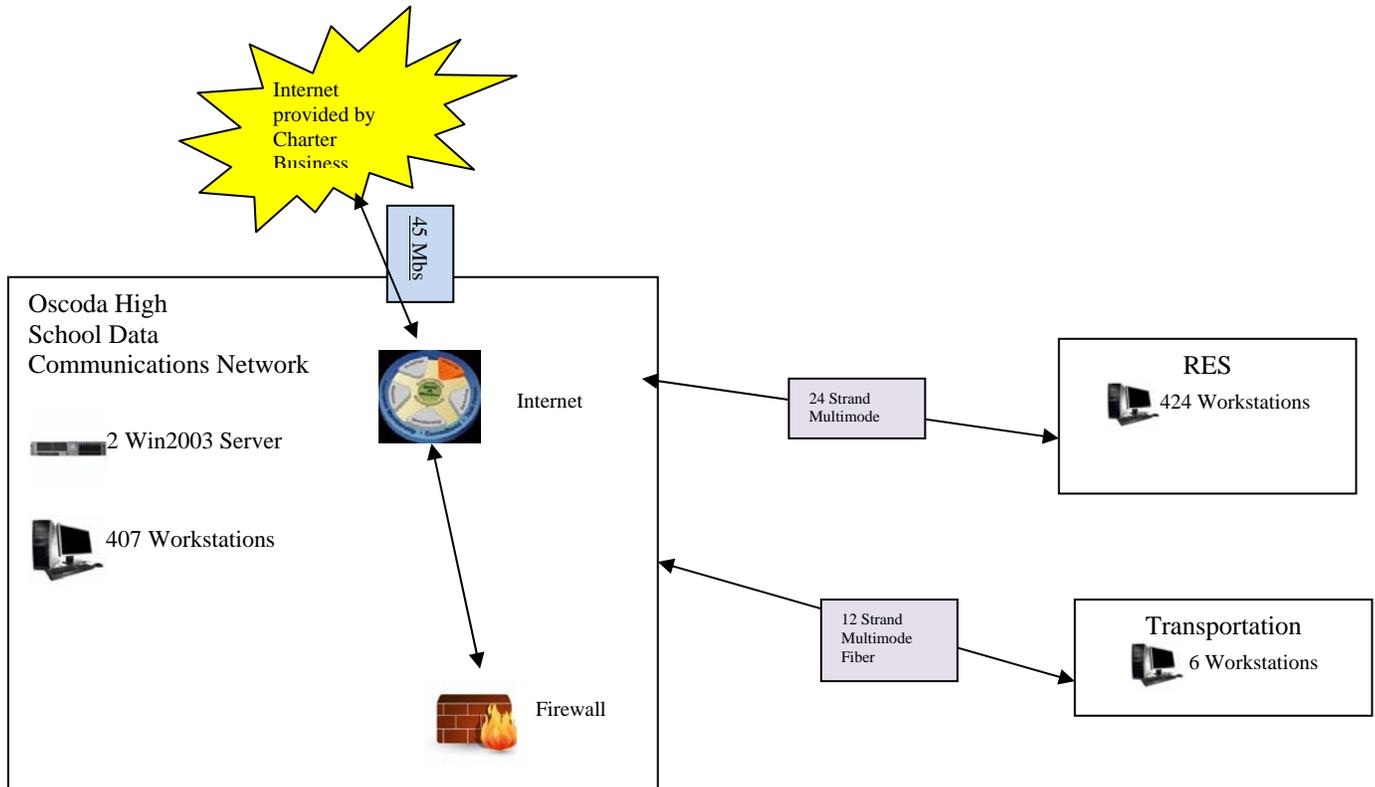
All staff and students access local Windows 2003 servers utilizing applications and file storage. Network based policies provide security for workstations and users. The district web server provides students, staff, and the local community with up to date information including Curriculum, various school calendars, and web based family access. The Windows based servers utilizing Active Directory Services provide secure access to the student, staff and Food Service files and databases.

Infrastructure, Hardware, Technical Support, and Software

11 - Infrastructure Needs/Technical Specifications and Design – continued

Equipment available to the end users includes over 600 desktop and 250 laptop computers/tablets. These computers are windows based systems and software is managed using services available from our Windows Licensing Agreement. Workstation policies, User Policies, and workstation imaging are managed via the network, resulting in efficient use of our personnel within the OAS Technology Department.

OAS depends on the E-rate program for telecommunication and internet access service annually. OAS annually applies for internal connections for the maintenance of each entities network switching equipment, and wireless access technology. OAS will continue to pursue E-rate funding for all necessary services that it is eligible to receive.

Hardware

OAS maintains an equipment replacement schedule found on page 22 by continually evaluating existing equipment, software, trends, and its performance as it relates to curricular needs. Also, due to decreased funding at the state level during the past 6 years, revenue sources for equipment needs have decreased, negatively impacting scheduled equipment purchases. OAS has been successful providing the infrastructure and end user equipment and software, by being creative. Examples include upgrading existing equipment instead of purchasing new, and purchasing used equipment when applicable. When the equipment replacement schedule dictates the purchase of new equipment, the following guidelines are used:

New equipment/facilities shall be acquired following the priorities and guidelines established by the OAS Technology Committee. The following guidelines shall be included in considerations of hardware.

A. Hardware shall operate the software necessary for the teaching/learning process.
B. Hardware should be related to Curriculum goals and objectives, software choices, district and community integration issues, and the hardware realities of the culture.
C. The OAS Technology Committee shall develop, maintain, and update a 6 year prioritized master plan for the purchase and replacement of technology hardware
D. The OAS Technology Director shall develop, maintain and update an annual budget/budget request for the purchase and replacement of technology hardware.
E. When choosing hardware these questions shall be addressed:
   1. What functions and capacities must the technology possess?
   2. What is available in the District?
      a.) Who else is using technology for this purpose, what do they use, and why?
      b.) Where will it be housed?
      c.) What furniture will be needed?
      d.) Will facilities need to be modified to accommodate the technology? At what cost?

e.) What vendor/maintenance support is available?
f.) What in-service or training will be necessary for staff, students, and support personnel?
g.) What security needs to be provided?

3. OAS Technology staff shall be involved in the discussions related to hardware acquisition from all sources, including all non-district fund sources, from the beginning of the process.

F. Plans and requests shall be reviewed by the appropriate supervising administrator and must be approved by the OAS Technology Director.
G. Equipment purchases shall be made following standards set by The OAS Technology Program. These standards shall be adopted so that the OAS Technology Director within the budget guidelines established for that school year can authorize purchases.
H. The Technology Work Teams in each worksite shall be trained to provide entry-level diagnosis and problem solving, assist their peers, and request support from the OAS Technology staff.
I. A budgetary process shall be developed in cooperation with the building principals and the Director to provide for on-going support and repairs.
J. A schedule of regular maintenance shall be developed and followed for all technologies.

Software

Appropriate software should be acquired in order to implement the effective integration of technology into the learning community.

a. Software shall be designated as either management/operational or instructional/informational.
   i. Management/operational will be that which is used system wide for financial, student data, etc. and shall be funded through the OAS Technology Budget.
   ii. ii. Instructional/informational shall be that which is directly linked to the Curriculum.
b. In general, this shall be funded by the worksite that selects it for adoption.
c. This software shall be subject to the regular Curriculum adoption process.
d. Preference will be given to network versions that provide for broad availability and appropriate access security.
e. Preference should be given to software that will expand the scope of learning beyond its original purpose.

11 - Infrastructure Needs/Technical Specifications and Design – continued

       f.   Appropriate resources should be available to assist staff in the selection of software.

       g. The following questions shall be included as a part of software evaluation:
- i. How does the software meet Michigan Curriculum Frameworks aligned Curriculum outcomes?
- ii. How "user friendly" is the software?
- iii. What software is already available in the district?
- iv. What is the copyright/copy protection guidelines related to this software?
- v. Is there comparable software available from another source?
- vi. Is it compatible with current hardware and usage configurations?
- vii. What training, if any, will be necessary to use it?

       h. Software should be available to all students on an equitable basis, making the Curriculum fully accessible for all segments of our culture.

       i. Software should be available for the horizontal expansion of the Curriculum for our gifted and talented population, as well as, the vertical extension of their knowledge.

A. Each instructional site and/or Curriculum should provide a budget for the purchase of appropriate software.

    a. All software directly related to instruction/information shall be purchased from individual school and program budgets.

    b. All software that is used as part of the operating/management systems of the overall technology program shall be purchased from the Technology Budget.

    c. All software purchases must be reviewed by the OAS Technology Director prior to purchase for their appropriateness for the operating systems maintained by the OAS Technology Program. OAS Technology staff should be invited into the early stages of discussions related to selection of new software to insure compatibility.

    d. All software for most applications will reside on the network of the instructional site or program that purchases it with appropriate security to limit its use to the intentions of the purchase.

    e. In order to maintain the integrity and manage the limitations of the licenses for each software package, the original media and documentation shall reside with the OAS Technology Program.

B. All software installed on district technology shall have the installation supervised by OAS Technology staff by verbal authorization, remote control, and/or direct installation.

C. All software installed on district technology shall have the installation supervised by OAS Technology staff by verbal authorization, remote control, and/or direct installation.

Infrastructure, Hardware, Technical Support, and Software

11 - Infrastructure Needs/Technical Specifications and Design – continued

Implementation of new technology

*Implementation of new technology shall follow a **Needs/Readiness Model**, which builds on a cycle of growing needs and staff readiness to make full use of technology.*

A. All staff shall be required to use a computer available in their workspace for administrative functions such as student attendance, grade reporting, software accompanying Curriculum adoption cycles, and electronic messaging. Each of these computers shall be attached to the building network and have available all the standard applications chosen by the district.

B. As staff takes advantage of development opportunities they will become ready to request additional technology for their use with students. As they become able to define their needs in detail they will be encouraged to develop a specific plan for usage and submit it to the Director of Technology for implementation. This plan shall include specific learning outcomes and the relationship of the technology to achievement of these outcomes.

C. When a staff plan is approved (may require Curriculum process review) the technology requested will be purchased and installed following the priorities of the plan's values, uses, available funds, and the time available from support staff.

D. Not all staff will be required to have or use the same levels of technology beyond the minimum established for mandated record keeping, email, reporting and Curriculum.

E. This cycle can be explained visually as follows:

Staff Productivity

Awareness/Need
"It's the world we live in"
"I must have.."

Infrastructure

Implement
Appropriate full use

The Needs Readiness Model

Initial Use
*Minimal
*Mandatory

Durability/Support

Buy/Install
Just in time buying insures current technology and cost/value

Staff Development
Expands awareness, skills, understand, need reality

Readiness
Define needs in detail
Develop a plan
Make appropriate requests
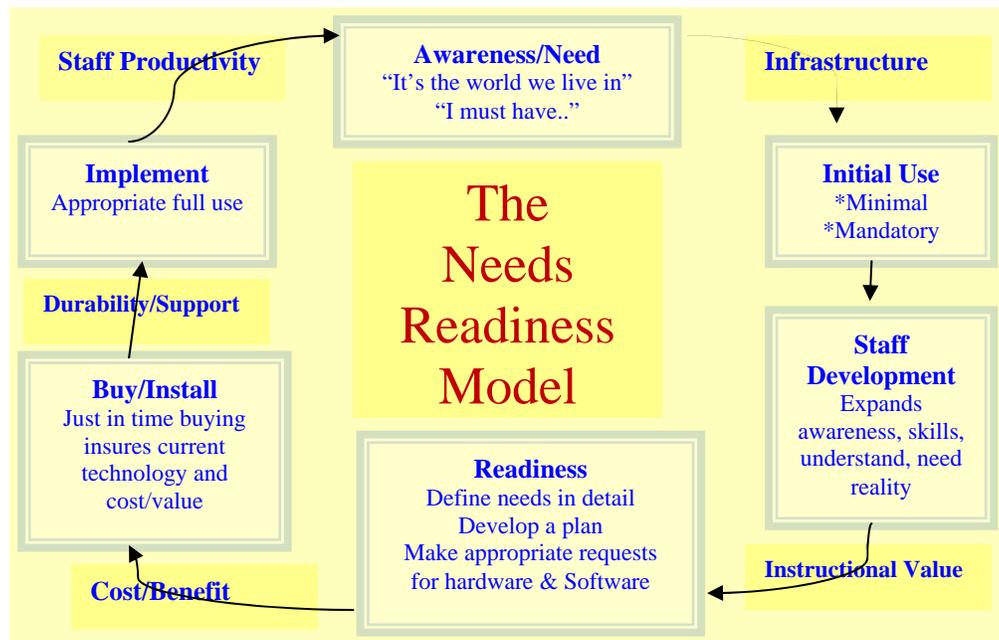for hardware & Software

Cost/Benefit

Instructional Value

Infrastructure, Hardware, Technical Support, and Software

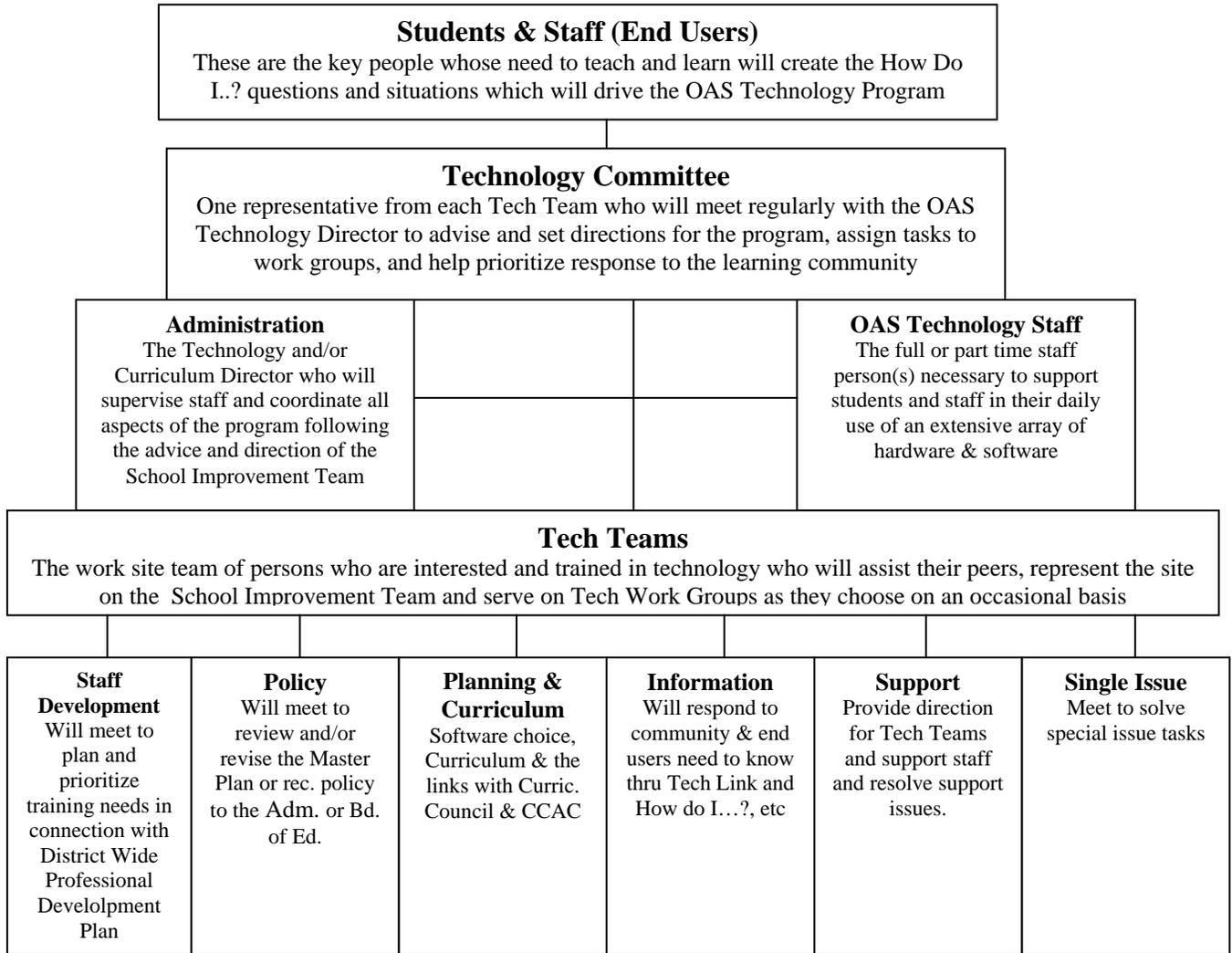## 11 - Infrastructure Needs/Technical Specifications and Design – continued

OAS Technology Program Structure

A. **Tech Teams** - Each work site in the district shall establish a Tech Team to act as the primary link to help end users meet their technology needs and/or influence the program. This will be a team of persons (recommend 5 - 8 persons including media person, principal/administrator/supervisor, secretary, teacher, and parent, community member, paraprofessional, custodian, driver, etc.) who are interested in technology, are willing to assist their peers, want to be available for serving on Tech Work Groups on an occasional basis, and/or be the work site representative on the OAS Technology Committee.

B. **OAS Technology Work Groups -** These groups will meet on an as needed basis to resolve specific issues and/or work on specific tasks. Notices of meetings, including the specific task to be accomplished, will be sent to all tech team members and those interested in the specific task may attend. Tech Work Groups may include but not be limited to (see appendix B.) Staff Development, Policy, Planning, Curriculum, Information, support, or single-issue groups.

C. **OAS Technology Staff and Administration** - The staff will be made up of a full time Director of Technology and those staff persons necessary to provide the research and strategic direction for the program, as well as for the daily operation and support necessary for the learning community and carry out this plan. In addition there may be OAS Technology Paraprofessionals, Specialists, Technicians, Assistants, Work-study, job shadowing, etc. They will work closely with the Tech Teams, Work Groups, and the Technology Committee to resolve issues and meet staff needs.

D. Providing for technology awareness shall be an on-going activity of the OAS Technology Committee.
   a. Within the school district awareness activities shall include all staff, active School Improvement teams, and the school board.
   b. In the community awareness activities will include the activities and informational opportunities for Parent Liaison, Community Liaison, Parent Teacher Organizations, Parent/Teacher Conferences, media, and direct mailings.

E. It shall be the responsibility of the OAS Technology Committee to assess the current levels of available, appropriate technology and make recommendations to the Curriculum Director and/or the Board of Education to correct perceived deficiencies.

Infrastructure, Hardware, Technical Support, and Software

11 - Infrastructure Needs/Technical Specifications and Design – continued

OAS Technology Organizational Flowchart

Students & Staff (End Users)
These are the key people whose need to teach and learn will create the How Do I..? questions and situations which will drive the OAS Technology Program

Technology Committee
One representative from each Tech Team who will meet regularly with the OAS Technology Director to advise and set directions for the program, assign tasks to work groups, and help prioritize response to the learning community

Administration
The Technology and/or Curriculum Director who will supervise staff and coordinate all aspects of the program following the advice and direction of the School Improvement Team

OAS Technology Staff
The full or part time staff person(s) necessary to support students and staff in their daily use of an extensive array of hardware & software

Tech Teams
The work site team of persons who are interested and trained in technology who will assist their peers, represent the site on the School Improvement Team and serve on Tech Work Groups as they choose on an occasional basis

Staff Development	Policy	Planning & Curriculum	Information	Support	Single Issue
Will meet to plan and prioritize training needs in connection with District Wide Professional Develolpment Plan	Will meet to review and/or revise the Master Plan or rec. policy to the Adm. or Bd. of Ed.	Software choice, Curriculum & the links with Curric. Council & CCAC	Will respond to community & end users need to know thru Tech Link and How do I…?, etc	Provide direction for Tech Teams and support staff and resolve support issues.	Meet to solve special issue tasks

Infrastructure, Hardware, Technical Support, and Software

12 - Increase Access

OAS will continue to work to achieve technological goals. These goals result in providing increased access, improved integration, and ease of use of technology both inside and outside the classroom. OAS is at the forefront within the community providing technology not only to its students, but staff as well. The tools OAS chooses to use to increase access to its resources will be vital to the educational community.

OAS will continue to enhance its infrastructure to provide the foundation necessary to support increased use of technology.

Technology will continue to play an important role for students benefiting from assistive technologies. OAS will continue to support software and hardware necessary to meet the needs of these students as defined in their Individual Educational Plans (IEPs). OAS has successfully obtained software and hardware from various assistive technology providers, and will strive to keep these opportunities available.

Infrastructure, Hardware, Technical Support, and Software
13 - Budget and Timetable
Infrastructure and Equipment Projected Timetable Updated: 6-3-2014

Planned Activity	Most Recent Completion	Planned Completion	Current Status
Infastructure Installed /Upgraded			
Wide Area Network -	Fall 2007		Up to Date
LAN – OHS/RES	2004	Summer 2014	Upgrade Fiber
LAN Wireless Upgrade – OHS/RES		Summer 2016	In Planning
Student Labs Installed/Upgraded			
RES Lab E13 (35)	2011	Summer 2015	Up to Date
RES Lab E4 (33)	2012		Replaced
RES Wireless Cart 1 (32)	2013		Replaced
RES Lab M25 (30)	2012		Replaced
RES Lab M24 (35)	2012		New
RES Classroom Set w/teacher machine (30)	2012		Up to Date
RES Wireless Tablet Cart 1 (33)	2013		New
RES Wireless Tablet Cart 1 (33)	2014	Summer 2014	Purchase
OHS Wireless Tablet Cart 1 (33)	2013		New
OHS Wireless Tablet Cart 1 (33)	2013		New
OHS Wireless Tablet Cart 1 (33)	2014	Summer 2014	Purchase
OHS Lab 407 (28)	2013		New
OHS Media Center Lab (34)	2014		Replaced
OHS Lab 106 (30)	2008	Summer 2015	Purchase
OHS Lab 206 (35)	2013	Summer 2016	Replaced-Used
OHS Lab 205 CAD (20)	2006	Summer 2014	Up to Date
OHS Wireless Cart 1 (30)	2013		Replaced
OHS Wireless Cart 2 (30)	2013		Replaced
Clerical/Administration Computers			
Central Office	Fall 2013		Up to Date
OHS	Fall 2012		Up to Date
RES	2013		Replaced
Transportation/Maintenance	2011		Upgraded Components
Food Service	2013		Replaced
OHS Teachers	2013		Replaced
RES Teachers	2013		Replaced
Classroom Student Use Computers (In addition to the one student/teacher unit)			
RES (3 stations per classroom)	-		Ongoing
Servers			
OHS - Win 2003 Server	2009	2015	Upgraded components
Phone Switch Server	2004	2015	Purchase/Upgrade
RES Video Surveillance System	2013		
OHS Video Surveillance System	2013		

PROJECTED TECHNOLOGY COSTS FOR
NEXT THREE (3) YEARS

Three Year Technology Budget

Wages / Benefits	$ 317052
Servers	12000
Computer & Printers	150000
Parts / Warranties	10000
Supplies	5500
Software	2500
Support (licenses)	16250
Professional Development	9000
	$ 475,123

Projected Three-Year Technology Costs
Detailed Expenses

Year		2014-2015		2015-2016		2016-2017	Total 3 Yr Projection
Staff							
Salaries/Stipends	$	75974	$	76353	$	76734	
Benefits		28830		29330		29830	
Sub Total		104804		105683		106564	317051
Servers		7000		7000		2500	
Computers & Printers		50000		50000		50000	
Parts/Warranties		3500		3250		3250	
Supplies		2000		1750		1750	
Toner Supplies		8500		8750		7850	
Sub Total		71000		70750		65350	207100
Support License							
Microsoft CAL Licensing		1515		1515		1650	
Centurion		840		840		840	
Study Island		9086		9086		9086	
SDS Financials		5700		5700		5700	
Secondary Academic Library		6675		6675		6675	
Network Solutions Website		850		850		850	
EPES Accounting		119		119		119	
Symantec Endpoint		1916		2016		2116	
District Antivirus License		1192		1192		1191	
District Firewall Licensing		2495		2495		2495	
BAISD/ REMC Service Fee		6710		6710		6710	
Sub Total		37098		37198		37432	111728
Professional Development		3000		3000		3000	9000
Grand Total	$	215902		216631		212346	$ **644,879**

14 - Coordination of Resources

It is recommended practice of the Board of Education that technology be supported from a variety of resources including but not limited to: Bond Funds, General Fund, Technology Grants, other grants, Title II, Title I, 31a, Special Education funds, etc. All technology purchasing shall be coordinated / authorized through the Oscoda Area Schools Technology Director.

15 - Evaluation

The Curriculum and infrastructure elements of this plan are monitored each year through the Balanced Scorecard process. Elements of the plan are measured against current practice to see where priorities need to be set, and how the Technology staff can best use of their resources. More specifically:

- Evaluation will be an item of every Technology Committee meeting agenda as part of the continuous improvement philosophy of the district.
- Annually the Technology Committee will review the results of the Balanced Scorecard goals set by the community and the Board of Education related to technology and the performance data collected related to use in the teaching and learning process.
- These performance measures will be reviewed with the intent to set new action plans for the coming year to meet the ongoing needs of the students, staff, and community for the use of technology in the teaching and learning process.

16 - Acceptable Use Policies

The district shall maintain acceptable use policies for student's k-12, admin team, staff, and for special circumstances, as well as a set of web development and web use policies. (See the appendix for copies of the current policies).

Oscoda Area Schools will remain in compliance with all regulations of the Children's Internet Protection Act (CIPA).

The primary tool used is an appliance manufactured by CIPAFilter. Oscoda Area Schools will maintain its subscription to the CIPA compliant filter list provided by CIPAFilter. In addition, Oscoda Area Schools will maintain a list of disallowed websites as recommended by teachers and staff, and this list will be reviewed by the Technology Committee on a regular basis.

Appendix

1. Curriculum Integration
2. Technology Curriculum Matrix
3. Acceptable Use Policies
4. General PD Timetable

K-12 Curriculum Integration

2014-2015	2015-2016	2016-2017
Continue the district-wide multi-year focus on 21st Century Teaching and Learning with work led by principals and Professional Learning Communities at buildings. Continue to embed these skills and the NETS into lessons.	Continue the district-wide multi-year focus on 21st Century Teaching and Learning with work led by principals and Professional Learning Communities at buildings. Continue to embed these skills and the NETS into lessons.	Continue the district-wide multi-year focus on 21st Century Teaching and Learning with work led by principals and Professional Learning Communities at buildings. Continue to embed these skills and the NETS into lessons.
Expand the Ignite professional development program to include middle school science teachers. Expand the 21st Century Teaching and Learning Cohort with Department Chairs at the high schools to include new membership. Create a Mini-Cohort at each high school allowing teachers to explore 21st Century Teaching and Learning in their classrooms. Increase the opportunity for 21st Century Teaching and Learning professional development for all staff at all grade levels and buildings.	Expand the Ignite professional development program to include additional middle school teachers. Continue with the 21st Century Teaching and Learning Cohort with Department Chairs at the high schools. Create an additional Mini-Cohort at each high school allowing teachers to explore 21st Century Teaching and Learning in their classrooms. Increase the opportunity for 21st Century Teaching and Learning professional development for all staff at all grade levels and buildings.	Continue with the 21st Century Teaching and Learning Cohort with Department Chairs at the high schools. Create an additional Mini-Cohort at each high school allowing teachers to explore 21st Century Teaching and Learning in their classrooms. Increase the opportunity for 21st Century Teaching and Learning professional development for all staff at all grade levels and buildings

Acceptable Use Policy

The Oscoda Area School's student Acceptable Use Policy will be valid upon completion of student and parent/guardian signatures. It will remain valid throughout the duration the student attends a particular school building, Richardson Elementary Middle School PreK-6, and Oscoda High School 7-12. However, the Acceptable Use Policy will be <u>reviewed annually</u> by the student and parent/guardian. The Acceptable Use Policy is referenced in student handbooks. Signatures of students and parent/guardian will reflect this annual review.

_____   _____
LAST, FIRST NAME (please print)   BUILDING

                                              _____
                                              DATE

OSCODA AREA SCHOOLS
STUDENT INTERNET ACCESS AND ACCEPTABLE USE AGREEMENT

Effective the date noted above, this Student Internet Access and Acceptable Use Agreement ("Agreement") is entered into between _____(the "Student" or "User") and the Oscoda Area School District, regarding the terms and conditions for access and acceptable use of the Internet for educational purposes through Oscoda Area School's (OAS) Internet provider.

Use of the District's technology, including student access to and use of the Internet through Oscoda Area School's Internet provider, is limited to legitimate educational purposes to support and enhance the School District's Curriculum in a manner which is consistent with the School District's mission statement. Access to and use of the Internet, through the OAS Internet provider is a privilege offered to students for the following purposes:

To assist in the collaboration and exchange of information;
To facilitate personal growth in the use of technology;
To enhance information gathering and communicating skills; and
To provide resources which will enhance the Student's entire educational experience.

In exchange for the privilege of access to and use of the Computer Network/Internet through OAS Internet provider the student acknowledges that this privilege may be revoked at any time by the District at the sole discretion of the District and that improper use of Internet resources may also give rise to further disciplinary action consistent with District Policies and/or the Student Handbook. The Student agrees to abide by the following terms and conditions:

1. That the following uses of the Internet throughout the OAS Internet provider are strictly prohibited and may subject the student to restriction, suspension or termination of educational technology privileges, and to appropriate disciplinary sanctions, such conduct to include, but not be limited to:

   a. Unauthorized entry into a file, whether to use, read, change or for any other purpose.
   b. Unauthorized transfer, deletion, or duplication of a file.
   c. Unauthorized use of another individual's identification password.
   d. Unauthorized access to telecommunications files or facilities.
   e. Interference with the work of another student, faculty member, or school official.
   f. Use of computing facilities to draft, send, or knowingly view or receive inappropriate communications including, but not limited to, those communications which are indecent, offensive, obscene, profane, vulgar, threatening, defamatory, an invasion of privacy, or otherwise prohibited by law.
   g. Violation of copyright, trademark, trade secrets or licensing agreement.
   h. Use of OAS Internet provider for the purchase, sale and/or advertisement or posting of goods or services or for political lobbying.
   i. Use of the computing facilities for any activity detrimental to the stability and security of the School District's telecommunications equipment, the Internet provider for OAS and/or the Internet. This prohibited activity includes, but is not limited to:
      − The introduction of a virus, either intentionally or through irresponsible handling of data and telecommunications resources;
      − malicious destruction of hardware, software, or data;
      − attempting to learn or use accounts or passwords other than those issued to the Student; or disclosing, for any reason, one's own password or personal information, name address or phone number of the student or other person.

2. That the student may be responsible for attending appropriate training sessions in the use and care of educational technology and should refrain from using any technology for which the student has not received training.

3. That the student may be required to make full financial restitution for any damages to educational technology or unauthorized expenses incurred through the use of educational technology.

4. That the OAS Internet provider is a monitored telecommunications network and no stated or implied guarantee is made regarding the privacy of electronic mail (E-mail) or any other telecommunications.

5. That the District and/or Internet resources are intended for exclusive use by the registered users and that the student is responsible for the use of any account/password and/or access privileges.

6. That the District does not warrant that the functions of the system will meet any specific requirements the user may have, or that it will be error free or uninterrupted.

7. That the District should not be liable for any direct or indirect, incidental, or consequential damages (including, but not limited to, lost data, information, or time, or any harm caused by exposure to offensive material) sustained or incurred in connection with the use and operation of the system or inability to use the system.

8. That the District reserves the right to monitor information activity, and file server disk space utilized by the Student.

9. That in consideration for the privilege of access to and use of computer network/Internet resources through OAS Internet provider, the student release the District, the Internet provider and their employees, agents, and operators from any and all claims of any nature arising from the student use of, misuse of, or inability to use, the District, Intermediate School District, Internet provider and/or Internet resources.

10. The student agrees to abide by these rules of regulations of system usage and such further rules and regulations as may be further added from time to time the District. These rules will be available in hard copy from the Principal's office.

IF THE ABOVE STUDENT IS UNDER 18 YEARS OF AGE THIS AGREEMENT MUST ALSO BE SIGNED BY A PARENT OR GUARDIAN

When the parent signs the school handbook the parent is also agreeing to the following paragraph.

As the Student's parent or guardian, I have read the Agreement for Internet Access and Use and the accompanying cover letter. I understand that access to the Internet is a privilege provided to students for educational purposes only. I understand that the District has installed blocking software that is designed to limit access to pornographic or abusive material on all computers but it is possible that such material may nevertheless be encountered. I will not seek to hold the District responsible for materials acquired on the Internet. I hereby release the District and its employees, agents, and operators from any and all claims of any nature arising from my child's use of, misuse of, or inability to use District, the Internet provider and/or Internet resources. In addition, I agree to indemnify the District and/or the Internet provider for any damage or liability caused by or arising out of my child's use or misuse of the Internet resources or equipment as provided by the District, and/or the Internet provider.

Children's Internet Protection Act

CIPA Filtering Requirements
The Children's Internet Protection Act requires filtering and Internet Safety Policies for schools and libraries receiving federal technology funding. The following three items, specifically, are required:
1. Technology Protection Measure
A Technology Protection Measure is a specific technology that blocks or filters Internet access. It must protect against access by adults and minors to visual depictions that are obscene, child pornography, or - with respect to use of computers with Internet access by minors - harmful to minors. It may be disabled for adults engaged in bona fide research or other lawful purposes. For schools, the policy must also include monitoring the online activities of minors.
2. Internet Safety Policy
The Internet Safety Policy must address the following issues: access by minors to inappropriate matter on the Internet and World Wide Web; the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; unauthorized access, including so-called "hacking," and other unlawful activities by minors online; unauthorized disclosure, use, and dissemination of personal information regarding minors; and measures designed to restrict minors' access to materials harmful to minors.
3. Public Notice and Hearing
The authority with responsibility for administration of the school or library must provide reasonable public notice and hold at least one public hearing to address a proposed Technology Protection Measure and Internet Safety Policy.

Professional Development General Timetable

Oscoda Area Schools utilizes the National Educational Technology Standards for Teachers (NETS*T) as our standards for professional development and performance indicators for all teachers.

Oscoda Area Schools provides continuous professional development to its staff in the form of "Justin-Time Training". Through the use of remote control tools, and our phone communications, most technical support calls result in opportunities for 1-to-1 training with staff members. Below is a general timetable of opportunities for district staff to obtain professional development as it relates to their individual technology needs.

Annual Systemic Professional Development

- Classroom management software.
  Generally offered at the beginning of the school year for new teachers. Also offered as needed to provide staff with training to take advantage of new updates.

- Utilizing Subscription based applications.
  OAS maintains various subscriptions to online services, including Renaissance Learning, Apex, United Streaming, various online catalogs and other services. Ongoing training is provided to allow staff to make the best use of these services.

- Utilizing applications available on your computer.
  Opportunities for Professional Development are offered multiple times per year to staff to improve their ability to use applications installed on each computer. This includes training of aspects of the operating system, network operating system, office products, and printing.

Curriculum Driven Technology Integration

- As defined in our Curriculum Adoption Cycle on page 27. All Curriculum adoptions will include accompanying software and professional development necessary to properly utilize all aspects of the newly adopted Curriculum.