

Technology Plan

Jackson County Intermediate School District
An Educational Service Agency



July 1, 2012 – June 30, 2015

Table of Contents

Page	Description
3	Section 1: Identification & Contact Information
4-5	Section 2: Introductory Material
6	Section 3: Vision and Goals
7	Section 4: Curriculum Integration
8-9	Section 5: Student Achievement
10	Section 6: Technology Delivery
11-12	Section 7: Parental Communications & Community Relations
13	Section 8: Collaboration
14-15	Section 9: Professional Development
16	Section 10: Supporting Resources
17-18	Section 11: Infrastructure Needs / Technical Specification, and Design
19	Section 12: Increase Access
20	Section 13: Budget and Timetable
21	Section 14: Coordination of Resources
22	Section 15: Evaluation
23-29	Section 16: Acceptable Use Policy
30	Appendix A: Wide Area Network (WAN) Diagram
31	Appendix B: JCISD Hosted Technology Services

Section I: Identification & Contact Information

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Section 2: Introductory Material

Statement of Purpose - JCISD Mission

The Jackson County Intermediate School District, working with local schools and the community, is committed to the success of all students by providing educational leadership, services, programs, and resources.

Introduction

The Jackson County ISD is a vibrant regional educational service agency considered an essential part of the public school districts and charter academies we service. The district's mission is focused on improving student success in Jackson County by improving the quality of education, making it more cost-efficient, and helping students, parents, educators and other community members get the most from public education.

The JCISD is committed to the achievement of the over 25,500 public school students in its 12 constituent K-12 districts and three charter schools, as well as the 2,000-plus students in nine non-public schools. In all, there are over 65 non-administrative school buildings open for students in the Jackson County. We also provide essential services for over 1,800 teachers and administrators through many curriculum-based initiatives, as well as providing technology, financial, human resources, and communications support.

The population of Jackson County is over 150,000. While many of the schools in the JCISD district are in rural areas, manufacturing is a key industry in the county, and the City of Jackson is in the center of the county with over 36,000 residents (according to the 2000 census). Approximately 50,000 residents live in rural areas, leaving some 64,000 who live in suburban neighborhoods. Jackson County's socioeconomic make-up includes many low-income families, with over 10 percent of children 18-and-under the district living in poverty and varies from district-to-district.

The JCISD has a quality reputation throughout the community for its three core programs – special education, career and technical education, and its support initiatives for educators (curriculum, literacy, data & assessment, technology, comprehensive health, Safe and Drug Free Schools, etc.). The ISD's facilities – the Tarrant Center, Young Center, Jackson Area Career Center, Kratz Center, and Mathematics and Science Center located at the JCISD-owned and operated Camp McGregor – are also points of pride for the community.

The Career Center has been servicing over 1,200 students each semester in recent years, while the Tarrant and Kit Young Centers provides space to service nearly 400 special education students. An addition to the Kit Young Center is planned to accommodate an increasing number of special education students who need the Community-Focused Instruction available.

The JCISD gives special attention to providing technology to promote student achievement. We do this by assisting local school district with the technology, training and expertise to help educators and students. We do this in various ways, including:

JACKSON COUNTY ISD

PUBLIC SCHOOL DISTRICTS

Columbia School District
Concord Community Schools
East Jackson Community Schools
Grass Lake Community Schools
Hanover-Horton School District
Jackson Public schools
Michigan Center School District
Napoleon Community Schools
Northwest Community Schools
Springport Public Schools
Vandercook Lake Public Schools
Western School District

PUBLIC SCHOOL ACADEMIES

The daVinci Institute
Jackson Arts & Technology
Paragon Charter Academy

PRIVATE SCHOOLS

Jackson Catholic Middle School
Jackson Christian Schools
Lumen Christi High School
Our Lady of Fatima School
Queen of Miraculous Medal School
St. John Elementary School
St. Mary Elementary School
Trinity Lutheran School

school districts in Jackson County are connected via fiber lines to JCISD servers. providing internet connections for all school districts through fiber-wire that connects to all school districts to servers located at the JCISD's Kratz Center;

- making equipment and media available to "check out" by educators;
- providing low-cost, federally-subsidized "E-rates" for technology and other educational equipment and supplies, as well as coop purchasing;
- providing access to the latest technology instruction for educators.
- in some districts, the JCISD provides a support technician (paid for by the school district) as well as back-up support and expertise when necessary.

The JCISD is also leading efforts to use data, research and analysis in curriculum development to increase student performance. To help this effort, the JCISD has initiatives to develop student information warehouses to store data, as well as professional development programs to help school improvement teams analyze their data and develop an on-going process of using data to improve curriculum.

Other important services provided to districts include REMC purchasing, an automated substitute teacher calling/payroll system, and legal and communications consulting.

Section 3: Vision and Goals

JCISD Vision

The vision is to provide technology leadership, services and resources to support teaching and learning on the behalf of the success of all students.

Technology Plan Goals

- To provide educational technology leadership by developing direction, understanding, and implementation of technology.
- To provide instructional services to help educators understand how to integrate technology into the classroom.
- To provide the resources, including a robust infrastructure, to support the use of technology in education throughout the county.
- To provide technical services to support the use of technology.
- To use student achievement and operational data to consistently evaluate and improve technology effectiveness in the classroom.

Section 4: Curriculum Integration

The JCISD Technology Department, working together with JCISD's Career and Learning Services and Special Education departments, continually strives toward computer literacy for all students and all staff at all levels. Technology is integrated with state and national standards for the improvement of teaching and learning. Specifically, the JCISD:

- Assists LEAs with alignment to the Michigan Educational Technology Standards (METS). These standards and performance indicators provide guidelines for teachers in the classroom and assist with the integration of technology into curriculum to continuously develop staff capacity to personalize learning, differentiate instruction and use research-based instructional strategies.
- Assists LEAs in utilizing technical tools to enhance the teaching and learning of students, teachers, support personnel and administrators.
- All Jackson Area Career Center programs integrate the occupationally specific technology/software necessary to teach the career skills identified within these programs. Each program teaches curriculum that has been adopted with the input of employer advisory boards and they validate that technology must be integrated into each of these programs.
- A broad continuum of instructional and support services are available to those children found eligible for special education services as determined by the members of the Individual Education Planning (IEP) team. Assistive technology is integrated into student learning as determined based on a student's IEP.
- Technology is used to enhance the learning for Special Education students by allowing them to view, hear and explore curriculum in different manners.
- Programs at the Kit Young and Tarrant Centers, serving students with developmental disabilities integrate technology to enhance the specific needs specialized of this population.
- The Special Education Assistive Technology section maintains a loan library of hardware and software tools that can be utilized by students in all local districts.
- Specialized special education classrooms (for example the severely multiply impaired and the program for Autism) utilize technology devices to facilitate augmentative communication.
- The items above were selected on the basis of need as determined by local districts through representation on the Jackson County Technology Committee, Jackson County Technology Directors Committee, and Superintendents Council.
- The items are promoted through a variety of measures:
 - Instructional Coordinator staff position
 - Curriculum Dialogue Meeting
 - Jackson County Technology Committee
 - Jackson County Technology Directors Committee
 - Superintendent's Council
 - JCISD's Professional Development Catalogue

Section 5: Student Achievement

The JCISD has implemented Data Director® through Achieve! Data Solutions, Inc. as a data analysis solution for the collection and evaluation of data. The software is proving valuable not only for direct ISD programs (such as CTE and Special Education programming), but for all of our participating LEAs in creating data driven strategies to increase student achievement.

- Data has been and will continue to be collected in various ways in an effort to determine the effectiveness of the goals and strategies put in place in LEA School Improvement Plans and technology plans, as well as the JCISD School Improvement Plan and technology plan. It is our goal for this data to include, but not be limited to:
 - (a) MEAP/MME data by grade level and content area
 - (b) MI-Access data
 - (c) Countywide Common Assessment Data
 - (d) Data 4ss
 - (e) Classroom performance data
 - (f) IEP goals
 - (g) Student survey information
 - (h) MLPP data
 - (i) Demographic data
 - (j) PALS data (Early Childhood School Readiness)
- Analysis of this data will provide information concerning:
 - (a) The alignment of curriculum, instruction and assessment
 - (b) Progress toward our goals and strategies
 - (c) The integration of technology in the content areas and its relationship to student performance
 - (d) Areas of weakness and the need to research best practices that address these specific weaknesses
 - (e) Professional development needs in the area of technology for teachers
- Supporting resources for student achievement:
 - (a) Online videos and resources through United Streaming to promote the meaningful use of this resource in the classroom.
 - (b) CPS units available for checkout
 - (c) Countywide Common Assessment development
 - (d) Discounts for local school districts, through REMC cooperative purchasing power, to United Streaming subscriptions
 - (e) Nick Smith Grant science equipment
 - (f) Implementation of the EPAS summative assessment system at the secondary level.
- Specialized technology enables special education students to achieve academic and social objectives based on each student's Individual Development Plan
- While some special education students may have limited academic goals, the vast majority of students are involved in objectives related to state and national standards, and are where technology support is appropriate.

Timeline for Technology Integration

	Resources Needed <i>(cost, materials, staff, time, etc.)</i>	Timeline		Person Responsible/ Persons Involved	Evidence of Success/Implementation	Frequency of Evaluation
		Start Date	End Date			
Tasks/Action Steps:						
Data Retreat® - JCISD endorsed school improvement process	Web access, process training for ISD team	8/12	6/15	Susan Townsend – JCISD Local Data Retreat® contact	Completed school improvement plan submitted electronically to JCISD	Fall 2013 Winter 2014 Spring 2014
Data Director®	Training for LEAs	9/12	6/15	Dania Bazzi – JCISD Brad Hess - JCISD	Use of Data Director® for curricula/instruction /data-driven decision making	Fall 2013/14/15 Winter 2013/14/15 Spring 2013/14/15
Technology Courses	Web access, a variety of software	09/12	06/15	Dan Spencer – JCISD	Integration of technology into instructional practices	Evaluate at the completion of each course

Section 6: Technology Delivery

Fiber Network

The public school districts of Jackson County have formed the Schools Technology Consortium (STC) and are connected via a fiber network to each district. Local school districts have connected their school buildings to this network. It is through this connection that all school buildings have access to the internet.

JCISD Web Site

The JCISD website (jcisd.org) is the information center for the district as well as the community. The website allows public access to important information quickly and efficiently. Employees of JCISD have a Login area to access email and other important resources. A large portion of the public website is focused around Professional Development. Teachers can search an online catalog of upcoming PD options.

Online Digital Resources

Jackson County Intermediate School District has worked closely with the school districts of Jackson County to provide access to digital online resources. We have collaboratively purchased online resources that can be accessed by teachers and students at school or at home.

Moodle

An open source, online course system that allows teachers to build courses that can be accessed on any computer with an internet connection.

United Streaming

Schools have access to thousands of digital educational videos and other resources for the classroom through digital video streaming over the internet.

Data Director

Schools have access to a data analysis tool to access student data anytime and anywhere to assist in making data driven decisions.

Videoconferencing

JCISD maintains a video streaming server with archives of many of the Michigan Department of Education hosted meetings.

Section 7: Parental Communications & Community Relations

The JCISD Technology Plan includes using new and existing technologies to increase communication with parents and the community, and to further involve the public in the educational process.

The JCISD encourages communication with parents, educators, and the community in a variety of ways, many of which includes the use of technology:

- Email and voicemail for all instructors, special education specialists, administrators, and central office support staff, as well as most other employees.
- Staff telephone numbers and email addresses are published in both the JCISD Staff Directory and Countywide Educators Directory, both of which are printed and available online. A searchable database for all JCISD employees is also available online.
- A district web site includes both timely and static information about the JCISD. The community will find variety of informational flyers, brochures, and state-required information – including the Technology Plan – on the JCISD web site. *(More info below)*
- The JCISD and Jackson Area Career Center Speakers Bureaus are available to address community service groups, clubs, etc., about educational and career trends and issues. Individuals and topics are listed on the web site.
- A secure, student information management system is available to the Career Center site to provide parents with updated information on their student's progress and attendance.
- Information concerning the JCISD Board, meetings, minutes, etc., is posted on the web site. The Board makes visits to all local school districts during most school years.
- Information about high school graduation requirements, and how the Career Center can help meet those requirements, is available online and was mailed to the home of every Jackson County student in grades 8-11.
- Informational flyers and brochures about the Career Center are available online and are mailed each home of every Jackson County student in grades 8-11.
- The Career Center hosts an open house each year that draws 600-700 community visitors.
- The Career Center is advertised on local radio stations and JTV.
- Professional Development classes and workshop catalogues are mailed via inter-office delivery and/or made available on the JCISD web site.
- Special education assistive-technology specialists communicate with parents and educators about available technology devices, many of which are provided to the families on loan by the JCISD.

The JCISD Special Education division also works closely with the Parent Advisory Council, whose membership consists of parents of special needs children in the county. The council meets regularly with Special Education Staff to discuss curriculum and delivery of special education services.

The Jackson Area Career Center (JACC) also works with a number of Advisory Councils that help with planning for the 30 career and technical program areas supported at JACC. These councils include membership of parents and business leaders in Jackson County. JACC also benefits from an adult education planning committee.

JCISD/Career Center Web Sites

The JCISD is continuously upgrading its web presence by using a user-friendly, web-hosting platform that makes it possible for every employee to post to the web site and for the public to easily find information they need. The web site includes links to all key ISD operations, including a special “Community” section that includes information on:

- JCISD-supported community programs, including Great Start Jackson, Camp McGregor, Safe & Drug Free Schools, Girl Quest, Boy Quest, Family Backpack Program, etc.
- Jackson Area Career Center (a separate, linked site)
- Special Education
- Technology
- Professional Development for educators
- Human Resources
- Career & Adult Enrichment programs

In addition, the web site includes a section for the public to find information about the JCISD, the JCISD Board, Board Policies, countywide calendars and enrollments, links to local school districts, and state-required information. The Technology Plan is available in this section as well as in the “Technology” section pages.

The JCISD and Career Center web sites also have the capability to allow teachers to create their own pages and blogs, and post class-related content, homework assignments, class calendars, etc.,

Student Information Management Systems

The Technology Plan includes an initiative to further involve parents and bring them to the web site by adding a student information management system (PowerSchool) to the Career Center site, as well as leading a countywide effort to make this platform available for other school districts in the county. PowerSchool provides parents with instant access to their child’s grades and attendance records through the district’s web site. All 12 Jackson County school districts are currently using PowerSchool as their student information system.

Section 8: Collaboration

Whenever possible and practical, the Jackson County Intermediate School District collaborates with other organizations and initiatives to provide adult technology literacy for its staff and the larger community that it serves. Specifically, the JCISD:

- Works collaboratively with LEA staff and a variety of area community agencies in order to understand how to use technology and data to make informed decisions.
- Works with LEAs on collaborative administrative technology services (including data storage, data analysis, student management and other IT issues).
- Offers various professional development opportunities throughout the year that focus on student achievement and school improvement (EX: Data Director, Data Retreat[®], Data 4SS)
- Provides technology and instructional support for adult education through the Career Enrichment Program at the Jackson Area Career Center.
- Hosts professional development events for school personnel. These have included events sponsored and delivered by JCISD staff as well as events where JCISD has collaborated with organizations to bring the professional development activities to the JCISD for the area educational community. (EX: moodle training, on-line learning).

Section 9: Professional Development

The JCISD is committed to providing opportunities for staff to enhance their technology skills through seminars, online trainings, and hands-on trainings. The JCISD Technology Department, working with Career and Learning Services and Special Education at JCISD, will research and develop alternate ways to train staff that promotes meaningful learning with technology. Professional development activities are aligned to National (NETS) and Michigan Educational Technology Standards (METS).

- Professional development programs will be developed around the success indicators sited in Yong Zhao's (Professor of Education, Michigan State University) recent studies. These success indicators are:
 - (a) Context: The professional development should provide teachers with adequate resources and time to experience and experiment with district-supported technologies.
 - (b) Content: The professional development should focus on using technology to improve students' learning. It should provide teachers with solutions to specific problems they encounter in their professional life.
 - (c) Process Content: The professional development should aim at building learning communities among teachers and establish social connections among teachers and the support staff so that they can offer help and support to each other.
 - (d) Process: The professional development program should be continuous, frequent, and conducted in settings that are similar to the teaching contexts of the teachers.
 - (e) Provider: The professional development should be provided by educational experts who understand technology or technology experts who understand education.
- Successful integration of technology by staff will be indicated by a reduction in helpdesk tickets, an increase in co-worker troubleshooting and independent troubleshooting skills, and increased work efficiency.
- The Technology Department, along with Career and Learning Services and Special Education, will also review, enhance, complete and build upon strategies that are currently in place that improve student achievement through meaningful learning with technology. This includes:
 - (a) Provide staff development that enhances student performance through data driven decision making. (Data Director, Data 4SS, Data Retreat, Common Assessment development)
 - (b) Research based instructional strategies common to effective online learning instruction and traditional instruction will be identified. Teachers will receive information and be given the opportunity to learn about, practice and implement these strategies in the more traditional classrooms.

- (c) Investigating ways to expand services for LEA personnel to give them tools for exchanging information. This includes:
 - 1. E-mail and other electronic mediated communications
 - 2. Instructional applications
 - 3. Information databases (Internet, Internet 2, I-Net)

- (d) Successful integration of technology by teachers will be indicated by increased student performance, use of meaningful learning with technology skills in lesson plans, and increased awareness and importance of meaningful learning with technology at the district administration level.

Section 10: Supporting Resources

JCISD provides a variety of supporting resources:

- Board policies and Acceptable Use Policies
- Manuals and printed material
- Media Services lending library collections and access to REMC materials
- Information school web site
- Application Software
 - Moodle
 - Excent-Tera – Special Education Software
 - Data Director – Data Analysis System
 - Munis – Finance System
 - PowerSchool – Student Information System
- Online subscription service through REMC
- Web-based resources
- Videoconferencing / Distance Learning Classroom
- Help Desk – technical support

Section 11: Infrastructure Needs / Technical Specification, and Design

JCISD provides cooperative services to assist districts in utilizing technology in all aspects of school operations.

Hardware

JCISD evaluates, purchases, implements and supports educational hardware necessary to meet the technology plan. Hardware purchasing is based on board policies which are made via an approved open bidding process or from the state wide technology bids. Following is a table that lists the hardware currently used by JCISD to enhance teaching and learning for student achievement.

Cisco Network	Data Projectors
Dell Server	Cell Phones
Dell / HP / Lenovo / Apple Desktops	
Dell / HP / Lenovo / Apple Laptops	

Software

JCISD purchases, deploys and hosts Application Software for use by local districts and JCISD personnel. All software purchases are evaluated based on interoperability with existing hardware and software used by JCISD and locals. Software purchasing is based on board policies which are made via an approved open bidding process or from state wide technology bids. The table below shows the different software used.

Productivity	Communication	Applications	Systems	Management
MS Office	MS Outlook	Excent Tera	MS Server 2003	Norton Ghost
Adobe Acrobat	MS Exchange	MUNIS	MS Server 2008	Solar winds
Assistive Technology Applications	MS Lync	CEO Image	VMware ESX	
	MS SharePoint	PowerSchool	Windows XP	
	MS IE	AESOP	OSX	

JCISD Service Desk

The service desk is used as the communication channel for staff who need software / hardware assistance, installation and support to request and receive technology support services. The service desk provides Tier 1 technical support to JCISD staff and students, to local school districts partnering on technical services, and ISDs and school districts participating in the Excent Tera program.

Wide Area Network (WAN)

Educators and students rely on the JCISD for leadership of applications for the latest generation of technology. The JCISD and twelve local school districts of Jackson County have formed the Schools Technology Consortium (STC) to govern the WAN which connects all Jackson County Public School Districts together over a fiber network, [Appendix A](#). Through the operation of the school fiber network, the JCISD provides for and supports the infrastructure needed for local schools to have reliable high-speed internet access.

Telecommunications

JCISD provides telecommunications systems, including traditional phones, unified communications, and cell phones for staff use to communicate with parents, students and the community.

Management Systems

The JCISD provides consolidated applications services to local school districts. Consolidated applications include student management system (PowerSchool), data analysis system (Data Director), financial system (Munis), and a host of other services, [Appendix B](#).

Future Technology Needs

Future technology needs include upgrading the WAN to 10 gigabit capabilities. The phone system needs updating allow the utilization of the WAN to provide local school districts with telecommunications and unified communications services. Upgrading the video capabilities of the system needs to be considered to provide local school districts distance learning opportunities through a countywide video delivery system.

Section 12: Increase Access

JCISD facilitates the use of instructional applications of technology to improve student achievement. This instructional support technology is made available to all students in all local public schools through outreach programs including assistive technology, distance learning and interactive networks.

Assistive Technology

JCISD offers comprehensive assistive technology services to students, parents, local districts and staff. JCISD services include a lending library of assistive technology devices and software, workshops and trainings to build capacity, consultation to local district teams, development of innovative initiatives to provide access to the curriculum for all students (e.g. Universal Design), as well as links to local, regional, statewide and national assistive technology resources.

MI Streamnet

The JCISD is a member of MI Streamnet, a collaborative effort with REMC, Apple, Inc. and MERIT. This distributed video-streaming network enhances the capacity of the REMC Association to provide constituents with increased access to video-streaming resources as a means of enriching teaching and learning in Michigan schools.

Michigan Virtual High School

The Michigan Virtual University (MVU) is an online resource that enables Michigan schools to provide courses (all taught by certified teachers) and other learning tools that students wouldn't otherwise have access to.

Michigan e-Library (MeL)

This resource is available both at school and at home. MeL is the Michigan eLibrary, an anywhere, anytime library for Michigan residents. MeL contains magazine, newspaper and journal articles, books, and evaluated Web sites. MeL can be used by any citizen of the state at no charge 24 hours/day.

Moodle

An open source, online course system that allows teachers to build courses that can be accessed anywhere at anytime. Using the JCISD as its central access location, a Moodle server system is provided for districts of Jackson County. Each district can configure their portion of the Moodle server independent of other districts, utilizing their own administrators, users, themes and course offerings. The JCISD provides training and templates for courses to local district staff and coordinates new uses and collaboration between all the districts.

Section 13: Budget and Timetable

Line Items	Year 1 2012-13	Year 2 2013-2014	Year 3 2014-2015
Funding Sources:			
REVENUE	(2,650,685)	(2,650,685)	(2,650,685)
OTHER INCOME - COOP BUYIN	(225,000)	(225,000)	(225,000)
Total Funding Sources	(2,875,685)	(2,875,685)	(2,875,685)
Expenditures:			
TECHNOLOGY-SALARY AND FRINGES	2,809,396	2,809,396	2,809,396
TRAINING	2,000	2,000	2,000
CONTRACTED SERVICES	451,200	451,200	451,200
TRAVEL	34,125	34,125	34,125
CONFERENCE	27,575	27,575	27,575
COMMUNICATIONS - PHONE/FAX	33,300	33,300	33,300
REMC-CO-OP BUY	225,000	225,000	225,000
REMC-EQUIPMENT REPAIR	2,500	2,500	2,500
SOFTWARE	432,820	432,820	432,820
OFFICE SUPPLIES	35,000	35,000	35,000
CONNECTED EDUCATOR SERIES	22,412	22,412	22,412
EQUIPMENT	495,000	495,000	495,000
DUES	775	775	775
DATA PROCESSING-REIMB/LOCALS	525,000	525,000	525,000
Total Expenditures	5,096,103	5,096,103	5,096,103

Section 14: Coordination of Resources

Through cooperative fiscal planning with local constituents, the districts develop plans to meet the need for adequate stable funding to implement a high quality, public education system in Jackson County

Grants

Whenever possible, state and local grant funds will be used to pilot and evaluate technology implementation of new “emerging” technologies. In some instances, grant funds will be used to allow JCISD to collaborate on development, training or programming to maximize long-range institutionalization of the best teaching and learning practices.

USF E-rate

JCISD has applied for and will continue applying for funding through the USF E-rate Program, which is a federal program created to provide discount reimbursements and assist most schools and libraries with obtaining affordable technologies, including telecommunications and internet access. The discounts are based on an individual schools’ enrollment in the National School Lunch program.

Schools Technology Consortium

The county school districts created the Schools Technology Consortium (STC), which is a governing body of the county-wide WAN. The STC is currently in a long term agreement with Clearwire / Sprint for the lease of the county’s five EBS licenses. This is a 30 year lease resulting in monthly payments per license. Proceeds from these leases go directly to supporting the county-wide WAN.

Section 15: Evaluation

As all effective plans are “living” documents, the expectation is that the plan will change so that it adjusts to the needs of the JCISD and the LEAs that it serves. The JCISD Technology Director will work with the Technology Directors from our LEAs, the JCISD Management Team and the Jackson County Technology Consortium to seek direction and feedback on collaborative technology goals. Goal areas will include:

- Technology integration into the curriculum
- Technology operational support services
- New technology exploration
- Opportunities for shared services in the area of purchasing equipment and maintaining equipment and infrastructure

Success will be measured by how well the specific goals under each goal area above are met. The JCISD Technology Director will work with the technology team members to review and share progress on goals on a regular basis with JCISD Management Team, LEA Technology Directors, Jackson County Technology Consortium and the JCISD Board of Education. The review process will include:

- Reporting on how goals are being achieved
- Reporting on how or why goals need to be revised, dropped or added
- Reviewing resources requested/needed to achieve goals
- Seeking input on continued goal development

If goals are not met, student achievement data will be analyzed to determine targeted research-based practices.

Section 16: Acceptable Use Policy

7540 - COMPUTER TECHNOLOGY AND NETWORKS

The Board of Education is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of operations within the school system.

However, the use of the District's network and technology resources by students is a privilege, not a right. As a prerequisite, students and their parents must sign and submit a *Student Network and Internet Acceptable Use and Safety* form annually. (See also, Policy 7540.03)

The Superintendent shall develop and implement a written District Technology Plan (DTP). Procedures for the proper acquisition of technology shall be set forth in the DTP. The DTP shall also provide guidance to staff and students about making safe, appropriate and ethical use of the District's network(s), as well as inform both staff and students about disciplinary actions that will be taken if Board technology and/or networks are abused in any way or used in an inappropriate, illegal, or unethical manner.

Further safeguards shall be established so that the Board's investment in both hardware and software achieves the benefits of technology and inhibits negative side effects. Accordingly, students shall be educated about appropriate online behavior including, but not limited to, using social media to interact with others online; interacting with other individuals in chat rooms or on blogs; and, recognizing what constitutes cyberbullying, understanding cyberbullying is a violation of District policy, and learning appropriate responses if they are victims of cyberbullying.

The Superintendent shall review the DTP and report any changes, amendments or revisions to the Board annually.

7540.01 - TECHNOLOGY PRIVACY

The Board of Education recognizes its staff members' right to privacy in their personal lives. This policy serves to inform staff members of the Board's position with respect to staff-member privacy in the educational and workplace setting and to protect the Board's interests.

All computers, telephone systems, electronic mail systems, and voice mail systems are the Board's property and are to be used primarily for business purposes. The Board retains the right to access and review all electronic and voice mail, computer files, data bases, and any other electronic transmissions contained in or used in conjunction with the Board's computer system, telephone system, electronic mail system, and voice mail system. Staff members should have no expectation that any information contained on such systems is confidential or private.

Review of such information may be done by the Board with or without the staff member's knowledge. The use of passwords does not guarantee confidentiality, and the Board retains the right to access information in spite of a password. A staff member's refusal to permit such access may be grounds for discipline up to and including discharge.

Computers, electronic mail, and voice mail are intended for business use and educational purposes. Staff members are encouraged to keep their personal records and personal business at home.

Because the Board's computer and voice mail systems are to be used primarily for business and educational purposes, staff members are prohibited from sending offensive, discriminatory, or harassing computer, electronic, or voice mail messages.

The Board is interested in its resources being properly used. Review of computer files, electronic mail, and voice mail will only be done in the ordinary course of business and will be motivated by a legitimate business reason. If a staff member's personal information is discovered, the contents of such discovery will not be reviewed by the Board, except to the extent necessary to determine if the Board's interests have been compromised. Any information discovered will be limited to those who have a specific need to know that information.

The administrators and supervisory staff members authorized by the Superintendent have the authority to search and access information electronically.

All computers and any information or software contained therein are property of the Board. Staff members shall not copy, delete, or remove any information or data contained on the Board's computers/servers without the express permission of the Superintendent or designee or communicate any such information to unauthorized individuals. In addition, staff members may not copy software on any Board computer and may not bring software from outside sources for use on Board equipment without the prior approval of the Technology Director or designee. Such pre-approval will include a review of any copyright infringements or virus problems associated with such outside software.

7540.02 - DISTRICT WEB PAGE

The Board of Directors authorizes the creation of web sites by employees and students of the School District to be published on the World Wide Web. The creation of web sites by students must be done under the supervision of a professional staff member. These web sites must reflect the professional image of the District, its employees, and students. The content of all pages must be consistent with the Board's Mission Statement and is subject to prior approval of the Superintendent or designee.

The purpose of such web sites is to educate, inform, and communicate. The following criteria should be used to guide the development of such web sites:

A. Educate

Content provided in the web site should be suitable for and usable by students and teachers to support the curriculum and the Board's Objectives as listed in the Board's Strategic Plan.

B. Inform

Content may inform the community about the school, teachers, students, or departments, including information about curriculum, events, class projects, student activities, and departmental policies.

C. Communicate

Content may provide an avenue to communicate with the community.

The information contained on the web site should reflect and support the Board's Mission Statement, Educational Philosophy, and the School Improvement Process.

When the content includes a photograph or information relating to a student, the Board will abide by the provisions of Policy [8330](#) - Student Records.

All links included on the pages must also meet the above criteria and comply with State and Federal law (e.g. copyright laws, Children's Internet Protection Act).

Under no circumstances is a web site to be used for commercial purposes, advertising, political lobbying, or to provide financial gains for any individual.

Pages should reflect an understanding that both internal and external audiences will be viewing the information.

School web sites must be located on Board-affiliated servers unless otherwise approved by the Superintendent or designee.

The Superintendent shall prepare administrative guidelines defining the standards permissible for web site use.

The Board retains all proprietary rights related to the design of web sites and/or pages that are hosted on the Board's servers, absent written agreement to the contrary.

Students who want their class work to be displayed on the Board's web site must have written parent permission and expressly license its display without cost to the Board.

Prior written parental permission is necessary for a student to be identified by name on the Board's website.

7540.03 - STUDENT NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY

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

The District's Internet system has not been established as a public access service or a public forum. The Board has the right to place restrictions on its use to assure that use of the District's Internet system is in accord with its limited educational purpose. Student use of the District's

computers, network, and Internet services (Network) will be governed by this policy and the related administrative guidelines, and the Student Code of Conduct. The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the Network. Users have no right or expectation to privacy when using the Network including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity while on the Network.

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

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

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

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

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

- A. safety and security while using e-mail, chat rooms, social media, and other forms of electronic communications
- B. the dangers inherent with the online disclosure of personally identifiable information and,
- C. the consequences of unauthorized access (e.g., "hacking") cyberbullying and other unlawful or inappropriate activities by students online

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

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

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

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

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

P.L. 106-554, Children's Internet Protection Act of 2000

P.L. 110-385, Title II, Protecting Children in the 21st Century Act

18 U.S.C. 1460

18 U.S.C. 2246

18 U.S.C. 2256

20 U.S.C. 6777, 9134 (2003)

20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended (2003)

47 U.S.C. 254(h), (1), Communications Act of 1934, as amended (2003)

7540.04 - STAFF NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY

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

necessary to effectively access, analyze, evaluate, and utilize these resources. The instructional use of the Internet will be guided by the Board's policy on Instructional Materials.

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

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

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

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

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

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

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

- A. the safety and security of students while using e-mail, chat rooms, social media and other forms of electronic communications;
- B. the inherent danger of students disclosing personally identifiable information online; and,
- C. the consequences of unauthorized access (e.g., "hacking"), cyberbullying and other unlawful or inappropriate activities by students or staff online.

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

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

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

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

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

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

P.L. 106-554, Children's Internet Protection Act of 2000

P.L. 110-385, Title II, Protecting Children in the 21st Century Act

18 U.S.C. 1460

18 U.S.C. 2246

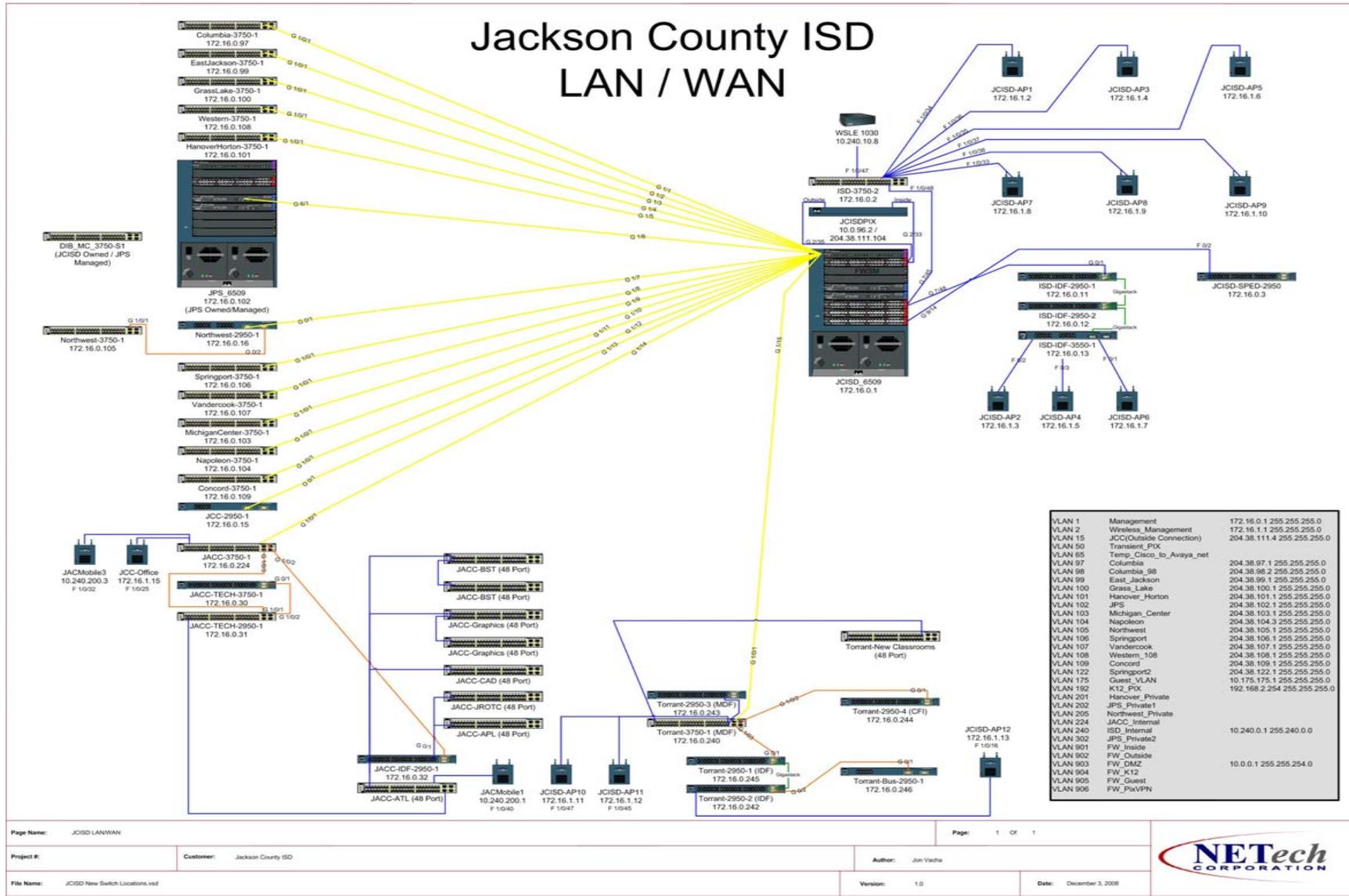
18 U.S.C. 2256

20 U.S.C. 6777, 9134 (2003)

20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended (2003)

47 U.S.C. 254(h), (1), Communications Act of 1934, as amended (2003)

Appendix A: Wide Area Network (WAN) Diagram



Appendix B: JCISD Hosted Technology Services

	ISP	DNS	Content Filtering	Spam Filtering	Web Hosting	Email Hosting	Firewall Services	VM Hosting	Trusted Domain	Help Desk	On-site Tech	SIS	Finance	Anti Virus
JCISD	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Columbia	X	X	X	X	X	X	X	X	X	X	X	X		X
Concord	X	X	X	X		X	X	X	X	X	X	X	X	X
East Jackson	X	X	X	X		X	X	X	X	X	X	X		X
Grass Lake	X	X	X	X		X	X	X	X	X	X	X	X	X
Hanover Horton	X	X	X	X		X	X	X	X	X	X	X	X	X
Jackson Public	X	X	X	X	X	X	X	X	X	X	X	X		X
Michigan Center	X	X	X	X		X	X	X	X	X	X	X		X
Napoleon	X	X	X	X		X	X	X	X	X	X	X		X
Northwest	X	X	X	X		X	X	X	X	X	X	X		X
Springport	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Vandercook Lake	X	X	X	X	X	X	X	X	X	X	X	X		X
Western	X	X	X	X	X	X	X	X	X	X	X	X		X
Lumen Christi			X											
Jackson Catholic			X											
Queens			X											
DaVinci	X	X	X	X	X	X	X	X	X	X	X	X	X	X