

Educational Technology Plan for St Marys City SD - 044727

School Years:

2006-07

2007-08

2008-09

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**created using the eTech Ohio online Technology Planning Tool version 3.0 (TPTv3)*

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Pre-Planning

1.0 Establish Technology Planning Committee

Board Member
 Business Manager
 Community/Business Leader
 Curriculum Coordinator
 Library/Media Specialist
 Parent
 Principal
 Superintendent
 Teacher
 Technology Coordinator
 Technology Support
 Treasurer

Approvers:

Kyle Menchhofer (Technology Coordinator/Director)
 Nathan Overley (Technology Coordinator/Director)
 Kenneth Baker (Superintendent)
 Robin Laman (Treasurer)
 Thomas Sommer (Treasurer)

1.1 Overview of TPT v3 Planning Framework

eTech Ohio's Technology Planning Tool version v 3.0, strategically addresses technology planning in an educational organization and provides guidance in implementing technology to increase student achievement. Within this technology plan you will find the educational organization's vision and mission statements as well as a plan for the following: ODE Academic Content Standards (ACS) alignment with the ODE Technology ACS, technology integration into the curriculum, technology policy, technology leadership and administration, infrastructure and networking, and budgeting.

The technology planning framework addresses 5 questions adapted from "Asking the Right Questions: Techniques for Collaboration and School Change" by Edie Holcomb. In each phase of the plan, narrative responses describe the educational organization's technology planning in the following manner:

"Where are we now?" addresses ASSESSMENT of current status within the educational organization

"Where do we want to go?" addresses GOALS for growth in various areas

"How will we get there?" addresses PROFESSIONAL DEVELOPMENT necessary to achieve goals

"How will we know we're getting there?" addresses the EVALUATION PROCESS that enables the educational organization to MONITOR PROGRESS toward the specified goals.

"How do we sustain the momentum?" Addresses ORGANIZATIONAL SUPPORT, EVALUATION and REVISION processes to achieve the goals

As Ohio endeavors to build more agile and effective school improvement plans, this technology plan will be an instrumental tool in fostering quality planning and managing technological changes that will impact the communities where we live.

1.2 Review Current Technology Plan

"Was the plan realistic then?"

At the time the technology plan was written, the plan was realistic. St. Marys City Schools was able to achieve many of the action plans and bench marks set in the technology plan.

"Is the plan realistic now?"

The technology plan written three years ago is no longer realistic. The goals, action plans, and bench marks have been met, revised, altered, or eliminated. New strategies are in the process of being developed/updated/revised.

1.3 Vision/Mission

A. Vision

Technology is having an impact on every aspect of modern life. If we are to prepare our students for life-long learning in an ever-changing world of technological advances, computers and related instructional technologies must be an integral part of the teaching and learning process. To this end, we believe that:

1. Technology creates a global learning environment.
2. The use of technology encompasses all learning styles.
3. Technology provides motivating and collaborative experiences.
4. Technology facilitates self-discovery for all learners.
5. Technology can transform the roles of teacher and learner.

Students of the St. Marys City School District will have the opportunity to explore and apply the multiple uses of computer technology and academic skill reinforcement, curriculum-based projects, and academic use of the Internet across the curriculum. All students and teachers will use technology effectively to facilitate learning and academic success.

B. Mission

The mission of the St. Marys City Schools is to help teachers, administrators, and support staff use technology as a transparent educational tool by providing:

1. Training for all teachers and staff for electronic management tools, communication tools, and student information.
2. Student information with protected web access in real time for staff, students, parents, counselors, and administrators.
3. Local support from Building Technology Representatives to provide troubleshooting at the site level.
4. Evaluation of student progress in the district and the effect of technology on performance.
5. Resource management of computers and infrastructure.
6. Consultation and research for schools concerning new technology and its use in education.

Infusing technology into the classroom instruction will create the students who are academically competitive, technology literate, motivated and engaged in the learning process. The students will be proficient information users who have the ability to access, process and effectively communicate information in order to improve their learning and exceed in the national educational standards.

Curriculum Alignment & Instructional Integration

2.1 Curriculum Alignment to Ohio Technology Academic Content Standards (ACS)

Discuss the level of effective technology integration into the instructional process of each academic content standard. Include the use of assistive and adaptive technologies serving special needs populations. For ESCs, also discuss how you are assisting your contracted schools with integrating technology into their instructional process.

	Where are we now?	Where do we want to go?
English Language Arts	Complete	2004-05
Fine Arts	Complete	2003-04
Foreign Language	In Progress	2005-06
Mathematics	In Progress	2006-07
Science	In Progress	2007-08
Social Studies	In Progress	2007-08
Technology (specific course)	In Progress	2006-07
Other Content Areas		

How will we get there?

To get teachers to feel more comfortable with technology, the teachers will be paired with a co-worker also known as a "teacher tech buddy". Along with the partnership between teachers, the teaching staff will be required to attend mandatory training on computer usage of software, hardware, and network. For integration of technology into the classroom, an additional staff member - technology/ media specialist would need to be available to assist teachers with incorporating technology into their lesson plans.

How will we know we're getting there?

The teachers will be evaluated on daily lesson plans that are appropriate to department/grade level. The teachers will be evaluated by the administration as to integration of technology into the classroom.

How will we sustain focus and momentum?

The technology department in partnership with the technology committee will provide continuous training in various areas of technology. The staff will continue to evaluate the training offered to staff and revise/update additional training. The district will remain focused by incorporating technology into the quality tools philosophy.

2.2 English Language Arts Academic Content Standards

Instructional Integration

1.0 **Entry** - Learn the basics of using the new technology.

2.0 **Adoption** - Use new technology to support traditional instruction.

3.0 **Adaptation** - Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.

4.0 **Appropriation** - Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.

5.0 **Invention** - Discover new uses for technology tools, for example, developing spreadsheet macros for teaching algebra or designing projects that combine multiple technologies.

	Where are we now?	Where do we want to go?
Pre-K	N/A	N/A
K-2	2.5	4.0
3-4	2.5	4.0
5-7	3.0	4.0
8-10	3.0	5.0
11-12	3.0	5.0

How will we get there?

To get teachers to feel more comfortable with technology, the teachers will be paired with a co-worker also known as a "teacher tech buddy". Along with the partnership between teachers, the teaching staff will be required to attend mandatory training on computer usage of software such as: Reading Counts, Kidspiration, Soliloquy, Co-Writer, Write Out Loud, Internet research, GradeQuick, Edline, Pegasus, and Microsoft Office Tools, hardware such as desktop units and laptops, and network applications such as Novell Netware. For integration of technology into the classroom, an additional staff member - technology/media specialist would need to be available to assist teachers with incorporating technology into their lesson plans.

How will we know we're getting there?

The teachers will be evaluated on daily lesson plans that are appropriate to department/grade level. The teachers will be evaluated by the administration as to integration of technology into the classroom.

How will we sustain focus and momentum?

The technology department in partnership with the technology committee will provide continuous training in various areas of technology. The staff will continue to evaluate the training offered to staff and revise/update additional training. The district will remain focused by incorporating technology into the quality tools philosophy.

2.3 Fine Arts Academic Content Standards

Instructional Integration

1.0 **Entry** - Learn the basics of using the new technology.

2.0 **Adoption** - Use new technology to support traditional instruction.

3.0 **Adaptation** - Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.

4.0 **Appropriation** - Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.

5.0 **Invention** - Discover new uses for technology tools, for example, developing spreadsheet macros for teaching algebra or designing projects that combine multiple technologies.

	Where are we now?	Where do we want to go?
Pre-K	N/A	N/A
K-4	1.5	2.5
5-8	1.5	4.0
9-12	2.0	4.5

How will we get there?

To get teachers to feel more comfortable with technology, the teachers will be paired with a co-worker also known as a "teacher tech buddy". Along with the partnership between teachers, the teaching staff will be required to attend mandatory training on computer usage of software such as: Music software, Adobe PhotoShop, Internet research, GradeQuick, Edline, Pegasus, and Microsoft Office Tools, hardware such as desktop units and laptops, and network applications such as Novell Netware. For integration of technology into the classroom, an additional staff member - technology/ media specialist would need to be available to assist teachers with incorporating technology into their lesson plans.

How will we know we're getting there?

The teachers will be evaluated on daily lesson plans that are appropriate to department/grade level. The teachers will be evaluated by the administration as to integration of technology into the classroom.

How will we sustain focus and momentum?

The technology department in partnership with the technology committee will provide continuous training in various areas of technology. The staff will continue to evaluate the training offered to staff and revise additional training. The district will remain focused by incorporating technology into the quality tools philosophy.

2.4 Foreign Language Academic Content Standards

Instructional Integration

1.0 **Entry** - Learn the basics of using the new technology.

2.0 **Adoption** - Use new technology to support traditional instruction.

3.0 **Adaptation** - Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.

4.0 **Appropriation** - Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.

5.0 **Invention** - Discover new uses for technology tools, for example, developing spreadsheet macros for teaching algebra or designing projects that combine multiple technologies.

	Where are we now?	Where do we want to go?
Pre-K	N/A	N/A
K-4	N/A	1.0
5-8	2.0	3.0
9-12	2.5	4.0

How will we get there?

To get teachers to feel more comfortable with technology, the teachers will be paired with a co-worker also known as a "teacher tech buddy". Along with the partnership between teachers, the teaching staff will be required to attend mandatory training on computer usage of software such as: GradeQuick, Edline, and Pegasus, Internet research and Microsoft Office Tools, hardware such as desktop units laptops, and network applications such as Novell Netware. For integration of technology into the classroom, an additional staff member - technology/media specialist would need to be available to assist teachers with incorporating technology into their lesson plans.

How will we know we're getting there?

The teachers will be evaluated on daily lesson plans that are appropriate to department/grade level. The teachers will be evaluated by the administration as to integration of technology into the classroom.

How will we sustain focus and momentum?

The technology department in partnership with the technology committee will provide continuous training in various areas of technology. The staff will continue to evaluate the training offered to staff and revise additional training. The district will remain focused by incorporating technology into the quality tools philosophy.

2.5 Mathematics Academic Content Standards

Instructional Integration

1.0 **Entry** - Learn the basics of using the new technology.

2.0 **Adoption** - Use new technology to support traditional instruction.

3.0 **Adaptation** - Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.

4.0 **Appropriation** - Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.

5.0 **Invention** - Discover new uses for technology tools, for example, developing spreadsheet macros for teaching algebra or designing projects that combine multiple technologies.

	Where are we now?	Where do we want to go?
Pre-K	N/A	N/A
K-2	3.0	3.5
3-4	3.0	4.0
5-7	2.5	3.5
8-10	3.0	3.5
11-12	3.0	4.0

How will we get there?

To get teachers to feel more comfortable with technology, the teachers will be paired with a co-worker also known as a "teacher tech buddy". Along with the partnership between teachers, the teaching staff will be required to attend mandatory training on computer usage of software such as: GradeQuick, Edline, Pegasus, Math Van, Yearly Progress Pro, Internet research, and Microsoft Office Tools, hardware such as desktop units, laptops, and calculators, and network applications such as Novell Netware. For integration of technology into the classroom, an additional staff member - technology/media specialist would need to be available to assist teachers with incorporating technology into their lesson plans.

How will we know we're getting there?

The teachers will be evaluated on daily lesson plans that are appropriate to department/grade level. The teachers will be evaluated by the administration as to integration of technology into the classroom.

How will we sustain focus and momentum?

The technology department in partnership with the technology committee will provide continuous training in various areas of technology. The staff will continue to evaluate the training offered to staff and revise additional training. The district will remain focused by incorporating technology into the quality tools philosophy.

2.6 Science Academic Content Standards**Instructional Integration**

1.0 **Entry** - Learn the basics of using the new technology.

2.0 **Adoption** - Use new technology to support traditional instruction.

3.0 **Adaptation** - Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.

4.0 **Appropriation** - Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.

5.0 **Invention** - Discover new uses for technology tools, for example, developing spreadsheet macros for teaching algebra or designing projects that combine multiple technologies.

	Where are we now?	Where do we want to go?
Pre-K	N/A	N/A
K-2	3.0	4.0
3-5	3.0	4.0
6-8	3.0	4.0
9-10	3.0	4.0
11-12	3.5	4.5

How will we get there?

To get teachers to feel more comfortable with technology, the teachers will be paired with a co-worker also known as a "teacher tech buddy". Along with the partnership between teachers, the teaching staff will be required to attend mandatory training on computer usage of software such as: Vernier Lab Pro, Internet research, and Microsoft Office Tools, hardware such as desktop units, laptops, probes, microscopes, hand-held devices, and network applications such as Novell Netware. For integration of technology into the classroom, an additional staff member - technology/ media specialist would need to be available to assist teachers with incorporating technology into their lesson plans.

How will we know we're getting there?

The teachers will be evaluated on daily lesson plans that are appropriate to department/grade level. The teachers will be evaluated by the administration as to integration of technology into the classroom.

How will we sustain focus and momentum?

The technology department in partnership with the technology committee will provide continuous training in various areas of technology. The staff will continue to evaluate the training offered to staff and revise additional training. The district will remain focused by incorporating technology into the quality tools philosophy.

2.7 Social Studies Academic Content Standards**Instructional Integration**

1.0 **Entry** - Learn the basics of using the new technology.

2.0 **Adoption** - Use new technology to support traditional instruction.

3.0 **Adaptation** - Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.

4.0 **Appropriation** - Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.

5.0 **Invention** - Discover new uses for technology tools, for example, developing spreadsheet macros for teaching algebra or designing projects that combine multiple technologies.

	Where are we now?	Where do we want to go?
Pre-K	N/A	N/A
K-2	2.5	3.5
3-5	2.5	3.5
6-8	3.0	3.5
9-10	2.5	3.5
11-12	2.5	3.5

How will we get there?

To get teachers to feel more comfortable with technology, the teachers will be paired with a co-worker also known as a "teacher tech buddy". Along with the partnership between teachers, the teaching staff will be required to attend mandatory training on computer usage of software such as Microsoft Office Tools, Pegasus, GradeQuick, Edline, hardware such as desktop units, and laptops, and network applications such as Novell Netware. For integration of technology into the classroom, an additional staff member - technology/media specialist would need to be available to assist teachers with incorporating technology into their lesson plans.

How will we know we're getting there?

The teachers will be evaluated on daily lesson plans that are appropriate to department/grade level. The teachers will be evaluated by the administration as to integration of technology into the classroom.

How will we sustain focus and momentum?

The technology department in partnership with the technology committee will provide continuous training in various areas of technology. The staff will continue to evaluate the training offered to staff and revise additional training. The district will remain focused by incorporating technology into the quality tools philosophy.

2.8 Technology Academic Content Standards

Instructional Integration

- 1.0 **Entry** - Learn the basics of using the new technology.
- 2.0 **Adoption** - Use new technology to support traditional instruction.
- 3.0 **Adaptation** - Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.
- 4.0 **Appropriation** - Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.
- 5.0 **Invention** - Discover new uses for technology tools, for example, developing spreadsheet macros for teaching algebra or designing projects that combine multiple technologies.

	Where are we now?	Where do we want to go?
Pre-K	N/A	N/A
K-2	2.0	3.0
3-5	2.0	3.0
6-8	2.5	3.5
9-10	3.0	4.0
11-12	3.0	4.0

How will we get there?

The technology committee conducted a survey asking teachers where they are with technology now and where they see themselves three years from now with technology in the classroom. The technology committee also used the BETA survey established by Ohio SchoolNet. The committee reviewed the surveys, and the committee feels that the district needs to focus in on the following standards for students:

- Basic operations and concepts
- Social, ethical and human issues
- Technology communication tools
- Technology research tools
- Technology problem-solving and decision-making tools.

The committee feels that the district needs to focus in on the following standards for teachers:

- Technology operations and concepts

- Planning & designing learning environments and experiences
- Teaching, learning, and the curriculum
- Assessment and evaluation
- Productivity and professional practice
- Social, ethical, legal and human issues.

Many of the students that have computer access at home demonstrate technology skills prior to receiving formal instruction at school. There is a consistent pattern that more students are demonstrating basic mastery of computer operations at the elementary, middle, and high school levels. If there is a deficient area of mastery skill would be in the word processing skill level. Students do not understand the concepts and rules for word processing. Students are very good at demonstrating basic mastery of Internet skills with email and research. For many students, their skills exceed the skills of staff members in the district. There are some variations in skill levels from school to school. There are students in the district that possess technology skills that can be shared with other students and staff.

The students prefer to spend their time on computers at school doing research, games, and web browsing. At this point in time, grades 6-12 use the technology the most. There are three early release days scheduled throughout the school year. The technology department will use one early release day to have a two hour technology professional development session for the teaching staff.

How will we know we're getting there?

Technology professional development classes are offered throughout the year in various areas of technology. A survey is distributed to the staff each year to see what areas of focus need most attention in terms of technology. The teachers have to acquire a minimum of ten hours of inservice per year according to the master contract. The technology committee will continue to survey the teaching staff to see what their needs are for student growth as well as professional growth on an annual basis. The technology committee will continue to evaluate the teacher surveys and adjust the technology plan according to the district/staff needs/demands.

How will we sustain focus and momentum?

Wireless laptop labs have been placed in all of the buildings in the district. In each lab setting, an average of 20 students will be able to work. Each building in the district is supplied with at least one scanner, one digital camera, one color laser printer, and one laser printer. The web-based technology work order system for the technology support staff has helped improve organizational skills as well as support for district staff. SMCS has expanded the use of instructional software and educational software for grades K-12. With the various initiatives the link between teacher learning, technology integration strategies, and assessment measures have increased availability to more staff and students. SMCS is finding more ways to utilize the equipment that is made available. The staff is becoming more familiar due to the fact there are more resources available for them to use. The technology is becoming an everyday occurrence for the staff.

The measurable goals associated with these initiatives are the goals set forth by ISTE, E-Tech Ohio, Ohio Department of Education, as well as other national, state, and local organizations. SMCS will offer more professional development classes, tech support for hardware, software, and technology resources. The resources will be readily available to implement these initiatives. The technology professional development classes are offered throughout the school year and during the summer.

The staff development programs are designed to work with staff on the most current and up to date models for effectively initiating educational reform and change. The administration researches and investigates the latest in staff development models. The technology support staff have researched and investigated the best ways to provide staff development. With the way technology is used today, many staff members prefer hands on professional development that is pertinent to their content or grade area. Another important point to professional development is that teachers be grouped together with similar interests so that they can share good and bad experiences with technology in the classroom. The professional development provided for the staff is offered throughout the school year and summer in a group setting or in a 1-1 setting. The major issues that need to be addressed are not to make the training sessions too long or too detailed. The training must have meaning and must be relative to core content and/or subject area.

The SMCS technology staff offers technology-related staff development opportunities such as:

- MS Word
- MS Excel

- MS PowerPoint
- GradeQuick
- Edline
- DASL

SMCS will continue to survey the teaching staff and evaluate the professional development offered and make revisions of up and coming training sessions.

Technology Policy, Leadership and Administration

3.1 Analyzing District Education Technology Policies

Awareness - Policy is not in place; little or no understanding of importance of policy

Adoption - Traditional policies are in place; lack of consistent use

Exploration - New/updated policies are being researched

Transformation - Policies support high performing learning environments

	Where are we now?	Where do we want to go?
A. Electronic network linking district with other stakeholders for information exchange, collaboration and distance education	Awareness	Adoption
B. District wide program providing data or administrative systems to schools (e.g., fiscal databases, student assessment results)	Awareness	Exploration
C. Technology-related facilities design, equipment and software	Exploration	Exploration
D. Technology acquisition and standards	Exploration	Exploration
E. Research and evaluation of educational technology initiatives	Adoption	Exploration
F. Development and dissemination of educational technology devices, applications and approaches	Adoption	Exploration
G. District funding for educational technology	Exploration	Exploration
H. Equity and access to technology	Adoption	Exploration

How do we get there?

Due to lack of funding, the district does not feel it is feasible to electronically network to other stakeholders for information exchange, collaboration, and distance learning. The technology department uses Permanent Improvement funds to help purchase replacement computers throughout the district. The elementary Parent Teacher Organizations (PTO) have partnered with the technology department to purchase additional computers at the elementary level to help defray the technology costs charged to the district. The technology department has some Title I and Title VI funds available to help purchase technology for those respective groups associated with the Title funds. SMCS charges the students a technology fee to help pay for peripherals or web services not completely covered by the Title I and Title VI funds.

SMCS will be converting to DASL in the spring of 2007. There will be a cost of approximately \$2.50/student/school year. This is an annual fee and is subject to increase at the discretion of the A-site. The technology department has developed a plan to replace computers throughout the district approximately every five years. As computers are purchased, the latest operating system software and productivity software are purchased with the computer. The network software is updated on a yearly basis. When purchasing software, the district looks to renew the majority of the software licensing on a yearly basis. There will be exceptions to the rule if there is a software package or internet package more suitable for the SMCS system, the technology department reserves the right to change the direction or focus of software purchasing for the betterment of the district.

The SMCS requires all teachers to obtain 10 inservice hours within each school year. These hours can include instructional technology topics. Each summer, various technology inservices are offered by SMCS staff with high levels of expertise in the area of instructional technology. Topics are determined from the results of a needs assessment survey distributed to the staff each spring.

SMCS receives approximately 48% E-Rate discount on Internet services received from the A-site, local telephone services provided by TSC, and long distance services provided by Quest. SMCS has applied for the discount to be removed from the original bill. SMCS does not receive any discount money back from the vendors.

How do we know we are getting there?

The technology department and the technology committee will continually meet throughout the school year to determine what progress has been made in policy development. The technology committee has the ability to communicate via emails, surveys, and/or teacher meetings with the teaching staff and relay the information back

to the technology department. The E-Tech Ohio BETA survey is another way in which the technology department can gather indicators of success used to assist in assessing the progress of SMCS. In addition, the annual needs assessment assists the SMCS with evaluating the comfort level of the teaching staff with available technology.

How do we sustain the focus and momentum?

The technology department relies heavily on the input and advice of the A-site. The support staff at the A-site helps us research costs of hardware, software, web-based services, and peripherals. The A-site will help us negotiate with the larger vendors and try to get SMCS the best price possible. SMCS also belongs to the Southwestern Ohio Educational Purchasing Council (EPC). The EPC consortium also negotiates with large vendors to get the consortium the best price possible on technology related items.

The A-site will continue to help the technology department research and evaluate educational technology initiatives suitable for SMCS. Technology funding will continue to be a struggle. Due to lack of state and federal funding, the technology department will need to continue to look for outside funding sources of any kind whether it is grants or monetary donations. There is a technology fee charged to the students to buy peripherals, upgradeable parts, classroom enhancements, network/server upgrades, web-based software, and other items deemed necessary by the technology department.

The technology department and the technology committee will need to continually meet throughout the school year to determine what progress has been made in policy development. The technology committee has the ability to communicate with the teaching staff and relay the information back to the technology department.

3.2 Analyzing District Leadership

Awareness - These administrators do not use technology. An expectation to use technology with students and staff is not expressed nor do the administrators support the staff in the use of technology.

Adoption - Administrators have access to technology but don't use it on a comprehensive basis. Educators in the building are expected to use the technology but not in a powerful way to improve student achievement. Leaders support staff in developing technology skills.

Exploration - Leaders encourage and support educators in the use of technology, but the use may not be pervasive throughout the system. Administrators use technology and see some benefit.

Transformation - Leadership provides strong vision encompassing all aspects of educational technology. Technology is vital to administrators and is utilized in innovative ways on a daily basis. Administrators fully understand how to use the tools effectively in the classroom and to manage education.

	Where are we now?	Where do we want to go?
A.Instructional leadership, assessment and curriculum	Exploration	Exploration
B.Competencies/Standards (e.g. ISTE NETS-A)	Adoption	Exploration
C.Advocacy for technology	Adoption	Exploration
D.Measures and accountability for effective use	Adoption	Exploration
E.Role model in the use of technology	Adoption	Exploration
F.Professional development	Adoption	Exploration
G.Support for educational technology	Exploration	Exploration
H.Professional practice	Adoption	Exploration

How do we get there?

There is no policy currently in place to encourage administrators to be technology leaders and role models for the educational community. This is not a major point of emphasis for SMCS. According to the BETA survey, 89% of the staff surveyed rated the administrators as adequate or better in terms of being a leader for educational technology. The professional development opportunities offered each summer are available for the administration to attend. In addition, the technology department trains the administrators in a one-on-one setting on a needed basis.

How do we know we are getting there?

With the improvement of convenience and portability of technology, the technology department and technology committee will look to research ways in which administrators can improve the technology leadership role. The

technology department will work with the administration on what areas of technology will be investigated and develop criteria to evaluate the process.

Surveys to administration will assist in this process. Survey results will be analyzed and areas of need identified.

How do we sustain the focus and momentum?

The technology department will research possible technology avenues for the administrators. The technology department will work with the administrators to determine what their needs are to be able to utilize technology at the optimum level. The technology department will communicate with the administrators and the administrative meetings held throughout the school year.

3.3 Technology Leader/Coordinator Time Commitments

	Where are we now?	Where do we want to go?
Strategic/Project/Action Planning	1%	10%
Acquisitions/Procurement	8%	8%
Deployment/Implementation of Technology	5%	7%
Maintenance & Repair	60%	40%
End-user Technical Support & Training	5%	5%
Curriculum Alignment & Instructional Integration	3%	10%
Fiscal Management/Grant Applications	4%	5%
Superintendent Cabinet/Executive/Board Meetings	1%	1%
Tech Staff Development & Management	10%	5%
Policy Development, Monitoring & Enforcement	2%	4%
Evaluating New/Emerging Technologies	1%	5%
Other	0%	0%
Total	100%	100%

How will we get there?

The technology department will need to continue to offer professional development (PD) opportunities to the building technology reps. By offering these PD opportunities, the building technology reps will be able to fix/correct more problems in the buildings throughout the district. In turn, this will decrease the number of work orders submitted to the technology coordinator and technology department. With the added position of a part-time technology support person, will help alleviate additional maintenance and repair duties from the technology coordinator and network administrator.

How will we know we are getting there?

The technology department will be able to monitor the number of work orders submitted and compare from years past on whether the number of work orders have decreased. The technology department will also be able to look at what areas of technology that seem to be causing the most work orders and plan PD to help improve those areas of concern.

How will we sustain focus and momentum?

The BETA survey is a tool that can be used to determine areas of importance that the technology coordinator needs to improve on to help improve technology in an educational setting. The technology coordinator will work with the technology committee on areas of importance and focus. The technology committee can survey the teaching staff and determine areas of emphasis in educational technology.

3.4 Compliance

The Children's Internet Protection Act (CIPA) is a federal law that mandates Internet filtering, acceptable use policy, student monitoring and public awareness, among other things. CIPA compliance is a requirement for E-Rate program participation for all eligible services other than Telecommunications services. In order to memorialize your recognition of and compliance with the requirements of CIPA, enter the date your organization completed all CIPA compliance measures:

May 15, 2000

Technology Infrastructure, Management and Support

4.1 Networking, Internet & Telecommunications

"Where are we now?"

None - This technology does not currently reside on the network.

Some - There are pieces of this technology residing on the network. It does not exist in all buildings or only in places.

Many - This technology is pervasive throughout the district and/or building.

"Where do we want to go?"

Decrease - We plan to decrease this technology on the network.

No Change - We plan to maintain the level of technology on the network.

Researching - We are investigating if we want to implement this technology on the network or if we want to increase or decrease this technology on the network.

Increase - We plan to increase this technology on the network.

	Where are we now?	Where do we want to go?
Thin/Network Clients	None	No Change
File and Print Sharing	Some	Increase
Internet Traffic	Many	Increase
Video Conferencing (IP)	None	Researching
Video Conferencing (ATM)	None	Decrease
Video On-Demand (local building/district server)	None	Researching
Video Streaming (Internet)	None	Researching
Voice Communications - Voice over IP	Many	Increase
Voice Communications - Centrex/PBX	Many	Decrease
Remote Access (Dial-up/VPN) to School Resources	None	No Change
Wireless	Some	Increase
Email	Many	No Change
Enterprise/Shared Applications (e.g., online grade book)	Many	No Change

	What is the current impact?
LAN Bandwidth	Increase
WAN Bandwidth	Increase
Internet Bandwidth	Increase
Telephone Circuits	Increase

How will we get there?

First, we plan to increase File and Print Sharing. We plan to do this as a result of teachers requesting that the network administrator give permission for more file sharing and printing applications. We also want to increase internet traffic to keep up with the changes with our A-site changing their ISP (Internet Service Provider) which will also allow us to gain more bandwidth. Video Conferencing (IP) is slated for researching because of the search for a flawless system before we invest in this service and costly equipment. We plan to continue researching VOD and Video Streaming; however, both are cost prohibitive for our district at this time. Our plans are to increase our wireless capabilities due to lack of space and an increase in laptop/notebook purchases. Increased access points will help us to better facilitate the use of this equipment.

Currently, to increase the speed of our LAN, we will need to continue to purchase gigabit switches throughout our district. With our fiber network, our district WAN has the ability to utilize multimode fiber and single mode fiber among buildings. We would like to utilize more of our fiber throughout our district WAN. As our A-site changes its ISP, we will be able to accumulate more internet bandwidth. In a partnership with TSC (Telecommunications Service Community), our recently installed Centrex VoIP phone system gives SMCS the ability to increase the telephone circuit traffic.

How will we know we are getting there?

As a technology committee, we will continue to survey our teaching staff, administration and support staff on the progress of file sharing and print sharing. With feedback from our staff regarding internet speed and productivity, we will be able to monitor internet traffic through our network software. For video conferencing, we will continue to attend workshops and conferences to explore the possibility of more cost effective equipment. The same evaluation techniques will be used when exploring our progress with VOD and Video Streaming. Teachers should be able to use wireless equipment throughout the building without transporting access points from classroom to classroom.

We will use OneNet funds to upgrade and purchase the switches and servers to meet the gigabyte criteria. We will also continue to work with TSC and upgrade the Centrex system as upgrades become available and are needed.

How will we sustain focus and momentum?

In order to be sure users have reliable and capable services from our network, we will continue to monitor the condition of our servers and switches with the assistance of our A-site and TSC.

4.2 Access to Technology

None - This technology does not exist in the building(s) and/or district.

Some - This technology is in the building(s) and district, but there are only a few in each location.

Pervasive - This technology is an integral part of the building(s) and district.

Late Adopter - Waiting until the technology is quite established in the field and fully tested.

Middle Adopter - Waiting until the first wave has been introduced into the school setting.

Early Adopter - One of the first settings to pilot and test the technology.

	Where are we now?	Where do we want to go?
Teacher to Computer Ratio (1:n)	1:5	1:5
Student to Computer Ratio (1:n)	3:1	2:1
Peripherals (e.g. scanner, digital camera)	Some	Some
Emerging Technologies	Middle adopter	Middle adopter
Assistive and adaptive hardware (e.g. Intellikeys, Alpha Smart) and specialized software	Some	Some

How will we get there?

SMCS plans to improve the student to computer ratio for more student productivity and less wait time for computer access. SMCS also wants to investigate the purchase of additional machines through the use of Permanent Improvement monies and partnerships with the elementary PTO's.

There are seven technology building representatives in SMCS. There are two building reps per elementary building and the technology committee would like to increase the number to three technology building reps per elementary building. In the junior high building, there are two building reps as well. In the high school, there is only one building rep. The technology committee would like to increase the numbers in the junior high and high school to three technology building reps in each building. The technology building reps help as a first level defense in troubleshooting technology in their respective buildings. The technology building reps report to the technology coordinator issues that can't be resolved via a technology work order. The technology coordinator assigns the technology work order to the technology coordinator, the network administrator, or the part-time technology assistant. Once the work order is completed, an email is sent to the technology building rep, the building principal, the technology coordinator, and the business manager to notify all parties involved that the work order is complete and what steps were performed to resolve the situation.

How will we know we are getting there?

SMCS will assess the progress toward planning, procurement, and upgrading technology as we review inventory and compare it to the student enrollment figures. SMCS will continue to evaluate surveys developed by SMEA (St. Marys Education Association) as well as the BETA survey developed by E-Tech Ohio. The technology coordinator will investigate teacher requests on new, up and coming technologies that are being piloted by school districts throughout Ohio. The technology coordinator will continue to read and research over the internet of new emerging technologies that are being developed for students and schools throughout the United States. The technology coordinator will communicate with experts via email/phone conversations in the areas of technology in

question.

How will we sustain focus and momentum?

The SMCS technology committee will meet continuously throughout the year to gather feedback from building staff as to the adequacy of the student to computer and teacher to computer ratios. The technology committee will communicate with experts in the field of educational technology/technology integration in the classroom and make site visits to schools similar to St. Marys. The technology committee wants to view schools that are utilizing proven practices of integrating technology in the educational setting.

4.3 Stakeholder Access to Educational Information & Applications

1. **None:** Our organization does not have this type of electronic system. We maintain paper records.
2. **Minimal:** Our organization utilizes some electronic documents to manage these systems and processes such as spreadsheets or word processor.
3. **Adequate:** Our organization uses database software to manage these systems and documents.
4. **Advanced:** Our organization shares this type of information using industry-adopted data standards and practices (e.g. SIF, XML-Web Services or EDI).

Tool

	Where are we now?	Where do we want to go?
Student Information Services	3 - Adequate	4 - Advanced
Instructional Applications	2 - Minimal	3 - Adequate
Data Analysis & Reporting	3 - Adequate	4 - Advanced
Grade Book	3 - Adequate	4 - Advanced
Library Automation	4 - Advanced	4 - Advanced
Facilities Management	3 - Adequate	4 - Advanced
Voice Telephony	3 - Adequate	4 - Advanced
Human Resources & Financial Management	3 - Adequate	3 - Adequate
Network Account Management	3 - Adequate	3 - Adequate
Transportation	3 - Adequate	3 - Adequate
Food Services	2 - Minimal	3 - Adequate

How will we get there?

SMCS is on a list waiting to convert from Student Information Systems (SIS) to Data for Student Learning (DASL). The conversion time will begin in the winter of 2007. Beginning the 2007-2008 school years, SMCS will be completely converted to DASL. The A-site has a 50 step process that SMCS must complete before the transition to DASL. DASL will be more windows-based compared to SIS which is text-based. In addition, DASL will offer more features than SIS can currently offer to SMCS. All staff will be able to access DASL for student testing information, teacher information, student demographics, attendance, lunch count, grades, and grade cards. Because DASL is web-based, staff will have access to important information from any internet connection. With this new system, teachers will be able to check on individual students and review data to determine where a student may be deficient and need additional instruction/intervention in specific curriculum areas. Also, teachers will be able to track their students test histories to compare progress on the state-mandated tests.

With the installation of the new Centrex VoIP phone system, SMCS looks to use the advanced features as conference calling, call forwarding, distribution calling, voice mail, and web-portal feature.

Food Services department is progressing into networking all of the registers to create district wide reports to track and monitor the success of the food services program.

How will we know we are getting there?

By using DASL, the district will require that the teachers use the online attendance feature and the online lunch participation feature. These two features will be part of the everyday operations of the classroom. With the planning of professional development throughout the school year by the curriculum staff, DASL will serve as an important tool to help schedule inservices based on the available data.

TSC will be instrumental in helping SMCS generate a report of how many conference calls are scheduled and how many members were involved with the conference calls. There will be professional development for staff

members on how to use the advanced features of the phone system. The technology department will serve as the moderator of the conference calls. Also, the department will keep a log as to how often the conference calls occur.

How will we sustain the focus and momentum?

With the implementation of DASL, the A-site will continue to upgrade the DASL system. Along with the system upgrades, the A-site will continue to train the technology department and district staff on the various features of DASL.

As more advanced features develop with the phone system, the technology staff will continue to work with TSC and develop a more efficient voice telephone system.

4.4 Educational Software

Never - When selecting educational software, this process never occurs.

Rarely - When selecting educational software, occasionally this process is followed.

Sometimes - When selecting educational software, we typically follow and/or incorporate this process.

Always - When selecting educational software, this process is always followed and/or incorporated.

Selection Processes

	Where are we now?	Where do we want to go?
Requirements gathering, feature/fit analysis to goal	Always	Always
Professional development planning for end users and support personnel	Always	Always
Criteria for evaluation developed - including alignment to ACS and curriculum	Rarely	Sometimes
Evaluation of demo copies	Sometimes	Sometimes
Implementation pilots	Rarely	Sometimes
Replacement cycle (upgrade, retire, new)	Always	Always
System requirements / technical and operational support	Always	Always

How will we get there?

As a district, there has been more of a movement to purchase web-based software and software packages utilizing a yearly update feature. By receiving the most recent updates, SMCS can continue to stay current with the software applications that it has to offer students and staff. SMCS will have to utilize the different types of funding and grants to pay for the software subscriptions and updates. In addition, the technology department will have to ear-mark a portion of money collected from student technology fees to go towards paying the software subscriptions that all students have access to such as the grade program and DASL. Whenever new machines are purchased, the latest operating system and productivity software (MS Office) on the market will be purchased with the machines.

How will we know we are getting there?

The technology committee will meet periodically throughout the school year and discuss the status of the software usage and requests by teachers and staff throughout the district. The technology committee will send members of the committee to software demonstrations, schools using potential software, or host presenters to investigate the software possibilities for the district.

How will we sustain focus and momentum?

With the purchasing of software services, the technology committee can compare when the services started with state-mandated testing scores and assess improvement during the time of usage. The technology committee can create a survey to see how often the teachers use the software services and make additional comparisons between the amount of time using the software and state-mandated testing scores.

4.5 Security

1. **None:** Organization does not have any of these policies or securities in place.
2. **Minimal:** The basic functions are present, but not all layers are addressed.
3. **Adequate:** The basic functions are present and all layers are addressed and integrated.

4. **Advanced:** The basic functions are present, all layers are addressed and integrated, and proactive monitoring with security response and forensic log analysis procedures are in place.

	Where are we now?	Where do we want to go?
AUP (Acceptable Use Policy)	Yes	Yes
User Account management and network authentication policies	3 - Adequate	3 - Adequate
Security zones	3 - Adequate	3 - Adequate
Wireless network security policies	2 - Minimal	3 - Adequate
Central log mechanism and review policy	2 - Minimal	3 - Adequate
Incident response procedures	2 - Minimal	3 - Adequate
Network security	3 - Adequate	3 - Adequate
Host Security	3 - Adequate	3 - Adequate
Data security / integrity	3 - Adequate	3 - Adequate
Anti-virus software	3 - Adequate	3 - Adequate
Spyware	3 - Adequate	3 - Adequate
Firewall	4 - Advanced	4 - Advanced
Filtering	4 - Advanced	4 - Advanced

How will we get there?

The technology department takes a strong stand on security and privacy in the WAN of SMCS. With the support of the A-Site, SMCS is able to track security breaches, internet incidences, viruses, anti-spyware, filtering issues, and network authentication. In the school year of 2006-2007, the A-site will be updating the software for the internet filter system and the internet logging feature. By updating these features, the technology department will have the ability to track network and internet traffic for longer periods of time.

How will we know we are getting there?

The technology department will update the spyware and anti-virus software throughout the school year. The technology department monitors the network security on a daily basis. Due to the improvement of the internet security software and filtering system, the technology department will log the number of incidences that occur throughout the year. The technology department will run scans for internet violations and network violations on a bi-weekly or monthly basis to determine if there is any misconduct occurring over the SMCS network.

How will we sustain the focus and momentum?

The security policies, issues, and consequences will need to be evaluated annually in the AUP. With the constant change in technology around the schools, new features are being developed via the internet and new media are being used to transfer information from one site to another. The technology committee, district administration, and technology department will need to continue to work with the A-site in staying up-to-date with the latest in security violation processes/issues.

4.6 Technology Support and Management

Support Ratios (1:n)

	Where are we now? (1:n)	Where do we want to go? (1:n)
Support Staff to Students	1:268	1:200
Support Staff to Teachers	1:21	1:14
Support Staff to Computers	1:88	1:50
Support Staff to Buildings	2:1	3:1

	Where are we now?	Where do we want to go?
Average Response Time (Days)	5.13	3
Service Level Agreement (SLA)	No	No
Full-time technology coordinator/director	Yes	Yes

How will we get there?

Currently, the SMCS ratio is one tech person per every 149 computers. SMCS needs to increase the training of technology support staff members so that there are three staff members per building to assist teachers and students with technology issues. SMCS would like to have 1 technology person for every 2 grade levels in the elementary due to the larger number of machines in the classrooms at the elementary level. There is one network administrator in the district. By adding a full-time assistant, network issues would be resolved and maintained more efficiently.

To improve response time, the technology department needs to improve in the area of providing troubleshooting techniques to technology building reps.

How will we know we are getting there?

The technology department is able to log the number of work orders submitted, canceled, and completed through its technology work order system. The technology department will be able to track issues with specific equipment, classrooms, or teachers. The technology department will be able to utilize the E-Tech Ohio BETA survey to help determine whether the teachers are being serviced in a timely manner.

How will we sustain focus and momentum?

The technology department will continue to monitor the technology work order system. The reports can generate amount of time it takes to complete a job/task, continuous problems with a specific machine, costs involved in replacing broken equipment, and any other tasks that require attention. The technology department will continue to meet with the technology committee to survey the district teaching staff and determine if there are technology issues that need resolved.

4.7 Total Cost of Ownership

None - This factor is not accounted for in the cost analysis.

Some - This factor has cursory consideration but is not a primary decision driver.

More - There is deliberate consideration for this factor, but it may not always be a primary decision driver.

Extensive - This factor is always considered in cost analysis and is a primary decision driver.

Process

	Where are we now?	Where do we want to go?
Vendor Relationships	Some	More
Procurement Plan	Some	Some
Specifications/Requirements/Fits Analysis	Some	More
Integration of donated time, materials or services	Extensive	Some
Deployment/Installation plan	Some	More
Initial Training and Professional Development	More	More
Evaluation of current external support costs versus new purchase	Some	More
Loss of institutional knowledge for replaced systems	Some	Some
Phase Out/Replacement cycle	Some	More
Disposal costs	None	None

How will we get there?

When purchasing machines for the district, the technology department looks at a minimum of a five year life cycle for the computer systems in the district. An important factor when purchasing the machines is the warranty. At this point in time, the technology department is purchasing computers with a four year warranty for all parts and labor. The computers that are purchased have the ability to be upgraded with generic parts which in turn will save the district money. The obsolete machines will be retired and transported to the Auglaize County Recycle Center. The technology department has established a yearly physical cleaning of the computers and quarterly cleaning of the hard drives utilizing various software programs to remove malicious and out-dated files.

How will we know we are getting there?

The technology work order system and EMIS, will allow the technology department to evaluate the inventory report to determine whether to purchase computers on a yearly basis no matter the situation or evaluate the computer systems and try to prolong the systems as much as possible to get the greatest longevity for the district's monies. With the current four year warranty on the computers purchased, the technology department

knows that the computers will be working for at least four years without any cost involved in purchasing replacement parts.

How will we sustain focus and momentum?

The technology department in cooperation with the technology committee will continue to survey the staff as to the satisfaction of the computers purchased and used in the classroom setting. The technology department will continue to look for the best possible price for the computer that has specifications to meet the needs of SMCS. Price and length of warranty are vital in the success of keeping the technology up and running for classroom teachers.

Budget and Planning

5.0 Budget

Budgeting is an essential component of any planning process. In Phases 1-4 of your tech plan, you have identified technology strategies that will help you 1) align with academic content standards, 2) administer your technology plan, and 3) implement your technology plan. Review Phases 1-4 and determine the costs associated with these technology strategies. In trying to effectively budget these technology costs, the planning team will need to eliminate redundancies and overlaps in the identification of technology components and phase in expenditures over the plan life-cycle.

	Where are we now?	Where do we want to go?			
	Current Fiscal Year	2006-2007	2007-2008	2008-2009	Total
Network/Telecommunications	21,000	22,800	25,080	27,588	75,468
Access to Technology	354,379.03 1	67,803.297	222,840.20 3	289,879.68 8	580,523.18 8
Shareholder Access to Educational Informational Applications	25,000	104,990.50 8	78,658.922	88,653.57	272,303
Educational Software	20,000	22,042	26,769.6	29,924.461	78,736.062
Security	22,000	22,800	25,080	27,588	75,468
Technology Staffing/Support	149,149.20 3	189,855.09 4	197,728.06 2	206,362.14 1	593,945.31 2
Professional Development	3,600	6,800	8,500	10,625	25,925
Consumables	16,146	16,500	20,550	25,597.5	62,647.5
Additional	10,000	16,400	19,300	12,000	47,700
Total	621,274.25	469,990.90 6	624,506.75	718,218.37 5	

Additional Items

Gigabit switches, Power Over Ethernet Switches, Servers, and Coaxial Cable Wiring. These items can be purchased with OneNet funds to help improve network efficiency.

Budget process details

The technology department went through the district's technology inventory list. The list contained acquisition costs and purchase dates of all technology inventory in the district. The staff went through the inventory list of machines and peripherals in the district. It was determined that the district would try to get five years of usage out of the previously purchased computers. After the five years, the machines will be phased out and new machines purchased as replacement machines. Next school year there will be 69 new machines purchased through Permanent Improvement Funds. The cost calculated is what the current cost of the machines are priced. At this point in time, the machines and software are priced at the current selling price. The other categories in the budget have a minimum of 5% increase up to a maximum of 10% increase added to the previous year's budgeted amounts. The highlights of the funding are relative to the current school funding process. The figures are conservative at this point in time due to the uncertainty of the school funding. The projected costs are estimated. With the change of technology in education and in society, there are many things, good, bad, and otherwise that can happen to influence the money spent on technology. At this point in time, the district is at the mercy of how society utilizes and perceives how technology should be used in the classroom.

How will we get there?

The district currently receives funds from community donations, federal title funds, grant resources, student technology fee, and E-Tech Ohio. The community donations, grant resources and E-Tech funds are unpredictable as to how much if any monies will be made available. The majority of the funds will come from the district General and Permanent Improvement funds as well as the student technology fee assessed to all students enrolled in the SMCS district. At this point in time, St. Marys is in line to receive SchoolNet Plus Round 6, but the amount of money to be received has not been determined. Other than the potential for SchoolNet Plus funds, there are no new funding sources to be accessed over the next three years other than student technology fee. There is a \$10 fee assessed to every student in the district. If all students pay their student fees, the fund will generate an estimated \$24,000 per year. This money is to be used for purchasing peripherals, desktop units, laptop units, and web services such as GradeQuick, Edline, and IT Direct

(Technology Work Order System). It will be a constant struggle to continuously have the district pay for technology into the school system due to lack of state/federal funding, state/federal budget cuts, and district conservation of funds. SMCS is trying to be conservative due to the financial crunch placed upon the district by the federal, state and local taxpayers. The district is looking to receive Ohio Schools Facilities Commission (OSFC) funding to improve the building conditions of SMCS. At this point in time, SMCS is in the pre-planning stages and will be trying to conserve as much money as possible and reallocate district funds towards the new building/renovation process. A possible tax levy or bond issue will be placed on the ballot within the next three years to determine what avenues SMCS will take to receive the OSFC funding. With the planning of the new school(s) in the district, the administration is researching different avenues in generating the most possible money with the least possible strain on the local taxpayers. The district will be evaluating the policies established by the Ohio Schools Facilities Commission (OSFC) as to how much technology can be purchased and what kind of technology can be purchased to make learning the best possible scenario for the students of SMCS.

Appendix A - Additional Documents

Description	Name	Date Submitted
Technology Cost Break Down	TechnologyCostBreakDown.pdf	April 25, 2006
Yearly Technology Costs	YearlyTechnologyCosts.pdf	April 25, 2006
Elementary Software	ElementarySoftware.pdf	April 25, 2006
Wide Area Network	WAN diagram.pdf	April 25, 2006
Technology Inventory Breakdown	TechnologyInventoryBreakdown2006.pdf	April 25, 2006
Important Web Links	TechPlanWebLinks.htm	April 26, 2006