

Technology Plan 2009-2012:
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Technology Plan 2009-2012: Section 2 - Introductory Material

Our Mission

The mission of the St. Clair County Regional Educational Service Agency is to ensure that all students within our service area are proficient 21st Century learners by the time they graduate.

Introduction and Background

The reality of globalization requires schools to infuse technology into teaching and learning. In order to meet basic literacy requirements in the Information Age economy, teachers and students must demonstrate a core set of technical abilities. However, these must go beyond simple computing skills – word processing, Internet searches, or presentation software – and include purposeful use of technology to collect meaningful data, accomplish core curricular goals, access multiple resources to solve problems, gather information, and effectively evaluate information veracity gleaned from these multiple resources.

The St. Clair County Regional Educational Service Agency (RESA) believes that in order to remain viable and competitive in a changing world, schools must offer a learning environment that prepares all students for the world of tomorrow. The environment must also stimulate every student's intellectual curiosity and provide real-world learning experiences.

We believe that technology can help us create such an environment, by enhancing access to information sources and promoting interactivity. Because technology is a vital part of today's world and will be a vital part of tomorrow, teachers, administrators, students and staff must be taught to use and appreciate technological resources.

Working in partnership with the districts we serve, RESA is taking great strides in making our technology dream a reality. We strive to enhance learning for all students in the following school districts: Port Huron, a middle-sized city environment; East China, Marysville, and Algonac, located in largely suburban areas; and Memphis, Capac, and Yale, located in rural settings.

Local alternative public school academies we charter and serve are the Academic Transitional Academy of St. Clair County, Blue Water Learning Academy, St. Clair County Intervention Academy, St. Clair County Learning Academy and the Virtual Learning Academy of St. Clair County. Our RESA campus is home to Woodland Developmental Center and St. Clair County Technical Education Center (TEC). We also charter the following vocational academies: Health Careers Academy of St. Clair County, Hospitality Academy of St. Clair County, Industrial Technology Academy, Information Technology Academy of St. Clair County, Public Safety Academy of St. Clair County, and St. Clair County Academy of Style, and.

The RESA serves approximately 25,300 students; more than 2,800 teachers and ancillary staff members; and more than 150 administrators. The RESA supports nine high schools, five alternative high schools,

11 middle schools, and 33 elementary schools, TEC, Woodland Developmental Center (for special education), and the academies listed above.

The RESA provides a fiber optic wide-area network that connects every public school building in our seven districts, the local libraries, St. Clair County Community College, and county and municipal government buildings. We offer Internet connectivity for most fiber-attached sites, and provide support for the videoconferencing capability that is available in every school building on our network. We also operate as an Application Service Provider, supporting our local districts' student record, finance, and media center applications.

Current statistics drawn from a variety of sources for St. Clair County

- 15.1% of county students have received special education services
- 46.2% of students receive free or reduced lunch
- 45.6% of students live in single parent homes
- 19.55% of county teens are high school dropouts.

While the county's unemployment rate for Q1 2009 was 17.3%. Michigan's state average unemployment for that same period was 12%, and the national average was 8.6%.

The median household income for students in our county is \$46,313. Eighty-two percent (82%) of adults in the community hold a high school diploma, with just fewer than 14.9% of adults aged 25 and older hold bachelor's degrees. Adults in our community are primarily employed in manufacturing (22%); education, health, and social services (17%); and retail (17%) industries. Nearly the entire population in St. Clair County (95%) is of a single race, including those who classified themselves as white (95%), those who said they are black or African American (2.4%), and those identifying themselves as Hispanic/Latino (2.6%). This data comes from the 2007 Census data.

Technology Plan 2009-2012: Section 3 - Vision and Goals

Vision:

We envision a day when all learners are connected through technology-rich environments to learning that prepares them to be confident, creative problem solvers, and global citizens who care about their culture.

There is a growing sense of urgency among educators, parents, policymakers and business people to provide students with skills that will enable them to compete with their peers internationally. These skills extend beyond the basics to new knowledge and skills that prepare students for a digital economy.

To be successful in the 21st Century, students must know how to:

- Think critically
- Apply knowledge to new situations
- Analyze information
- Understand new ideas
- Communicate effectively
- Collaborate
- Solve problems
- Make decisions

In recent years, schools have worked to create a sense of urgency for examining practice, defined belief systems and created cultures for reform, aligned curriculum with world-class standards, and have used data to narrow the target and measure progress. If we want our students to have the relevant 21st Century skills they need to succeed, we must now drive ourselves to better understand the ever-evolving technologies and their impact on learners and learning.

Our Goals

St. Clair County RESA will:

- Develop, implement, and promote strategies to increase access to technology for all students and teachers.
- Build upon our 21st Century learning initiative within the schools and community.
 - Improve communication with local districts and the community about new technology and improved ways to use existing technologies in the classroom.
 - Remove barriers that prevent students from using the technology from their everyday lives at school.
- Provide professional learning experiences related to technology integration for all staff, including RESA and constituent districts.
 - RESA Consultants provide teachers with practical examples, strategies, and models of technology integration to enhance student learning.
 - Assist teachers in becoming aware of and integrating the Michigan Educational Technology Standards (METS) into their curriculum.
 - Integrate principles of Universal Design for Learning in all professional development.
- Develop and implement innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including web based and video conferencing technologies.
 - Roll out RESA's Virtual Learning academy during the 2009/10 school year.
 - Expand the current shared classes and online learning opportunities.
 - Expand the current E2020 beyond credit recovery to include instructional support.
- Identify technology needs at the RESA and LEA levels.
 - Consult with the local districts to assess building-level needs for new or enhanced technology.
 - Make purchases or upgrades while maintaining interoperability among all components based on needs identified in the technology and student improvement plans.
 - Coordinate the acquisition and distribution of federal, state, local, and private financial resources (i.e. grants) to implement activities and acquisitions outlined in this plan.

Technology Plan 2009-2012: Section 4 - Curriculum Integration

Curriculum Integration

The RESA employs several people who work directly toward identifying and promoting curriculum and teaching strategies that integrate technology effectively into instruction. A concerted effort is made to collaborate among all RESA departments including: Administrative Services, Career and Technical Education, General Education, Special Education, and Information Technology. Staff members attend state, local, and national conferences and network with colleagues to stay abreast of new technology and innovative ways to use existing technology.

In 2007, RESA began our “21st Century Learning Initiative” This project involved bringing together stakeholders from all aspects of the learning communities across the entire county. The purpose of this initiative is to develop a wider awareness of existing and emerging technologies, and to find creative ways to impact education through the use of these and future technologies.

We have developed the following strategies to help districts meet their goals toward improving student achievement:

Strategy 1 - Work with local districts and RESA staff to enhance curriculum based technology by:

- Providing assistance with the integration of technology into all instruction for each K-12 curricular area, including building teachers' technological skills, sharing resources and innovative ideas, and modeling practical examples of ways to infuse technology into daily lesson activities.
- Working with RESA Curriculum Consultants to improve & maintain their technical skills.
- RESA Curriculum and Technology Specialists are charged with spending a majority of their time in district buildings assisting and training teachers and administrators. This includes technology training during teacher in-services as needed, but particularly modeling instructional techniques and integration of technology into the curriculum. Our Technology Consultants offer group training specifically on curriculum integration, data collection and analysis.

Evaluation:

1. Content area curriculum consultants will devote 25% of their in-district time to specific technology enhanced lessons where appropriate
2. All new teachers will be provided with orientation and training of the technologies available in the St. Clair County education system
3. Analyze the online assessments for participants of professional development, teacher self-assessments, and in-class observations of teachers by RESA Technology and Curriculum Consultants
4. Identify an instrument to measure teacher progress on a continuum of technology integration.

5. Increase first-time participation in these activities by 10% each year.

Strategy 2 – Work with local districts to develop and implement a data-driven decision process that enhances instruction.

- Create a culture in which curriculum and instruction decisions are based on the appropriate use of multiple sources of data.
- Facilitate local district’s ability to expand and maintain the current repositories of data.
- Provide professional development to teachers, staff, and administrators in the use and expansion of the capabilities of DataDirector.
- Work with teachers, staff and administrators to identify types of data and potential data sources for inclusion in DataDirector in order to provide a more complete representation of students.
- Work with districts to align Zangle student record system with DataDirector system.
- Facilitate a users group to provide support and collaboration in current and new uses for DataDirector.
- All districts have purchased DataDirector system as their central repository for data warehousing. A professional development plan is in place.

Evaluation:

1. All seven districts will use DataDirector to make data driven decisions with regards to curriculum and school improvement.
2. Increase the number of staff members trained in the use of DataDirector.
3. School improvement plans will be driven by data from DataDirector.
4. All local districts will have a written DataDirector Implementation Plan by the beginning of the 2009/10 school year.

Strategy 3 - Collaborate with schools, libraries, and other institutions beyond St. Clair County to make technology resources available to all students.

Evaluation:

1. Students from all seven St. Clair County public school districts will participate in shared (interactive TV) classes.
2. Increase the number of professional development opportunities delivered by interactive TV and/or other technological methods for county educational staff, including master’s degree level programs.
3. Increase the use of videoconferencing for curriculum content at all grade levels by 15%.

Strategy 4 – Provide assistance to districts for meeting the state mandated 20 hour online requirement for students through increased online applications.

Evaluation:

1. The number of courses developed by teachers utilizing Moodle LMS system will increase by 10% .

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2. The number of courses each district offers through online products such as E2020 and Michigan Virtual High School will increase.

Technology Plan 2009-2012: Section 5 - Student Achievement

Student Achievement

The RESA employs six full-time consultants (two for English/language, one each in math and science and two instructional technology consultants). The consultants spend their time supporting classroom instruction and student achievement through modeling, consulting, and facilitating professional learning experiences. As part of their mission to assist educators with strategies and resources to align curriculum with Michigan and national standards, consultants demonstrate ways to integrate technology into daily classroom activities.

Strategy 1 - RESA Consultants will train K-12 teachers in the use of technology and specific tools formulated for use in a Universally Designed 21st Century Classroom, including the following:

- Software to support core content learning.
- Web based media (Discovery Streaming, LearnPort, etc).
- Free multimedia presentation applications.
- Classroom response systems for both formative and summative assessments to drive student learning.
- Hands on technological tools such as: GPS, Geometers Sketchpad, Venier Probes, Lego Robotics, interactive whiteboards and graphing calculators.
- DataDirector to drive curriculum, support formative and summative assessment, and track student achievement.
- Model the use of new and existing technology to enhance the learning and assessment process.

Evaluation:

- On-going analysis of teacher evaluations of consultants' in-classroom demonstrations
- Analysis of requests for classroom modeling by RESA consultants.
- Analysis of the use of Discovery Streaming through the RESA on-site server sponsored by Discovery Education.

Strategy 2 - Consultants will continue to develop Web pages and electronic toolboxes that can be used as additional resources for teachers and administrators.

Evaluation:

- Written or on-line surveys distributed to teachers by consultants give us information in determining the resources teachers need.
- Requests for additional summer learning guides have increased.

Strategy 3 – Address the needs of students who are at risk of not graduating due to missed academic opportunities by creating a county wide credit recovery task force. The long term goal of this program is to replace the need for credit recovery with opportunities for intervention through the use of online and

other resources in advance of missed credit. RESA has also established a virtual school chartered to address the needs of students unable to meet the requirements of a traditional class setting.

Evaluation:

- The number of students in need of credit recovery will decrease and the number of credits that they need to recover will also decrease.
- The number of students able to successfully graduate will increase.
- Districts' graduation rates will increase and dropout rates will decrease.
- Increase the number of students eligible to continue to post secondary education.

Technology Plan 2009-2012: Section 6 - Technology Delivery

Technology Delivery

Based on a vision for 21st Century Learning in our schools, the RESA continually explores and evaluates technologies and develops programs to offer educational opportunities. Technology enables teachers and students to enhance the learning experience through:

- Provide opportunities for learning outside of the traditional time and locations.
- Online Coursework, Interaction communications with experts.
- Interactive communication with experts on a variety of topics.
- Virtual connection to interesting and significant locations around the world.
- Collaborative projects with others around the world.
- Gaming and other simulations.
- Web 2.0 collaboration tools.

Through the use of technology, we can overcome common obstacles or barriers detrimental to learning. Our local districts have embraced and supported our vision to create classrooms that will prepare students for success in the 21st Century.

We have completed the following phases in support of our vision:

- **Phase I:** Connect 12 local district high schools, three RESA campus sites, and the St. Clair County Community College and provide Multipoint Conferencing Unit (MCU) support for conferences of up to 12 participating sites – completed in 2000.
- **Phase II:** Acquire portable videoconferencing technology, install in local district elementary and middle schools, and train individual building staff on how to integrate videoconferencing into daily classroom activities – completed in 2003.
- **Phase III:** Add videoconferencing capability at the St. Clair County Learning Academy, the Academic Transitional Academy, and the St. Clair County Intervention Academy. The Pine River Nature Center has also added videoconferencing capability in its classroom space as well as mobile wireless videoconferencing across the 80 acre property – completed in 2006.
- **Phase IV:** Create an environment that supports learning-on-demand for course enrichment and credit through programs such as our Virtual Learning Academy and E2020.

The strategies described below detail our plans for delivering specialized or rigorous courses and curricula through the use of technology.

Strategy 1 - Expand our distance learning offerings through video conferencing, web based content, fully online and blended instruction in order to:

- Allow students to take courses that would not otherwise be available.
- Overcome scheduling conflicts (i.e. if two courses they want to take are offered by the school at the same time).

- Enable students to work at their own pace and access customized support.
- Provide credit recovery options.
- Offer specialized or advanced classes.

Evaluation:

Success of the program will be determined by:

- Number of courses accessed and percentage of students successfully completing.
- Feedback from student participation surveys.
- Feedback from high school counselor surveys.

Strategy 2 – Provide infrastructure and support for video streaming technology, and Learning Management Systems.

Evaluation: Students are more engaged in learning opportunities presented using multimedia as measured by:

- Usage reports.
- Classroom observations.
- User feedback surveys.

Strategy 3 - Expand video conferencing capabilities to the Pine River Nature Center to support improvements in math and science instruction and expand user base of Nature Center resources.

Evaluation: Increased access to the nature center's resources without increasing environmental impact, math and science test scores increase due to interactions with nature center staff and practicing scientists. This 06/07 initiative will partner with the county's ongoing PROM/SE math/science curriculum enhancement project to develop a thorough evaluation protocol to determine the achievement impact of Nature Center programming.

Technology Plan 2009-2012: Section 7 - Parental Communications and Community Relations

Parental Communications and Community Relations

Our educational technology plan is available on the St. Clair County RESA Web site at www.sccresa.org/tech plan. It is also available as a resource for our local school districts as they create their own technology plans. Our plan is reviewed and discussed during monthly advisory meetings and RESA's annual report.

The RESA website is a work in progress. Each department regularly updates with new information that will serve our constituent districts and broader stakeholders. The website is used as a portal for sharing curriculum and school improvement tools with other colleagues as well. We seek input from the public about website resources that will provide useful, value-added information.

In addition to RESA's website, a communication system is in place allowing parents and students to view and interact with the Student Information System. RESA hosts this system and provides implementation and support to all local districts.

Special audio and video products are produced by RESA, such as:

- *Dateline Schools* – both video and audio format available on TV, radio and Web.
- *Our Schools* – Interesting facts broadcast on local radio stations.
- Documentaries for use in the schools, libraries and community such as *Homelessness: It Could Happen to You*; *The Truth About Autism*; *A Treehouse for Everyone*.
- Instructional videos for schools and libraries (professional development, personnel management, etc.)
- *Culinary Confessions* – a cooking show featuring students from the St. Clair TEC

RESA is a collaborative partner with school and community organizations that provide educational opportunities for all. Some examples are:

- A program commemorating Law Day developed in conjunction with the St. Clair County 72nd District Court. RESA produced a video supporting the event which is incorporated in the program for middle school and high school students.
- A Port Huron Museum project to pursue a grant for portable distance learning technology.
- Author-Specialist-Knowledge (ASK) Program for students throughout the county to study lighthouses and meet with a lighthouse expert.
- Other programs currently under development covering such topics as Native American history, Thomas Edison, and a maritime program.

The strategies described below detail our plans for promoting parent involvement and increasing communication with parents and community.

Strategy1 -Share information about our technology vision and encourage public interest and support in the use of technology in the classroom by hosting a 21st Century Learning Symposium for educators, parents, students and community stakeholders.

Evaluation: Impact on stakeholders will be measured by attendance and feedback surveys.

Strategy2 –Increase parent communications and community relations by:

- Continually updating the RESA Web site to make it more navigable, attractive, and up-to date regarding programs and offerings, including technology.
- Creating marketing materials for distribution during professional development training, parent-teacher conferences, and other events.
- Broadcasting meetings to locations inside and outside of our district, including Blue Water Learning Academy Board of Education meetings.
- Conducting parent orientation meetings for Mathematics and Science Academy programs via videoconference.
- Creating a bi-monthly online newsletter to include information about technology in the classroom, legislation, local news, and a variety of other topics.
- Developing RESA-TV online video channel.

Evaluation: Public awareness is measured through feedback received through:

- Local media and RESA staff based on shows that are aired.
- Website hits will be tracked.
- Sampling of user feedback for RESA website.

Strategy3 – Monitor and expand the use of *Zangle Parent Connect* in all seven local school districts.

Evaluation: Measure participation and use by parents and students. Collect feedback from local districts regarding user input.

Strategy4

- Increase the number of video products produced for classroom and community use, and to improve the delivery and accessibility of these products.

Evaluation - Measure success through the following:

- Number of programs produced, created and aired by local districts.
- Analyze surveys and on-line assessments of program quality and educational value.
- Increase the availability of RESA produced videos on local cable access channels.
- Increase the availability of RESA produced videos to areas not served by local cable service.

Technology Plan 2009-2012: Section 8 - Collaboration

Collaboration

St. Clair County RESA works with the St. Clair County Court system to provide General Equivalency Diploma (GED) certification programs to the Intervention Academy and the Grant Education Center in Port Huron Area School District. In the fall of 2009 RESA will be working with St. Clair County Community College in supporting an adult workforce development program serving those who have limited or no high school education.

Technology Plan 2009-2012: Section 9 - Professional Development

Professional Development

The ultimate goal of our professional development offerings is to enhance learning for all students. Our broad focus is to lay the groundwork for integrating technology following Universal Design for Learning and Response to Intervention Standards, rather than focusing on skill development. We are approaching the planning and delivery of professional development from an integrated design that includes METS (Michigan Educational Technology Standards) and ISTE (International Society for Technology in Education) standards for technology and content expertise for all core areas.

A timeline for professional development offered by SCCRESA in 2009/2010 is attached in attachments A and B. This is a typical course offering guide and guides for future years will be created according to current needs in the educational community.

Strategy 1 - Structure every professional development opportunity to include technologies that best meet the learning goals, not technology for technology's sake.

Evaluation – Success will be measured by:

- The agenda and technology support requests reflect increased usage of the technology in all staff, professional development, and committee meetings.
- Regular meetings of Technology Coordinators, Curriculum and Special Education departments will be combined on a quarterly basis to assure success of integration efforts.

Strategy 2 – Learn and incorporate the technology tools that the students are using in their everyday lives into the learning environment.

Evaluation – We will know we have made an impact when:

- Members of the RESA Think Tank are comfortable using the tools.
- Feedback from participants at the 2nd Annual 21st Century Learning Symposium reflects an understanding of the need to adopt current and emerging technologies.
- The number of professional learning opportunities focused on technology integration and the number of participants in them will continue to grow.

Strategy 3 – Extend limited face-to-face trainings with online supplemental support materials and user groups to enhance and reinforce the learning.

Evaluation: Success will be measured by:

- The increase in the number of support materials available on our web site.
- Growth in the number of web hits on the resources.

- RESA staff will become efficient in developing online resources such as: Podcasts, Protopages, RSS feeds Blogs, etc.

Technology Plan 2009-2012: Section 10 - Supporting Resources

Supporting Resources

St. Clair RESA utilizes and makes available a variety of resources to support the effective use of technology, both on the RESA campus and within the local districts.

Some of our supporting resources include:

- Policies, such as an Acceptable Use Policy for computer & Internet usage and one that prohibits employees from using software purchased with RESA funds for personal use.
- Web site continuously updated, that contains information about professional development offerings, and training schedules, links to 21st Century resources, curriculum support.
- Web based curriculum software provided to schools.
 - Grade and subject specific toolboxes that contain lesson plans, worksheets and student learning tools.
 - Links to subject and grade specific websites supporting state curricula.
- Dedicated on-site United Streaming server to better serve our districts
- County wide online curriculum collaborative is provided through E2020.
- Creation of a virtual high school targeted toward expelled and dropped out youth.

Our staff provides support to meet the needs of the RESA and districts throughout the county. We facilitate monthly technology coordinator meetings that include RESA Information Technology staff and district technology representatives. In these meetings we discuss the use of technology in the schools, including current software and hardware in use, recommendations for software and hardware standards, and discussion of local needs and concerns. This agenda also includes a component for technology coordinator professional development. Local schools consult with RESA staff to ensure adherence to the standards, obtain assistance on bids for hardware and software, etc.

Technology Plan 2009-2012: Section 11 - Current Status of Technology and Infrastructure Needs

Current Status of Technology and Infrastructure Needs

St. Clair RESA manages a wide area fiber optic network that provides on-demand data, voice and broadcast quality video capability throughout the county. On- and off-network videoconferencing capability is installed in a dedicated classroom in every high school, and portable videoconferencing carts are in every elementary and middle school building. This technology permits access to experts, specialists, and learning resources around the world for every student, teacher, and administrator in the county.

A video production studio provides capabilities both internally and for our constituent districts. It is used to produce educational resources and television programming.

Strategy 1 – Implemented computer obsolescence cycle. Twenty five percent of all computers and servers are replaced each year under a single purchase with budget support from the RESA Administrative Cabinet and Board of Education. Because computers are replaced every four years, RESA staff is assured of having some of the latest technology available in the county. This allows our employees to research and model 21st Century technologies in teaching and learning for district staff.

Some high cost servers are replaced less frequently, but all mission-critical servers are kept on manufacturer or third party maintenance contracts for the life of the equipment.

Local and Wide Area Network electronics are replaced and upgraded as needed, with IT engineers monitoring network performance to anticipate growth patterns. Wide Area Network electronics bandwidth and performance are also monitored to ensure quality service to local districts.

Evaluation: Hardware performs at adequate levels to support daily work needs and to permit research on new educational technology innovations measured by fewer trouble calls from end users. IT staff have reduced time spent troubleshooting legacy hardware – measured by number of trouble tickets and time spent on hardware problems as logged in help desk software.

Strategy 2 – Implement system for software purchase and inventory control. Software has traditionally been purchased by each department on an as needed basis, frequently resulting in too few or occasionally too many licenses being purchased or masking opportunities for volume discount purchasing and automated installation. These inefficiencies all result in extra effort by many RESA staff. Software purchases will be centralized in the IT Department, and a comprehensive software inventory system will be implemented to track licenses and identify opportunities to increase efficiency.

Evaluation: All users have access to licensed copies of software necessary for their jobs. Software inventory and purchase records are centralized and easily accessible.

Strategy 3 – Provide administrative data support and data warehouse systems for county schools

Evaluation: All data is entered, stored, and accessible to appropriate personnel, measured by frequency and type of calls submitted to support staff. Local, state, and federal reporting requirements are met in a timely fashion, measured by successful data/report submissions. Districts have confidence that data systems meet their needs and are performing appropriately, measured by number and severity of issues escalated to the Chief Operating Officer of Information Technology and/or Superintendents' Council.

Strategy 4 - Expand access to educational resources beyond fixed computers and classrooms through wireless networking and emerging technologies.

Evaluation: Staff professional development surveys indicate training is more effective; trainers report improved delivery of material; staff is more effective using technology in their classrooms. Student engagement in lessons delivered using wireless technology is evident in higher completion and accuracy rates for homework, improved test scores and demonstrated mastery of material.

Strategy 5 - Continue to maintain and expand our fiber connections to add new sites and/or provide alternative connections to sites where fiber connection is not feasible via wireless technology. Update network technology as required.

Evaluation: All school buildings have cost-effective access to the same technology resources. System uptime, network performance supports educational needs.

Strategy 6 – Support effective telecommunications services for RESA employees and decrease overall county telecommunications costs (ongoing).

Evaluation: Telecommunication service is stable and meets the needs of buildings, districts, and the community, measured by log of outages or number of incidents that telecommunications services were unavailable.

Strategy 7 – Videoconferencing equipment upgrade, support, and maintenance

Evaluation: System will be upgraded to support both Standard and High Definition video at a price our districts can afford.

Technical Support

To address technical support, the RESA has a dedicated technical staff comprised of 30 Information Technology staff that includes two Technology Curriculum Consultants in the Education Services Department.

The IT staff includes network engineers, telecommunications specialists, and application specialists who provide support and training for our districts. Staff members are available during business hours utilizing a computerized help desk/trouble tracking system, and an on-call procedure is in place for after hours and weekend needs. Each local district in the county employs technical staff and trainers, and receives supplemental services through the RESA.

Education Services consultants spend most of their time working with teachers and students in the classroom providing educational staff in-service training and modeling of technology integration into the curriculum.

Professional development for our technical staff is available through a variety of sources, based on the needs assessed as we track our maintenance requests and upgrade or purchase new software or hardware. We contract services from outside sources for specialized training in administrative finance and student applications. Vendors provide on-site, hosted, and distance learning training for their own products. The IT staff stays abreast of current developments by attending seminars and workshops on relevant technologies. They also maintain contact with colleagues and attend conferences to learn about trends and developments in distance learning, telecommunications and other technology.

Technology Plan 2009-2012: Section 12 - Increase Access

Increase Access

Every teacher on St. Clair RESA's campus has access to his or her own dedicated computer with access to shared network space, e-mail and Internet. Teachers at both the Technical Education Center (TEC) and Woodland Developmental Center have direct access to a countywide student information system that will provide attendance and grade information to their desktops.

Every classroom on campus also has at least one computer, with many programs at TEC providing one laptop per student based on course need. Several TEC programs also have access to carts of laptop computers equipped with wireless network capability, providing access to computers and the Internet wherever optimal learning can occur within their non-traditional classroom settings.

Strategy 1: The RESA provides 21st Century technology tools, with a focus on Universal Design for Learning, for teachers to assist all students with special needs. Recognizing that each child learns in his or her own way, many of the "low-tech" tools are applicable to general education as well as special education students.

The RESA participates as part of a Region IV Assistive Technology Consortium with seven other ISDs, including: Jackson, Lenawee, Macomb, Monroe, Oakland Schools, Washtenaw, and Wayne RESA. The purpose of the project is to explore ways in which assistive technology can help students with mild disabilities, as well as at-risk learners, within the general education curriculum. Some or all of these tools and others are used with students in local school resource rooms.

Evaluation: Student success with technology tools is measured through classroom testing, student self-assessments, and pre- and post- writing samples judged using the MEAP rubric.

Project success will result in:

- Increased participation for students with mild disabilities in the general education classroom, as well as for students considered at-risk, with emphasis in reading and writing across the curriculum. The level of improvement will vary by students. Students are expected to reach the goals listed on their Individual Education Plan (IEP). Fewer students pulled out of the regular classroom for special education classes are one indicator we use to determine program success. The overall goal is for all students in the classroom to be successful (able to complete assignments, pass tests, etc.) at their current grade level.
- Improved student achievement in the state benchmarks for Language Arts. Success will be judged by an improvement in MEAP scores for all students.
- Increased teacher awareness and use of technology (with students). This will be measured through teacher self-assessment (pre- and post-Strategies and Tools to Enhance Learning for All) and in-class observation by trained RESA staff (special education staff and/or Technology Consultant) of teachers using the technology.

- The production of a video to build interest in and support for the program was completed during the 05/06 school year.

Future goals include:

- Training RESA Education Technology staff who can then demonstrate integration of assistive technology in special education/resource rooms as well as general education classrooms (ongoing).
- Building increased assistive technology awareness and implement Universal Design for Learning (UDL) principals in local district classrooms.

Strategy 2: For students with special needs that require more intervention, the RESA continues to maintain and update a "lending library" to ensure that assistive technology devices and services, are made available on a trial basis to a child with a disability if required as part of that child's (a) special education; (b) related services; or (c) supplementary aids and services.

The catalogued library is maintained at the Woodland Developmental Center (our special education center for moderately and severely cognitively and physically impaired students). Four or five additional items are added each year, dependent on cost, based on suggestions from teachers, aides, and parents. At the present time, approximately \$6,500 worth of high- and low-tech devices and aids, including an assortment of touch screen communication devices, pad switches, software, classroom kits, and written material we have purchased are housed at the library.

Evaluation: A log is kept to track equipment and material that are checked out of the lending library. Using the log, we are able to monitor the number of tools local districts are using and the number of students impacted. Since the library's inception in 2000, all seven of our local districts, including Woodland Developmental Center staff, have checked out items. Numerous students are impacted by these high- and low-tech tools during the school year. In addition, all districts were given a copy of Boardmaker with software updates (CD's to create interactive books for students) to use with autistic and other special needs students. To guide our purchases, we review teacher requests quarterly to determine the best tools to meet student and classroom needs.

Strategy 3: RESA continues to be involved in initiatives for assisting special needs and economically disadvantaged students. Initiatives include:

- Neighborhood Network Grant Project – partnership with the City of Port Huron to create a staffed computer lab with technical and program support at a low-income housing development.
- Assisting a rural area to develop a high-speed wireless internet access point for residential use.
- Exploring alternative methods, using technology to meet the needs of students with IEPs.

Evaluation: Successful completion of projects and the continuation of investigating new initiatives.

Technology Plan 2009-2012: Section 13 – Budget

St. Clair RESA has general fund designations projected for all of these expenses. In a few cases, high cost items have been planned over multiple years and will be paid from capital project funds.

Category	2009/10	2010/11	2011/12
Salaries	\$1,618,007	\$1,618,007	\$1,634,187
Benefits	\$784,690	\$863,159	\$949,475
Travel - local district support	\$14,575	\$15,000	\$15,000
Conferences & Training	\$9,475	\$4,735	\$4,735
Supplies	\$100,117	\$100,000	\$100,000
Office supplies			
Training materials			
Videotapes, CD/DVD, backup tapes, etc.			
Equipment < \$5000	\$42,884	\$43,000	\$43,000
Contracted Services	\$53,543	\$53,500	\$53,500
App & network maintenance & licenses	\$580,438	\$580,000	\$580,000
Videoconf. Maintenance & licenses	\$12,000	\$12,000	\$12,000
Internet trunk costs	\$86,000	\$86,000	\$86,000
Telephone switch expenses	\$12,500	\$12,500	\$12,500
Distance learning circuits	\$53,500	\$53,500	\$53,500
Computer/server obsolescence (~100 computers & 8 servers per year)	\$173,179	\$180,000	\$180,000
Studio Switcher	\$12,000		
Replacement of student servers	\$127,000		
SQL Database Upgrade	\$35,000		
Finance and backup server replacement	\$325,000		
PolyCom Replacements	\$127,000		
	\$4,166,908	\$3,621,401	\$3,723,897

Technology Plan 2009-2012: Section 14 - Coordination of Resources

Coordination of Resources

St. Clair County Regional Educational Service Agency general funds include money for technology expenditures and are coordinated with any available local, state, and federal resources to eliminate duplication of spending and to maximize the benefit to the local school districts. The district superintendents accomplish this through a collaborative effort between the Board of Education members at the RESA and local school district levels.

Additionally, membership in consortia such as the Multi-District Fiber Consortium (comprised of Genesee, Lapeer, Saginaw, and Shiawassee service agencies), Midland and St. Clair and the Greater Thumb Telecommunications Consortium (GTTC), made up of Genesee, Huron, Lapeer, Sanilac, Tuscola and St. Clair County service agencies, along with the St. Clair County Community College, and REMC allow volume purchases, shared resources, and collaborative opportunities across a wide geographic area, each with unique skills and abilities. These groups develop regional professional development activities, share technology resources, deliver classes, and collaborate on mutually beneficial projects in a number of areas.

RESA is active in several statewide purchasing collaborative such as the REMC Association Cooperative Purchasing Program, Macomb/St. Clair Business Officials Purchasing Program, Food Cooperative Purchasing Program, Thumb Beverage Consortium, MiCTA, and others.

State and federal resources in the form of state aid, categorical funds, grant money, and Universal Service Funds will be used to address specific needs for which the funding was intended. Local resource coordination occurs at the building, district, and community levels and involves many stakeholders.

The RESA has a grant writer on staff to assist the local districts in researching grants and completing grant applications. As ideas for projects to enhance student learning are developed, we are searching for appropriate grants to fund them.

Some of our current funding sources include:

- State and Federal funding.
- Universal Service Fund for Telecommunications.
- Local district funding (district schools pay a portion of some RESA staff salaries to cover such costs as communications projects and curriculum consulting fees, as well as Internet services fees).
- Funds from contracted services (for example, the City of Marysville pays the RESA to manage the city's computer network).
- Grant funding.

St. Clair County RESA owns a fiber network connecting all public school buildings and libraries. This network provides telephone communication services for the RESA and the seven public school districts it serves, reducing local and long distance costs.

Technology Plan 2009-2012: Section 15 - Evaluation

Evaluation

Evaluations are the responsibility of the individual departments initiating those strategies as listed throughout this plan.

St. Clair RESA Tech Plan Management Committee

It is the responsibility of this committee to oversee the development, implementation and evaluation of the St. Clair County RESA's Technology Plan.

Committee membership includes:

- Dan DeGrow, Superintendent
- Dennis Buckmaster, Chief Operating Officer of Information Technology
- Sandy Vince, Chief Financial Officer of Information Technology
- Terry Harrington, Assistant Director of Education Technology
- Jim Cowden, Assistant Director of Education Services/Instructional Technology Specialist
- Joanne Hopper, Director of Education Services
- Charles Andrews, Director of Administrative Services
- Pat Yanik, Director of Career & Technical Education
- Janice Frederick, Director of Special Education

RESA Technology Plan Review Team

This team is ultimately responsible for the regular update of this plan. They also advise school district representatives and review district plans. Team members include: Dennis Buckmaster, Jim Cowden, Sandy Vince and Terry Harrington.

Summary of Met and Unmet Goals

- Utilize technology specialists/trainers to provide all school personnel with continued opportunities to become skilled technology users by the year 2012. We provide ongoing regularly scheduled computer training sessions, plus instruction based on individual school's schedules, before or after school hours, so there is little disruption to the school day. Our Technology Consultant offers training ranging from the use of basic operating systems to full application instruction.
- Assist districts in implementing the state standards and benchmarks for the integration of technology into the classroom. Our consultants provide training in subject and age-specific software/hardware and help to integrate current technology into the classroom while complying with state standards and benchmarks. This is a continuous process since changes to the curriculum and available technologies are evolving based on students' needs and Michigan

Educational and Assessment Program (MEAP) and Michigan Merit Examination (MME) results.

- Provide consulting services and model the integration of technology into the K12 and adult education curriculum for enhanced delivery of education and expanded learning opportunities. Our consultants model the integration of technology in classroom activities and the curricula while complying with state standards and benchmarks. All training is presented with suggestions and ideas as to how technology can be used in the specific age and subject appropriate manner. Our training and curriculum specialists spend 80% of their time in the classroom. They model math, science, and language arts lessons and teaching methods including the principals of Universal Design for Learning, integrating the use of technology to enhance student learning.

Technology Plan 2009-2012: Section 16 - Policies

ST. CLAIR COUNTY RESA BOARD POLICY ON-LINE COMPUTER SERVICES

PURPOSE

This policy authorizes the District to offer access to the Internet and other on-line informational computer services to students, teachers, and other faculty consistent with District regulations and procedures regulating the appropriate and lawful use thereof.

PHILOSOPHY

The District has the capability of offering access to the Internet and other on-line computer informational services. Access to these services enables users to exchange electronic mail messages with other users and to explore thousands of internet resources libraries, databases and bulletin boards, throughout the world. Use of the Internet and other on-line computer services is a privilege which can be extended to students, teachers and other faculty as a means to enhance learning opportunities.

On-line computer services can be a valuable resource and asset to the community. They can also be a tool for illegal, inappropriate or objectionable use of the District's computer resources. With these facts in mind, the District recognizes it has a need to regulate the use of the District's computer services. Adequate regulation necessitates rules and regulations for the use of the online services and the agreement of all users to comply with them prior to permitting access.

POLICY

The District supports offering access to the Internet and other on-line computer services to students, teachers and other faculty. In order to provide this access in a responsible manner, the District shall implement regulations and user agreements which prohibit inappropriate, illegal or objectionable use. To ensure compliance, the regulations will allow the District to monitor online computer use and to review, edit and remove any stored materials. Violations of District procedures or regulations will result in termination of access rights and/or appropriate disciplinary or legal action. Prior parental permission will be required for use by an unemancipated person under 18 years of age who desires to use the District's on-line computer services.

The District shall implement a technology protection measure. As required by the federal Children's Internet Protection Act (CIPA), this measure shall protect against access through District computers to visual depictions that are obscene, child pornography or otherwise harmful to minors.

The District further supports offering internet access by dial-in modem at home to teachers, administrators, and Board members (at no cost). Such access is only provided to current employees, and will be revoked when a position is vacated. This service is provided without technical support and is not covered by the District's technology protection measure. However, use of the District provided dial-up internet access is subject to all rules and regulations of this policy. Users are solely responsible for

online conduct under the password enabled by the District, and must not share these codes or otherwise permit their use to unauthorized people.

This policy replaces the previous Board approved policy dated March 19, 2001.

Board Approved: May 17, 2004

ST. CLAIR COUNTY RESA TECHNOLOGY RESOURCES ADMINISTRATIVE REGULATION

RULES AND REGULATIONS

It is the Policy of the Board of Education of the St. Clair County Regional Educational Service Agency (the “District”) to allow District employees and students to access the District’s technology resources for educational purposes. The District’s technology resources include District owned, leased and/or controlled computers, servers, routers, cables, programs and other technology equipment and resources, including access to the Internet, e-mail and other on-line services.

District employees and students may, in the discretion of the Superintendent or designee, be assigned a password which will permit access to the Internet and other on-line services. The assignment of a password and the use of the District’s technology resources are considered to be a privilege in which District employees and students have no entitlement or property, liberty, privacy or other interest. This privilege may be revoked, in whole or in part, at any time at the discretion of the Superintendent or designee.

The District’s technology resources will enable users to access on-line information from around the world. Much of this information is non-educational and may be illegal or inappropriate. The District has implemented a technology protection measure that protects against access on the District’s computers to visual depictions that are obscene, child pornography or otherwise harmful to minors, as defined and required by the federal Children’s Internet Protection Act. This device also protects against access to other material that may be inappropriate. However, this measure does not protect against access to all information that is inappropriate or illegal.

District employees and students are expected to exercise good judgment and discretion in the use of the District’s technology resources. Any unlawful or inappropriate use of these resources is strictly prohibited. The District, in no way, assumes any responsibility for actions of users that could result in criminal or civil legal sanctions.

Below is a list of basic rules and regulations that District employees and students are required to know and which apply to any use of the District’s technology resources:

1. Users are responsible for knowing and following all federal, state and local laws and regulations which regulate the information available on the Internet and other on-line services.
2. Users are responsible for knowing and following all District policies, rules and regulations which regulate the use of the District’s technology resources, including the Internet, e-mail and other on-line services.
3. District employees and students are expected to always exercise good judgment and discretion and to limit the use of the District’s technology resources for educational and job-related purposes.

4. The District Superintendent or designee, at his/her discretion, may deny, revoke or suspend passwords to the District's technology resources. Any such decision is final and shall not be subject to review or appeal.
5. District employees and students have no property, liberty or other interest or expectation of privacy in the use of the District's technology resources. The District administration reserves the right to monitor and review any material accessed, reviewed or stored in connection with the use of District technology resources. The District may edit or remove any material placed or stored on the District's technology resources which the Superintendent or designee, at his/her discretion, determines may be inappropriate.
6. Use of the District's technology resources in violation of federal, state or local laws or regulations, including but not limited to copying material protected by copyright laws, violation of criminal laws or transmitting any material that is threatening or obscene, is prohibited.
7. Use of the District's technology resources for private, personal, commercial or business activities, including but not limited to personal e-mails, chain letters, advertising, promotion, purchasing and/or political lobbying is prohibited.
8. Use of the District's technology resources in a manner that is inappropriate or could be considered offensive by others is prohibited. The Superintendent or designee has the authority to make the final decision on what is deemed to be inappropriate use of the District's technology resources. Examples of inappropriate and/or offensive use include the following:
 - a. Sending, receiving or displaying terms, messages or pictures which could violate the District's non-discrimination or other policies, could be considered obscene or pornographic or could be deemed to be offensive by a reasonable person or which are otherwise determined to be inappropriate by the District Superintendent or designee
 - b. Harassing, insulting, stalking, attacking or invading the privacy of others.
 - c. Any use which could reasonably result in damage to the District's technology resources.
 - d. Using another user's password.
 - e. Giving your password to another person.
 - f. Unauthorized invading or trespassing into directories, servers, folders, work or files that are not yours or to which you have not been given District approval to access.
 - g. Intentionally wasting resources.
 - h. Divulging personal information about yourself or others to strangers (including addresses, telephone number, credit card numbers, access code or other personal or confidential information).
 - i. Unauthorized installation, removal or modification of computer hardware, software or network connections.
9. Users will be held accountable for all activity that occurs under their user account and password. Therefore, it is the user's responsibility to change passwords/access codes regularly, to use difficult passwords and to ensure that passwords are not written down or shared with others. District computers are equipped with temporary locking mechanisms in software, which should be used when away from the computer.
10. Do not divulge username or password information via e-mail or over the phone. Information Technology staff will not ask for passwords in these manners. Information Technology also does not keep written records of passwords, thus cannot provide a user with that information.

Forgotten passwords will be reset to a onetime password that **MUST BE CHANGED IMMEDIATELY**.

11. User data is backed up and protected when stored on the District's local area network servers. Data stored on local hard drives is not protected, and is the sole responsibility of the user.
12. Software may only be installed by the District's Information Technology department. The Information Technology department requires proof of license in the name of the District before proceeding with any software installation. Any unauthorized installation, duplication or distribution of software or other copyrighted material is strictly prohibited.

PENALTIES FOR VIOLATION

If it is determined by the Superintendent or designee that a user has violated one or more of the rules and regulations which apply to the use of the District's technology resources, the User will be appropriately disciplined. Possible discipline shall include up to and including dismissal or expulsion from the District. Violations of a criminal nature may also be reported to law enforcement agencies for appropriate prosecution. The District prohibits and assumes no responsibility for the unlawful actions of any user.

USE AGREEMENT

Prior to any District employee or student receiving permission to access the Internet or other online services through the use of the District's technology resources, the person is required to have on file with the District a signed Appropriate Use Agreement, which is approved by the Superintendent or designee. For students under the age of 18, this agreement must be signed by the student's parent/guardian.

**ST. CLAIR COUNTY REGIONAL EDUCATIONAL SERVICE AGENCY
EMPLOYEE APPROPRIATE USE AGREEMENT**

I have read and I understand the terms of the St. Clair County Regional Educational Service Agency Administrative Regulation on the use of District's technology resources. I understand that as a condition of my using these resources and/or obtaining a password, I must abide by the law and the District's rules and regulations for access and that the failure to do so may result in me losing my privilege to use the District's technology resources, other disciplinary action and/or criminal or civil legal sanctions.

I hereby agree to fully comply with the law and the District's rules and regulations which apply to my use of the District's technology resources. I further understand and agree that the District is not responsible for my violations or misuse.

Signature: _____ Date _____

Name (please print): _____

**ST. CLAIR COUNTY RESA
STUDENT APPROPRIATE USE AGREEMENT
AND PARENT PERMISSION FORM**

I have read and I understand the terms of the St. Clair County Regional Educational Service Agency's Administrative Regulation on the use of St. Clair County Regional Educational Service Agency's technology resources. I understand that as a condition of my using these resources and/or obtaining a password, I must abide by the law and the District's rules and regulations for access and that the failure to do so may result in me losing my privilege to use the District's technology resources, other disciplinary action and/or criminal or civil legal sanctions.

I hereby agree to fully comply with the law and the District's rules and regulations that apply to my use of the District's technology resources. I further understand and agree that the District is not responsible for my violations or misuse.

Signature: _____ Date: _____ Name
(please print): _____

Note: If this form is being signed by an un-emancipated student who is under the age of 18, the below portion must be completed.

As parent/legal guardian of the person signing above, I grant permission for my child to access the District's technology resources, which includes accessing the Internet and other on-line services. I have read and agree to the St. Clair County Regional Educational Service Agency's Technology Resources Administrative Regulation, and understand that the RESA is not responsible for violations or misuse by my child. I understand that my child's password can be used to access information from computers outside the school community, some of which may be illegal and/or inappropriate; therefore, I agree to accept responsibility for guiding my child, and conveying to her/him appropriate standards for selecting, sharing and/or exploring information and media.

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Name (please print): _____

ENGLISH LANGUAGE ARTS

Event Title	Date	Presenter
WriteWell Curriculum Work	7-6 thru 7-10-09	2 teachers per grade level.
Reading Institute	7-27 thru 29-2009	Jeff Beal/Victoria Les
Increasing Comprehension Grades K-5	8-3-09	Becky Gorinac
Increasing Comprehension Grades 6-12	8-4-09	Becky Gorinac
Writing Institute	8-17 thru 19-2009	Jeff Beal/Victoria Les
Intro to WriteWell Curriculum	8-24-2009	Jeff Beal/Victoria Les
Notebook Know-How	8-28-2009	Jeff Beal/Victoria Les
Literacy Learning Community	10-12-2009 11-9-2009 1-25-2010 3-29-2010 4-30-2010	Jeff Beal Victoria Les Valerie Turpin
Notebook Know-How (All Day Session)	9-29-2009	Jeff Beal Victoria Les
Notebook Know-How (After School Session)	9-29-2009	Jeff Beal Victoria Les
WriteWell Gr. K-2 (All Day Session)	10-5-2009 11-2-2009 12-7-2009 2-1-2010 3-1-2010 4-26-2010	Jeff Beal
WriteWell Gr. K-2 (After School Session)	10-5-2009 11-2-2009 12-7-2009 2-1-2010 3-1-2010 4-26-2010	Jeff Beal
WriteWell Gr. 9-12 (All Day Session)	10-6-2009 11-3-2009 12-8-2009 2-2-2010 3-2-2010 4-27-2010	Victoria Les
WriteWell Gr. 9-12 (After School Session)	10-6-2009 11-3-2009 12-8-2009 2-2-2010 3-2-2010 4-27-2010	Victoria Les
WriteWell Gr. 6-8 (All Day Session)	10-7-2009 11-4-2009	Victoria Les

	12-9-2009 2-3-2010 3-3-2010 4-28-2010	
WriteWell Gr. 6-8 (After School Session)	10-7-2009 11-4-2009 12-9-2009 2-3-2010 3-3-2010 4-28-2010	Victoria Les
WriteWell Gr. 3-5 (All Day Session)	10-8-2009 11-5-2009 12-10-2009 2-4-2010 3-4-2010 4-29-2010	Jeff Beal
WriteWell Gr. 3-5 (After School Session)	10-8-2009 11-5-2009 12-10-2009 2-4-2010 3-4-2010 4-29-2010	Jeff Beal
Scoring Clinic Gr. K-1 (All Day Session)	11-10-2009 2-23-2010	Jeff Beal
Scoring Clinic Gr. K-1 (After School Session)	11-10-2009 2-23-2010	Jeff Beal
Science Journaling	11-17-2009 1-6-2010 3-10-2010	Laura Chambless
Scoring Clinic Gr. 2-6 (All Day Session)	11-11-2009	Jeff Beal Victoria Les
Scoring Clinic Gr. 2-6 (After School Session)	11-11-2009	Jeff Beal Victoria Les
Scoring Clinic Gr. 7-11 (All Day Session)	11-12-2009	Victoria Les
Scoring Clinic Gr. 7-11 (After School Session)	11-12-2009	Victoria Les
Transformative Assessment K-12 (All Day Session)	12-2-2009	Jeff Beal Victoria Les
Transformative Assessment K-12 (After School Session)	12-2-2009	Jeff Beal Victoria Les
Answering Multiple Choice Gr. 2-7 (All Day Session)	1-19-2010	Jeff Beal Victoria les
Answering Multiple Choice Gr. 2-7 (After School Session)	1-19-2010	Jeff Beal Victoria les
Scoring Clinic Gr. 2-7 (All Day Session)	2-24-2010	Jeff Beal Victoria Les
Scoring Clinic Gr. 2-7 (After School Session)	2-24-2010	Jeff Beal Victoria Les

Scoring Clinic Gr. 8-11 (All Day Session)	2-25-2010	Victoria Les
Scoring Clinic Gr. 8-11 (After School Session)	2-25-2010	Victoria Les
Knowledge and Experience Scoring Clinic Gr. K-2 (All Day Session)	5-17-2010	Jeff Beal
Knowledge and Experience Scoring Clinic Gr. K-2 (After School Session)	5-17-2010	Jeff Beal
Knowledge and Experience Scoring Clinic Gr. 3-6 (All Day Session)	5-18-2010	Jeff Beal
Knowledge and Experience Scoring Clinic Gr. 3-6 (After School Session)	5-18-2010	Jeff Beal
Persuasive Writing Scoring Clinic Gr. 7-11 (All Day Session)	5-20-2010	Victoria Les
Persuasive Writing Scoring Clinic Gr. 7-11 (After School Session)	5-20-2010	Victoria Les

TECHNOLOGY – 21ST CENTURY LEARNING SKILLS

21 st Century Learning Symposium	8-6-2009	Will Richardson Various Presenters
How to Manage a 1-computer classroom	8-11-2009	Dawn Licht
Enhancing Instruction w/Blogs	8-25-2009	Kristin Day
Free is Good	8-26-2009	Jim Cowden
Reaching Students thru Protopage	8-27-2009	Valerie Turpin
Microsoft 2007 Office After School 4:30-6:30	9-16-09 – Word 9-23-09 – Excel 9-30-09 – PwPt 10-6-09 – Publisher 11-3-09 – Word 11-10-09 – Excel 11-17-09 – PwPt 12-1-09 – Publisher 1-6-10 – Word 1-11-10 – Excel 1-20-10 – PwPt 1-27-10 – Publisher	Jim Cowden Kristin Day
Digital Storytelling	Session 1: Dec. 8, 9, 15, 16 Session 2: Feb. 3, 10, 17, 24	Jim Cowden

DATA

Data Director Institute	8-21-2009	RESA Staff/DD Staff
School Improvement Workshop	March 2010	Joanne Hopper
PLAN/EXPLORE Results	April 2010	John Carroll
DataDirector After School Sessions 4:30-6:30	9-22-09 10-27-09 11-24-09 1-26-10 2-23-10 3-23-10 5-25-10	Jim Cowden Kristin Day

MATHEMATICS

Statistics and Probability, grade 6-9	8-12-2009	Monica Hartman Jim Licht
Graphing Calculators	8-17 thru 21-2009	Terri Faitel
Algebra for All (All Day Session)	8-28-09 9-25-09 10-23-09 11-20-09 12-11-09 1-8-10 2-5-10 3-5-20	Various
MMPI Grades 1-2 Numbers & Operations	9-30-2009	Laura Chambless Kristin Day
MMPI Kindergarten	10-2-2009	Laura Chambless Kristin Day
MMPI Grades 3 & 4	10-7-2009	Laura Chambless Kristin Day
AIMS Grades 2 & 3 – Measurement Full Day	1-12-2010	Laura Chambless Monica Hartman
AIMS Grades 2 & 3 – Measurement After School	1-12-2010 1-14-2010	Laura Chambless Monica Hartman
AIMS Grades 4 – Geometry/Measurement Full Day	2-9-2010	Laura Chambless Monica Hartman
AIMS Grades 4 – Geometry/Measurement After School	2-9-2010 2-10-2010	Laura Chambless Monica Hartman
Algebra II	1-13-2010	Jim Licht
High School Algebra II (All Day Session)	1-13-2010	Jim Licht
High School Geometry (All Day Session)	10-20-2009 12-2-2009 2-25-2010	Monica Hartman Jim Licht
High School Geometry (After School Session)	10-20-2009 12-2-2009 2-25-2010	Monica Hartman Jim Licht
5 th Grade Math	10-27 & 28-2009 1-6 & 7-2010 4-20 & 21-2010	Monica Hartman Jim Licht
6 th Grade Math	10-9-2009 12-4-2009 3-10-2010	Monica Hartman Jim Licht
7 th and 8 th Grade Math	10-29-2009 2-11-2010 3-24-2010	Monica Hartman Jim Licht

SCIENCE

Science Companion Document	8-24-09	Monica Hartman Laura Chambless
Dissections AM: Pig Heart/Lung PM: Chicken Wing	8-25-09	Laura Chambless
Chemistry for All	9-23-2009 November 30 (PD Day)	Greg Johnson
Biology for All	October 8 December 11	Greg Johnson
Science Journaling	November 17	

SOCIAL STUDIES

Social Studies – Grade 4	9-28-2009 (1 st sem) 10-23-2009 (2 sem)	Carol Egbo
Social Studies – World History	TBD	Roy Sovis
Social Studies – Grade 6 & 7	TBD	Roy Sovis
Social Studies – Grade 3 (first semester GLCEs)	5-19-2009 5-20-2009 (repeat)	Carol Egbo
Social Studies – Grade 4 (first semester GLCEs)	5-26-2009 5-27-2009 (repeat)	Carol Egbo

OTHERS

New Teacher Induction	8-31-2009	Various RESA Staff
Cooperative Learning	8-27-2009 12-15-2009 2-10-2010	Laura Chambless
Successful Co-Teaching Practices	9-2-2009	Valerie Turpin
New Teacher Workshops	9-23-2009 10-21-2009 11-18-2009 1-20-2010 2-17-2010 3-24-2010 4-21-2010 5-12-2010	Various Presenters
County-wide Professional Dev. Day	11-30-2009	Various Presenters
Countywide Professional Dev. Day	2-16-2010	Each District Plans w/RESA assistance
RTI	TBD	Valerie Turpin Joe Zima
Principal Academy	5 Days TBD	Various
Administrative Retreat	June 2010	Various

**SPECIAL
EDUCATION
WORKSHOPS
2009/2010**

- 1) "Understanding Autism and the Team Process" – July 13, 2009
- 2) "Peer to Peer Support" – July 13, 2009
- 3) "Educational Strategies for Students with Autism Spectrum Disorder" – July 20-21, 2009
- 4) "Positive Behavior Support for Students with Autism Spectrum Disorders" – July 27-28, 2009
- 5) "The First 30 Days – Establishing Structure in the Classroom" – August 18-19, 2009
- 6) "Nonviolent Crisis Intervention Training" – August 24-25, 2009
- 7) "Language! 4th Edition Workshop" – August 25-27, 2009
- 8) "Nonviolent Crisis Intervention Renewal Training" – August 26, 2009
- 9) "The Student Environment Task Tools (SETT): AT Consideration and Decision Making Process" – September 29-30, 2009
- 10) "Successful Co-Teaching Practices" – August 31, 2009
- 11) "Essential Skills for IEP Meetings" – October 16, 2009
- 12) "Strategic Instruction Model: Vocabulary Instruction, Word Mapping and Vocabulary LINCing" – October 30, 2009
- 13) "IEP Content" – November 19, 2009
- 14) "Strategic Instruction Model: Framing Routine" – December 14, 2009
- 15) "Collaborative Leadership for IEP Team Meetings" – February 8, 2010
- 16) "Sustaining IEP Team Meeting Skills" – March 15, 2010
- 17) "Diversity Awareness and Non-verbal Communication" – April 13, 2010
- 18) "Transition and Student Participation" – May 4, 2010

JF:lcs
6/19/2009

MSWORD:WORKSHOP-DATES