Huron School District
32044 Huron River Drive
New Boston, Michigan 48164

District Code: 82340



TECHNOLOGY PLAN

July 1, 2012 – June 30, 2015

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Wayne County Regional Educational Service Agency
Date Created: May 31, 2012

Tech Plan URL
http://www.huronschools.org/district_info/technology_plan

"Completely Committed to Kids!"

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INTRODUCTION

The Huron School District Technology Plan was developed by representatives of the District Technology Committee. The Technology Committee included building administrators, teachers, and technology specialists. This technology plan is a living document and is reviewed annually by the Technology Committee.

District Technology Planning Team

Name	Position
Bevier, Patrick	Brown Elementary Principal
Calkins, Jill	Brown Elementary Teacher/Technology
Clancy, Deb	RESA Technology Consultant
Featherston, Ryan	Computer Network Support Technology Coordinator
Hill, Justin	Renton Junior High Technology Teacher
Gill, Michael	Board of Education
Krauss, Debra	Chief Academic Officer
McQuiston, Amy	Miller Elementary Principal
Mrocko, Kurt	Renton Junior High School Principal
Naughton, Richard	Superintendent
Philippart, Michael	Elementary Technology Teacher
Regets, Sandra	Chief Operating Officer
Rowe, Donovan	Huron High School Principal
Schwartz, Matt	Huron High School Technology Teacher

District Mission Statement

Huron Schools: *"Completely Committed to Kids!"*

The mission statement of the Huron School District was developed in 2008 and updated in 2012 by the Huron School District Strategic Planning Team.

The purpose of this technology plan is to create a blueprint for effectively providing students, staff, and community members in our district with opportunities to use educational technology in a meaningful and productive manner.

District Profile

Huron School District serves 2,433 students living in the Townships of Huron, Sumpter and Ash. The school district is approximately 39.3 square miles and is located in Wayne and Monroe Counties in the southeastern portion of Michigan's Lower Peninsula and approximately 25 miles southwest of Detroit. The district maintains four K-12 instructional facilities: two elementary schools, one middle school, and one high school. The district offers before and after school childcare programs, substance abuse intervention programs, vocational education, and early-intervention programs.

School Building Demographics 2012

School Buildings	Classrooms	Square Footage	Grade Level	Classroom Teachers	Students	Free & Reduced
Brown Elementary 25485 Middle Belt Road New Boston, Michigan 48164	26	62,317	K-5	22	531	214
Miller Elementary School 19855 Hannan Road New Boston, Michigan 48164	26	70,620	K-5	21	440	154
Renton Junior High School 31578 Huron River Drive New Boston, Michigan 48164	31	73,025	6-8	28	608	179
Huron High School 32044 Huron River Drive New Boston, Michigan 48164	44	185,300	9-12	43	819	191

VISION & GOALS

Vision/Beliefs

The Huron School District is committed to providing learning opportunities for all members of the school community. We believe it is important to acquire knowledge and skills in order to access, process, and communicate information. Teachers are the key to developing the aforementioned skills for all students using a wide range of sources and emerging technologies. Therefore; appropriate professional development and support must be provided to all district staff to allow for the integration of technology into the K-12 curriculum.

Goals & Strategies (updated approval needed)

A. Learning Opportunities

Provide learning opportunities that will be useful and functional in everyday life applications.

Strategy: Students will learn skills and concepts for the 21st Century.

1. Align district outcomes with ISTE and METS standards.
2. Monitor METS taught at each grade level.
3. Continue to implement: Internet safety activities and workshops with staff and students by teaching and demonstrating appropriate usage expectations.
4. Increase professional development opportunities by utilizing different approaches (i.e.. online learning, face-to-face, etc.)
5. Develop and implement standards of applications related to technology in all classrooms.
6. Apply 21st Century Skills across the curriculum.

B. Increase Access for Students

Provide equity of access to technology resources for all students and staff.

Strategy: Increase access to technology for staff and students.

1. Increase student access to computer labs during the school day, before and after school, lunchtime and/or during recess periods.
2. Increase the number of computers and/or devices in each school and classroom.
3. Provide appropriate adaptive technologies for at risk and handicapped students.
4. Survey former high school students relating to how they applied the technology skills learned at Huron High School to college or the work environment.
5. Increase computer lab time by increasing the amount of computer/tablet stations in each school.
6. Prepare for the 2014-2015 Balanced Assessment online MEAP testing.

C. District Website

Redesign and improve the district website to provide a dynamic and engaging site that insures improved functionality and superior communication with school district stakeholders.

Strategy: Employ a specialized company for the website design and hosting by using a Content Management System (CMS) that is designed specifically for school districts.

1. Assure that the website design will have the following critical attributes: easy to navigate, a quick loading time, compatibility, intuitive and uncomplicated update abilities, capability to link teacher websites, hyperlinks for student and parent information, high quality photographs, videos, tutorials and online payment feature for food service, athletics, etc.
2. Ongoing professional development training for staff on updating and managing website.
3. Utilize E-Rate funds to subsidize costs.

D. Teacher Websites

All teachers in the Huron School District will have a classroom website linked to the district website.

Strategy: Teacher websites will have a uniform appearance with standard items useful to all classrooms and will provide parents with an easy transition from one grade to the next.

1. Survey staff using Zoomerang to gather information regarding essential features and tools needed on the classroom website.
2. Website developers will work collaboratively with staff to create a website with a standard homepage allowing teachers to manipulate the content.
3. Teacher websites will include standard items such as calendars, school policies, curriculum, and student handbooks.
4. Professional development will be provided for staff including the following: building and maintaining classroom websites (using and building, uploading media, posting information).

E. Wireless Access

To provide students and staff with high speed wireless access in all buildings.

Strategy: Provide students and staff with high speed wireless access in all schools.

1. Determine needs, expectations and projected growth.
2. Research wireless vendors used by school districts to determine the pros and cons of their system.
3. Research three wireless vendors to best meet the needs of the Huron School District (Cisco, Ruckus, and Aruba).
4. Invite vendors to present to the district and review cost proposals.
5. Establish a timeline for implementation.

F. Online Learning

Intensify the use of technology in innovative ways so that student engagement, learning and achievement will increase.

Strategy: Explore and incorporate the use of hybrid/flipped classrooms as a means to maximize student learning.

1. Provide students with digital reading material to bring 21st Century learning into the classroom.
2. Provide quality online professional development for staff to increase their knowledge and application of technology in the classroom.
3. Provide professional development and support to implement hybrid/flipped learning in classrooms.
4. Provide students with online self-sustained course options at the secondary level.
5. Provide online learning opportunities for parents that will help to support their child's learning.
6. Prepare students for post graduate online classes and academic success.
7. Provide academic support for at-risk students through technology.

G. Expand Technological Infrastructure

Expand the technological infrastructure to support student achievement at the highest level.

Strategy: Purchase mobile labs (laptop/tablets) for each school, replace aging teacher work stations (120), upgrade software, dispose of old hardware, and reduce the annual Netech contract on network switches.

1. Replace the teacher workstations (120) by creating a multi-year budget for purchases.
2. Dispose of old hardware during the summer of 2012.
3. Create a framework for selling the old equipment to community.
4. Purchase network switches.
5. Maintain contract for the core switch, voicemail server, and PIX firewall.
6. Implement a purchasing plan for data projectors and ELMO document cameras for classrooms.

H. Increase Technological Personnel

Increase technological personnel to support every classroom and staff member with the tools needed to support critical thinking and problem solving in the 21st Century classroom.

Strategy: Recruit and maintain highly skilled, qualified and innovative staff in all technology and technology support positions.

1. Hire a summer intern (aspiring student) to update student/teacher machines and other support as deemed by the Technology Director.
2. Create technology leaders or coaches in each school to handle software and hardware issues, provide training in specific buildings and help to maintain school websites.
3. Hire a part time employee to support district technology allowing the Technology Director to move forward with innovative technologies that will impact student engagement, learning, and achievement.

The goals and strategies addressed in the technology plan are directly related to the District School Improvement Plan.

CURRICULUM

Curriculum goals and strategies are aligned with the Michigan Education Technology Standards (METS) as well as the International Society for Technology in Education (ISTE) National Standards. Linking the technology goals to state and national standards will have a direct impact on student achievement.

ISTE Standards (International Society for Technology in Education) www.iste.org.

Student Standards

Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

a. Apply existing knowledge to generate new ideas, products, or processes
b. Create original works as a means of personal or group expression
c. Use models and simulations to explore complex systems and issues
d. Identify trends and forecast possibilities

Communication and Collaboration

Students use digital media and environment to communicate and work collaboratively, including distance learning to support individual learning and contribute to the learning of others.

a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
c. Develop a cultural understanding and global awareness by engaging with learners of other cultures.
d. Contribute to project teams to produce original works and/or solve problems.

Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information

a. Plan strategies to guide inquiry.
b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
d. Process data and report results.

Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

a. Identify and define authentic problems and significant questions for investigation.
b. Plan and manage activities to develop a solution or complete a project.
c. Collect and analyze data to identify solutions and/or make informed decisions.
d. Use multiple processes and diverse perspectives to explore alternative solutions.

METS (Michigan Educational Technology Standards for Students)

Elementary Schools

Huron School District Technology Curriculum Grades K-2				
METS Standard	**Skills**	**K**	**1**	**2**
Creativity and Innovation	By the end of 2nd grade each student will:			
	use a variety of digital tools (e.g., word processors, drawing tools, simulations, presentation software, graphical organizers) to learn, create, and convey original ideas or illustrate concepts		x	x
Communication and Collaboration	By the end of 2nd grade each student will:			
	work together when using digital tools (e.g., word processor, drawing, presentation software) to convey ideas or illustrate simple concepts relating to a specified project			x
	use a variety of developmentally appropriate digital tools (e.g., word processors, paint programs) to communicate ideas to classmates, families, and others		x	x
Research and Information Literacy	By the end of 2nd grade each student will:			
	interact with internet based resources		x	x
	use digital resources (e.g., dictionaries, encyclopedias, graphs, graphical organizers) to locate and interpret information relating to a specific curricular topic, with assistance from teachers, school library media specialists, parents, or student partners			x
Critical Thinking, Problem Solving, and Decision making	By the end of 2nd grade each student will:			
	explain ways that technology can be used to solve problems (e.g., cell phones, traffic lights, GPS units)		x	x
	use digital resources (e.g., dictionaries, encyclopedias, search engines, web sites) to solve developmentally appropriate problems, with assistance from teachers, parents, school media specialists, or student partners			x
Digital Citizenship	By the end of 2nd grade each student will:			
	describe appropriate and inappropriate uses of technology (e.g., computers, internet, e-mail, cell phones) and describe consequences of inappropriate uses		x	x
	know the Michigan Cyber Safety Initiative's three rules (Keep Safe, Keep Away, Keep Telling)		x	x

	identify personal information that should not be shared on the Internet (e.g., name, address, phone)		x	x
	know to inform a trusted adult if he/she receives or views an online communication which makes him/her feel uncomfortable, or if someone whom he/she doesn't know is trying to communicate with him/her or asking for personal information		x	x
Technology Operations and Concepts	By the end of 2nd grade each student will:			
	discuss advantages and disadvantages of using technology			x
	be able to use basic menu commands to perform common operations (e.g., open, close, save, print)		x	x
	recognize and name the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, printer)		x	x
	discuss the basic care for computer hardware and various media types (e.g., CDs, DVDs)		x	x
	use developmentally appropriate and accurate terminology when talking about technology		x	x
	understand that technology is a tool to help him/her complete a task, and is a source of information, learning, and entertainment		x	x
	demonstrate the ability to navigate in virtual environments (e.g., electronic books, games, simulation software, websites)		x	x

Huron School District Technology Curriculum Grades 3-5

METS Standard	**Skills**	**3**	**4**	**5**
Creativity and Innovation	By the end of 5th grade each student will:			
	produce a media-rich digital project aligned to state curriculum standards (e.g., fable, folk tale, mystery, tall tale, historical fiction)	x	x	x
	use a variety of technology tools and applications to demonstrate his/her creativity by creating or modifying works of art, music, movies, or presentations	x	x	x
	participate in discussions about technologies (past, present, and future) to understand these technologies are the result of human creativity	x	x	x
Communication and Collaboration	By the end of 5th grade each student will:			
	use digital communication tools (e.g., e-mail, wickis, blogs, IM, chat rooms, videoconferencing, Moodle, Blackboard) and online resources for group learning projects			x
	identify how different software applications may be used to share similar information, based on the intended audience (e.g., presentations for classmates, newsletters for parents)	x	x	x
	use a variety of media and formats to create and edit products (e.g., presentations, newsletters, brochures, web pages) to communicate information and ideas to various audiences	x	x	x
Research and Information Literacy	By the end of 5th grade each student will:			
	identify search strategies for locating information with support from teachers or library media specialists	x	x	x
	use digital tools to find, organize, analyze, synthesize, and evaluate information	x	x	x
	understand and discuss that web sites and digital resources may contain inaccurate or biased information	x	x	x
	understand that using information from a single Internet source might result in the reporting of erroneous facts and that multiple sources should always be researched	x	x	x
Critical Thinking, Problem Solving, and Decision Making	By the end of 5th grade each student will:			

	use digital resources to access information that can assist in making informed decisions about everyday matters (e.g., which movie to see, which product to purchase)	x	x	x
	use information and communication technology tools (e.g., calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist with solving problems	x	x	x
	use digital resources to identify and investigate a state, national, or global issue (e.g., global warming, economy, environment)	x	x	x
Digital Citizenship	By the end of 5th grade each student will:			
	discuss scenarios involving acceptable and unacceptable uses of technology (e.g., file-sharing, social networking, text messaging, cyber bullying, plagiarism)		x	x
	recognize issues involving ethical use of information (e.g., copyright adherence, source citation)	x	x	x
	describe precautions surrounding personal safety that should be taken when online	x	x	x
	identify the types of personal information that should not be given out on the Internet (name, address, phone number, picture, school name)	x	x	x
Technology Operations and Concepts	By the end of 5th grade each student will:			
	use basic input and output devices (e.g., printers, scanners, digital cameras, video recorders, projectors)	x	x	x
	describe ways technology has changed life at school and at home	x	x	x
	understand and discuss how assistive technologies can benefit all individuals	x	x	x
	demonstrate proper care in the use of computer hardware, software, peripherals, and storage media	x	x	x
	know how to exchange files with other students using technology (e.g., network file sharing, flash drives)			x

Huron School District Technology Curriculum Grades 6-8				
METS Standard	**Skills**	**6**	**7**	**8**
Creativity and Innovation	By the end of 8th grade each student will:			
	apply common software features (e.g., spellchecker, thesaurus, formulas, charts, graphics, sounds) to enhance communication with an audience and to support creativity	x		
	create an original project (e.g., presentation, web page, newsletter, information brochure) using a variety of media (e.g., animations, graphs, charts, audio, graphics, video) to present content information to an audience	x		
	illustrate a content-related concept using a model, simulation, or concept-mapping software			
Communication and Collaboration	By the end of 8th grade each student will:			
	use digital resources (e.g., discussion groups, blogs, podcasts, videoconferences, Moodle, Blackboard) to collaborate with peers, experts, and other audiences			x
	use collaborative digital tools to explore common curriculum content with learners from other cultures			x
	identify effective uses of technology to support communication with peers, family, or school personnel	x		

Research and Information Literacy	By the end of 8th grade each student will:			
	use a variety of digital resources to locate information	x		
	evaluate information from online information resources for accuracy and bias	x		x
	understand that using information from a single Internet source might result in the reporting of erroneous facts and that multiple sources should always be researched	x		
	identify types of web sites based on their domain names (e.g., edu, com, org, gov, net)	x		
	employ data-collection technologies (e.g., probes, handheld devices, GPS units, geographic mapping system) to gather, view, and analyze the results for a content-related problem			
Critical Thinking, Problem Solving, and Decision Making	By the end of 8th grade each student will:			
	use databases or spreadsheets to make predictions, develop strategies, and evaluate decisions to assist with solving a problem	x		
	evaluate available digital resources and select the most appropriate application to accomplish a specific task (e.g., word processor, table, outline, spreadsheet, presentation program)	x		
	gather data, examine patterns, and apply information for decision making using available digital resources			x
	describe strategies for solving routine hardware and software problems			x
Digital Citizenship	By the end of 8th grade each student will:			
	provide accurate citations when referencing information sources			x
	discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, viruses, file-sharing)	x		x
	discuss the consequences related to unethical use of information and communication technologies	x		x
	discuss possible societal impact of technology in the future and reflect on the importance of technology in the past	x		
	create a media-rich presentation with the appropriate and ethical use of digital tools and resources	x		
	discuss the long term ramifications (digital footprint) of participating in questionable online-activities (e.g., posting photos of risqué poses, underage drinking, or making threats to others)	x		
	describe the potential risks and dangers associated with online communication	x		
Technology Operations and Concepts	By the end of 8th grade each student will:			
	identify file formats for a variety of applications (e.g., doc, xls, pdf, txt, jpg, mp3)	x		
	use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced materials	x		
	perform queries on existing databases	x		
	know how to create and use various functions available in a database (e.g., filtering, sorting, charts)			x
	identify a variety of information storage devices (e.g., CDs, DVDs, flash drives, SD cards) and provide rationales for using a certain device for a specific purpose	x		
	use accurate technology terminology	x		
	use technology to identify and explore various occupations or careers, especially those related to science, technology, engineering, and mathematics			x
	discuss possible uses of technology to support personal pursuits and lifelong learning			x
	understand and discuss how assistive technologies can benefit all individuals	x		
	discuss security issues related to e-commerce	x		

Huron School District Technology Curriculum Grades 9-12				
METS Standard	**Skills**	**CA**	**WD**	**CP**
Creativity and Innovation	By the end of 12th grade each student will:			
	apply advanced software features (e.g., built-in thesaurus, templates, styles) to redesign the appearance of word processing documents, spreadsheets, and presentations AS, HB, USH, WH	x		
	create a web page (e.g., Drearmweaver, iGoogle, Kompozer) A	x	x	
	use a variety of media and formats to design, develop, publish, and present projects (e.g., newsletters, websites, presentations, photo galleries) A, Z, PUB, YAL, AS, USH, WH, E, APG, L, E9-10	x	x	
Communication and Collaboration	By the end of 12th grade each student will:			
	identify various collaboration technologies and describe their use (e.g., desktop conferencing, webinar, listserv, blog, wiki) USH, WH, YAL, E11, APE, G, APG, L	x	x	x
	use available technologies (e.g., desktop conferencing, e-mail, video conferencing, instant messaging) to communicate with others on a class assignment or project E11, USH, WH	x	x	x
	collaborate in content-related projects that integrate a variety of media (e.g., print, audio, video, graphic, simulations, and models) A, H, E10-11, YAL, PUB, USH, WH, E, L , APG	x	x	x
	plan and implement a collaborative project using telecommunications tools (e.g., ePals, discussion boards, online groups, interactive websites, videoconferencing) H			
	describe the potential risks and dangers associated with online communications A, E9-11, APE, USH, WH, E, L, G	x		
	use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence)	x		
Research and Information Literacy	By the end of 12th grade each student will:			
	develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys) H, P, AC, APG			
	identify, evaluate, and select appropriate online sources to answer content related questions AC, B, A, H, APG, USH, WH, E, YAL, E9-11, PUB, APE	x		
	demonstrate the ability to use library and online databases for accessing information (e.g., MEL, Proquest, Infosource, United Streaming) AC, P, E9-11, APE, USH, WH, E, B			
	distinguish between fact, opinion, point of view, and inference AC, P, A, B, E10, AS, WSH, WH, APG, J			
	evaluate information found in selected online sources on the basis of accuracy and validity J, USH, WH, APG	x		
	understand that using information from a single internet source might result in the reporting of erroneous facts and that multiple sources must always be researched J, AC, P, A, B, H, E9-11, WH, USH, APG	x		
	research examples of inappropriate use of technologies and participate in related classroom activities (e.g., debates, reports, mock trials, presentations) H, PS, L, APG			
Critical Thinking, Problem Solving, and Decision Making	By the end of 12th grade each student will:			
	use digital resources (e.g., educational software, simulations, models) for problem solving and independent learning C, AC, P, WH, USH, E, APG, L			
	analyze the capabilities and limitations of digital resources and evaluate their potential to address personal, social, lifelong learning, and career needs AS, E			

	devise a research question or hypothesis using information and communication technology resources, analyze the findings to make a decision based on the findings, and report the results B, PS, E, PSY			
Digital Citizenship	By the end of 12th grade each student will:			
	identify legal and ethical issues related to the use of information and communication technologies (e.g., properly selecting and citing resources) C, P, AC, B, Z, A, E9-11, PUB, USH, WH, APG	x		
	discuss possible long range effects of unethical uses of technology (e.g., virus spreading, file pirating, hacking on cultures and society L	x		
	discuss and demonstrate proper etiquette as online communications APE, YAL, E11, USH, WH	x		
	identify ways that individuals can protect their technology systems from unethical or unscrupulous users	x		
	create appropriate citations for resources when presenting research findings C, P, AC, B, Z, A, E9-11, APE, AS, PUB, USH, WH, E, APG	x		
	discuss and adhere to fair use policies and copyright guidelines	x		
Technology Operations and Concepts	By the end of 12th grade each student will:			
	complete at least one online credit, or non-credit, course or online learning experience PS, C, AC, P, WH	x	x	
	use an online tutorial and discuss the benefits and disadvantages of this method of learning C, AC, P	x	x	
	explore career opportunities, especially those related to science, technology, engineering, and mathematics and identify their related technology skill requirements AS	x		
	describe uses of various existing or emerging technology resources (e.g., podcasting, webcasting, video conferencing, online file sharing, global positioning software) WH, USH	x		
	identify an example of an assistive technology and describe its potential purpose and use			
	participate in a virtual environment as a strategy to build 21st century learning skills			
	assess and solve hardware and software problems by using online help or other user documentation	x		
	explain the differences between freeware, shareware, open source, and commercial software	x		
	participate in experiences associated with technology-related careers AS	x		
	identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav, wmv, mp3, avi, pdf) A, AJ	x	x	x
	understand and discuss how assistive technologies can benefit all individuals			
	demonstrate how to import/export text, graphics, or audio files A, H, C, AC, P, B, Z, A, PS, AS	x	x	x
	proofread and edit a document using an application's spelling and grammar checking functions E9-11, YAL, APE, AS, WH, USH	x		
Technology Classes: CA (Computer Applications), WD (Web Design), CP (Computer Programing) HS Classes: A-Anatomy, AC-Accelerated Chemistry,, APE-AP English, AS-Academic Support, B-Biology-Chemistry, E-Economics, E#-English Grade, G-Government, H-Health, HB-Human Behavior, J-Journalism, L-Law, P-Physics, Psy-Psychology, Pub-Public Speaking, USH-US History, WH-World History, Z-Zoology, YAL- Young Adult Literature				

Technology Delivery, Integration and Timeline

The staff and students should have equity of access to all of the resources in the schools. The benefits of technology integration allow and encourage the use of these resources in the classroom. Students have grown up in a digital world and in order to be successful, all staff should demonstrate the appropriate and ethical use and application of technology. During the 2012-2013 school year staff will be provided professional development on technology integration so that proper usage can be demonstrated and applied in the classroom. While students may have these skills, the staff must possess these basic skills so that they can adequately address the needs of the students and provide appropriate and effective use of technology in the classrooms. The staff will develop and implement model lessons and share methods for integrating the technology into the classroom. Various distance learning resources such as United Streaming, EdGate, and other online resources will be used to enhance the classroom lesson plans and instruction. The school district has provided appropriate hardware, software and the infrastructure for using technology at the elementary, middle school, and high school levels. Throughout the grades more emphasis needs to be placed on using the technology as a tool and to share these approaches with all students and staff.

As per the requirements of the Michigan Merit Curriculum, Huron High School student's online experience is incorporated into the core academic curriculum courses.

Student achievement data from the 8th grade assessment of the METs standards indicates that gains have been made due to the implementation of technology courses at Renton Junior High School. Students receive a rich foundation at the elementary school which builds at the junior high and high school levels.

Continued work on the alignment of the METS and ISTE standards to the curriculum and the identification of various resources will encourage the use of technology in the classroom. Key individuals will be identified to assist in the application of technology in the classroom through professional development opportunities and one to one assistance, when available. The goals and strategies for achieving these goals are identified in the following pages. Each strategy includes a three-year timeline with methods for accomplishing and monitoring the progress.

It is also important that staff should be able to *access current* software that supports and enriches the curriculum. The process for using the software will include an internal review and assessment to determine the effectiveness and relationship to the curriculum. Staff will work with the software in the classroom to be sure it is aligned with the curriculum and METS standards, which will be reviewed on an annual basis.

Elementary students in grades one through five will receive instruction for a 45 minute session on a weekly basis. Students learn to use touch-typing techniques, internet resources, word processing (basic commands), drawing tools, hardware components, presentation software, internet safety, common uses of computers and other forms of technology. All activities are to insure creativity, innovation, collaboration, communication, problem solving and decision making.

Computer Literacy Classes

Grade 6 – Classes work on grade level appropriate projects, covering a variety of topics. Primarily, each student will work on keyboarding competencies and data entry. Students will also prepare career exploration presentations, use internet research techniques, practice budgeting techniques, email, perform business operation simulations, and learn about issues relating to on-line safety.

Grade 8 - Classes work on grade level appropriate projects, covering a variety of topics. Skills relating to word processing, spreadsheets, internet research, and PowerPoint are developed while working on such projects as travel brochures, budget forecasting, graphs and charts, art work, and slide presentations. Students will also learn about issues relating to online safety, unethical uses of information, communications technology, and e-commerce. Each student also will work on the keyboarding competencies learned in 6th and 7th grades.

Grades 9-12 – High school students have the opportunity to take the following technology classes: Computer Applications (A & B), Web Design (A & B), and Computer Programming (A & B). Students will be learning about computer/internet safety, business software (desktop publishing, word processing, webpage design, HTML, graphic animation, and graphic programs). In the higher level courses, students will create animation in 3D models using programming software, and learn to problem solve computer issues using a variety of solutions.

Student Achievement Data – 8th Grade METS Assessment

Year	# 8th Grade Students	# Students Proficient	% Proficient
2012	217	191	88%
2011	205	186	91%
2010	200	199	99%
2009	183	178	97%
2008	195	192	98%
2007	176	116	70%
2006	Baseline Data	Baseline Data	61%

Technology Delivery

- Some high school and middle school teachers are using the internet (Moodle, Blackboard, blogs, and teacher websites) to post assignments, class notes, daily lessons and PowerPoint presentations.
- Enrollment of students in online classes for credit recovery and enrichment (AP) brokered through Wayne RESA as well as Michigan Virtual High School.
- Video Programming from Discovery United Streaming
- Cisco class – DCTC
- Career Cruising
- RESA/Merit
- Brain Pop at the middle school level
- Elementary students are using the internet to complete a variety of activities including keyboarding, research, math/spelling practice, and reading activities.

Parent Communication & Community Relations
The Huron School Improvement Plan reflects the commitment to increase communication and technology across the district. All classrooms have access to the internet thus making it possible to effectively communicate with parents and colleagues. Each building's School Improvement Plan strives to increase student achievement at all grade levels. Teacher's use of technology to share lessons with colleagues, share best practices, analyze data as well as using it as a tool to gain new knowledge will have a great impact on student achievement at all grade levels. The school district website is updated regularly allowing parents, community and staff easier access to district information. Schools in the district communicate with parents through Zangle's Parent, Student Connect, school/class web sites and printed materials. After being reviewed by community members, the Technology Plan was posted on the district website.

Collaboration
The Huron School District utilizes Trans Act as a communication tool with English Language Learner families. Yearly planning, implementation and evaluation of the technology plan involves collaboration with staff and parents in the community. Special attention is focused on the special population subgroups to ensure that support through technology and academics are given to foster increased student achievement.

PROFESSIONAL DEVELOPMENT

The professional development strategies listed in the Huron School District Technology Plan provide ongoing, sustained professional development opportunities for school personnel and are aligned to the state and national standards. All professional development will be linked to the curriculum and will support the learning environment in the classroom. Professional development in technology will be customized based on the needs and abilities of the staff. Online professional development will be implemented to meet the individual needs of staff. The District Technology Plan intends to offer several class options (i.e., Microsoft Word, Excel, PowerPoint, EdGate, Blackboard as well as others) for teachers to select. These sessions will be taught by district employees and/or consultants from WCRESA.

The technology plan identifies the following resources used to support the technology program in the Huron School District:

- District policies and strategic plan
- Wayne RESA and REMC support the curriculum through their lending library.
- Higher Education is training teachers in the use of technology in their undergraduate teacher education programs.
- Use of Microsoft on-line help and resources such as EdGate allow our staff online support in their classrooms

Supporting Resources

- A Technology Use Agreement is used at all levels to ensure that students and parents take responsibility for their actions in the classroom.
- District website features the district calendar, links to teacher websites (fall 2012) email addresses of personnel and latest news in the district.

- Parent Connect is used to keep parents informed regarding students updated process in all classes.
- School VUE software is used to monitor students in computer classrooms. Daily lessons and assessments take place using the program.
- Video lending library and access to REMC materials from RESA.
- Successful Practices Network – K-12 educators to share strategies, practice, research, data and experiences.
- Class A Assessment – allows teachers to analyze data for tests using MEAP criteria.
- Elementary students have access to a network shared folder on the district server. This allows them to create an electronic portfolio displaying their use of technology throughout their education at Huron.

INFRASTRUCTURE, HARDWARE, SOFTWARE, AND TECHNICAL SUPPORT

Technology usage is increasing and so is the need for supporting these devices and staff effectively. Acquiring technology, including but not limited to computers, network electronics, and software are only steps in facilitating student learning. Curriculum integration and professional development are also essential components in this process.

The Huron School District maintains the operation of a WAN/LAN data, voice and video network. Documentation exists for network specifications, electronics, equipment and software applications used in the district. Various systems are used to manage, monitor and supervise the network traffic and usage. The district will strive to maintain an up to date system that will be accessible to all teachers, staff, and students in order to provide a technology-rich learning environment.

Wide Area Network (WAN)

The Huron School District has installed a Gigabit Ethernet network comprised of underground campus single-mode fiber which connects the following buildings to the High School (District Headend): Renton Junior High, Sunnyside Kindergarten Center, Maintenance Building, Transportation Building, and the Athletic Fieldhouse. Privately owned aerial WAN fiber connects the District Headend to Brown Elementary and Miller Elementary. All campus and remote buildings connect to the District Headend located at Huron High School in a star topology. The fiber optic network supports the transport of data, voice, video, and multi-media communication.

Local Area Network (LAN)

The **Data Network** is based on a star topology using a structured wiring system with a Main Distribution Frame (MDF) interconnecting one or more Intermediate Distribution Frames (IDF) through a 50 micron Multimode Fiber-Optic backbone. The horizontal wiring to each device location will be constructed using plenum rated enhanced Category 6 (Cat 6) Unshielded Twisted Pair (UTP) with a maximum run length of 90 meters. Category 6 wiring will be run inside walls using new or existing conduit and boxes or in existing surface raceway.

The **Voice Backbone** is constructed using a multi-pair Category-3 twisted pair copper trunk, interconnecting the IDF's to the MDF or Telco Demarc. A Cat-3 patch panel at each MDF-IDF and 110 punch blocks at the MDF and or Demarc is used in the design. The voice drop cables (Cat 6 UTP) will run from the IDF's to user locations using the same star topology employed in the Data Network.

The **Video Network** is a broadband branch and tree coaxial system with RG-6 drops and multiple .500 backbone segments. Feeds in each school building will be supplied by the local cable company (Charter Communications).

Internet Connection The network receives its internet connection through a Opt-E-Man (100mb) connection to our local intermediate school district, Wayne RESA, who in turn is connected to Merit.

District Infrastructure Summary

Huron School District is primarily run on Microsoft software. The technology equipment that was purchased in the last bond issue is older but functional. It does however warrant a review. The network infrastructure is completely provided by Cisco equipment. All of the Servers and Network equipment have battery backup. The servers have been replaced in 2010 and are under warranty. The phone and voicemail system is provided by Cisco using VOIP technology. The network equipment, servers, and phone system equipment are all in good condition. Every computer lab in the district has been upgraded. The teacher workstations are due to be replaced.

INSTALLED HARDWARE – Updated 2012

Building	Administrative Workstations	Clerical or Other	Teacher Workstation Classrooms	Student Workstation Classrooms	Lab Workstations	Network Laser Printers	Network Copiers
Brown Elementary	8	2	28	10	35	5	3
Miller Elementary	7	2	25	30	30	6	3
Renton Junior High	8	8	33	1	90	9	3
Huron High School	10	7	40	84	70	15	3
Central Office	11	0	0	0	0	2	1
Transportation	2	1	0	0	0	1	1
Maintenance	2	1	0	0	0	0	0
TOTAL							

TOTAL WORKSTATIONS	545

Elementary Classrooms

- 1 Teacher PC
    - S-Video Output to Television
    - DVD/CDRW
- Access to a networked printer
- Access to a networked copier
- Voice/Video/Data drops
- Direct Internet access
- 27" Television with cable and internal channels
- IP Telephone
- 2 Student data drops

Secondary Classrooms

- 1 Teacher PC
    - S-Video Output to Television
    - DVD/CDRW
- Access to a networked printer
- Access to a networked copier
- Voice/Video/Data drops
- Direct Internet access
- 32" Television with cable and internal channels
- IP Telephone
- 4 Student data drops
- 1 Student PC in High School

Elementary Computer Labs

- 30 Computers
- Network printers
- 27" Television with cable and internal channels
- IP Telephone
- Internet Access

Miller and Brown Elementary Schools each have one computer lab.

Secondary Computer Labs

- 30 Computers
- Network printers
- 32" Television with cable and internal channels
- IP Telephone
- Internet Access

High School: 2 Labs
Renton Junior High: 3 Labs

Software Standard

- Microsoft Office Professional
  - Word
  - Excel
  - PowerPoint
  - Access
  - Outlook
- Sophos Antivirus
- Adobe Acrobat Reader
- Intervideo DVD player for stations with DVD drive
- Java
- PrimoPDF
- QuickTime
- Macromedia Flash and Shockwave
- WinZip

Additional Software

- Computer Application Lab in High School
  - Microsoft Publisher
  - Microsoft FrontPage
  - Macromedia Studio MX
- Drafting Lab in High School
  - Chief Architect
- Computer Lab in Renton
  - SimCity
  - Car Builder
- Teacher Workstations at Sunnyside and Miller
  - Microsoft Publisher
- Teacher Workstations at Brown in 3rd, 4th, and 5th grade
  - Grade Quick
- Computer Lab in Brown
  - Renaissance Learning - Accelerated Reader & Math Facts in a Flash
  - Type to Learn
  - Microsoft Publisher
  - Photostory 3
- Computer Lab in Miller
  - Scholastic Reading Counts
  - Type to Learn
  - Photostory 3
- Computer Labs have Crosstec SchoolVue which is used to manage the labs
  - High School – 1 Lab
  - Renton – 2 Labs
  - Brown Computer Lab
  - Miller Computer Lab
- Textbook publisher software at all levels in Math and ELA
- Transportation
  - Zonar – GPS Tracking System
  - Bus Watch – Video Surveillance

Web Applications

- MiStar – Student Management
- Career Cruising
- United Video Streaming
- SchoolDude – Maintenance Requests and Ticket Tracking
- eHarcourt School Math at Miller and Brown Elementary Schools
- Parent Connect
- SafeSchools – Online Safety Training for School Employees

How to Improve Instruction and Student Learning

The following projects are planned to help instruction and student learning. The projects are intended to give more access to technology and provide greater reliability.

- Upgrade and replace all teacher computers and put replaced computers in the classroom for student use.
- Implement Student Connect.
- Creation of a 3rd computer lab at the high school.
- Acquire and implement wireless carts with laptops or tablets.
- Acquire and implement data projectors.
- Acquire and implement Elmo document cameras.
- Continuous technology training at in-services for staff at all buildings.
- Promote student/teacher interaction where students can mentor teachers on technology.

Hardware Replacement and Upgrades

The following hardware has been replaced and is current:

- Administrative/Office replaced 2010
- Miller Computer Lab replaced 2010
- Brown Computer Lab replaced 2010
- Brown Classrooms outfitted with Interactive whiteboards, projectors, and Elmo document cameras 2010
- Renton Computer Lab 1 replaced 2010
- Renton Computer Lab 2 replaced 2010
- Renton Media Center Lab replaced 2011
- High School Media Center Lab replaced 2011
- High School Computer Lab Replaced 2011
- All Cafeterias have new POS terminals 2011
- Servers and SAN storage replaced 2010

The next major hardware that needs to be replaced is the 130 teacher workstations. These machines were upgraded with an additional 1GB stick of RAM in 2010. They will be used as student machines where possible. We may choose to provide the teachers with laptops to increase their mobility and access around the district.

Possible options for replacement are as follows.

- Windows Desktops Estimated price per unit $600-700
- Mac Desktops Estimated price per unit $1200
- Windows Laptops Estimated price per unit $600-700
- Mac Laptop Air - $999 MacBook Pro $1799

Older equipment that is being replaced, provided it is functioning properly and is capable of supporting the intended software, will be migrated to other areas with the greatest need, primarily for student use in classrooms.

Other technologies will also be reviewed for possible implementation such as, thin clients, wireless mobile laptop carts/tablets, whiteboards, data projectors, long distance learning lab, etc. depending on the availability of funds or possible future bond issues. It will also be necessary to add network electronics to accommodate the increased hardware and wireless functionality.

Technical Support

With the influx of technology in the classroom, the need to provide timely hardware and software support becomes increasingly important. Today's technology changes at a rapid pace and the ability of the district to deal with this change is crucial. Network monitoring, maintenance, software upgrades and the continuous updating of technology, support in providing an enhanced learning environment for our students.

The district supports technology with a District Technology Coordinator and a Computer/Network Support Technician.

Technology Coordinator Duties

- Coordinates the department
- Manages technology budget
- Manages technology plans/projects
- Provides support for exploring future technologies to assist with the implementation of various school plans
- Maintains and updates district wide VOIP Telephone System
- Provide network, computer, upgrading, troubleshooting, support, when needed
- Training and support of network users including the Internet, e-mail, instructional systems and other district programs

Computer/Network Support Technician

- Deploy, setup, repair & maintain personal computers
- Help support & maintain Microsoft Windows server 2010 fiber network with VOIP Telephony
- Track all hardware and peripheral purchases; keep installation locations current
- Track all software purchases, licensing and installation locations on database; keep licensing current
- Process, assign and/or complete service requests for maintenance, troubleshooting and repair of hardware and installation of software

- Assist in creating users on servers with passwords and assign or limit rights as necessary, create and update groups; keep user list current
- Secure and maintain passwords for all network servers and applications
- Training and support of network users including the Internet, e-mail, instructional systems and other district programs

Increasing Access to Technology Resources

The following are projects that will give students and staff more access to the technology within the district. This includes access to educational software and the internet.

- Replace teacher computers and move replaced computers into the classroom for students.
- Upgrade conference rooms and computer labs with mounted projectors, Elmo's, computers, and wireless input devices.
- Creation of a 3rd Computer lab at the high school.
- Add student internet capable PC where possible in every classroom.
- Add wireless mobile laptop/tablet carts in each building.
- Add other technology to classrooms as funds will allow such as; white boards, data projectors, document cameras.
- Research and apply tools that prove to be successful in other districts nationwide.

All staff will be given opportunities to take part in technology training. This will give them confidence in using the existing and future technologies the district has. Staff that has a greater understanding of technology will be encouraged to mentor fellow staff members. Students will also be encouraged to mentor staff and fellow students if their understanding of the technology is greater.

FUNDING and BUDGET

Budget and Timetable

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 district general fund must bear the cost of ongoing maintenance and improvements for equipment and network, technological support, telecommunications service fees, and staff development. The district has made a commitment to technology and plans to include provisions in each annual budget if funds are available. With the financial constraints of the State of Michigan, the district will seek alternate funding from other sources such as federal and state grants to supplement the annual budget.

District Technology Budget

Description	2012/13 General	2013/14 General	2014/15 General
Technology Coordinator	46,600	46,600	46,600
Technology Technician and Coaches	18,000	18,000	18,000
Benefits	22,772	25,252	25,252
Contracted Service/Student Data Clerk	50,198	50,245	50,329
Contracted Service Maintenance/Repair	95,088	96,908	98,846
Video Streaming			
Web Design	5,000	5,000	5,000
Supplies	7,500	7,500	7,500
Computers/Servers	40,000	40,000	40,000
Classroom Technology, for example, SMART Boards, Data Projectors, Laptops, COWS, ELMOS, Etc.	30,000	30,000	30,000
Leased Phone Lines	28,000	28,560	29,131
Professional Development	1,000	1,000	1,000
Total Budget	**344,158**	**349,065**	**351,658**

Coordination of Resources

Strategies listed in the District Technology Plan will coordinate with state and local resources to implement activities and acquisitions prescribed in the technology plan. The increased use of technology plays a significant role in the new District Strategic Plan. In conjunction with district funds, he Title II, Part A fund will support professional development to build and sustain the knowledge base of staff and increase usage in the schools.

The financial plan developed above demonstrates the district's long term commitment to technology. In addition, the district continues to seek funding through programs such as state and federal grants. The district will continue to provide professional development through Wayne County Regional Service Agency, as well as local in-services throughout the years of the plan.

MONITORING AND EVALUATION

The evaluation of the technology process will be conducted by a number of techniques including: portfolio, 8th Grade METS assessment and surveys. The information will be collected by teachers and building administrators. The Chief Academic Officer, Technology Coordinator, and Building Administrators will monitor and track the results annually.

The Technology Committee will meet annually at the end of each school year to evaluate the progress of the implementation of the Technology Plan. In the event that goals and strategies are not met, a plan of action will be written to include a timeline and the person(s) responsible for implementation.

Huron School District
Goals, Strategies and Assessment

A. Learning Opportunities: Provide learning opportunities that will be useful and functional in everyday life applications.
Strategy: Students will learn skills and concepts for the 21st Century

	Year 1	Year 2	Year 3
Monitor district outcomes ISTE and METS standards.	Ongoing – review METS student achievement data	Ongoing – review METS student achievement data	Ongoing – review METS student achievement data
Monitor METS taught at each grade level	Continue technology course for all 6th and 8th grade students. Sixty percent of all students will pass the METS.	Review evaluation and modify, if needed	Review evaluation and modify, if needed
Continue to implement internet safety activities and workshops with staff and students by teaching and demonstrating appropriate usage expectations	Review school district internet safety approach with staff (i-Safe.org).	Review school district internet safety approach with staff (i-Safe.org).	Review and modify, if needed
Increase professional development opportunities by utilizing different approaches (i.e. online learning face-to-face, etc).	Needs assessment survey of staff to be used as baseline data for professional development. Implement online professional development for staff	Increase online professional development programs based on needs of staff.	Review and modify, if needed
Develop and implement standards of application related to technology in all classrooms.	Establish minimum standards of excellence for all classrooms with input from staff and determine costs and resource allocations.	Identify funds that can be used for minimum standards. Determine implementation process.	Review and modify, if needed

Apply 21st Century Skills across the curriculum. • Emphasize core subjects and 21st Century learning skills • Teach and learn in a 21st Century content and context. • Use 21st Century assessments that measure 21st century skills.	Identify key people in each building to work with staff to increase using technology in the classroom. Incorporate technology lesson plans.	Monitor teachers' usage of computer lab Begin to incorporate flipped/hybrid learning in secondary classes	Review and modify, if needed

B. Increase Access for Students: Provide equity of access to technology resources for all students and staff

Strategy: Increase access to technology for staff and students.

	Year 1	Year 2	Year 3
Increase student access to computer labs during the day, before & after school, lunchtime and recess	Investigate strategies for implementation of more access to computers	Implement as per budget allocation	Implement and monitor as per budget allocation
Increase the number of computers and/or devices in each school and classroom	Investigate funding sources to increase access	Implementation per budget allocation	Implementation per budget allocation
Provide appropriate adaptive technologies for at risk/handicapped students	Investigate and implement as needed	Investigate and implement as needed	Investigate and implement as needed
Survey former students to determine how they applied knowledge gained in high school to college or work environment	Create and implement student survey	Survey former students annually	Survey former students annually
Increase computer lab access by increasing the amount of computer/tablet stations in each school.	Investigate strategies for implementation of more access to computers	Implement as per budget allocation	Implement and monitor as per budget allocation
Prepare for the 2014-2015 Balanced Assessment online MEAP testing	Inventory existing systems and develop a plan to purchase additional computers	Implement as per budget allocation	Implement as per budget allocation

C. District Website: Re-design and improve the district website to provide a dynamic and engaging site that insures improved functionality and superior communication with school district stakeholders.

Strategy: Employ a specialized company for the website design and hosting by using a Content Management System (CMS) specifically designed for school district stakeholders.

	Year 1	Year 2	Year 3
Assure the website design will have the following critical attributes: • Easy to navigate • Quick loading time • Compatibility, intuitive • Uncomplicated update abilities • Link to teacher websites	Contract with Content Management System and display on district website	Monitor effectiveness and make adjustments of district website	Monitor effectiveness and make adjustments of district website

• Hyperlinks for student and parent information • High quality photographs • Videos, tutorials • Online payment features (food, athletics)			
Ongoing professional development training for staff (managing and updating website)	Train staff initially on the Content Management System	Tech Coach support with professional development	Tech Coach support with professional development
Utilize E-rate funds to subsidize costs.	Ongoing	Ongoing	Ongoing

D. Teacher Websites: All teachers in the Huron School District will have a classroom website linked to the district website.

Strategy: Teacher websites will have a uniform appearance with standard items useful to all classes and will provide parents with an easy transition from one grade to the next.

	Year 1	Year 2	Year 3
Using Zoomerang, survey staff to gather information regarding essential features and tools needed on the classroom websites.	Annually gather information from staff and analyze data to determine professional development needs	Annually gather information from staff and analyze data to determine professional development needs	Annually gather information from staff and analyze data to determine professional development needs
Web developers will work collaboratively with staff to create a website that includes a standard home page and the availability to manipulate content.	Implementation of new district and classroom websites. Train staff at the beginning of the school year on the elements of the website	Professional development as needed	Professional development as needed
Teacher website standards will include: calendar, school policies, curriculum and student handbooks.	Implementation fall 2012	Monitor	Monitor
Professional development will be provided to aid in building and maintaining classroom websites (using and building, uploading media, and posting information)	Train staff at the beginning of the school year on the elements of the website	Professional development as needed	Professional development as needed

E. Wireless Access: Provide students and staff with high speed wireless access in all buildings.

Strategy: Provide students and staff with high speed wireless access in all schools.

	Year 1	Year 2	Year 3
Determine needs, expectations and projected growth	Needs assessment on projected growth	Re-assess needs and projected growth	Re-assess needs and projected growth

Research wireless vendor used by school districts to determine strengths and weaknesses of systems	Technology coordinator will research wireless vendors with implementation as budget allows	Implement wireless access as budget allows	Implement wireless access as budget allows
Research Cisco, Ruckus, and Aruba	Technology coordinator will research wireless	Implement as budget allows	Implement as budget allows
Establish a timeline for implementation	Technology coordinator will establish a timeline for implementation	Monitor and adjust timeline	Monitor and adjust timeline
Vendor presentations and cost proposals	2012-2013 school year	Implement as budget allows	Implement as budget allows

F. Online Learning: Intensify the use of technology in innovative ways so all students' engagement, learning and achievement will increase.
Strategy: Explore and incorporate the use of hybrid/flipped classrooms as a means to maximize student learning.

	Year 1	Year 2	Year 3
Provide students with digital reading materials to bring 21st Century learning into the classroom.	Expand access to instructional materials through digital textbooks	Expand access to instructional materials through digital textbooks	Expand access to instructional materials through digital textbooks
Provide quality sustained online professional development for staff to increase their knowledge and application of technology in the classroom.	Research and implement online professional development for staff	Research and implement online professional development for staff	Research and implement online professional development for staff
Provide professional development and support to implement hybrid/flipped learning in classrooms.	Staff will gain information on flipped/hybrid learning in classrooms	Staff will gain information and implement flipped/hybrid learning in classrooms	Staff will implement flipped/hybrid learning into classrooms
Provide students with online course options that are self-sustained at the secondary level.	Huron High School course options	Huron High School course options	Huron High School course options
Provide online learning opportunities for parents that will help to support their child's learning.	Staff will build online video library for parents	Staff will build online video library for parents	Staff will build online video library for parents
Prepare students for post graduate online classes	Continue to build online learning experiences into curriculum	Continue to build online learning experiences into curriculum	Continue to build online learning experiences into curriculum
Provide academic support for at- risk students through technology			

G. Expand Technology Infrastructure: Expand Technology Infrastructure to support student achievement at the highest level.
Strategy: Purchase mobile labs (laptop/tablets) for each school, replace aging teacher work stations (120), upgrade software, dispose of old hardware, and reduce the annual Netech contract on network switches

	Year 1	Year 2	Year 3
Replace teacher workstations by creating a multi-year budget for purchases	Create multi-year budget for technology purchases	Monitor and adapt multi-year budget for technology purchases	Monitor and adapt multi-year budget for technology purchases
Dispose of old hardware during the summer of 2012	Summer intern will work with tech coordinator summer of 2012	Monitor	Monitor
Create a framework for selling equipment to community	Tech coordinator will investigate a means for selling used equipment	Tech coordinator will investigate a means for selling used equipment	Tech coordinator will investigate a means for selling used equipment
Purchase network switches	Purchase as per budget allows	Monitor and purchase a budget allows	Monitor and purchase a budget allows
Maintain contract for core switch, voice mail server and PIX firewall	Tech coordinator will implement	Tech coordinator will implement	Tech coordinator will implement
Implement a purchasing plan for data projectors and ELMO document cameras	Create purchasing plan as per budget allows	Monitor and purchase as budget allows	Monitor and purchase as budget allows

H. Increase Technology Personnel: Increase technology personnel to assist every classroom and staff member with the tools needed to support critical thinking and problem solving in the 21st Century classroom.
Strategy: Recruit; maintain highly skilled qualified and innovative staff in all technology and technology support positions.

	Year 1	Year 2	Year 3
Hire a summer intern (aspiring student) to update student/teacher machines and other support as deemed by the technology director.	Hire summer intern as per budget allows	Hire summer intern as per budget allows	Hire summer intern as per budget allows
Create technology leaders or coaches in each school to handle software and hardware issues, training in specific buildings and help to maintain school website.	Begin to implement technology leaders	Increase the number of teacher technology leaders as budget allows	Increase the number of teacher technology leaders as budget allows
Hire part time employee to support district technology allowing the technology director to move forward with innovative technologies that will increase student engagement, learning, and achievement.	Hire part time technology as budget allows	Monitor and increase as budget allows	Monitor

ACCEPTABLE USE POLICY - Adopted by the Huron Board of Education on 6-4-12

Technology Use Agreement

Internet access is now available to students and teachers in the Huron School District with funds that originated from Ameritech and the Wayne County Regional Educational Service Agency (WC-RESA)

We are very pleased to bring this access to the Huron Schools and believe Internet offers vast, diverse and unique resources to both students and teachers. Our goal, in providing this service to teachers and students, is to promote educational excellence in schools through facilitating resource sharing, innovation and communication.

With access to computers and people all over the world comes the availability of material that may not be considered of educational value in the context of the school setting. On a global network it is impossible to control all materials. An industrious user may discover controversial information. We (the Huron School District) firmly believe in the valuable information and interaction available on this world-wide network.

Internet access is coordinated through a complex association of government agencies, as well as regional and state networks. In addition, the smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. These guidelines are provided here so that you (staff, student and/or guardian) are aware of the responsibilities you are about to acquire. In general, efficient, ethical and legal utilization of the network resources are required. If a Huron School District user violates any of these provisions, his or her technology access may be terminated and future access could possibly be denied. The signature(s) at the end of this document is (are) legally binding and indicates the party (parties) who signed has (have) read the terms and conditions carefully, understand(s) their significance and agree(s) to carefully adhere to them.

In compliance with the Children's Internet Protection Act (CIPA) requirements, as codified at 47 U.S.C. § 254(h) and (l), the Huron School District, through Wayne County RESA has in place a filter that restricts access to inappropriate and harmful materials on the Internet for all network users, including minors. Huron School District, in conjunction with Wayne County RESA and through direct observation has the right and ability to monitor and track all network and Internet activity. Please be aware that filtering software is not guaranteed protection against access to inappropriate sites.

Internet - Terms and Conditions

1) **Acceptable Use -** The purpose of technology, in particular the Internet, is to support research and education in and among academic and resource institutions throughout the world by providing access to unique sources and the opportunity for collaborative work. The use of your access must be in support of education and research and consistent with the educational objectives of the Huron School District. Use of other organizations' network and computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any US or state regulation is prohibited. This includes but is not limited to:
   A. **Compliance with Laws -** Will comply with all applicable local, state, federal and international laws and regulations (including, without limitation the US Export Administration Act) relating to transmission and use of content on the RESA Network and the Internet.

B. **Intellectual Property -** Will not violate any use or other rights of computer software, any trade secret, copyright, moral patent, privacy or other protect able proprietary or intellectual property rights of RESA, Huron School District or any third party.
C. **Offensive Material -** Will not submit, publish, copy or intentionally display any defamatory, libelous, slanderous, inaccurate, abusive, profane, obscene, sexually explicit, threatening, harassing, embarrassing, harmful, hateful, racially or ethnically offensive or other similarly offensive or illegal material.
D. **Controlled Substance -** Will not make available or encourage the use, sale or distribution of controlled substances.
E. **Commercial Use -** Will not distribute advertising, promotional material or other forms of solicitation for personal advantage
F. **Impersonation -** Will not impersonate any person or entity or communicate under a name the user is not entitled or authorized to use.
G. **Confidential Information -** Will not disclose or otherwise distribute to any third party any information not intended for general distribution. This includes electronic mail (e-mail) and Huron School District personnel, financial, strategic or other business information
H. **Personal Software -** Huron School District maintains a standard installation of software on all supplied computer equipment. User will not knowingly add, delete, or modify software on such Huron School District supplied computer equipment.

2) **Privileges -** the use of the Internet is a *privilege,* not a right, and inappropriate use may result in cancellation of those privileges. Additional disciplinary action may be determined at the building level in line with existing practice regarding inappropriate language or behavior in line with the Student Code of Conduct as listed in the Student Handbook. Each student who receives access will have participated in an orientation with an authorized Huron School District staff member pertaining to the proper use of the network and equipment. The administration, Faculty and staff of the Huron School District may deny, revoke or suspend specific user access.
3) **Network Etiquette -** You are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:
   A. Be polite. Do not get abusive in your messages to others.
   B. Use appropriate language. Do not swear, use vulgarities or any other inappropriate language
   C. Do not reveal your personal address or phone number, or those of students or employees of the Huron School District
   D. Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities will be reported to the authorities.
   E. Do not use the network in such a way that you would disrupt the use of the network by others.
   F. Illegal activities are strictly forbidden.
4) **On-line safety** - Users will abide by the following:
   I will tell a staff member if I come across information that makes me feel uncomfortable.
   I will never agree to get together with someone I "meet" on-line without first checking with a parent/teacher. In addition, the meeting will include the adult and will be held in public.
   I will never transmit pictures of myself or staff.
   I will not respond to messages that are mean or in any way make me uncomfortable. It is not my fault if I get such a message. If I do, I will tell a staff member right away.
   I will talk with a staff member so rules can be set up for going on-line. We can decide on the time of the day, the length of time I can be on-line and appropriate areas for me to visit. I will not access other areas or break these rules.
5) **Huron School District** makes no warranties of any kind, whether expressed or implied, for the service it is providing. Huron School District will not be responsible for any damages you

suffer. This includes loss of data resulting from delays, non-deliveries, mis-deliveries or service interruptions caused by its own negligence or your errors or omissions. Use of any information obtained via the Internet is at your own risk. Huron School District specifically denies any responsibility for and accuracy or quality of information obtained through these services.

6) **Security -** Security on any computer is a high priority, especially when the system involves many users. If you feel you can identify a security problem on the Internet, you must notify a staff member. Do not demonstrate the problem to other users. Students will not access RESA or any third party computer systems, databases, networks or other information without prior authorization. Do not use another individual's password.
7) **Vandalism -** Vandalism may result in cancellation of privileges. Vandalism, as defined in the student handbook, as well as any malicious attempt to harm or destroy any form of data, data of another user, equipment or any of the programs of the above listed agencies or other networks that are connected to the Internet backbone. This includes, but is not limited to, the uploading or creation of computer viruses.

8) **Pursuant to Federal Law**, students shall receive and education about the following:
    A. Safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications.
    B. The inherent dangers with the online disclosure of personally identifiable information.
    C. The consequences of unauthorized access (e.g., "hacking") cyber bullying and other unlawful or inappropriate activities by students online

Staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above. Furthermore, staff members will monitor tools to review browser history and network server, and computer logs.

Students and Staff members shall not access social media for personal use from the district's network. However; the Superintendent has the right to authorize specific personnel for investigational purposes.

Social Media use
An employee's personal or private use of social media, such as Facebook, Twitter, MySpace, blogs, etc., may have unintended consequences. While the Board respects its employees' First Amendment rights, those rights do not include permission to post inflammatory comments that could compromise the District's mission undermine staff relationships, or cause a substantial disruption to the school environment. This warning includes staff members' online conduct that occurs off school property including from the employee's private computer. Postings to social media should be in a manner sensitive to the staff member's professional responsibilities.

Internet access is now available to students and teachers in the Huron School District with funds that originated from Ameritech and the Wayne County Regional Educational Service Agency (WC-RESA)

Data Collection

Parents and community members offer feedback to the schools through formal and informal surveys throughout the school year. Data was collected from the spring 2011 Teacher Technology Survey and through the 2011-2012 Strategic Planning process. The survey results were incorporated into the 2012-2015 Technology Plan.