



Brown City Community Schools

Technology Plan

Creation Date: November 19, 1997

Revision Date: January 6, 2014

Amendment Number 5 Covering Dates:

July 1, 2014 – June 30, 2017

Brown City Community Schools
4349 Second St., PO Box 160
Brown City, MI 48416-0160
Phone: 810-346-2781
District ID: 76060

Roy Hickman
Technology Director
Phone: 810-346-2781 ext.5101
Fax: 810-346-2381
E-Mail: rhickman@bc.k12.mi.us

ISD: Sanilac Intermediate School District
Technology Plan URL: <http://www.bc.k12.mi.us/technology>

TABLE OF CONTENTS

Brown City Community Schools	3
District Mission Statement.....	3
District Profile.....	3
School Buildings.....	3
Vision and Goals.....	4
District Technology Vision Statement.....	4
District General Goals.....	4
Curriculum	4
Professional Development	5
Infrastructure.....	5
Funding and Budget.....	5
Technical Support	5
Monitoring and Evaluation	5
Technology Planning Team	5
Curriculum	6
Curriculum Integration.....	6
Student Achievement	6
Timeline	8
Technology Delivery	14
Parental Communications & Community Relations.....	15
Collaboration.....	16
Professional Development	17
Professional Development	17
Goals:	17
Professional Development Timeline.....	17
Supporting Resources	18
Infrastructure, Hardware, Technical Support, and Software	20
Current Status.....	20
Technology Acquisitions & Timelines	23
<i>Other Acquisitions</i>	24
Strategies for Ensuring Interoperability of Equipment.....	25
Technical Support	25

Technical Support Policy	26
Hierarchy of Technical Support.....	26
Increase Access	27
Funding and Budget.....	28
Coordination of Resources.....	29
Monitoring and Evaluation	30
Evaluation	30
Acceptable Use Policy	32
Appendix A: Guiding Documents	34
Appendix B: Tools Used in Tech Plan Evaluation	35

BROWN CITY COMMUNITY SCHOOLS

District Mission Statement

Brown City Community Schools believe that all students can learn and achieve personal success.

District Profile

Brown City Community Schools is a small Class C school in rural Sanilac County. Even though the area is rural, most income is obtained from non-agricultural sources. Many workers commute to larger cities where there are more employment opportunities. Most of our households are low to middle socioeconomic status with 63% of our students qualifying for National School Lunch Program (NSLP).

The current school district enrollment of 884 students, 46 teachers, 3 full-time administrators, and 71 full or part-time support personnel (bus drivers, para-professionals, secretaries, housekeeping, etc.). All of the district's schools are accredited by the State of Michigan.



School Buildings

- Brown City Elementary, grades K-6
4290 Second St.
Brown City, MI 48416
- Brown City Junior Senior High School, grades 7-12
4400 Second St.
Brown City, MI 48416
- Brown City Alternative High School, grades 9-12
4400 Second St.
Brown City, MI 48416

VISION AND GOALS

District Technology Vision Statement

Brown City Community Schools will provide an effective learning environment that melds traditional approaches and new approaches to facilitate learning of relevant content while addressing individual needs. The district will provide professional developmental opportunities for staff so that they can wisely use technology to enrich learning environments and enable students to achieve marketable skills. The resulting learning environments should prepare students to:

- Communicate using a variety of media and formats
- Access and exchange information in a variety of ways
- Compile, organize, analyze, and synthesize information
- Draw conclusions and make generalizations based on information gathered
- Use information and select appropriate tools to solve problems
- Know content and be able to locate additional information as needed
- Become self-directed learners
- Collaborate and cooperate in team efforts
- Interact with others in ethical and appropriate ways

*Adapted from ISTE's National Educational Technology Standards for Students, page 2

District General Goals

Curriculum

- Integrate technology standards and benchmarks throughout the curriculum in accordance with established district curricular content and district school improvement plan.
- Demonstrate technology skills in curricular areas throughout the student's K-12 experience.
- Increase student achievement through technology integration.
- Teachers will collaborate with community members to provide "real-world" experiences.

Professional Development

- Provide ongoing training and support necessary for teachers to use technology effectively in the classroom, and to integrate technology-enhanced methods into their teaching.

Infrastructure

- Provide and maintain the infrastructure required for a technology-rich learning environment that will be accessible to all teachers, staff, and students.

Funding and Budget

- Provide on-going fiscal support.

Technical Support

- Support and assist teachers, staff, and students to ensure that all hardware, software, and network resources can be utilized into the learning environment.

Monitoring and Evaluation

- Monitor and evaluate continuously to ensure that technology is being utilized in a way that best enhances teaching and learning.

Technology Planning Team

Name	Position/Group Represented
Nicholas Batz	Student
Mark Mittlestat	School Board Member, Business Representative
Ron Marion	School Board Member, Business Representative
Gary Rutkowski	School Board Member, Business Representative
Tyler Leipprandt	Teacher, K-6 Staff Representative, TRIG Coach
Sarah McPhail	Teacher, K-6 Staff Representative, TRIG Coach
Sharron Takacs	Teacher, K-6 Staff Representative, TRIG Coach, Parent
Erin Carlson	Teacher, 7-12 Staff Representative, TRIG Coach
Lori Geiger	Teacher, 7-12 Staff Representative, Parent
Kyle Tubbs	Teacher, 7-12 Staff Representative, TRIG Coach
Roy Hickman	Technology Director K-12
Sean Hagey	Elementary Principal, Parent
Barry Markwart	High School Principal, Parent
Douglas Muxlow	Superintendent, Parent

CURRICULUM

Curriculum Integration

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

Technology standards and benchmarks are integrated into existing content standards and applied to established district curricular content, grades K through 12.

The curriculum is driven by the goals and performance indicators for student learning and achievement as defined by Brown City Community Schools with Michigan Educational Technology Standards and ISTE's National Educational Technology Standards for Students serving as a guide to this process.

Technology integration throughout the curriculum will result in increased technology literacy and student achievement.

The district will promote curricula and teaching strategies by providing all teachers with professional development opportunities that focus on integrating technology effectively.

Student Achievement

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 that integration.

Increased student achievement will be obtained with the development of problem solving strategies that incorporate higher order thinking skills. Examples follow:

Early Elementary, grade K-3

Curriculum Content Area: Science

Impact of technology on the environment – Survey the neighborhood for evidence of technology such as power lines, phone company pedestals, cellular towers, roads, etc. In small groups, collaborate and cooperate to chart, with district software, the good and bad of each technology. Good –

positive impact on everyday life and Bad – negative impact on the environment.

Upper Elementary, grade 4-6

Curriculum Content Area: Social Studies

Communicate using a variety of media and formats by creating a multi-media presentation that shows examples of how technology affects and impacts one's current life. Technology used varies among individuals and may include digital camera, tape recorder, videotape, computers, Internet, PowerPoint, Word, Publisher, Excel, and multi-media projector.

Junior High, grade 7-8

Curriculum Content Area: Language Arts

Students will find various examples of propaganda and create a multi-media presentation to display findings. Technology used varies among individuals and may include digital camera, digital camcorder, DVR, smartphone, computers, Internet, PowerPoint, Word, Publisher, Excel, and multi-media projector.

Curriculum Content Area: Social Studies

Students will gather data on various world religions. A wide variety of resources including the Internet and on-line encyclopedias will be used to obtain data. Data will be compiled and organized in an Excel spreadsheet, then compared and analyzed through Excel bar and line graphs.

High School, grade 9-12

Curriculum Content Area: Financial Algebra (Mathematics)

Research expenses you would have as an adult living outside your parents' home after graduation. Then research careers that would provide the annual income you need for your projected style of living. Record all monthly expenses in Excel. Be sure to include rent/mortgage, car payment, insurance (home, medical, auto), utilities, entertainment (restaurant meals, movies, hobbies, vacations), etc. Technology used includes Internet, on-line reference materials, Excel, and Career Cruising on-line resource.

Curriculum Content Area: Economics (Social Studies)

Create a product to be marketed. Create a multi-media presentation for advertising your product. Technology used varies among individuals and may include digital camera, digital camcorder, DVR, smartphone, computers, Internet, PowerPoint, Word, Publisher, Excel, and multi-media projector.

Timeline

Classroom teachers will be given time to incorporate technology standards into the existing curriculum. The following timeline will be used to incorporate technology standards into the student’s K-12 educational experience:

**Michigan Educational Technology Standards (METS)
K-12 Checklist by Grade Levels**

Grades PK through 2 –Technology Standards and Expectations						
B = Beginning		D = Developing		M = Mastery		
PK_2.CI Creativity and Innovation - By the end of Grade 2 each student will:			PK	K	1	2
1. 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				B	D	M
PK_2.CC. Communication and Collaboration - By the end of Grade 2 each student will:			PK	K	1	2
1. 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				B	D	M
2. use a variety of developmentally appropriate digital tools (e.g., word processors, paint programs) to communicate ideas to classmates, families, and others				B	D	M
PK_2.RI. Research and Information Fluency - By the end of Grade 2 each student will:			PK	K	1	2
1. interact with internet based resources			B	D	D	M
2. 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				B	D	M
PK_2.CT. Critical Thinking, Problem Solving, and Decision Making - By the end of Grade 2 each student will:			PK	K	1	2
1. explain ways that technology can be used to solve problems (e.g., cell phones, traffic lights, GPS units)			B	D	D	M
2. 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				B	D	M
PK_2.DC. Digital Citizenship - By the end of Grade 2 each student will:			PK	K	1	2
1. describe appropriate and inappropriate uses of technology (e.g., computers, internet, e-mail, cell phones) and describe consequences of inappropriate uses			B	D	D	M
2. know the Michigan Cyber Safety Initiative’s three rules (Keep Safe, Keep Away, Keep Telling)			B	D	D	M

3. identify personal information that should not be shared on the Internet (e.g. name, address, phone number)	B	D	D	M
4. know to inform a trusted adult if they receive or view an online communication which makes them feel uncomfortable, or if someone whom they don't know is trying to communicate with them or asking for personal information	B	D	D	M
PK_2.TC. Technology Operations and Concepts - By the end of Grade 2 each student will:	PK	K	1	2
1. discuss advantages and disadvantages of using technology		B	D	M
2. be able to use basic menu commands to perform common operations (e.g., open, close, save, print)	B	D	D	M
3. recognize, name, and label the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, printer)	B	D	D	M
4. discuss the basic care for computer hardware and various media types (e.g., CDs, DVDs, videotapes)	B	D	D	M
5. use developmentally appropriate and accurate terminology when talking about technology	B	D	D	M
6. understand that technology is a tool to help him/her complete a task, and is a source of information, learning, and entertainment	B	D	D	M
7. demonstrate the ability to navigate in virtual environments (e.g., electronic books, games, simulation software, web sites)	B	D	D	M

Grades Three through Five – Technology Standards and Expectations				
B = Beginning		D = Developing		M = Mastery
3_5.CI. Creativity and Innovation - By the end of Grade 5 each student will:	3	4	5	
1. produce a media-rich digital project aligned to state curriculum standards (e.g., fable, folk tale, mystery, tall tale, historical fiction)	B	D	M	
2. use a variety of technology tools and applications to demonstrate their creativity by creating or modifying works of art, music, movies, or presentations	B	D	M	
3. participate in discussions about technologies (past, present, and future) to understand these developments are the result of human creativity	B	D	M	
3_5.CC. Communication and Collaboration - By the end of Grade 5 each student will:	3	4	5	
1. use digital communication tools (e.g., e-mail, wikis, blogs, IM, chat rooms, videoconferencing, Moodle, Blackboard) and online resources for group learning projects		B	D	
2. 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)	B	D	M	
3. 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	B	D	M	
3_5.RI. Research and Information Fluency - By the end of Grade 5 each student will:	3	4	5	
1. identify search strategies for locating information with support, from teachers and school library media specialists	B	D	M	
2. use digital tools to find, organize, analyze, synthesize, and evaluate information	B	D	M	
3. understand and discuss that web sites and digital resources may contain	B	D	M	

inaccurate or biased information			
4. 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	B	D	M
3_5.CT. Critical Thinking, Problem Solving, and Decision Making - By the end of Grade 5 each student will:	3	4	5
1. use digital resources to access information that can assist them in making informed decisions about everyday matters (e.g., which movie to see, which product to purchase)	B	D	M
2. 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	B	D	M
3. use digital resources to identify and investigate a state, national, or global issue (e.g., global warming, economy, environment)	B	D	M
3_5.DC. Digital Citizenship - By the end of Grade 5 each student will:	3	4	5
1. discuss scenarios involving acceptable and unacceptable uses of technology (e.g., file-sharing, social networking, text messaging, cyber bullying, plagiarism)	B	D	M
2. recognize issues involving ethical use of information (e.g., copyright adherence, source citation)	B	D	M
3. describe precautions surrounding personal safety that should be taken when online	B	D	M
4. identify the types of personal information that should not be given out on the Internet (name, address, phone number, picture, school name)	B	D	M
3_5.TC. Technology Operations and Concepts - By the end of Grade 5 each student will:	3	4	5
1. use basic input and output devices (e.g., printers, scanners, digital cameras, video recorders, projectors)	B	D	M
2. describe ways technology has changed life at school and at home	B	D	M
3. understand and discuss how assistive technologies can benefit all individuals	B	D	M
4. demonstrate proper care in the use of computer hardware, software, peripherals, and storage media	B	D	M
5. know how to exchange files with other students using technology (e.g., network file sharing, flash drives)	B	D	M

Grades Six through Eight – Technology Standards and Expectations			
	B = Beginning	D = Developing	M = Mastery
6_8.CI. Creativity and Innovation – By the end of Grade 8 each student will:	6	7	8
1. apply common software features (e.g., spellchecker, thesaurus, formulas, charts, graphics, sounds) to enhance communication with an audience and to support creativity	D	D	M
2. 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	D	D	M
3. illustrate a content-related concept using a model, simulation, or concept-mapping software	D	D	M
6_8.CC. Communication and Collaboration – By the end of Grade 8 each student will:	6	7	8
1. use digital resources (e.g., discussion groups, blogs, podcasts, videoconferences, Moodle, Blackboard) to collaborate with peers, experts, and other audiences	B	D	M

2. use collaborative digital tools to explore common curriculum content with learners from other cultures	B	D	M
3. identify effective uses of technology to support communication with peers, family, or school personnel	B	D	M
6_8.RI. Research and Information Fluency – By the end of Grade 8 each student will:	6	7	8
1. use a variety of digital resources to locate information	D	D	M
2. evaluate information from online resources for accuracy and bias	D	D	M
3. 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	D	D	M
4. identify types of web sites based on their domain names (e.g., edu, com, org, gov, net)	B	D	M
5. employ data-collection technologies (e.g., probes, handheld devices, GPS units, geographic mapping systems) to gather, view, and analyze the results for a content-related problem	B	D	M
6_8.CT. Critical Thinking, Problem Solving, and Decision Making - By the end of Grade 8 each student will:	6	7	8
1. use databases or spreadsheets to make predictions, develop strategies, and evaluate decisions to assist with solving a problem	B	D	M
2. evaluate available digital resources and select the most appropriate application to accomplish a specific task (e.g., word processor, table, outline, spreadsheet, presentation program)	D	D	M
3. gather data, examine patterns, and apply information for decision making using available digital resources	B	D	M
4. describe strategies for solving routine hardware and software problems	B	D	M
6_8.DC. Digital Citizenship – By the end of Grade 8 each student will:	6	7	8
1. provide accurate citations when referencing information sources	B	D	M
2. discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, viruses, file-sharing)	D	D	M
3. discuss the consequences related to unethical use of information and communication technologies	B	D	M
4. discuss possible societal impact of technology in the future and reflect on the importance of technology in the past	B	D	M
5. create media-rich presentations for other students on the appropriate and ethical use of digital tools and resources	B	D	M
6. discuss the long term ramifications (digital footprint) of participating in questionable online activities (e.g., posting photos of risqué poses or underage drinking, making threats to others)	B	D	M
7. describe the potential risks and dangers associated with online communications	D	D	M
6_8.TC. Technology Operations and Concepts - By the end of Grade 8 each student will:	6	7	8
1. identify file formats for a variety of applications (e.g., doc, xls, pdf, txt, jpg, mp3)	B	D	M
2. use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced materials	D	D	M
3. perform queries on existing databases	B	D	M
4. know how to create and use various functions available in a database (e.g., filtering, sorting, charts)	B	D	M
5. 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	B	D	M

6. use accurate technology terminology	B	D	M
7. use technology to identify and explore various occupations or careers, especially those related to science, technology, engineering, and mathematics	B	D	M
8. discuss possible uses of technology to support personal pursuits and lifelong learning	B	D	M
9. understand and discuss how assistive technologies can benefit all individuals	D	D	M
10. discuss security issues related to e-commerce	B	D	M

Grades Nine through Twelve – Technology Standards and Expectations					
B = Beginning		D = Developing		M = Mastery	
9_12.CI. Creativity and Innovation – By the end of Grade 12 each student will:		Com-puter II	Com-puter III	Com-puter IV	Curric-ulum Inte-gration
1. apply advanced software features (e.g. built-in thesaurus, templates, styles) to redesign the appearance of word processing documents, spreadsheets, and presentations		M			M
2. create a web page (e.g., Dreamweaver, iGoogle, Kompozer)			M		D
3. use a variety of media and formats to design, develop, publish, and present projects (e.g., newsletters, web sites, presentations, photo galleries)		D	M		M
9_12.CC. Communication and Collaboration - By the end of Grade 12 each student will:		Com-puter II	Com-puter III	Com-puter IV	Curric-ulum Inte-gration
1. identify various collaboration technologies and describe their use (e.g., desktop conferencing, listserv, blog, wiki)		M			
2. use available technologies (e.g., desktop conferencing, e-mail, videoconferencing, instant messaging) to communicate with others on a class assignment or project		D	M		M
3. collaborate in content-related projects that integrate a variety of media (e.g., print, audio, video, graphic, simulations, and models)		M			M
4. plan and implement a collaborative project using telecommunications tools (e.g., ePals, discussion boards, online groups, groupware, interactive web sites, videoconferencing)					M
5. describe the potential risks and dangers associated with online communications		M			M
6. use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence)					M
9_12.RI. Research and Information Fluency – By the end of Grade 12 each student will:		Com-puter II	Com-puter III	Com-puter IV	Curric-ulum Inte-gration
1. develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys)					M
2. identify, evaluate, and select appropriate online sources to answer content related questions		M			M

3. demonstrate the ability to use library and online databases for accessing information (e. g. MEL, Proquest, Infosome, United Streaming)	M			M
4. distinguish between fact, opinion, point of view, and inference	M			M
5. evaluate information found in selected online sources on the basis of accuracy and validity				M
6. evaluate resources for stereotyping, prejudice, and misrepresentation				M
7. 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				M
8. research examples of inappropriate use of technologies and participate in related classroom activities (e.g., debates, reports, mock trials, presentations)				M
9_12.CT. Critical Thinking, Problem Solving, and Decision Making - By the end of Grade 12 each student will:	Com-puter II	Com-puter III	Com-puter IV	Curric-ulum Inte-gration
1. use digital resources (e.g., educational software, simulations, models) for problem solving and independent learning				M
2. analyze the capabilities and limitations of digital resources and evaluate their potential to address personal, social, lifelong learning, and career needs	M			M
3. 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				M
9_12.DC. Digital Citizenship – By the end of Grade 12 each student will:	Com-puter II	Com-puter III	Com-puter IV	Curric-ulum Inte-gration
1. identify legal and ethical issues related to the use of information and communication technologies (e.g., properly selecting, acquiring, and citing resources)				M
2. discuss possible long-range effects of unethical uses of technology (e.g., virus spreading, file pirating, hacking) on cultures and society	M			M
3. discuss and demonstrate proper netiquette in online communications	D	M		M
4. identify ways that individuals can protect their technology systems from unethical or unscrupulous users	D	D	M	
5. create appropriate citations for resources when presenting research findings				M
6. discuss and adhere to fair use policies and copyright guidelines	D	M		M
9_12.TC. Technology Operations and Concepts - By the end of Grade 12 each student will:	Com-puter II	Com-puter III	Com-puter IV	Curric-ulum Inte-gration
1. complete at least one online credit, or non-credit, course or online learning experience	NA for this grade level – covered in 8 th grade			
2. use an online tutorial and discuss the benefits and	M			

disadvantages of this method of learning				
3. explore career opportunities, especially those related to science, technology, engineering, and mathematics and identify their related technology skill requirements	NA for this grade level – covered in 8 th grade			
4. describe uses of various existing or emerging technology resources (e.g., podcasting, webcasting, videoconferencing, online file sharing, global positioning software)	D	M		
5. identify an example of an assistive technology and describe its purpose and use	D	D	M	
6. participate in a virtual environment as a strategy to build 21st century learning skills				M
7. assess and solve hardware and software problems by using online help or other user documentation	D	D	M	
8. explain the differences between freeware, shareware, open source, and commercial software	M			
9. participate in experiences associated with technology-related careers			M	D
10. identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav, wmv, mp3, flv, avi, pdf)	M			
11. understand and discuss how assistive technologies can benefit all individuals		M		M
12. demonstrate how to import/export text, graphics, or audio files	M			M
13. proofread and edit a document using an application's spelling and grammar checking functions	M			M

Technology Delivery

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

Through voice, video and data technologies and software, students and teachers will be able to access global resources deemed valuable to delivery of instructional concepts and exercises to all classrooms.

Online Courses

Classes via Michigan's Online Course Catalog and other sources which offer courses not currently available in our district.

Video-Streaming

Video-streaming resources such as United Streaming by Discovery Education will be used to enhance existing curricular areas at all grade levels. The United Streaming service satisfies all four reform principals designated by the "No Child Left Behind Legislation".

Virtual Field Trips

Individual classrooms will utilize opportunities to explore educational topics electronically. Virtual field trips will be created in which students visit a variety of websites that relate to the current topic being studied.

Parental Communications & Community Relations

D. Parental Communications & 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 curriculum will be clearly articulated to support a shared vision for student learning.

Articulation will include the communication strategies listed below. These strategies will be used to promote parental involvement and increase communication with parents, including communication regarding technologies to be used with students

- The Technology Planning Committee will have representatives from the various stakeholders listed above who will act as a conduit to and from the persons in their deliberations and recommendations to the Board of Education.
- Local news media will be employed through the use of media releases and public service announcements to solicit input and to disseminate information.
- The district newsletter, Visions, will regularly report progress and needs, and will solicit support of technologies and supportive programs.
- District web pages will be updated with current information.
- Emergency phone messaging system will be used to notify parents of special school events.
- Our current e-mail system for teachers, administrators, and other instructional staff will provide effective communication between staff, parents, and community members.
- Parents and community members will be encouraged to use school technologies in their adult training and interest group meetings in conjunction with the school.
- Representatives will be provided to make presentations to community organizations, churches, business, industry and governmental meetings.
- The community will have on-line access to the district's technology plan.

Collaboration

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

Continue and expand community access to school facilities, equipment, training, and information resource as part of extended school hours. (On-going)

- Continue and expand existing summer and evening courses for Brown City Adult Education and GED certification programs. (On-going)
- Through Internet technologies provide higher education access. (On-going)

PROFESSIONAL DEVELOPMENT

Professional Development

F. Professional Development – 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.

Goals:

- Improving student achievement
- Providing researched “Best Practices” individualized, on-going, professional development, to improve student learning, for ALL staff based on staff needs and abilities
- Improving ALL staff (administrators, teachers, support personnel) and student competence with technology in accordance with the Michigan Curriculum Framework and National Educational Technology Standards For Students And Teachers
- Integrating and implementing technology tools into new and existing curriculum and instruction, all grades and all subjects
- Improved technology planning within schools
- Researching and implementing appropriate pilots and model projects for utilization of technology in learning
- Creating a learning community with respect to technology and education
- Enabling students to become quality users of technology

Professional Development Timeline

- Professional Development Days as set by school district calendar.
- On-demand training as needed by staff throughout the school year.
- Training of new hires prior to first day with students.
- Training as new technologies, both hardware and software, emerge and are acquired/implemented. Training will focus on integration of technology in the classroom versus isolated technology skills.
- On-going availability of on-line resources.

Supporting Resources

G. Supporting Resources – 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.

Services

- Internet access
- Regional Educational Media Center (REMC)
- Sanilac Career Center / Sanilac Intermediate School District
- Brown City Community Education Program
- Education Technology Professionals of Greater Thumb Region
- Online Courses

Digital Content

- Administrative Software/Resources
 - Student records, attendance, grades, etc.
 - Financial services - bookkeeping, payroll, etc.
 - Applications - word processing, database, spreadsheet
 - Ancillary - Print utilities, scanning, digital cameras, etc.
 - Applicable security packages
- Instructional Software/Resources
 - CD-ROM and DVD
 - Internet applications/web based resources such as Career Cruising (an interactive career resource)
 - Applications - word processing, database, spreadsheet
 - Ancillary - Print utilities, scanning, document cameras, projectors, etc.
 - Applicable security packages
 - On-line subscription services such as United Streaming, Compass Learning, and Study Island
 - Data Analysis – Data Director
 - Curriculum – Curriculum Crafter

- Informational Resources
 - Intranet Web Site
 - Safe Schools
 - MI Streamnet
 - REMC on-line bid catalog
 - Acceptable Use Policy

Print Materials/Digital Documentation

- Appropriate manuals for hardware and software use
- Schedules for maintenance, service and training
- Technology Policies such as Acceptable Use Policy and Technical Support Policy
- Technology articles in newsletter, newspaper, public service announcements, etc.
- National Educational Technology Standards for Students
- National Educational Technology Standards for Teachers
- National Educational Technology Standards for Students: Connecting Curriculum and Technology
- Brown City Community Schools Curriculum
- Michigan Curriculum Framework
- Professional Journals

Human Resources

- Support personnel in voice, video and data technologies for installation, minor repairs, maintenance and training purposes both locally and in conjunction with the Intermediate School District, Regional Educational Media Center and Education Technology Professionals of Greater Thumb Region..

INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE

H. Infrastructure Needs/Technical Specification, and Design – 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 the technologies to be acquired.

Current Status

Network and Telecommunications

In August of 2013 Brown City Community Schools purchased approximately 120 wireless access points and 3 mobility controllers used from Jefferson Public Schools and spent several months utilizing our maintenance staff and technology director to cable, configure, and install an enterprise-class WiFi network with full-roaming capabilities with complete coverage throughout our campus buildings.

In 2013 Brown City Community Schools district campus connected to the Internet through a consortium partnership forming the REMC 10 Network, a 10Gbps fiber-optic wide area network covering a three-county area including 26 school districts and three ISDs. A shared 800 Mbps connection services most consortium districts through the REMC 10 Network. In addition, a high-capacity DSL line provides additional Internet capacity to meet the full needs of Brown City Community Schools. A DSL alone connection provides Internet access to our transportation office.

Our partnership in the REMC 10 Network allows for expanded opportunities to share more resources between member districts and global resources. In January of 2014 the first meeting of its kind took place between superintendents and technology directors for the member districts to discuss sharing more services between districts.

In August of 2013 network hardware was replaced, upgrading all campus classrooms and offices network connections to 1Gbps, which also distributes Internet access. Buildings on the district campus are connected with fiber optic cables with multiple connections bonded between our elementary and high school to ensure adequate data transport capacity. Copper connections exist between on-campus buildings for telephones. IDFs are connected to the MDF with fiber. Data equipment is switched, no hubs. All servers and the PBX are housed in the high school. Servers provide file sharing, print sharing, E-mail, workstation and user management, automated virus

definition download, and automated Microsoft security updates to each networked workstation.

In December of 2013 a new Internet firewall & content filtering appliance was implemented through the REMC 10 Network consortium partnership.

E-mail spam filtering is provided through a REMC 10 Network consortium partnership shared appliance.

Voice, video and data cabling is in place to each classroom, meeting rooms, media center and offices; however, not all cabling is used. The video system at the high school was installed as part of an ongoing Channel One contract. There is no video system at the elementary.

Telecommunications

Only seven classrooms in the district have phones. Our current phone system is in critical need of replacement. Cell phones are used by district administrators, some high school courses, and a few bus drivers.

Hardware

In November of 2012 Brown City Community Schools purchased Apple iPad 2 tablet computers for special education classrooms, followed by Title I purchasing more in April of 2013. August of 2013 enough were purchased for a 4th/5th grade split classroom to pilot a 1:1 program. October of 2013 iPads were purchased for the Board of Education in order to move to paperless communications. April of 2014 more iPads were purchased for student use, bringing the total number of district owned iPads to 119.

In August of 2013 35 Chromebooks were purchased and installed in the high school as a mobile lab.

In August of 2013 five digital copiers were purchased and installed. Four Toshiba E-Studio 556 55 page per minute monochrome copiers were installed in the offices and workrooms of the elementary and high school buildings. One Toshiba E-Studio 5540c 55page per minute full color copier was installed in the ESC building. Three of the old copiers were moved to the elementary workroom, special education office, and transportation office. The old copiers will not be replaced at end of life.

In August of 2013 all desktop computers had their RAM upgraded to 4GB.

The Brown City Alternative High School, relocated to inside Brown City High School January of 2013, has 9 desktop computers and 10 laptops.

All campus classrooms have at minimum one multi-media computer, color inkjet printer, and multimedia data projector. All Elementary classrooms have an interactive whiteboard and at least two computers designated for student use. All staff has access to networked, high speed color or black and white printers. All desktop computers range between three years old and nine years old.

There are two computer labs in the high school building. One lab is scheduled high school classes, grades 7-12. The other high school lab is a sign-up lab for grades 7-12. There are 24 computers in the high school media center available for student use. Both computer labs have a multimedia projector.

The elementary computer lab of 35 computers is scheduled so that each classroom visits the computer lab weekly. There are four mini-labs used for Response to Intervention (RTI). Mini-labs range from 9 to 11 computers. All labs have a multi-media projector and interactive whiteboard.

The elementary media center has four computers and one networked black and white laser printer for student use.

The elementary building has a cart of 30 Fusions that is shared among the building's classrooms. Fusion is a word processor/keyboarding device.

The elementary classrooms do not have televisions. High School classrooms have televisions as part of the Channel One contract.

In the high school building 85% of the classrooms have a document camera and all classrooms have a multimedia data projector. Shared throughout the high school are 5 interactive whiteboards.

The district has two digital cameras available for checkout. There is no digital camcorder available for checkout.

Scanners are available in the elementary computer lab, elementary teacher's work room, the high school teacher's workroom, the high school computer labs, the high school media center, all special education classrooms, and various administrative offices.

Through cooperative purchasing with Tuscola Intermediate School District (TISD), all incoming district e-mail is filtered through a spam appliance located at TISD.

Software

In February of 2014 Brown City Community Schools began implementation steps to replace its student information system (SIS), gradebook software, and food services software with a single integrated solution. Skyward was purchased as a member of a consortium partnership through St. Clair RESA.

In March of 2013 Brown City Community Schools entered into the Microsoft Enrollment for Education Solutions (EES) software licensing agreement, an annual subscription program that ensures our district is compliant with Microsoft software license requirements, ensures the district continues using the most recent products, provides software for employees for practically little cost, provides students with free software, along with many other benefits.

In March of 2013 Brown City Community Schools replaced its library management software in the high school and added it to the elementary library. Follett Destiny was purchased as a member of a consortium partnership through St. Clair RESA.

Software used in the elementary computer lab corresponds well with the curriculum. Software in the high school computer labs and media center include basic application software such as Microsoft Office and limited curriculum-specific software.

Classroom management software is used in both high school labs as well as the high school library.

The district subscribes to eLibrary. The service allows for student access from school to electronic versions of magazines and journals.

Technology Acquisitions & Timelines

The need for hardware, software, network infrastructure, telecommunications, and other services is identified through staff surveys, student surveys, inventories, curriculum, student achievement, community input, school improvement plan, and district technology goals.

As new technologies evolve and existing equipment becomes obsolete, it is necessary to plan strategies of maintaining and replacing the district's current equipment. Although it is challenging to forecast what new technologies lay ahead, experience helps us to understand that the technology we integrate into our educational environment is only useful for a limited time. With this in mind, a tentative, yet realistic plan is outlined for updating and replacing infrastructure, hardware, and software.

2014-2015

Replace district telephone system

Replace district e-mail server

Replace district website

Replace student information system (SIS)

Renew and add software / subscription services / apps

Begin equipping each teacher with a portable device (i.e. iPad)

Begin equipping each classroom with a streaming media device (i.e. Apple TV)

Increase the number of portable devices accessible to students

Replace old digital projectors with interactive large flat screen TVs

Replace administrative computers.
Provide professional development opportunities to ALL staff.

2015-2016

Continue and expand on previous items
Provide an e-book library
Replace Servers with redundant virtual servers
Replace classroom printers with monochrome workgroup laser printers
Replace computers in Elementary Computer Lab
Replace computers in High School Media Center
Replace computers in High School Sign-up lab

2016-2017

Continue and expand on previous items
Replace computers in High School Computer Lab, room 112

Other Acquisitions

Our district's technology budget tends to be dynamic due to availability of grants, donations, and other funding opportunities. As additional funding is obtained, Brown City Community Schools has the need to employ other technology enhancements that will enhance instruction, increase student achievement, and improve communication.

The following items are not budgeted nor planned for a specific time to implement, but are still part of our overall vision:

1. One-to-One Computing.
2. Provide classroom text books as e-books for teachers and students.
3. Electronic readers for all students.
4. Ceiling mounted multi-media projector for each classroom.
5. Interactive whiteboard for each classroom.
6. Replace old digital projectors with interactive large flat screen TVs
7. Classroom response system for each classroom.
8. Document cameras in every classroom.
9. Digital cameras and camcorders.
10. Security cameras for entries and hallways.
11. Portable Internet Device (laptop, netbook, or smartphone) for all staff (grading software interface).
12. Replace/Upgrade wireless infrastructure, district-wide.
13. Calling System for Cancellations – High School.
14. Parent access to student grades and attendance information.
15. Replace web server / webhosting.
16. Replace e-mail server / e-mail hosting.
17. Replace proxy, DNS, DHCP and other servers
18. Replace internet firewall and content filtering solution

19. Replace e-mail spam filtering solution
20. Replace network electronics throughout campus
21. Replace copy machines.
22. Additional subscription online experiences.
23. Provide telephones and related services (such as voicemail) to all classrooms, offices, and other areas.
24. Increase Internet capacity
25. Provide WiFi Internet access on school buses (wifi mobile hotspot).
26. Provide cellular/data services for key personnel
27. Provide wireless Internet access for personal communication devices

Strategies for Ensuring Interoperability of Equipment

All technology purchases must be approved by the technology director to ensure interoperability among new and existing components. The technology committee will determine funding priority.

Purchase of additional curricular software for all grade levels will be determined jointly by the curriculum and technology committees.

Technical Support

Brown City School District's plan for addressing technical issues is as follows:

- Technical staff will be provided a variety of professional development opportunities based on need.
- The Technology and Curriculum Committees will review annually technology resources and materials for relevance and value to the curriculum.
- Hardware and software upgrading, replacement, reassignment and removal policies will be established and regularly reviewed.
- Hardware inspections and routine maintenance schedules will be established and records maintained on these activities.
- Firewalls and security systems will be employed appropriately on all applicable technology systems.
- A standardized inventory and labeling system will be employed for all hardware and software.
- An acceptable use policy will be employed by the district for all systems. Complete policy can be found on pages 28-29.
- Liability and insurance policies will apply to all technology and applicable resources.

- Hardware and software repairs policy will be addressed in a pre-established, disseminated and prioritized manner. See below.

Technical Support Policy

Definition: Technical Support includes, but is not limited to, the following:

- problem diagnosis
- hardware repair or replacement
- installation of new hardware
- software installation/updates
- software repair
- professional development (use of technology)

Hierarchy of Technical Support

Support will be prioritized based on criteria listed below.

- I. Issues that will cost financial loss to the district such as:
 - A. Failure to electronically file data to Michigan Department of Education
 - B. Failure to submit Immunization report to Michigan Department of Health
- II. Issues that greatly impair normal operating procedures throughout the district such as:
 - A. District phone system
- III. Issues that greatly impair the delivery of district goals to a large group such as:
 - A. Servers
 - B. Student records software
 - C. Connectivity equipment and wiring between buildings
- IV. Technology-dependent tasks with an approaching deadline such as:
 - A. Electronic filing of district data
 - B. Payroll
 - C. Report cards
 - D. District newsletter
- V. Other issues that impair the delivery of district goals that cannot be resolved without the use of technology such as:
 - A. Technology required for computer/technology curriculum
- VI. Other issues that impair the delivery of district goals, but can be delivered with alternate or no technology such as:
 - A. Word processing (use typewriter or write by hand)
 - B. E-mail (use phone, fax, or mail)

Increase Access

I. Increase Access – Strategies to increase access to technology for all students and all teachers.
--

The Brown City Community Schools District will strategically align resources to provide technological opportunities for ALL students and ALL teachers.

- Servers and network infrastructure provide equitable access to shared academic and administrative resources for all staff and all students.
- All classrooms, media centers, and office areas are easily accessible to persons with disabilities.
- Assistive Technology is applied when applicable for students with special needs.
- Each classroom has at minimum one multi-media, networked computer and access to a local and/or network printer.
- Media Centers provide multiple networked, multi-media computers for use by all students and staff.
- High School Computer Lab 2 is open one hour prior to school and one hour post student day on Tuesdays and Thursdays in order to provide students access to technology.
- One of the two computer labs in the secondary building is designated as an “open lab” available for entire classrooms to use. Classroom teachers will continue to sign-up for lab usage.
- All elementary students, grades K-6, use the elementary computer lab on a regular, established schedule.
- Check-out system is deployed for sharing of quantity limited resources such as document cameras, interactive whiteboards, and multimedia projectors.

FUNDING AND BUDGET

J. 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.

	2014-2015	2015-2016	2016-2017
Professional Development	\$4,000	\$4,000	\$4,000
Repair/Maintenance	\$6,000	\$6,120	\$6,244
Annual License/Support Fees	\$25,200	\$25,700	\$26,218
Student Information System	\$9,000	\$9,500	\$10,000
Supplies/Consumables	\$5,000	\$5,270	\$5,548
Software	\$5,000	\$5,000	\$5,000
Equipment - Replacement	\$47,000	\$34,000	\$40,000
REMC 10 fiber consortium fees	\$3,500	\$3,750	\$4,000
Internet access	\$11,500	\$11,500	\$11,500
Telephone System (before USF discount)	\$24,968	\$9,657	\$10,357
Servers	\$15,000	\$10,000	\$10,000
Website	\$5,000	\$5,000	\$5,000
TOTAL	\$161,168	\$129,497	\$137,867

*Purchases are outlined in the plan’s Infrastructure, Hardware, Technical Support, and Software section.

**Much of our professional development is provided by in-district staff resulting in little additional cost to our district.

Coordination of Resources

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.

Brown City Community Schools will access available sources of funding to implement this plan from the following sources:

Public Funds		
Federal	State	Local Money
<ul style="list-style-type: none"> ▪ Universal Service Fund discounts (70%-80%) ▪ Title I ▪ Other Title Grants ▪ At-Risk Funds (sec. 31A) 	<ul style="list-style-type: none"> ▪ Possible use of special fund allocations ▪ Possible grants 	<ul style="list-style-type: none"> ▪ Budgeted general funds in a technology line item. ▪ Bonded monies.

Private Funds	
Brown City Rotary Club	Partnership developed monies

MONITORING AND EVALUATION

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.

Brown City Community Schools will monitor the district's technology plan and technology initiatives through:

- Formative input through annual surveys of staff, students, and community
- Annual evaluation by external consultant (walk through evaluation)
- Informal feedback from staff, students, and community
- Annual review of plan, goals, and objectives by technology committee
- Annual communication of technology plan progress to Board of Education
- On-going process of data gathering and analysis in response to new deployments and opportunities as they arise

Process

Evaluating technology initiatives is an ongoing process that involves data gathering and analysis by various stakeholders, including technology planning team members, and external evaluators as needed for certain projects. The technology planning team is responsible for monitoring implementation of the goals and objectives of the plan. The team meets regularly to chart progress, identify next steps, and adjust the course of action if needed.

Evaluating a complex activity such as implementation of a technology plan requires many instruments and processes. Appropriate instruments and processes are used to measure the success and completion of each component of the district's technology plan. A list of these measures is provided in Appendix B.

Data gathered throughout the school year is summarized in June using a matrix format. This format provides an overview of all technology components, indicators of success, progress made, areas for improvement, and tool(s) used for data collection. It is the technology director's responsibility to annually create the matrix summary.

The technology planning team will use this data to make adjustments in the plan, outline activities for the coming year, and acquire resources to accomplish the activities. Brown City's matrix can be found on the next page.

Any unmet goals will be reviewed by the technology committee. The committee will analyze reasons for unmet goals and determine a solution.

Brown City Community Schools
Technology Annual Summary

Component	Indicators of Success	Progress Toward Goals	Focus Area for Improvement	Data gathered by:
Curriculum Integration				
Impact on Student Achievement				
Technology Delivery				
Communications				
Collaboration				
Professional Development				
Supporting Resources				
Infrastructure				
Technical Support				
Access to Technology				
Funding and Budget				
Monitoring/Evaluation				
District Policies such as AUP, Equipment Check-out				

Acceptable Use Policy

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

Staff and student use of technologies will be in accordance with the district's Acceptable Use Policy. The complete policy can be found below.

Brown City Community Schools Technology and Internet Acceptable Use and Technology Protection Measure and Internet Safety Policy

Brown City Community Schools District has established an electronic network system (BCNet) that provides network connections within the district campus and to the Internet. The district may provide access to the system to employees, board members, students, and guests. The district will use a technology protection measure that monitors Internet access and filters access to sites that are harmful to minors.

Purpose

Users of BCNet may access available technology resources, including the Internet, for limited educational purposes. The term “educational purpose” includes use of the system for class-related activities, professional or career development, and limited high-quality personal research.

Responsibilities

1. BCNet is not for private or commercial business use, political or religious purposes.
2. Any use of BCNet for illegal activity is prohibited.
3. Use of BCNet to access, distribute, store, or print material that is obscene, pornographic, degrading, profane, offensive, or contains information considered dangerous to the public at large is prohibited.
4. Using district technology to harass others, gain unauthorized access, vandalize, and/or to cause harm is prohibited.
5. No personal information (i.e. phone number, address) will be distributed without consent of that individual. Parental consent must be obtained, in writing, for all minors.
6. Paid subscriptions to on-line services must be pre-approved by the Technology Director and Building Principal.
7. Students are prohibited from accessing social media sites and other forms of direct electronic communications such as instant messaging.
8. District acquisition policies will be followed for purchase of goods or services through the system for District use. Students are prohibited from purchasing goods or services through the system.
9. You will respect the rights and property of others and will not improperly access, misappropriate or misuse the files, data, information, or work of others.
10. You may not share your account with anyone or leave the account open or unattended.
11. You will keep all accounts and passwords confidential and not accessible to others.

12. You are responsible for making back-up copies of the files critical to you. The District is not responsible for loss of data or interruption of services.
13. You are responsible for taking precautions to prevent viruses on your own equipment and Brown City Community Schools' equipment.
14. You will not waste finite resources.
15. You are responsible for properly caring for hardware and software within the district. Software applications need to be properly exited and computers need to be shut down properly. Students are prohibited from changing system settings unless authorized by the Technology Director or Building Principal.
16. Installation and modification of hardware and software on district equipment needs to be approved by the Technology Director.

E-Mail

1. E-mail is provided for the purpose to exchange information consistent with the mission of Brown City Community Schools.
2. E-mail cannot be used for private or commercial offerings of products or services for sale or to solicit products or services.
3. E-mail cannot be used for political or religious purposes.
4. E-mail messages are subject to District review at any time.

Limitation of Liability and Indemnification

The district makes no warranties of any kind, either express or implied, that the function or the services provided by or through the system will be error free or without defect. The district will not be responsible for any damage users may suffer, including but not limited to, loss of data or interruptions of service. The district is not responsible for the accuracy or quality of the information obtained through or stored on the system. The district will not be responsible for financial obligations arising through the unauthorized use of the system. Users will indemnify and hold the district harmless from any losses sustained as a result of intentional misuse of the system by user.

Disciplinary Action and Due Process

- The district will cooperate fully with local, state, or federal officials in any investigation concerning or relating to any illegal activities conducted through the system.
- Employee violations of the policy or regulations will be handled in accord with district employment policy.
- Student violations of the policy or regulations will be handled in accord with the student disciplinary code.

Interpretation, application, and modification of this Acceptable Use Policy is within the sole discretion of Brown City Community Schools District. Any questions or issues regarding this policy should be directed to Brown City Community Schools District Administration.

APPENDIX A: GUIDING DOCUMENTS

1. Required elements of a technology plan
<http://techplan.org>
2. State of Michigan Educational Technology Plan
http://www.michigan.gov/documents/STP2006_5-10-06c_158945_7.pdf
3. National Educational Technology Standards Project
<http://www.iste.org/standards>
4. Michigan Educational Technology Standards (METS)
<http://techplan.edzone.net/METS/>
5. National Center for Technology Planning
<http://www.nctp.com/>
7. NSSE Indicators for Quality for information systems in K-12 schools (National Study of School Evaluation). Library of Congress Catalog No. 95-71988.1996
8. Teacher Education and Technology Planning Guide
<http://www2.learningpt.org/catalog/item.asp?SessionID=710205669&productID=245>

APPENDIX B: TOOLS USED IN TECH PLAN EVALUATION

Component of tech plan being evaluated	Helpful tools/resources
Overall progress toward learning and technology goals	<ul style="list-style-type: none"> enGauge Framework http://engauge.ncrel.org
Overall design of evaluation plan	<ul style="list-style-type: none"> Planning for D3T http://www.ncrel.org
Infrastructure Specific	<ul style="list-style-type: none"> project reports Network monitoring data
Curriculum integration	<ul style="list-style-type: none"> NETS standards for students Mich Curriculum Framework Curriculum reviews Gap analysis reports Questionnaires/observation
Professional development	<ul style="list-style-type: none"> Self-assessment results Workshop evaluations NETS Standards for teachers
Technical Support	<ul style="list-style-type: none"> Technician logs Anecdotal notes Staff survey Tech Staffing Guidelines
Supporting Resources	<ul style="list-style-type: none"> Inventory record REMC resources Timetable Action plan review by team Progress reports
Cost/Funding	<ul style="list-style-type: none"> Grant reviews
Coordination of funding resources	<ul style="list-style-type: none"> Budget review & analysis
Acceptable Use Policy	<ul style="list-style-type: none"> Continuous evaluation and comparison with model AUPs
Communications	<ul style="list-style-type: none"> Informal feedback Review of newspaper stories Review of newsletters and other informational pieces Staff/community surveys
Impact on student achievement	<ul style="list-style-type: none"> Evaluation of student performance on specific projects. Student surveys.
Dissemination of evaluation results	<ul style="list-style-type: none"> Board of Education Strategic Planning Annual Meeting