Huron Intermediate School District

1299 S. Thomas Road, Suite 1
Bad Axe, MI 48413
989/269-6406

District Code: 32000

Technology Plan

http://www.hisd.k12.mi.us

Administrative services link | Technology Plan

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Description of District

Huron Intermediate School District is a regional educational agency located in Huron County in Michigan's "Thumb." Huron ISD serves eight K-12 districts, six K-8 districts, and five parochial schools. Collectively approximately five-thousand students are served within the constituent area, which is predominately agricultural with a variety of small processing and manufacturing businesses also located in the surrounding area.

With fewer than twelve hundred students in any district, local educational agencies depend upon Huron ISD for leadership and collaboration to deliver first-class learning opportunities for local residents. Local districts perceive technology as an indispensable tool in building student achievement and effective school management.

The Huron Intermediate School District operates a full spectrum of special education programs housed on site in the Huron Learning Center and the Transition House. Inclusion programs exist in the local districts, as well. Career and technical education programs are offered through the Huron Area Technical Center, another of the Huron ISD's buildings. General education and administrative services are housed at the district's Thomas Road Administrative Office.

Developed by the Huron Intermediate School District Technology Team, this long-range Technology Plan is intended to guide the district in optimizing the use of technology to improve student achievement and to provide service to customers.

School Buildings

Buildings	Size	Staff	Students
Huron Intermediate School District Administrative Office 1299 S. Thomas Road, Suite 1 Bad Axe, MI 48413	10,000 sq. ft.	41	0
Huron Learning Center Campus 1299 S. Thomas Road, Suite 2 Bad Axe, MI 48413	50,000 sq. ft.	56	211
Huron Area Technical Center 1160 S. Van Dyke Bad Axe, MI 48413	68,000 sq. ft.	28	456

District Mission Statement

The Huron Intermediate School District ensures educational leadership, programs, and services, which complement and enhance the efforts of community partners in educating all learners.

District Technology Vision/Mission Statement

Huron Intermediate School District's Vision of Technology involves integrating technology into curriculum to maximize learning and augment characteristics and skills necessary for 21st Century success for learners of all ages.

Background of Technology Planning

This plan is the result of much collaboration and reflection surrounding the current status of technology in the Huron Intermediate School District and its numerous programs as well as a study of targets this organization is hoping to accomplish in the span of the next three years. Attendance at planning meetings has been remarkably positive, and the approach has been indeed serious. There is a strong commitment in the district to spend precious technology dollars wisely and to acquire and implement technologies that allow us to best serve the needs of area residents and local school districts.

Relationship with School Improvement

Many of the members of the Technology Planning Team also sit on the district's School Improvement Team. The primary objective of both school improvement and technology plans is to improve student achievement and service to constituent districts.

Technology Goals

Primary goals of this Technology Plan are as follows:

District: Improve efficiency and productivity of regional educational service delivery through the use of technology by:

- using existing and emerging technology to facilitate, manage, and administer services
- using technology to make data-based decisions
- expanding and enhancing capabilities of the intranet

Teachers and Students: Develop skills to use technology effectively in the workplace and in personal life and to maximize lifelong learning by:

- increasing staff use of technologies
- increasing student use of technologies in an educational context
- increasing student use of technologies to perform independent living functions
- adopting effective software/hardware systems and applications
- seeking and evaluating emerging technology to determine effectiveness and impact on learning
- using technology to make data-based decisions

District Technology Planning Team

Joseph Murphy	Superintendent
Richard Learman	Board Member
Karen Currie	Director of General Education/Special Education Supervisor
Carol Brown	Director of Special Education
Julie Williams	Director of Finance
Jill Iskow	Principal, Huron Learning Center
Clark Brock	Principal, Huron Area Technical Center
Jeanne Eilers	Special Education Monitor
Jo Manenti	Technology Assistant
Randy Maurer	Technology Coordinator, Team Chair
Pam Fry	Teacher
Shirley Miller	Administrative Assistant
Theresa Fletcher	Administrative Assistant

This team is charged with ongoing implementation of the long-range plan. They meet regularly to measure success. Team members monitor progress toward this plan annually and make necessary adjustments to the goal/action plans.

The Technology Team also annually reviews departmental purchase plans of technology to maintain a living document for the upcoming five-year period. The Technology Coordinator and the Technology Support Team are responsible for ongoing implementation of this Technology Plan. HISD employees are expected to ensure implementation of respective elements of technology integration related to programs in their charge. Ultimate responsibility for implementation rests with HISD administrators.

I. Curriculum

A. Curriculum Integration: Goals and strategies, aligned with challenging state and national standards for using telecommunications and technology to improve teaching and learning.

☑ Support LEA implementation of Michigan's Education Technology Standards (METS)
- o Provide communication of grade-band expectations with principals; ongoing
- o Provide technical support for strategies to reach expectations

☑ Model technology integration in professional development
- o Model use of technology in content-specific professional development; ongoing
- o Show teachers how to find rich, relevant, and appropriate technology resources and Internet sites through Student Achievement Model and New Teacher Training; ongoing

☑ Provide training on effective integration of technology to improve achievement in core areas
- o Provide training related to integrating technology into lessons to increase achievement and engagement

☑ Provide leadership related to accomplishment of Michigan Merit Curriculum
- o Use of technology-related credit-recovery options; ongoing
- o Supplement classroom instruction with online learning
- o Assist in exploring opportunities for online learning; ongoing

☑ Provide student access to technology
- o Sponsor student programs
  - ▪ Special Education programs; ongoing
  - ▪ Career/Technical programs; ongoing
  - ▪ Enrichment programs for students; ongoing
  - ▪ Innovative Vehicle Design; ongoing

B. Student Achievement: Strategies that are based on research and that integrate technology into curricula and instruction for purposes of improving student academic achievement and a timeline for this integration.

Through the promotion of professional development opportunities, Huron ISD places a strong emphasis on research and best-practice models related to integrating technology into curriculum/assessment.

This objective is also accomplished through the Student Achievement Model, which identifies quality technology resources to integrate into instruction and assessment. This curriculum implementation work is ongoing throughout the life of this plan in the focus on core academic areas.

Special student programs and Career/Technical Education programs integrate technology into instructional programs on an ongoing basis.

C. Technology Delivery: Strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies.

A two-way interactive system is currently in place available to deliver specialized courses to students of local districts in the county. The system is also used for meetings, virtual field trips, and evening college classes provided by local community colleges such as Saginaw Valley State University (SVSU).

The Huron ISD has entered into a partnership with Tuscola and Sanilac ISDs and the internet provider Air Advantage to build a fiber optic network connected to all of the schools in the tri-county area. Once this project is completed, all of the K-12 schools will have a 10gb fiber connection to this network while the K-8 schools will be linked in with wireless connections. Completion of the project is expected in 2014 and once in place will facilitate access to a myriad of web-based educational services.

Services currently provided by the Huron ISD network include computer-based courseware, such as Read Naturally, Education 2020 (E2020), Kurzweil, Rosetta Stone, and Moodle. The Skyward Student Data Management System and school financial system is also provided to Huron County districts through servers based at Huron ISD. A website is maintained by the ISD which provides resources to students, staff, and the community.

D. Parental Communications and Community Relations: Strategies to promote parental involvement and to increase communication with parents and community, including a description of how parents and community will be informed of the technology to be used with students.

The Huron ISD uses a number of delivery methods to provide information to parents and community. Through our website, parents and community partners are able to access information about program and service options provided by the Huron ISD. The website also includes links to pertinent information about services available to residents. The district's Annual Education Report, Technology Acceptable Use Policy, Technology Plan, and Transparency in Reporting reports are available on the website. Professional Development opportunities for area staff and families are described on the website and registration and communication with registrants is accomplished with a web-based system. A messaging system called Notify Me is available though the website that allows students, staff, and members of the community to subscribe to alerts that keep them informed of upcoming events though email and cell phone text messages. The district's phone system allows parents and community partners to leave voicemail messages at any time; all messages are automatically forwarded to email making them easily accessible, archive ready, time stamped, and sharable.

A variety of communication methods involving printed material are also used regularly to share important information. HISD staff prepares DIBELS assessment reports for local districts to share with parents. Huron Learning Center teachers regularly send progress information home to parents. Early Childhood staff sponsor frequent family activities to involve parents in the education of their children. Parent-teacher contacts continue to be a priority among staff. Numerous phone calls, email messages, and face-to-face meetings, including home visits, occur regularly. In addition, local newspaper coverage highlights methods in which technology impacts student learning.

The district organizes and sponsors Embracing Our Earth with support from local schools, agencies, and businesses. They also coordinate or otherwise support community events for Early Childhood issues. These events involve community awareness and education about family promotion, local resources, technology, energy, and science. These free events are informative, educational, and enjoyable for local families and community members.

Parent input comes by way of the school improvement process at the HISD and in local districts. Input is garnered and made available to HISD staff to use in planning professional development. HISD staff assists groups of local district administrators in responding to such input. The Early Childhood programs have advisory committees and parents/community partners are valuable members of these committees. Parents of students with special needs meet regularly to provide feedback to the district. They also maintain a webpage on the district site to inform parents of rights and supports available to them.

Parents are also kept informed through the use of the Skyward parent portal website. The site provides up-to-date information on their child's progress, discipline records, and attendance as well as giving them an additional avenue for direct communication with their son or daughter's teachers.

The Huron Area Technical Center maintains community involvement in its Career-Tech-Education programs through annual advisory group meetings. An open house is held each year which provides parents and community members an opportunity to visit the programs, see demonstrations of educational activities, and meet with the program instructors.

E.   Collaboration: Strategies for developing the program, where applicable, with adult literacy providers.

A Family Literacy Center is currently made available to local residents through Thumb Area Michigan Works. Collaboration with other service providers, business, and industry are important in order to enrich technology resources in our schools and enhance learning for all. HISD continues to pursue new collaborative arrangements for delivery of services and the use of technology.

Huron ISD collaborates with Project ACCESS, Michigan Integrated Technology Supports (MITS), and others to provide for accessible technology that meets the needs of learners with specialized needs due to various disabilities. The Assistive Technology Team and HISD Teacher Consultants assist HISD teachers and local schools with acquiring accessible materials and assistive technology.

The Huron ISD supports community members in acquiring GED training and testing through its Huron Area Technical Center in a partnership with Thumb Area Michigan Works. The use of web-based supports enables students to work at their own pace.

II. Professional Development

F. Strategies for providing ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to ensure that staff know how to use the new technologies to improve education or library services.

In order to optimize student learning, the Huron Intermediate School District will implement ongoing, sustained professional development in accordance with National Educational Technology Standards. Staff will increase the use of existing and emerging technologies to improve instruction/performance.

Initiative	Impact/Activity	Timeline	Cost
Involve participants in planning professional development	Use evaluation survey results to determine professional development needs	Annually/Ongoing	Staff labor
	Each staff member will complete the Goal Setting process	Annually	No cost
	Professional development will target both skill use for program efficiency and integration of technology into curriculum offered through programs at the Huron Area Technical Center and the Huron Learning Center		
Garner commitment and support from staff and district leadership	Resources and support are assured by building administrators	Annually	Staff labor
Provide a conducive environment for learning	District expectations for ongoing learning are clearly articulated	Ongoing	No cost
	Training sessions will have clearly identified goals and objectives	Ongoing	No cost
	Staff will have access to technology to acquire and practice skills	In place/ongoing	TBD
Provide flexible scheduling and options for participants	Summer sessions, before/after school sessions, offered by technology assistant, tutorial software, online and archived classes, distance learning classes, and professional development days	Ongoing	TBD
	Year round access to instructional materials (print, software, audio, video) available in the HISD Resource Library	Ongoing	TBD
Refine orientation for new staff	Staff who are new to positions will be given an overview of available technology that is utilized in the position	When staff are assigned	Staff labor
	Professional Development opportunities will be made available to provide specific information on the integration of the required skills into curriculum		
Expand internal communication	Distribute Student Achievement newsletter updates to all staff countywide; delivered via email	Quarterly	Staff labor
Provide annual staff training and refresher courses	Provide staff with required annual training in blood borne pathogens and sexual harassment training using the SafeSchools Training website	Annual	No cost
Inform Staff of new services and technologies	Staff members attend online webinars provided by educational organizations and vendors as the need arises	Ongoing	Staff labor/No cost

G. Strategies and supporting resources such as services, software, other electronically-delivered learning materials and print resources that will be acquired to ensure successful and effective uses of technology.

Curriculum Support

The Huron Intermediate School District is active in using and creating digital information resources to support curriculum. We provide a website at http://www.hisd.k12.mi.us that contains information about our programs and services, annual education reports, and supporting resources.

Other examples of curriculum support resources include the E2020 learning system. E2020 is an educational content delivery and assessment system we are using to supplement courses offered in special, vocational, and adult education. The individualized nature of the E2020 courseware is very valuable in assisting students who need additional reinforcement in academic areas integral to success in meeting Michigan Merit Curriculum requirements.

Multiple assistive technology devices are used in the instruction of students with special needs. Apple iPads have been incorporated running a variety of specialized applications. Kurzweil 3000 is a text to speech program that helps struggling readers. Eye-gaze computers allow students that have physical limitations to access computer programs independently. Talking keyboards and talking calculators allow students with visual impairments to participate in addition to the adapted keyboards, computer mice, touch screens, and switches to assist with independent activities for many students.

All Individualized Education Plans and Individualized Family Service Plans are developed using the Illuminate web service.

Assessment software such as STAGES is used directly with students to assess progress. Other indirect assessment supports are utilized for scoring and statistical purposes.

Non-Curricular Organizational Supports

Technology is widely used for organizational efficiency, statistical, and reporting purposes. The following represents examples of some of the resources available through the Huron Intermediate School District:

- The Huron Intermediate School District utilizes Skyward for accounting and office support staff use MISDmsds collection program for reporting purposes
- The Skyward and Illuminate programs are used for collection and reporting of special population data
- The School-Wide Information Services (SWIS) online software tracks behavioral concerns to assist in promoting positive behavior supports
- Data storage and analysis software is used for tracking universal screening data
- Online systems provide access to the Michigan Department of Education to submit grants and other materials online
- Grades and attendance are electronically collected
- Email, voice mail, and cell phone text messages are used for communication between our centers, local schools, and parents
- Professional development record keeping software is available online for staff use, as well as registration for HISD professional development activities
- A calendar of events and a resource/equipment request system is also available from the HISD Website

Policies and Manuals

Supporting resources, such as policies and manuals, are available in both electronic and printed form. School policies are available on the district's website, as well.

Media Resources

The Huron ISD and constituent districts take advantage of materials made available on a lending basis through the HISD Resource Library.

III. Infrastructure, Hardware, Technical Support, and Software

H. Strategies to identify the need for telecommunication services, hardware, software, and other services to improve education or library services, and strategies to determine interoperability among the components of technologies to be acquired.

The Huron Intermediate School District information system infrastructure is the result of an ongoing evolution started in the mid eighties when our first local area networks were installed. The current infrastructure is based on Category 5 wiring in all of our buildings, providing Ethernet data, telephone, and ITV services. This wired infrastructure has been augmented with wireless connectivity in all of our buildings that provide data access to notebook computers and hand-held devices.

Ethernet Data Services

All of our buildings host local area networks (LANs) capable of running at 100 mbps to 1000 mbps. All of the buildings in our ISD are connected into a wide area network (WAN) using 1gbps fiber optic cable.

The primary function of the HISD WAN is to provide local file sharing and Internet services to all buildings, including content-filtered Web access and e-mail. Servers at the Huron Area Technical Center provide most services. Some of these services are accessible only to users connected directly to the WAN (local access) while others are available globally on the public internet. Examples of local access services include file sharing and web content-filtering. Global services include email, Skyward grade book and financial, and Moodle.

A website promoting the HISD is hosted by School In Sites™ which provides services such as NotifyMe which offers subscription based email and cell phone messaging.

Initiative	Impact/Activity	Timeline	Cost
Connect all area schools to a 10 gbps fiber network through partnership with Tuscola ISD, Sanilac ISD, and Air Advantage. (Grants and loans have been awarded)	Improve network performance and greater opportunity for collaboration	2013-2014	$20,000 ISD $10,000 Each K12 $5,000 annual Maintenance (projected)
Implementation of the Skyward student management and financial system	County-wide common grading and financial system to facilitate improved data warehousing	2012-2013	$370,000
County-wide server consolation	As a second phase to the fiber network project (see above), services such as email, VoIP telephony, web content filtering, etc. will be examined to determine if consolation would be financially conducive	2014- ?	TBD
Virtualization	Expand use of virtualization technologies.	Ongoing	TBD

Telephone Services/Communications

The Huron Intermediate School District installed in 2011 a campus-wide phone system based on the Panasonic TDE200 Voice Over IP (VoIP) phone switch. This system provides direct access to any phone within the system as an extension, voice mail, and direct inward dialing (DID). An ISDN Pri line is used to provide the phone trunk lines.

Key staff members are equipped with cell phones providing greater accessibility in case of emergency and routine communications needs. Administrators and technology personnel are equipped with Apple iPhone smart phones. A two-way radio system was installed in 2003 to provide communications in case of emergencies that may compromise land line or cellular phone systems.

<u>Distance Learning</u>

Distance Learning within the Huron Intermediate School District is provided through the use of IP-based video conferencing technology. The original distance learning technology installed in 1998 was upgraded in 2005 to allow for IP connectivity.

These services are distributed among most of the LEAs (Huron County) and the HISD. This system delivers academic and career/technical educational content on demand. Distance learning sessions can be hosted in a dedicated ITV room at the Huron Area Technical Center; for small groups or one-on-one video conferencing; three portable conferencing units are available. Portable conferencing units are available at the Huron Area Technical Center and the Administrative Office.

Distance Learning methodology has evolved over the last decade to place a greater reliance on course delivery systems such as Education 2020 and on-line courses provided by our teachers through Moodle. Currently the Huron Area Technical Center is providing on-line classes for Accounting and Computer Aided Design to area students through Moodle. Ten years ago these would have been presented as face to face distance learning classes using traditional video conferencing technology.

Traditional face-to-face video conferencing is also being supplemented by technologies such as Skype and Apple Face Time. As these services become more widespread through the continuing deployment of notebook computers with integrated webcams and mobile devices such as Apple iPads, video conferencing will become more personal and less classroom based.

Training and technical support, in accordance with Michigan Technology Staffing Guidelines, are provided by the Technology Planning Committee. The in-house Technology Department, consisting of a Technology Coordinator and Technology Assistant, delivers the leadership and support. The department provides a full range of technology-related services in all buildings of the Huron Intermediate School District.

Initiative	Impact/Activity	Timeline	Cost
Equipment receives regular inspection and routine maintenance on a regularly-scheduled basis	Information technology resources are updated/licensed on an annual basis	Ongoing (annually)	License costs, staff labor
	Hardware is reviewed annually and replaced every five years at a maximum	Ongoing (annually)	TBD
	Properly-trained technical personnel are on staff or contracted to perform maintenance and repair	Ongoing (as needed)	Staff labor
	Troubleshooting and emergency repairs are completed promptly	Ongoing	Staff labor
	An online job ticketing service, SchoolDude, has been implemented to request and track technology service requests	Ongoing	$1,520 annual
A comprehensive security system is in place to safeguard information technology resources	Access software and training to assure information remains secure	In place/ongoing	No cost
	Maintain an inventory of software and labeled hardware	Ongoing	Staff labor
	An electronic database serves as the management system of the inventory of the information technology resources	Ongoing	Staff labor
	The insurance policy provides adequate coverage for materials and liability	In place/ongoing	TBD
The roles and responsibilities of the management and coordination of the use of information technology resources throughout the school are clearly defined	Plan/deliver/receive training	Ongoing	TBD
	Acceptable Use Policy	In place	No cost
	Job descriptions	Updated annually	Staff labor
	District Policy Handbook	In place/ongoing	No cost
	Design/update procedural manuals/training	Ongoing	Staff labor
	Advise purchases/recommend usage	In place/ongoing	Staff labor
	Interact with vendors	In place/ongoing	No cost
	Configure systems	In place/ongoing	TBD
	Evaluation of service delivery	Annually	No cost

l. Strategies to increase access to technology for all students and all teachers.

Huron Intermediate School District continues an ongoing process of expanding our use of technology and making technology accessible to all students and staff. Some of our current efforts include:

- A new grade book system, Skyward, is being adopted for the 2012-2013 school year that will provide a student and parent access portal. This will facilitate a greater degree of communications between parents and teachers.
- The Skyward and Illuminate systems provide access through a secure web interface that will allow teachers and students access to information anywhere.
- A wireless mobile notebook computer lab is available allowing computer access wherever computer technology is needed.

- Our Special Students Services Department uses various approaches to provide access to students with special needs including Apple iPads, the Kurzweil system, touch-screen monitors, adaptive switches, and numerous communication aids.
- All students with an identified disability have an annual review of their needs for adaptive equipment and accessibility.
- Specialized software is frequently used to enhance accessibility to technology.
- All classrooms have a minimum of one computer station available for staff and student use which have access to our intranet and the Internet.
- All Career/Technology Education programs feature an advisory board made up of local business people who meet on a biannual basis to review the program's use of technology and makes recommendations that include issues of accessibility.
- All special education and early childhood programs utilize advisory groups made up of parents, agency personnel, educational staff, and others that periodically review and make recommendations regarding accessibility and technology planning.
- HISD purchases 'Career Cruising' and Internet-based educational development plan (EDP) for students in all local school districts. This program facilitates student, counselor, and parental planning of student schedules and career planning.
- Computer-Adaptive Placement Assessment and Support System (COMPASS) testing is currently being provided to the students of area schools at the Huron Area Technical center. This test helps determine college readiness.
- Internet content filtering is in place and online activities are monitored to insure CIPA compliance.
- The Huron Intermediate School District is in compliance with the Office of Civil Rights guidelines to insure the equitable access to all services and programs including technology as stated in the following policy:

It is the policy of the Huron Intermediate School District not to discriminate on the basis of race, color, religion, national origin or ancestry, sex, gender, age, disability, height, weight, or marital status, genetic information, or any other legally-protected characteristic, in its programs, activities, or employment. Inquiries regarding this nondiscrimination policy should be directed to the Superintendent, Huron Intermediate School District, 1299 S. Thomas Road, Suite 1, Bad Axe, MI 48413 (989) 269-6406.

Technical Support

The HISD currently employs two full-time technology support people: Technology Coordinator and Technology Assistant. Technology support is also supplemented with contracted services such as distance learning management. This team and the contracted services provides most of the support necessary to insure that all staff and students can access and use the technology needed in a technological-rich learning environment. To provide 'direct-to-the-user' support, we have incorporated a number of strategies:

- A weekly schedule of site visits made by the Technology Assistant insures the availability of one-on-one support to all departments.
- Each member of the technical support team can be reached in a number of ways including phone extensions with voice mail, cell phone, e-mail, and the SchoolDude job ticket system.
- Training is offered by the technology support team.

While each member of the technology support team has his/her area of expertise, all are familiar with the technologies unique to the other members and contracted service providers. For example, if a failure occurs in the distance learning system and the contacted service provider is unavailable, the Technology Coordinator or the Technology Assistant can provide basic distance learning troubleshooting.

Besides providing technical assistance, the technology support team is also responsible for implementing new and existing technologies. Installation of new computers, new phone extensions, network expansion, and the deployment of new servers are some of the activities performed in-house by the technology team.

The technology support team keeps current on new technologies by attending conferences, training programs provided by vendors, and attending new product seminars. Newsletters, white papers, periodicals, and websites also provide updates to the latest technology trends and products. Outside sources are relied on for technical support, such as product vendors and manufactures, when needed.

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

The timetable is incorporated into action plans stated within Technology Plan Sections II. F. and III. H.

Costs are included in each section as stated above. Action plans for curriculum, professional development, and infrastructure are annually reviewed for student impact and goal alignment. Implementation timelines are adjusted as appropriate.

Further information regarding timelines and cost are contained in building-level five-year technology purchase plans. These plans are reviewed on an annual basis. Review includes modification to existing plans based on identified changes in need and financial implications and the addition of the succeeding year to the plans. Below is a summary of the technology budget from the building-level plan.

Projected Technology Budget 2012 to 2015

	2012-2013	2013-2014	2014-2015
Tech Support Staff	187,394	195,446	202,455
Internet Service *	26,000	26,000	10,000
Tri-county Fiber network project	20,000	5,000	5,000
Distance Learning Support/Contacted Services	5,000	5,000	5,000
Annual Licensing/Software	35,600	33,080	33,080
Hardware	20,000	20,000	20,000
Hardware Repair **	5,000	5,000	5,000
Phone Maintenance/Service	24,000	24,000	24,000
Photocopiers	55,000	55,000	55,000
Printer support services	9000	9000	9000
AV Equipment	5,000	5,000	5,000
Countywide PD	7,000	7,000	7,000
Totals	**398,994**	**389,526**	**380,535**

Notes:

* Internet service – a new two-year contract for Internet service will be established, starting in the 2012-2013 school year. This will initially provide primary Internet service until the fiber network is operational. Once the fiber network is in place the existing Internet provider will function as a backup service. This will insure uninterrupted server during the switch over to the new network. It is expected that the fiber network will be fully operation by the 2014-2015 school year. Internet costs for that year reflects an estimate for an 'Internet content' only contract.

** Hardware repair reflects money budgeted for parts. Most repairs are done in-house by the technology staff with most hardware items purchased with a three-year warranty. For the repair of out of warranty items, the service problem is evaluated and the item may be repaired in-house from parts already on hand, new parts ordered, shipped to a repair center, or replaced if the repair efforts or costs exceed the item's value.

> **K. Coordination of Resources. Strategies that will be employed to coordinate state and local resources to implement activities and acquisitions prescribed in the technology plan.**

Each year the district reinvests the USF funds received along with a percentage of the operating budget to acquire new technology and to update existing technology. Purchases are based on department needs, as identified through a five-year equipment/technology purchase plan, which is updated annually. Much attention is given to seeking grants through state/national sources and foundations. The district has trained grant writers on staff who actively pursue sources of revenue to advance technology implementation.

The Huron Intermediate School District serves as the fiscal agent for a number of consortium initiatives to deliver services to area residents. This involves curriculum integration, software services, training, and a host of other technology-related efforts.

Through the life of this plan, the district will continue its diligent pursuit of efficient and effective service delivery and implementation of goals and objectives delineated herein.

V. Monitoring and Evaluation

L. Evaluation: Strategies that the district will use to evaluate the extent to which activities are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to reach challenging state and national academic standards.

The HISD Technology Team will evaluate the existing HISD Technology Plan annually. An evaluation subcommittee, with membership from the HISD Technology Team and under the direction of the Technology Coordinator, will be established to develop and implement a data-driven evaluation process. This data-driven evaluation will include the review and analysis of two primary data sources.

The first data source is evaluations completed by HISD and LEA staff participating in HISD generated technology trainings. These evaluations will be completed at the conclusion of each training, tabulated, and forwarded to the evaluation subcommittee for review by April 1 of each school year.

The second data source is comprehensive input solicited by surveying all HISD users (students, parents, staff, and administrators). The survey questions will be directly related to the stated goals/standards of the HISD Technology Plan and future needs. Surveys will be disseminated and returned directly to the evaluation subcommittee for review by April 1 of each school year.

Upon review and analysis of the two data sources, the evaluation subcommittee will create a summary of goals met (accomplishments), goals not met (short comings), future needs, and recommendations to address unmet goals and future needs. By May 15 of each school year, the subcommittee will share their report with the full HISD Technology Team which will in turn, share recommended changes at the departmental level. Requests for input and discussion from departmental staff will be made before a final revision to the HISD Technology Plan occurs.

M. Acceptable Use Policy: Strategies are in place to monitor the district's Acceptable Use Plan for staff and student use of the technologies.

Monitoring the compliance of the acceptable use policy (AUP) is the responsibility of the classroom teacher for students and the administration for the staff. Classroom violations are tracked in an on-line database called SWIS (School Wide Information System). Acceptable use policy violations for both students and staff are reviewed annually by the technology committee to determine if changes in the AUP are warranted.

Huron Intermediate School District
Acceptable Use Policies

STUDENT NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY

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

The District's Internet system has not been established as a public access service or a public forum. The Board has the right to place restrictions on its use to assure that use of the District's Internet system is in accord with its limited educational purpose. Student use of the District's computers, network, and Internet services (Network) will be governed by this policy and the related administrative guidelines, and the Student Code of Conduct. The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the Network. Users have no right or expectation to privacy when using the Network including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity while on the Network.

The Internet is a global information and communication network that provides students and staff with access to up-to-date, highly relevant information that will enhance their learning and the education process. Further, the Internet provides students and staff with the opportunity to communicate with other people from throughout the world. Access to such an incredible quantity of information and resources brings with it, however, certain unique challenges and responsibilities.

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

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

The technology protection measures may not be disabled at any time that students may be using the Network, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

Pursuant to Federal law, students shall receive education about the following:

A. safety and security while using e-mail, chat rooms, social media, and other forms of electronic communications

B. the dangers inherent with the online disclosure of personally identifiable information and,

C. the consequences of unauthorized access (e.g., "hacking") cyberbullying and other unlawful or inappropriate activities by students online

Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of the Internet. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response. All Internet users (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

Students and staff members are responsible for good behavior on the Board's computers/network and the Internet just as they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are often public in nature. General school rules for behavior and communication apply. The Board does not sanction any use of the Internet that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines.

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

Students shall not access social media for personal use from the District's network, but shall be permitted to access social media for educational use in accordance with their teacher's approved plan for such use.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users granted access to the Internet through the Board's computers assume personal responsibility and liability, both civil and criminal, for uses of the Internet not authorized by this Board policy and its accompanying guidelines.

STAFF NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY

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

The District's Internet system has not been established as a public access service or a public forum. The Board has the right to place restrictions on its use to assure that use of the District's Internet system is in accord with its limited educational purpose. Staff use of the District's computers, network, and Internet services (Network) will be governed by this policy and the related administrative guidelines, and any applicable employment contracts and collective bargaining agreements. The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the Network. Users have no right or expectation to privacy when using the Network including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity while on the Network.

The Internet is a global information and communication network that provides an incredible opportunity to bring previously unimaginable education and information resources to our students. The Internet connects computers and users in the District with computers and users worldwide. Through the Internet, students and staff can access up-to-date, highly relevant information that will enhance their learning and the education process. Further, the Internet provides students and staff with the opportunity to communicate with other people from throughout the world. Access to such an incredible quantity of information and resources brings with it, however, certain unique challenges and responsibilities.

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

Pursuant to Federal law, the Board has implemented technology protection measures which block/filter Internet access to visual displays that are obscene, child pornography or harmful to minors. The Board utilizes software and/or hardware to monitor online activity of staff members to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors.

The technology protection measures may not be disabled at any time that students may be using the Network, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any staff member who attempts to disable the technology protection measures will be subject to disciplinary action, up to and including termination.

The Superintendent or building administrator may disable the technology protection measure to enable access for bona fide research or other lawful purposes.

Staff members will participate in professional development programs in accordance with the provisions of law and this policy. Training shall include:

    A.   the safety and security of students while using e-mail, chat rooms, social media and other forms of electronic communications;

B. the inherent danger of students disclosing personally identifiable information online; and,

C. the consequences of unauthorized access (e.g., "hacking"), cyberbullying and other unlawful or inappropriate activities by students or staff online.

Furthermore, staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above.

The disclosure of personally identifiable information about students online is prohibited.

Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of the Internet. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response. All Internet users are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

Staff members are responsible for good behavior on Board's computers/network and the Internet just as they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are often public in nature.

Staff members shall not access social media for personal use on the District's network, and shall access social media for educational use only after submitting a plan for that educational use and securing the Principal's approval of that plan in advance.

General school rules for behavior and communication apply. The Board does not sanction any use of the Internet that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines. Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users granted access to the Internet through the Board's computers assume personal responsibility and liability, both civil and criminal, for uses of the Internet not authorized by this policy and its accompanying guidelines.

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