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Technology Plan
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School Overview

The Detroit Edison Public School Academy was formed in 1998 in cooperation with Oakland University to provide another opportunity towards the education of students in Detroit Michigan.

The school is organized into three academies - a Primary Academy (grades K-2); an Elementary Academy (grades 3-5); and an Junior Academy (grades 6-8)- thus creating "three schools within one school building" that are small enough to function as true communities. Each academy is further subdivided into "houses," in which approximately 180 students from the three different grade levels work with a team of six classroom teachers and specialists in Music, Art, Spanish, and Physical Fitness. A student generally stays in the same house for all three years of his/her academy experience, with the same set of six classroom teachers.

Other unique features of Detroit Edison Public School Academy include:

• A highly qualified professional staff, including teachers who receive extensive pre-service and in-service training and participate in two professional development periods each day
• More time for learning during a longer school day and a longer school year
• Every day, students receive 90 minutes of reading instruction, with individual tutoring for students who are reading below grade level
• World languages are taught in every grade (Spanish)
• An emphasis on character and ethics
• Uniforms
• Access to the latest technologies, including computers and telephones in every classroom and a computer and modem in every family's home beginning in third grade,
• A strong partnership between the school and the family, and between the school and the community
Mission and Vision Statements

The mission of the DEPSA's technology program is to teach students and staff to be effective, life-long users of ideas, information and technology in the context of a world-class education.

The Detroit Edison Public School Academy believes that infrastructure improvements, curricular change and professional development are necessary in order for today's schools to use twenty-first technologies to the fullest. Technology must be integrated into the life of the school, so that it becomes an everyday part of the school members' lives and is meaningfully connected to the work that each member of the school community is responsible for. We propose a continued emphasis on:

- Educating our school community in the use of current and future technologies.
- Developing methods to integrate technology into our curriculum.
- Providing on-going professional development for our staff in the uses and applications of technology.

The Detroit Edison Public School Academy is committed to providing an environment in which technology is integrated throughout the curriculum in order to:

- Enhance student productivity, efficiency, creative expression, communication, and access to information.
- Produce students who are life-long learners.
- Improve levels of critical thinking and problem solving.
- Prepare students effectively for the transition from school to work.
- Promote family involvement in student education.

Vision:

Technology is like a language. It has structure, rhythms, and internal logic. People use technology to communicate, invent, solve problems, and express ideas and emotions. At Detroit Edison Public School Academy, learning to use technology is like learning a new language.

The best way to learn a language is to live in a culture that uses it. At Detroit Edison Public School Academy, technology will be an integral part of the culture, as natural a part of school life as books and pencils. Rather than learning about technology, school staff, students, and families will learn to use technology. After all, it's possible to know a great deal about a language without being able to speak a word of it! Most importantly, members of the Detroit Edison Public School Academy community will use technology to learn.

The technology program is grounded in the following key principles:
• Build Capacity: Detroit Edison Public School Academy is committed to building
the capacity of all members of the partnership community to use technology in
powerful ways. This will require an ongoing process in school and in the home.
Whenever possible, specific technologies will be taught and learned in the
context of doing real work, not as isolated skills. It is the primary responsibility
of the Technology Manager to build capacity among all participants in the
school community to use technology. All instructional staff members are
expected to attend 45-minutes of technology training each week (staff members
have two, 45-minute professional development periods each day) and in turn to
integrate technology into the curriculum. The Technology Manager or
Technology Integration Specialist will teach weekly evening and weekend classes
to parents as well.

• Ensure Equitable Access: Because technology will become a principle means of
communication at Detroit Edison Public School Academy, those who are unable to
use it or access it run the risk of being excluded from the school community. All
full-time professional staff members are given a laptop computer and all families
with children in grades three and up are given a desktop computer with built-in
modem to ensure equitable access.

• Promote Continuous Learning: DEPSA focuses on helping individuals learn how to
learn. As staff, students, and parents gain experience and expertise they will be expected
to model, teach, and support others, regardless of their age or role in the school. To
promote continuous learning, Detroit Edison Public School Academy will participate in
the International Computer Drivers License program (ICDL). ICDL is the global
standard in end-user computer skills, offering candidates an internationally recognized
certification that is supported by governments, computer societies, international
organizations and commercial corporations globally. ICDL is a test of practical skills and
competencies and consists of seven separate modules covering computer theory and
practice.

Cultural change is an ongoing process, not a single event. Complex change takes time –
perhaps as much as five years. Detroit Edison Public School Academy is committed to
providing the time, resources, training, and support necessary to enable technology to
become a language through which school staff, students, and families communicate and
do their work.
Technology Planning Description

Community stakeholders who were involved in the creation of the school's technology plan include the Detroit Edison Public School Academy Board of Trustees, the School Improvement Committee, teachers and students. All groups received copies of the plan in various stages of completion, and provided both verbal and written feedback; especially on the vision, mission, and action plan sections of the plan. All teachers are provided an electronic version of the technology plan and a copy of the plan will be available on the website and by request.
Goals of the Technology Program

Administration and Management Goals

To use technology to facilitate the daily administrative and management of both by teachers and administrators.

Student Information Systems
- Staff members are able to generate standard or customized class reports from the Schools Administrative Information System, (Zangle), as needed.
- Use of Zangle to input and access daily attendance, health, conduct, transportation, and contact information is routine for all staff members.
- Instructional staff members generate Quarterly Learning Contracts (electronic narrative report cards) with minimal assistance from the technology staff.
- Databases for collecting and analyzing standardized and special education test results are in place and are used routinely by front office, instructional and support staff.
- Databases and templates for creating Individualized Education Plans are in place and are used routinely by special education staff members.
- Front office staff are able to efficiently generate monthly and yearly reports from Zangle and other databases as required by the state Department of Education.

Library Automation Goals
- Staff and students routinely use the electronic card catalog system from the classroom computers to identify and locate reference materials.
- Use of the library automation system grows to include analysis of circulation for the purpose of developing the collection and ordering materials.

School Management Goals
- Front office staff use appropriate spreadsheet and accounting software to generate and analyze budgets efficiently and with minimal assistance from the technology staff.
- Front office staff use appropriate spreadsheet, accounting, and database software to manage receiving and billing efficiently and with minimal assistance from the technology staff.
- Databases and templates for tracking inventory are in place and are used routinely by technology and front office staff members.
- Front office staff are able to efficiently generate monthly and yearly financial reports as required by the Board of Trustees, state Department of Education.
Communication and Information Goals

To use technology to enhance communication and disperse information throughout the Edison community.

- Sending and receiving personal and school-wide messages.
- All communication between staff and students incorporates use of data and video networks for sending and receiving personal and school-wide messages.
- Unique and consistent uses of data and voice networks are in place to communicate between home and school, including: weekly newsletters, school lunch menus, special events bulletins, homework calendars, etc.
- Staff and students independently troubleshoot problems and learn new skills
- with the hardware and software needed to communicate via the data and video networks. Staff and parents independently troubleshoot problems and learn new skills with the hardware and software needed to communicate via the data and voice networks.

Staff Competency Goals

To use technology to facilitate teaching, professionalism and productivity.

- Demonstrate basic skills in the use of computer hardware and software. A detailed listing of required skills is available in Appendices A & B – Administrator and Teacher Technology Standards.
- Demonstrate the ability to apply computers and related technologies to support instruction
- Demonstrate the ability to use computers to increase personal and professional growth and productivity

Instruction and Curricular Goals

To use technology to support, remediate, and enrich instructional and curricular goals.

Curriculum Integration Standards

- Technology is regularly woven into curricular activities, creating opportunities for students to learn in new, enriching multimedia ways that facilitate learning.
- Basic productivity tools are used regularly by students and teacher when appropriate to the curricular goals.
- Students and teachers know which type of technology best meets their needs without extensive coaching.
- Traffic on LAN indicates a growing base of curriculum-related activity.
- Students use their home computers for homework and school projects.
- Staff and students demonstrate great confidence in using computer hardware and software to increase personal productivity and to learn.
- Technology use by teachers, staff and students is focused on creativity, data manipulation, design, presentation, productivity and research technologies, i.e. tool use, rather than computer-assisted instruction.
- A more complete listing of the curriculum integration standards is available in Appendix C – Student Technology Standards.
Mobile Lab Program

The Mobile Lab Program is a visionary, education program to improve student achievement in all academic subjects by providing students with access to 21st Century learning tools. The focus is on creating a one-to-one environment in which students learn with computers, not simply about them. The program is also designed to bridge the digital divide and expand technology opportunities for students.

This program uses the iNtegrating Technology for the inQuiry (NteQ) model and Big 6 model for integrating technology across the curriculum. The program creates a student-centered instructional environment that focuses on inquiry and problem-based learning while using the technology as a tool for learning. Students and instructors select real-world issues that form the basis for the instructional units. As students research issues and solve problems, they also master content as described by district benchmarks, which are linked to the state content standards. Students will experience a rigorous academic curriculum along with enriched exposure to the visual and performing arts.

This project will enable students to use wireless technology as they study core subjects and music, creative writing, dance, drama and media technology. The benefits to students will be that they will remain highly motivated, engaged, achieve at satisfactory levels and not drop out of school in the future.

A key component of the Mobile Lab Program is ongoing Professional Development (PD) for administrators, teachers and technology staff. PD is an integrated process to support all levels of learners and is:
- Tied to highly qualified teacher requirements under the No Child Left Behind Act.
- Designed by educators and the non-teaching staff for whom it is intended.
- Based on best principles of adult learning.
- Linked to student achievement.
- Built on lessons learned from our FTL Demonstration Sites.

The purpose of the technology professional development initiative is to provide our teachers, administrators, and technical coordinators with a meaningful and differentiated professional development program, appropriate for the audience, and to ensure a process to support all levels of learners.

The Technology Professional Development goals are to:
- Provide administrators with opportunities to enhance their knowledge and skills in facilitating and sustaining school change and instructional reform.
- Provide teachers with knowledge and skills to become technology-mediated learners and instructors, utilizing best practices to integrate technologies into curriculum and instruction.
- Provide technology support personnel with knowledge and skills to support district and school program implementation.
- Provide resources for teachers to provide to parents and caregivers, local and district media, as the second tier professional development audience.
- Participate in connecting technology content/curriculum, assessment and professional development components into a collaborative delivery model.

Support includes basic training in technology and instructional use, onsite coaching, mentoring and a help desk.

The Teacher’s Technology Handbook and Technology Integration Kit, (Sponsored by ATEC-The Appalachian Technology in Education Consortium), and the International Society For Technology in Education website are additional resources used to support the entire technology program.
Technology Design

Hardware

Detroit Edison Public School Academy is equipped with 2 Apple desktop computer labs, 1 Sony Vaio desktop computer lab and 2 wireless Windows based laptop carts and 2 wireless Apple iBook carts all equipped with 30 computers each. Each house has access to camcorders, digital cameras, printers, TV/VCR’s and scanners. Each classroom is equipped with a telephone, overhead projector and screen, 3 desktop computers, a TV and a teacher laptop. Special teachers are equipped with one desktop computer, an overhead projector and screen, and a telephone. All teachers have access to an LCD Projector and Document Camera. Additionally, DEPSA is deploying Promethean Boards to all classrooms. A complete listing of hardware is available in Appendix D - Hardware.

Software
All classroom computers are loaded with the Apple OS 8.6 operating system, Apple Works, File Maker Pro, and Netscape Communicator 4.6. A variety of other management, educational, and virus protection software packages are also included. All wireless laptops are loaded with Windows XP MS Office suite, a variety of productivity software. For a more detailed listing, refer to Appendix E - Software.

Local Area Network
A 100-BaseT Ethernet network with Category 5 UTP cable connects the rooms within the school building to a network server room. From a central hub room, wiring extends to all rooms to provide two data drops in every classroom and meeting space and at least one drop to every office space. Spaces that require more than two data drops, such as classrooms, use switches to extend the capability of one data drop. Technology-intensive areas, such as the media center, computer lab, main office, and network server room have more than two drops. Electrical contractors have labeled all patch panel ports and room drops. Allied Telesyn International switches and hubs manage the traffic on the network. In compliance with the Child Internet Protection Act Internet access is filtered by a Barracuda Webfilter to block the viewing of undesirable sites. Several servers provide the following services:

1. Three Curriculum Servers both running Apple Remote Desktop and OS X manages all teacher, administrator and student files. The curriculum server also runs Library Pro, the school’s electronic library automation system, which allows teachers and students to browse through the electronic card catalog from their classroom computers.

2. Four Administrative Severs running Apple Share 6.5, Windows NT Server and a Windows 2000 server provides administrative services to the school. The Apple Administration Server also runs FileMaker Pro for all other administrative
databases, including the Quarterly Learning Contract database, which manages the school's narrative report cards; and a variety of smaller databases, which manage students' test scores. The Student Information System (Zangle), is accessed over the internet, which gives every teacher and administrator in the school immediate access to students' contact, attendance, health, transportation, and conduct information.

3. A Communications Server hosts the local services for the school network. Email (the electronic equivalent of sending a letter), newsgroups (the electronic equivalent of posting a notice on a bulletin board), and Web page services are provided to staff, students, and parents. These services are provided by a Sun server running Netscape software.

Wide Area Data Network

1. Study Island- A Web-based Student Assessment Tool. This assessment system will be used to equip school leaders with the tools need to analyze real time student performance metrics along with other demographic, achievement data. Additionally this system will deliver assessment results to students an teachers instantaneously instead of the weeks traditional assessments take.

2. Microsoft Class-Server-Microsoft Class Server will all allow teachers to create, deliver, and grade standards-aligned tests and lessons over the Web—helping teachers track and improve student achievement against local curriculum standards, and meet the challenges of No Child Left Behind.

3. Connected Tech—is a K-8 Web-based instructional program that teaches students technology skills within the context of the core curriculum. Connected Tech is packed with tutorials, lessons, projects, and assessments that were carefully designed to help students learn today's most important software applications.

4. Pearson Benchmark, Pearson PAseries and Evaluwrite are Web-based Student Assessment Tools currently used by DEPSA. These assessment systems are used to equip school leaders with the tools need to analyze real time student performance metrics along with other demographic, achievement data. Additionally this system will deliver assessment results to students an teachers instantaneously instead of the weeks traditional assessments take.

Video Network
A coaxial video network connects every classroom in the school to a rack of modulators and satellite receivers in the network server room. Each classroom, and other key locations in the school such as the media center, gym and conference room, includes a video drop that allows teachers to connect a TV monitor to the network. The closed-circuit video network allows teachers to download educational programming from the school's local cable connection (three separate channels can be broadcast throughout the
school at once). The network also allows teachers to distribute live broadcasts from a video camera or taped broadcasts from a VCR to every TV monitor in the building.

Voice Network
Each classroom, resource room, and office in the school includes a telephone that connects to a digital phone system that is run by a Nortel phone switch. The system includes a voice mailbox for every staff member; an automated attendant that allows parents to dial classrooms directly; and an information tree that allows parents, teachers and students to dial in to the telephone system for information such as school closings, a schedule of school activities, and homework assignments. Key locations, such as the teacher workroom, computer lab, and media center, include extra phone drops for future growth.

Audio-Visual Equipment
Each classroom includes an overhead projector and TV monitor mounted on a rolling cart. Other items, including camcorders, VCRs, and cassette players, are available for checkout from the media center.

Home Computers
A cornerstone of the Edison technology program is the placement of technology in the home to support the curriculum and to strengthen the connections between home and school. The program provides families with students in 3rd grade and above the opportunity to borrow a computer. The home computers are loaded with the same productivity tool software (Apple Works) and electronic communications software (Netscape Communicator) as the school computers. The Remote Access Server (RAS) gives parents and students dial-up, PPP access to the school's local and wide area networks. In compliance with the Child Internet Protection Act Internet access is filtered by a Proxy Server to block the viewing of undividable sites.

Teacher Computers
Each full time professional teacher or administrator in the school receives an Apple iBook or a Compaq nx9010 with a modem for dialing in to the school's network from home a Ethernet port for connecting to the school's network from the classroom and a internal wireless card for using the schools wireless access to the network.

The laptops are loaded with the same productivity tool software (Microsoft Office 2003 Professional and Apple Works) and electronic communications software (Netscape Communicator) as the school computers. The laptops also include FileMaker Pro software for entering data into the school's report card and testing databases. Teachers can use the pool of modems to connect to the school's communications server (without competing with parent and student users), or the home computer modem pool for full PPP access to the school network, including the administrative and curriculum servers.
Technology Support & Staffing
Effective technology training, support, service, and maintenance are crucial to the success of the school's vision for technology. The Detroit Edison Public School Academy technology support services are designed around four principles:

- Technology must be reliable and accessible if teachers, students and parents are to depend on it as a tool for communication and productivity.

- Technical support is a teaching function. Its goal is to provide independence from technical support services.

- Ongoing professional development for all members of the school community is essential to developing the culture of technology as a second language.

- To facilitate the ongoing use of technology at Detroit Edison Public School Academy, the school must have a powerful, on-site technology team.

To meet these goals, we have a quality technology staff that consists of:

- Technology Director: The Technology Manager's primary role is to build the capacity among all participants in the school community to use technology to do their important everyday work. The Technology Manager will work with the principal and other school leaders to develop a TSL curriculum and to transform the school's culture so that technology truly becomes a second language. The Tech Manager provides training and evaluation, supports curriculum integration and manages the technology implementation throughout the school.

- Technology Integration Specialist: The Technology Integration Specialist coordinates all training for the school community. This training includes professional development sessions geared to helping the teachers become capable users of technology. As teachers become comfortable with completing their administrative tasks, the focus of technology professional develop will shift to the integration of technology into their classroom lessons. Additionally, the TIS will work with parents and students to develop their skills with the home computers. The Technology Integration Specialist will manage the implementation of the technology program.

- Library Media Specialist: The Library Media Specialist will manage electronic, print, video and other information resources for Detroit Edison Public School Academy. S/he will build the capacity of individuals within the school to retrieve and organize information and will assist teachers in integrating media into the curriculum.

- User Support Technician: The user support technician will maintain the technology infrastructure of the school and will ensure that technology is available and in working order. S/he will also serve as the school's network
administrator. S/he will provide technical support and repair to home computer users (parents and students).

- Technology Information Specialist: The Student Information Manager will manage the school's student information databases. S/he will maintain data, run reports and support the school's administration through the management of this program.

For more details about each technology team position, see Appendix F - Technology Team Job Descriptions.
Three-Year Technology Action Plan

Professional Development

An important piece of DEPSA's Technology program is its professional development program, which is designed to provide the career development, resources and opportunities that talented professionals deserve. Professional development is embedded in the culture of the school and involves all school staff. A key part of every teacher's professional development within DEPSA focuses on technology and information literacy. Teachers attend weekly 45-minute professional development sessions. More information about the professional development topic schedule is available in Appendix G – Recommended Professional Development Curriculum Calendar.

DEPSA Technology professional development sessions have several goals:

- Provide teachers with technology skills they need to do everyday tasks like take attendance, email parents and test students.
- Support teachers' professional growth and enable them to meet and ultimately exceed the technology and information literacy standards that are set by DEPSA.
- Provide teachers with support in integrating technology and information literacy into the curriculum so they can create rich, exciting lessons for their students that help students achieve.
- Help teachers teach technology and information literacy skills to students through integrated plans so students meet the standards.

Teacher technology skills are self-assessed at the beginning of each school year. The assessment tool is available in Appendix H – Teacher Assessment Tool. The training is organized by house (a grouping of six classroom teachers) and is held in the lead teacher's classroom or media center. The topics for each session vary based on ongoing school events (for example, a school-wide intensive on space or a change in the electronic report card database) and needs identified by both the technology manager (for example, a school-wide printing problem revealed by the analysis of technical support data) and teachers (for example, a new curriculum project that teachers would like to initiate in the classroom).

DEPSA professional development training model is three-tiered: skill training, integration training/lesson development, and mentoring. The first tier is the demonstration and teaching of the skill through direct instruction; the second is developing the use of the skill to be integrated into existing curriculum; and the third tier is mentoring through modeling, co-teaching, and/or assisting within the classroom setting. In this way teachers are taught the skill, shown how it can be integrated within the curriculum, and then supported in their usage of the integrated skill to enhance their teaching and student learning.
In order to assist STMs and TISs in the professional development process for teachers, DEPSA is developing a fully integrated, comprehensive, technology professional development curriculum. Designed to be used during teachers' weekly PD sessions, the curriculum provides handouts and templates upon which the trainer can base their ongoing technology training sessions for teachers.

DEPSA staff members are also provided with additional training opportunities. At the beginning of each school year all staff members receive a full-week of Technology Integration training before the first day of school. Teachers also have PD's opportunities throughout the year, through access to technology PD's provided by Wayne RESA's Tech To Go series, the Freedom to Learn Professional Development Program, and other nationally know organization such as the Big6, NCREL, and ISTE.

Teachers who are new to DEPSA participate in a one-day technology training seminar at their school. This seminar provides an introduction to the use of technology at Edison that is expanded upon throughout the year via weekly professional development sessions.

**Programmatic Differences**

While all Detroit Edison Public School Academy students have access to technology, Detroit Edison Public School Academy recognizes the different skill levels, learning styles, and pedagogical needs that are applicable at different grade levels. Implementing any technology literacy curriculum requires the difficult task of translating standards into instructional activities that are suited to the developmental characteristics and needs of various grade levels. Therefore, the technology program differs as students move from one academy to the next.

**PreK – 2**

Research indicates that before the age of 7, students need to spend more time focusing on their social, emotional and gross motor skills in order to develop healthfully. Too much time in front of a “video screen,” be it TV, video game or computer, takes away from time a child can spend doing those activities that are critical to development. Therefore, our PreK – 2 technology program aims to limit the amount of time students spend with computers.

In addition, the 2-dimensional nature of computers and software may be too abstract for younger children.

"In general, the stages of development move from concrete learning (tasting, touching, manipulating, physically exploring, building) through symbolic representations (letters, pictures, words, stories, math problems, mental images) to more abstract modes of thought (hypothesis-testing, understanding and applying formal rules of grammar or calculus, metaphor). Computer use, being primarily a two-dimensional symbolic activity, may simply not be developmentally appropriate before the age of seven or eight..."
However, it is well known that computers can be beneficial to young students. The thrill of computer use often motivates even young students to learn. As long as the time spent on the computer is limited and the software being used is appropriate to the age level and goal, we it is appropriate to encourage PreK – 2 students to spend several hours a week working with computers, especially with programs that promote curricular goals (i.e. letter, number, color, shape recognition, etc.).

3–8
During the elementary and junior academy years, students are able to quickly learn new technology skills, and apply them easily to the learning they are doing. Detroit Edison Public School Academy believes that students should master the basic skills associated with computer basics, word processing, spreadsheets, graphics, multimedia, databases, the Internet and email, as well as typing skills and moral issues, between 3rd and 8th grades. Skills are introduced to students at an age appropriate level, when students are able to not only understand the concepts being presented but are able to apply those concepts to the curricular goals they are reaching towards. Once introduced, skills are used regularly so that student mastery increases, until they are ready to learn higher level skills.

9 – 12
By high school, Detroit Edison Public School Academy students should have mastered all basic skills in all areas. High school level technology focuses completely on the integrated use of these tools throughout the curriculum. In addition, students are sometimes exposed to more specialized types of technology. These advanced tools range from scientific probes that measure speed, force and strength, to advanced courses in graphic arts.

Who can work with you to integrate curriculum?

- School Technology Director or Technology Integration Specialist (TIS) (works to encourage use of technology as a tool throughout the school community)
- Library Media Specialist (LMS) (works to encourage effective access, evaluation, and use of print and electronic information resources throughout the curriculum)

Who can participate?

- All Teachers
- All Students - primary, intermediate, junior, senior academies
- All Curricular areas - social studies, reading, math, science, art, physical education, health, reading, language arts...
- All Learning styles

What is the Library Media program?

- Student achievement is the bottom line
- Library Media program puts your state and national learning standards into action
- Library Media program supports and strengthens the curriculum
- Library Media program promotes reading for learning, for pleasure, and for life
- Library Media program bridges the digital divide
- Library Media program collaborates with teachers and students to ensure information literacy.
- Library Media program is the heart, the hub of your school learning community
What is the Technology program about?

- Student achievement is the bottom line
- Living in a technology-rich culture
- Using technology on a daily basis for exciting learning
- Using technology to be more efficient
- Aims to build capacity, community and culture
- Ongoing progress of comfort, confidence and creativity

How can you participate?

- Schedule weekly professional development with the TIS
- Schedule monthly professional development or planning sessions with LMS
- Brainstorm integration ideas with other house teachers.

Purchasing

During the 2008-2009 school year the Detroit Edison PSA purchased 30 new iMac computers and 30 Sony All-in-One Desktop for student use in two new Computer Labs. Additional technology equipment will be purchased or leased as needed. Currently there are 3 computer labs and 4 laptop carts available to students. Roughly 250 networked computers are available for student use.

Support and Upgrades

The Technology Director will be responsible for making any changes to the support model or need for upgrades of either hardware or software.
Budgets and Funding

The Detroit Edison Public School Academy has already made a substantial investment in hardware, software, and infrastructure. Being that we are a new school that first opened its doors in 1998, all improvements to infrastructure and purchases of hardware and software have been made over the past four years. The Detroit Edison Public School Academy opened the doors of its new state of the art facility for the 2004-2005 school year. Currently, Detroit Edison Public School Academy is in the implementation stage of updating old equipment. All equipment will be capable of Internet connectivity and all hardware, software and peripherals will be Apple/IBM compatible.

For more details on Technology and Funding, see Appendix I - Technology Budget
Program Evaluation and Reporting

Teachers and students are evaluated annually against Michigan Technology standards. Administrators are evaluated. The School's tech program is evaluated annually by one of Edison's Regional Technology Directors against Edison's School Technology Performance Rubrics.

These plans, created by a school-based technology committee, include the school's vision and philosophy of technology, its annual goals, including both system goals as well as professional development and integration goals, strategies for evaluating the success of the goals and budgets,

For the Technology program to be successful, it must grow and adapt to meet the changing needs of the staff, students, curriculum, etc. Therefore, continual evaluation must be done to remain true to the essential goals and objectives.

To this end, all aspects of the Technology program are reviewed regularly. DEPSA developed rubrics to evaluate both the staff and programmatic pieces of the Technology program, and each site is evaluated annually against these rubrics. Results of the evaluation are used to modify the school's tech plans and priorities in order to achieve satisfactory levels within the program. Results and copies of the rubric are given to the staff. Additionally, the School Observation Measurement (SOM) and Survey of Computer Use (SCU) will be used to further evaluate the use of technology throughout the school.

In addition, this plan will be evaluated on a quarterly basis by the School Improvement Committee and will be revised as deemed necessary.

Unmet goals will be communicated to the School Improvement Committee by the Technology Committee for additional support with developing a strategy to meet unmet goals during the next school year.
Appendix A - Administrative Technology Skills

1. Basic Computer/Technologies Operations and Concepts

1.1 Administrators will demonstrate and model basic skills in the use of computer hardware and software.  
(See Administrator year by year skill lists.)

1.2 Administrators will use computer systems to run software, access, generate, and manipulate data, and to publish results.

1.3 Administrators will use and integrate advanced features of technology-based productivity tools such as graphics, multimedia, spreadsheets and databases to support their work.

2. Productivity and Professional Practice

2.1 Administrators will use technology to facilitate organizational improvement.

2.2 Administrators will utilize appropriate technology for communication and collaboration among peers, staff, parents, and the greater Edison community, (i.e. The Common, newsgroups, email).

2.3 Administrators will model the routine, intentional and effective uses of technology.

2.4 Administrators will continue their own job-related professional development using appropriate technology.

3. Support, Management, and Operations

3.1 Administrators will support the school's technology plan by allocating necessary financial and human resources.

3.2 Administrators will use technology to assess and evaluate managerial and operational systems.

3.3 Administrators will use the Schools Administration Student Information software (SASI) for management of the school (including student demographics, attendance, grades, schedules, health, immunization, emergency, discipline and parent/guardian data).

3.4 Administrators will provide support necessary to promote the integration of technology and curriculum.

4. Assessment and Evaluation

4.1 Administrators will use technology to collect and analyze data, interpret results, and communicate findings in order to assess school and student achievement (i.e. using Edison's Benchmark system).

4.2 Administrators will use and support technology as a reporting and record keeping tool for the assessment and evaluation of staff and students.

4.3 Administrators will use technology appropriately to analyze and support the financial goals of the school.
5. Social, Ethical And Legal Issues

5.1 Administrators will practice responsible, ethical and legal use of technology, information and software resources.

5.2 Administrators will demonstrate and model knowledge of equity, ethics, legal and human issues concerning use of computers and technology.

5.3 Administrators will promote and enforce security and online safety related to the use of technology

NET for Administrators
Educational Technology Standards and Performance Indicators for Administrators

I. LEADERSHIP AND VISION.
Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision. Educational leaders:
   A. facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.
   B. maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision.
   C. foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology.
   D. use data in making leadership decisions.
   E. advocate for research-based effective practices in use of technology.
   F. advocate on the state and national levels for policies, programs, and funding opportunities that support implementation of the district technology plan.

II. LEARNING AND TEACHING.
Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching. Educational leaders:
   A. identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.
   B. facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning.
   C. provide for learner-centered environments that use technology to meet the individual and diverse needs of learners.
   D. facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.
   E. provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.

III. PRODUCTIVITY AND PROFESSIONAL PRACTICE.
Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others. Educational leaders:
   A. model the routine, intentional, and effective use of technology.
   B. employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community.
   C. create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity.
   D. engage in sustained, job-related professional learning using technology resources.
   E. maintain awareness of emerging technologies and their potential uses in education.
   F. use technology to advance organizational improvement.

IV. SUPPORT, MANAGEMENT, AND OPERATIONS.
Educational leaders ensure the integration of technology to support productive systems for learning and administration. Educational leaders:
A. develop, implement, and monitor policies and guidelines to ensure compatibility of technologies,
B. implement and use integrated technology-based management and operations systems,
C. allocate financial and human resources to ensure complete and sustained implementation of the technology plan,
D. integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources,
E. implement procedures to drive continuous improvement of technology systems and to support technology replacement cycles.

V. ASSESSMENT AND EVALUATION.
Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation. Educational leaders:
A. use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity,
B. use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning,
C. assess staff knowledge, skills, and performance in using technology and use results to facilitate quality professional development and to inform personnel decisions,
D. use technology to assess, evaluate, and manage administrative and operational systems.

VI. SOCIAL, LEGAL, AND ETHICAL ISSUES.
Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues. Educational leaders:
A. ensure equity of access to technology resources that enable and empower all learners and educators,
B. identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology,
C. promote and enforce privacy, security, and online safety related to the use of technology,
D. promote and enforce environmentally safe and healthy practices in the use of technology,
E. participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.
Appendix B - Teacher Technology Standards

1. Teachers demonstrate basic skills in the use of computer hardware and software.
   1.1. See Professional Development Curriculum Calendar Appendix F).

2. Teachers demonstrate the ability to apply computers and related technologies to support instruction
   2.1. Teachers understand when technology use is appropriate in instruction and when it is not
   2.2. Teachers understand the purpose of various software programs and can choose the appropriate one to integrate into a lesson
   2.3. Teachers can perform basic evaluations of software programs
   2.4. Teachers can create integrated lessons that teach both curricular objectives and technology objectives
   2.5. Teachers can develop rubrics and other assessment methods to score/grade technology integrated lessons
   2.6. Teachers can integrate technology for use in lab settings or in class settings
   2.7. Teachers can create integrated lesson plans which can be varied for diverse learning types and levels
   2.8. Teachers practice responsible, ethical and legal use of technology, information and software resources
   2.9. Teachers use telecommunications to collaborate on projects with other classes, either in their school or in other schools

3. Teachers demonstrate the ability to use computers to increase their personal and professional growth and productivity
   3.1. Teachers regularly use technology to communicate with staff, students and parents
   3.2. Teachers regularly use technology to manage regular classroom functions such as attendance and grading
   3.3. Teachers use basic software applications to create tools for teaching (i.e. handouts, quizzes, slide presentations, multimedia presentations, etc.)
   3.4. Teachers use online instruction, audio/video conferencing, membership in professional newsgroups and other online associations to enhance their knowledge
   3.5. Teachers demonstrate knowledge of equity, ethics, legal and human issues concerning use of computers and technology
NETS for Teachers
Educational Technology Standards and Performance Indicators for All Teachers

Building on the NETS for Students, the ISTE NETS for Teachers (NETS-T), which focus on preservice teacher education, define the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings. All candidates seeking certification or endorsements in teacher preparation should meet these educational technology standards. It is the responsibility of faculty across the university and at cooperating schools to provide opportunities for teacher candidates to meet these standards.

The six standards areas with performance indicators listed below are designed to be general enough to be customized to fit state, university, or district guidelines and yet specific enough to define the scope of the topic. Performance indicators for each standard provide specific outcomes to be measured when developing a set of assessment tools. The standards and the performance indicators also provide guidelines for teachers currently in the classroom.

1 TECHNOLOGY OPERATIONS AND CONCEPTS.
Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:
- demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students)
- demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

2 PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.
Teachers plan and design effective learning environments and experiences supported by technology. Teachers:
- design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- apply current research on teaching and learning with technology when planning learning environments and experiences.
- identify and locate technology resources and evaluate them for accuracy and suitability.
- plan for the management of technology resources within the context of learning activities.
- plan strategies to manage student learning in a technology-enhanced environment.

3 TEACHING, LEARNING, AND THE CURRICULUM.
Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:
- facilitate technology-enhanced experiences that address content standards and student technology standards.
- use technology to support learner-centered strategies that address the diverse needs of students.
- apply technology to develop students' higher order skills and creativity.
- manage student learning activities in a technology-enhanced environment.

4 ASSESSMENT AND EVALUATION.
Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:
- apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

5 PRODUCTIVITY AND PROFESSIONAL PRACTICE.
Teachers use technology to enhance their productivity and professional practice. Teachers:
- use technology resources to engage in ongoing professional development and lifelong learning.
continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.

- apply technology to increase productivity.
- use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

6 SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.
Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:

- model and teach legal and ethical practice related to technology use.
- apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- identify and use technology resources that affirm diversity
- promote safe and healthy use of technology resources.
- facilitate equitable access to technology resources for all students.
Appendix C- Student Technology Standards

1. Students understand and demonstrate ethical behavior in use and care of technology

   1.1. Students can discriminate between responsible and irresponsible uses of technology, and use technology appropriately
   
   1.2. Students understand and adhere to acceptable use policies
   
   1.3. Students understand issues involving ownership and privacy, and respect intellectual property rights
   
   1.4. Students understand legal implications of copyright issues, both content and software related
   
   1.5. Students demonstrate how to properly care for computer hardware and software
   
   1.6. Students show respect for technology and view it as an effective learning and research tool which can enhance personal productivity, academic performance and future employment prospects

2. Students demonstrate skill in using a variety of technologies

   2.1. Students use appropriate terminology
   
   2.2. Students demonstrate competence in the use of hardware, including mouse, keyboard, printer, scanner, VCRs, cameras, recording equipment, etc.
   
   2.3. Students demonstrate competence in the use of software tools, including operating systems, word processing, telecommunications, spreadsheets, databases, multimedia, graphics, desktop publishing, web design & publishing, personal information management programs
   
   2.4. Students display mastery of keyboarding skills
   
   2.5. Students understand the basics of computer networking
   
   2.6. Students understand platform, version, file format, software differences
   
   2.7. Students can troubleshoot basic software and hardware issues to resolve minor technical problems that occur during every day use
   
   2.8. Students can evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources
3. Students will demonstrate the ability to choose and use appropriate technology tools to accomplish tasks

3.1. Students can determine when technology use is and is not appropriate
3.2. Students select appropriate hardware and/or software to accomplish a task
3.3. Students demonstrate ability to choose technology to locate, gather, organize, analyze, evaluate, manipulate and communicate information

4. Students will recognize and evaluate the impact technology has on society

4.1. Students discuss how various technologies have changed the way people live, learn, work and play
4.2. Students will explore careers in technology-related fields
4.3. Students evaluate potentials and limitations of existing technologies
4.4. Students have the opportunity to participate/collaborate in individual or groups projects to identify technology problems and seek their solutions

C.1 National Educational Technology Standards for Students (Nets)

Technology Foundation Standards for All Students

The technology foundation standards for students are divided into six broad categories. Standards within each category are to be introduced, reinforced, and mastered by students. These categories provide a framework for linking performance indicators within the Profiles for Technology Literate Students to the standards. Teachers can use these standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills.

Technology Foundation Standards for Students

1 Basic operations and concepts
   ▶ Students demonstrate a sound understanding of the nature and operation of technology systems.
   ▶ Students are proficient in the use of technology.

2 Social, ethical, and human issues
   ▶ Students understand the ethical, cultural, and societal issues related to technology.
   ▶ Students practice responsible use of technology systems, information, and software.
   ▶ Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

3 Technology productivity tools
   ▶ Students use technology tools to enhance learning, increase productivity, and promote creativity.
   ▶ Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

4 Technology communications tools
   ▶ Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
   ▶ Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
5 Technology research tools
- Students use technology to locate, evaluate, and collect information from a variety of sources.
- Students use technology tools to process data and report results.
- Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

6 Technology problem-solving and decision-making tools
- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.
C.2 Michigan Grade Level Technology Expectations K-12

One of the basic principles underlying the Technology program is Curriculum Integration. The purpose of Curriculum Integration is to teach all the technology and information literacy objectives & skills within the context of the curriculum.

Neither technology nor information literacy are taught as separate subjects at DEPSA. We believe that students should be taught these skills in the context of the curriculum they are already learning. Thus, there are no computer teachers at DEPSA. Classroom teachers are responsible for providing students with all technology infused instruction, although they are assisted by trained technology professionals.

The same holds true for information literacy standards. To assist the teachers, there are specialists on the school staff to guide teachers in the instruction of these skills. Information literacy standards are used most effectively in a collaborative environment where authentic learning can take place – the LMS no longer teaches “library skills” in isolation, but collaborates with classroom teachers to teach “information literacy” in the context of curriculum content.

Through weekly PDs (see Professional Development section), teachers are supported in their own technology and information literacy skill development, as well as in their efforts to create integrated lessons that use these new skills to reach curricular objectives and enrich learning.

For example, a teacher may create an authentic learning activity in which students use the Internet and books to research information on a particular topic, then work with a word processor to create a report. In this manner, students are learning about the curricular topic, as well as how to gather, analyze and synthesize information, and of course, how to use a word processor.

Problem solving model

An important piece of the integrated model of instruction is providing students with the scaffolding they need to work their way through a problem-based activity. Research shows that those who are successful in finding useful information to solve problems or answer questions usually follow specific steps. This path is the “research process” and includes identifying the problem and possible information sources, searching for information, organizing, sharing and evaluating the information. For students to become effective and efficient information problem solvers, they must be taught this research process by using a problem-solving model. This model helps students, teachers and the Library Media Specialist get to the heart of information and technology literacy by breaking the problem-solving process down into the basic stages necessary for success. Students learn these skills through guidance, teamwork, projects, and the assessment of their efforts.

Detroit Edison Public School Academyendorses the Big6™ model and promotes its use throughout all curricular areas and grade levels.
Appendix D - Hardware

Apple Macintosh G3’s, Apple iMacs- Desktops
Apple iBook-laptops
HP/Compaq nx9010
IBM Netfinity Server
HP 4100N B/W Laser Printers
Epson 580C DeskJet Printers
Astra 3400 Flatbed Scanner
Kodak DC 3400 Digital Camera
Sharp Video Camera
Sharp 27” Television/Stereo with S-video
Sharp VCR
Sharp Notevision Data Projector
Elmo Overhead Projector
JVC Boom boxes
Cassette Players/Headphones
AlphaSmart Keyboard bundles
LaCie CD Burner
InPath Long Range Keyboard Wedge Scanner
AverMedia Document Cameras
Promethean ActivBoards
Appendix E - Software

Microsoft Windows 2003, 2000, NT Server
Microsoft Office 2000-2003 Professional
Netscape Communicator 4.6, Internet Explorer
Outlook Express 5.1
AppleWorks 5.0
Kid Pix Deluxe 3
Type to Learn
Inspiration
Kidspiration
Hyperstudio
FileMaker Pro 4.0
FileMaker Pro Server
Zangle
InteGrade Pro
Library Pro Silver 2.2
Library Pro Explorer 2.0
MARC for Schools CD-ROM
Accelerated Reader (K-5)
Study Island Web based Assessment System
Student Reading Inventory (SRI)
Edison Virtual Library
   (elibrary, INET Library, World Book online)
QuickBooks – for BSM
Norton Utilities
Appendix F - Technology Team Job Descriptions

Community Technology Manager

The Community Technology Manager is responsible for managing the technology team that supports several schools within an area/community, and managing, implementing and developing the technology culture of those schools. The CTM reports to the Regional Technology Director, with a dotted line report to the School Operations Vice President.

Responsibilities:

- Ensure the implementation of Edison technology vision at all schools within the area/community
- Communicate regularly with each school principal to facilitate implementation of media and technology initiatives, and help determine tech team priorities
- Oversee all technology-related initiatives being implemented within the schools
- Manage/direct the activities of the community tech team (Technology Integration Specialists, User Support Technicians, Library Media Specialists); meet regularly with team members, set priorities for team, develop schedules, procedures etc.
- Develop tech team skills, guide training, evaluate staff members, make recommendations for promotions, etc.
- Communicate regularly with other CTMs, STMs and RTD as well as with Central staff to stay on top of current information, projects, etc.
- Coordinate and manage funding & grant projects
- Facilitate communication among LMSs and between LMSs and TISs
- Manage technology budgets and technology planning
- Manage capital assets
- Manage/maintain school web sites with support from TISs
-
School Technology Manager

The School Technology Manager is responsible for managing, implementing and developing the school’s technology culture among all participants in the school community. The STM reports to the school principal with a dotline report to the Regional Technology Director.

Responsibilities:

- Ensure the implementation of Edison Technology vision within the school
- Serve on the school leadership team
- Manage school tech team, including USTs and LMSs
- Build the capacity of staff, students and parents to understand and use core technology by providing training
- Implement the Edison technology professional development program for all teachers and administrators, adapting it as necessary
- Provide training to families during home rollout
- Manage the technology certification program for staff, students, and parents
- Provide training and support to staff and administration on all enterprise systems, especially in those areas related to curriculum and instruction
- Provide annual evaluations to school administrators for all teaching staff members
- Work with staff to integrate technology resources into lessons across the curriculum
- Work in large groups, small groups and one-on-one with teachers to develop their technical skill and curriculum integration ability
- Work with the curriculum coordinators and leadership team to incorporate technology into on-going professional development
- Collaborate with LMS to promote information literacy
- Collaborate with LMS on information technology issues
- Communicate with other STMs, RTDs and Central staff to stay on top of current information and improve the resources and systems being utilized
- Manage/maintain school website
- Coordinate remedial instruction to students who are having difficulty mastering technology skills
- Manage the technology budget and technology planning
- Coordinate and manage funding and grant processes
- Manage QLC process

...
Technology Integration Specialist

The Technology Integration Specialist is responsible for providing training and support to the school community to develop technology skills and promote curriculum integration. The TIS reports to the Community Technology Manager.

Responsibilities:

- Work with staff, students, and parents to build an understanding of the community standards for the ethical and responsible use of technology
- Implement the Edison technology professional development program for all teachers and administrators, adapting it as necessary to the school culture.
- Provide training to families during home rollout
- Provide training and support to staff and administration on all enterprise systems, especially in those areas related to curriculum and instruction
- Collaborate with the CTM to provide annual evaluations to school administrators
- for all teaching staff members
- Work with staff to integrate technology resources into lessons across the curriculum
- Work in large groups, small groups and one-on-one with teachers to develop their technical skill and curriculum integration ability
- Manage the technology certification program for staff, students, and parents
- Work collaboratively with other TISs, STM's and CTM's to improve the resources and systems being utilized
- Contribute to the management and maintenance of school websites
- Coordinate and/or provide remedial instruction to students who are having difficulty mastering technology skills
- Work with the curriculum coordinators and leadership team to incorporate technology into on-going professional development
- Collaborate with the LMS to promote information literacy
- Collaborate with the LMS on information technology issues
- Customize/develop training materials as needed
- Manage QLC process
-
The Library Media Specialist is a teacher who promotes learning throughout the Edison community. The LMS helps students use reading to learn and teaches students and staff to find, evaluate, and use information. The LMS assists teachers in integrating library/information resources into the curriculum. The LMS manages the Library Media Center (LMC) to provide an environment conducive to learning for all. The Library Media Specialist manages electronic, print, video, and other traditional and nontraditional information resources for the Edison School. The LMS reports to the Technology Manager.

Responsibilities:

- Build the capacity of students, staff, and parents to retrieve and organize information.
- Encourage a culture in which all individuals become self-sufficient, independent knowledge navigators
- Teach students effective research methods
- Help teachers and students learn to select appropriate media for specific tasks
- Collaborate with teachers to integrate LMC resources into lessons across the curriculum.
- Comb the Internet and other outside information resources for appropriate materials for the Edison School, including cable TV programming
- Guide students and staff through on-line data retrieval sessions
- Meet monthly with house teams to discuss library-related issues, to train on new information retrieval methods, and to help with technology-related issues
- Locate and review curriculum specific resources
- Develop curriculum materials to correlate library information skills with core curriculum
- Teach the appropriate use of information resources through a variety of instructional Methods, modeling, and team teaching
- Organize, catalog, and process information resources of all media types so that they are accessible to the entire school community
- Facilitate the circulation of traditional and nontraditional library materials
- Develop and manage annual library media budget based on school and curricular needs
- Assess library collection and order materials to support the Edison curriculum
- Establish policies and procedures for all aspects of the Library Media Center
- Work with the members of the technology team to define mutual and distinct responsibilities, develop procedures and structures for technical support and manage and evaluate the on-going support programs
- Serve as a leader in the Edison school
- Serve on key leadership, instructional, &/or curricular committees
- Promote independent student use of the Library Media Center

-
• Promote flexible class scheduling and use of the LMC resources
• Coordinate school-wide efforts to promote reading and information access
The primary role of the User Support Technician is to help the Technology as a Second Language™ program grow, by maintaining the local technology infrastructure of the Edison school. The UST must ensure that technology is available and in working order so that members of the community can use it successfully in their everyday work. The UST reports to the Technology Manager.

Responsibilities:

- Provide technical support to members of the school community
- Perform maintenance functions on the local-area network including back-ups, user access, data security and data recovery
- Ensure that student information systems are backed up and available to staff at all times.
- Develop, manage, and evaluate maintenance and repair procedures for equipment
- to ensure that school computers and audio-visual equipment are available and in working order.
- Responsible for help-desk services for school and home users
- Assist with inventory and track movement of equipment
- Participate in meetings/conference calls/discussion groups to strengthen school relationships and technical support
- Coordinate responsibilities with members of the technology team
- Assist teachers with technical needs to integrate technology resources into lessons across the curriculum
- Assist in training that will be conducted for all Edison computer users at times that are conducive to their schedules including Saturdays, before and after school
- Work with the STM, CTM or RTD to make sure that all sites conform to the standards set by Technical Services


The Student Information Manager will be responsible for the maintenance and integrity of all data that is stored in any of the various components of the Student Information Systems (SIS) of Edison Schools Inc. This data ownership responsibility applies to the SIM regardless of which school staff members perform the individual tasks.

The SIM is hired early in the Start-up process under the guidance of the Regional Technology Director. The SIM reports to the Technology Manager with a dotline report to the school’s principal.

Where there is no SIM position in existing schools, and one or more staff members are sharing responsibility for the tasks below, one person will have to be identified as the SIM.

Responsibilities:

- Become an expert user in the components of Edison’s SIS, including Edison Select, SASSxp, Quarterly Learning Contract (QLC), InteGrade Pro and any other SIS related software as implemented
- Register and enroll all new students using Edison Select and SASI
- Assist where student data and software expertise impacts scheduling. After the first year, the SIM will be responsible for integrating schedules as created by the Principal
- Produce reports from the Student Information Systems for internal and external use
- Work with the Principal and BSM to ensure the availability and credibility of data to fulfill the school’s state and district reporting requirements
- Provide user support and Professional Development to teachers on use of the attendance system (CLASSxp) and electronic grade book (InteGrade Pro)
- Provide support in the production of QLCs
- Work with other school personnel and owners of portions of student data including, but not limited to, School Nurse, Special Education Coordinator, Registrar, Secretaries, Academy Directors, Counselors and Principal
- Oversee the person who is responsible for doing any District data input
- Work with other local SIMs to create best practices regionally and provide support
- Attend all related training
Media/Technology Coordinator

The Media/Technology Coordinator will assist the school’s technology team to provide support services to the entire school community. The duties of the Media and Technology Coordinator will vary based on the changing demands of the Technology as a Second Language™ program. The MTC reports to the Technology Manager.

Responsibilities:

- Manage the student information system **
- Work with the technology team to develop a technology culture within the school and to develop the capacities of individuals within that culture
- Assist in the support of staff, students and parents on basic technologies and applications
  - Provide support in parent training sessions and other “after hours” activities
- Provide support in the library media center
- Troubleshoot technical and/or AV problems to assist teachers and other end-users
- Use the system effectively
  - Assist members of the technology team with clerical and support tasks
- Provide clerical support in the media center through tasks such as material processing, circulation desk assistance, and student group supervision
  - Assist in inventory tasks and asset reporting

** If the school does not have a registrar, then the majority of this position will have to focus on student information management and the other responsibilities will have lesser priorities; if the school does have a registrar, s/he will be the primary student information manager.
Each week of the school year there is a different topic for training teachers. The calendar shown below will a basic list of topics teachers will be train on to use for technology integration. Integration training is highlighted in yellow. See also Appendix I. Technology Curriculum.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>TRAINER</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Distribute Laptops</td>
<td>MTC/SIM</td>
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<tr>
<td>Week 2</td>
<td>Technology Program Intro</td>
<td>MTC/SIM</td>
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<tr>
<td>Week 3</td>
<td>Intro to Zangle</td>
<td>MTC/SIM</td>
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<td>Week 4</td>
<td>Benchmarks</td>
<td>STM/TIS</td>
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<td>Week 5</td>
<td>Intro to Wayne RESA/FTL online PD services</td>
<td>STM/Curriculum Director</td>
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<td>Week 6</td>
<td>Classroom computer and printing</td>
<td>LMS</td>
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<td>Week 7</td>
<td>(Computer basics and operating systems)</td>
<td>STM/TIS</td>
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<td>Week 8</td>
<td>Email/Common/Internet review</td>
<td>STM/TIS</td>
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<td>Week 9</td>
<td>Instructional Technology 21st-Century Tools</td>
<td>STM/TIS</td>
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<td>Week 10</td>
<td>Library Scheduling &amp; Copyright</td>
<td>LMS</td>
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<td>Week 11</td>
<td>Review: PD resources</td>
<td>STM/TIS &amp; Curriculum Director</td>
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<td>Week 12</td>
<td>Zangle Review</td>
<td>STM/TIS</td>
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<td>Week 13</td>
<td>School Video System-Classroom Integration</td>
<td>STM/TIS</td>
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<td>Week 14</td>
<td>Library Pro</td>
<td>LMS</td>
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<td>Week 15</td>
<td>VCR &amp; Cassette Player</td>
<td>STM/TIS</td>
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<td>Week 16</td>
<td>Word Processing - Skill</td>
<td>STM/TIS</td>
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<tr>
<td>Week 17</td>
<td>Word Processing - Integration</td>
<td>STM/TIS</td>
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<td></td>
<td>Virtual Library and online encyclopedia, MeL</td>
<td>LMS</td>
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<td></td>
<td>Word Processing - Mentoring</td>
<td>STM/TIS</td>
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<td>Week 18</td>
<td>School page, newsgroups</td>
<td>STM/TIS</td>
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<tr>
<td>Week 19</td>
<td>Zangle Review</td>
<td>STM/TIS</td>
</tr>
<tr>
<td>Week 20</td>
<td>Graphics - Skill</td>
<td>STM/TIS</td>
</tr>
<tr>
<td>Week 21</td>
<td>Internet - site access and evaluation</td>
<td>LMS</td>
</tr>
<tr>
<td>Week 22</td>
<td>Graphics - Skill</td>
<td>STM/TIS</td>
</tr>
<tr>
<td>Week 23</td>
<td>Review Online PD's</td>
<td>STM/TIS</td>
</tr>
<tr>
<td>Week 24</td>
<td>Graphics - Mentoring</td>
<td>STM/TIS</td>
</tr>
<tr>
<td>Week 25</td>
<td>Classroom Integration Review/Planning</td>
<td>STM/TIS</td>
</tr>
<tr>
<td>Week 26</td>
<td>Multimedia - Skill</td>
<td>STM/TIS</td>
</tr>
<tr>
<td>Week 27</td>
<td>Multimedia - Skill</td>
<td>STM/TIS</td>
</tr>
<tr>
<td>Week 28</td>
<td>Care of laptops over the summer - Post</td>
<td>STM/TIS</td>
</tr>
<tr>
<td>Week 29</td>
<td>assessment of skills</td>
<td>LMS</td>
</tr>
<tr>
<td>Week 30</td>
<td></td>
<td>STM/TIS</td>
</tr>
<tr>
<td>Week 31</td>
<td></td>
<td>STM/TIS</td>
</tr>
</tbody>
</table>
Appendix H - Assessments

Standards/Assessment

In order for the TSL® program to be successful, it is necessary to have clear standards. This allows Edison to implement programs that map to and meet those standards. In addition, Edison is certain to assess whether students, teachers and staff are meeting those standards.

Standards

Edison believes that a world-class education must be taught to clear and demanding standards. Accordingly, Edison not only has standards that guide its many curricular areas, it also has standards for technology and information literacy. These standards exist for students, teachers and administrators.

Standards are designed to not only detail specific skills that teachers, students and administrators should master, but also specify other values to be learned, such as the legal and moral issues associated with using technology, the ethical use of information, ways to use resources for professional development opportunities, and technology’s role in all aspects of life.

Edison’s Technology Standards are based on the ISTE standards for students and teachers. Edison’s Information Literacy Standards are based on the ALA/ AASL/ AECT Information Power initiatives and its standards.

Assessment

Student mastery is evaluated in two main ways: first, by evaluating the student’s use of the problem solving process, and second, by evaluating the end product. Several different groups can perform evaluations: teachers, student self-evaluations and student peer groups. A variety of tools are used to evaluate, including rubrics, quizzes, essays, observations, group discussion, projects, etc.
### Technology Assessment Tool

#### Computer Basics

<table>
<thead>
<tr>
<th>YES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning</strong></td>
</tr>
<tr>
<td>Can turn on and shut down the computer the proper way.</td>
</tr>
<tr>
<td>Can name computer output devices and their functions.</td>
</tr>
<tr>
<td>Can name computer input devices and their functions.</td>
</tr>
<tr>
<td><strong>Understand how to clean and care for a computer</strong></td>
</tr>
<tr>
<td>Can reboot computer if it freezes.</td>
</tr>
<tr>
<td>Can handle floppy disks and CD-ROMs properly.</td>
</tr>
<tr>
<td>Can use the mouse to point, to click and to drag.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Developing</strong></td>
</tr>
<tr>
<td>Can set up a computer (mouse, keyboard, monitor, power supply and printer).</td>
</tr>
<tr>
<td>Can troubleshoot the connections (mouse, keyboard, monitor, power supply, printer).</td>
</tr>
</tbody>
</table>

#### Operating Systems

<table>
<thead>
<tr>
<th>YES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning</strong></td>
</tr>
<tr>
<td>Can save and name a file.</td>
</tr>
<tr>
<td>Can print a document, or any portion of a document.</td>
</tr>
<tr>
<td>Can save documents to personal network folder.</td>
</tr>
<tr>
<td>Can view all the contents of a window by using scroll bars.</td>
</tr>
<tr>
<td>Can launch/start an application.</td>
</tr>
<tr>
<td>Can open and close a document.</td>
</tr>
<tr>
<td>Can recognize and use menus within an application.</td>
</tr>
<tr>
<td><strong>Can open, close, move and resize a window</strong></td>
</tr>
<tr>
<td>Can use the application menu/taskbar to switch between open applications.</td>
</tr>
<tr>
<td>Can recognize toolbars and use toolbar buttons within an application.</td>
</tr>
<tr>
<td>Can place the cursor at a specified location using the mouse or arrow keys.</td>
</tr>
<tr>
<td>Can exit/quit out of an application.</td>
</tr>
<tr>
<td><strong>Can recognize and use desktop icons.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Developing</strong></td>
</tr>
<tr>
<td>Can switch from one printer to another.</td>
</tr>
<tr>
<td>Can access the help menu in an application.</td>
</tr>
<tr>
<td><strong>Can change the computer's date &amp; time, desktop pattern and volume.</strong></td>
</tr>
<tr>
<td>Can copy information to and from a disk or drive/volume.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proficient</strong></td>
</tr>
<tr>
<td>Can rename a file or folder.</td>
</tr>
<tr>
<td>Can use organizational strategies to manage files and folders.</td>
</tr>
<tr>
<td><strong>Can tell how much RAM is used and knows how to reallocate memory.</strong></td>
</tr>
<tr>
<td>Can create a new folder.</td>
</tr>
<tr>
<td>Knows what different types of memory are.</td>
</tr>
<tr>
<td>Can delete a file or folder.</td>
</tr>
<tr>
<td>Can tell how much hard disk space and RAM the computer has.</td>
</tr>
<tr>
<td><strong>Can tell how much hard disk space is used.</strong></td>
</tr>
<tr>
<td>Can move a file or folder.</td>
</tr>
<tr>
<td>--------------------------</td>
</tr>
<tr>
<td>Understand and can recognize different file types.</td>
</tr>
</tbody>
</table>

**Networking**

**Beginning**
- Can log on to and log off of the network.
- Can demonstrate and understand of the difference between a stand-alone computer and one on a network.

**Developing**
- Can access another computer on a network.
- Can access network drives.
- Understand the difference between a LAN and a WAN

**Edison Specific**

**Beginning**
- Is aware of school’s Acceptable Use Policy
- Can use SASI to take attendance
- Can create classes and complete QLs

**Developing**
- Can access school’s home page, staff news and school news.
- Know what The Common is and how to access it.
- Can use the Edison Virtual Library to locate articles
- Can use Library Pro to search for materials.

**Telecommunications**

**Beginning**
- Can compose, send and receive e-mail.
- Can bookmark a Web page.
- Can access a Web site by entering its address or URL.
- Know what hyperlinks are and how to use them.
- Can define the terms Internet and WWW.
- Can use the basic functions of a Web browser (forward, back, stop, reload).

**Developing**
- Can send attachments.
- Can setup email preferences in Netscape.
- Can maintain email address book.
- Can access newsgroups, and read and post messages.
- Can create mail folders and store email messages in appropriate folders.
- Can open and/or save attachments.
- Can delete emails and empty trash folder.

**Proficient**
- Can use a search engine or directory to find information, graphics, etc..
- Can use Boolean search terms (and, or, not) to refine searches.
- Can download all types of files (graphics, sound, movies, documents).
### Word Processing

#### Beginning
- Can enter and delete text in a word processing application.
- Can modify the style of text (e.g., bold, italic and underline).
- Can use the Spell Check and Thesaurus functions.
- Can change the color of text.
- Can use the Cut, Copy and Paste functions.
- Can use the undo and redo commands.
- Can change the view layout and zoom view of a document.
- Can alter the font type and font size.

#### Developing
- Can add page numbers to a document.
- Can change the alignment of text.
- Can modify the line spacing of text.

#### Proficient
- Can add bullets or numbers to a list.
- Can set and use tabs.
- Can use the Find and Replace feature.
- Can create a header or footer.
- Can insert a page break in a document.
- Can add borders and shading.

#### Exemplary
- Can create and use document templates/stationary.
- Can create columns in a document.
- Can use the mail merge function.

### Graphics

#### Beginning
- Can insert a graphic image from a clipart library.
- Can resize an object.
- Can move an object.
- Can use tools to create shapes and lines.
- Can select and deselect an object.
- Can delete an object.
- Can use an eraser tool to erase all or part of a graphic.

#### Developing
- Can insert a graphic image file.
- Can copy an image to paste into a different application or document.
- Can rotate or flip an object.
- Can duplicate an object.

#### Proficient
- Can group and ungroup an object.
- Can select multiple objects at one time.
- Can change line attributes, including thickness, length, style and color.
- Can send an object to the front or back layer.
- Can change object attributes, including color, size, position, etc.
### Desktop Publishing

**Developing**
- Can create a text box in a document.
- Can select or deselect a text box.

**Proficient**
- Can alter the way text wraps around a graphic or object.
- Can import text into a desktop publishing document.
- Can link text frames.
- Can lock objects to prevent movement.
- Can align objects.
- Can apply a border to a frame.
- Can use gridlines and guidelines to assist in object layout.

### Multimedia

**Beginning**
- Can view a presentation.
- Can create a 4-slide show/stack.
- Can insert a graphic using graphic stamps
- Can add text using letter stamps
- Can present a presentation
- Can create a slide/card.
- Can add pre-recorded sound.
- Can use graphics tools to create shapes.

**Developing**
- Can change the background color.
- Can add graphic image from file
- Can add text using a text box

**Proficient**
- Can reorder slides/cards.
- Can add buttons.
- Can add sound file.
- Can animate images or text
- Can create hot spots/hyperlinks using text or graphics.
- Can add slide transitions to a presentation.
- Can add a video file.
- Can record a sound using a microphone.
- Can record a sound from an audio CD

**Exemplary**
- Can create linear and nonlinear multimedia presentations

### Spreadsheets

**Beginning**
- Can alter the format of text in a cell (font, size, style, color, alignment).
- Can enter data into a cell.
- Can identify a cell by its cell address.
- Can identify columns and rows.
Developing

- Understand and can use cell references in formulas.
- Can change the width of a column or the height of a row.
- Can format cell borders and fill colors.
- Can change the number format of a cell.
- Can sort information in a spreadsheet.
- Can select a range of cells.
- Can enter a formula (sum, avg., etc.) in a cell.

Proficient

- Can set the print range for a spreadsheet.
- Can add titles to a chart.
- Can create an appropriate chart.
- Can use the Fill function.
- Can insert rows and columns.
- Can add a page break.

Databases

Developing

- Can add a new record to a database.
- Can enter data in a database.
- Can move between fields and records in a database.
- Can sort a database.
- Can delete a record.

Proficient

- Can find records that matched a single criterion.
- Knows the difference between a record and a field.
- Can create a database.
- Can find and replace data.
- Can modify the layout of a database form.
- Can find records that matched multiple criteria.

Exemplary

- Can merge database information into a form letter.

Web Design

Proficient

- Can add graphics to a web page.
- Can publish a Web page.
- Can add a line to a web page.
- Can add text to a web page.
- Can preview a web page in a browser.
- Can create a link on a web page.
- Can create an anchor or target on a web page.

Exemplary

- Can add animations to the web page.
- Can insert and format a table.
<table>
<thead>
<tr>
<th>Other</th>
<th>YES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning</strong></td>
<td></td>
</tr>
<tr>
<td>Can operate the cassette player.</td>
<td></td>
</tr>
<tr>
<td>Can operate the VCR.</td>
<td></td>
</tr>
<tr>
<td><strong>Developing</strong></td>
<td></td>
</tr>
<tr>
<td>Can upload data from the Alpha Smart keyboard to the computer.</td>
<td></td>
</tr>
<tr>
<td>Can use the Alpha Smart keyboards.</td>
<td></td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td></td>
</tr>
<tr>
<td>Can use a digital camera to take pictures and download them to my computer.</td>
<td></td>
</tr>
<tr>
<td>Can use the scanner.</td>
<td></td>
</tr>
<tr>
<td>Can use the video camera.</td>
<td></td>
</tr>
<tr>
<td>Knows how to use the graphics drawing tablet</td>
<td></td>
</tr>
</tbody>
</table>
Appendix I - Technology Budget

The Detroit Edison Public School Academy has already made a substantial investment in hardware, software, and infrastructure. Being that we are a new school that first opened its doors in 1998, all improvements to infrastructure and purchases of hardware and software have been made over the past four years. Currently Detroit Edison Public School Academy is in the planning stage of purchasing new equipment. All equipment will be capable of Internet connectivity and all hardware, software and peripherals will be IBM compatible.

<2008-2009> Technology Operations Budget

<table>
<thead>
<tr>
<th>Item</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>Computer Supplies</td>
<td>$10,000.00</td>
</tr>
<tr>
<td>AV Supplies</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>Software</td>
<td>$20,000.00</td>
</tr>
<tr>
<td>Repair &amp; Maintenance (computers and data network)</td>
<td>$8,750.00</td>
</tr>
<tr>
<td>Repair &amp; Maintenance (phones and voice network)</td>
<td>$2,900.00</td>
</tr>
<tr>
<td>Library/Media Materials &amp; Subscriptions</td>
<td>$15,200.00</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$6,750.00</td>
</tr>
<tr>
<td>Additional Hardware</td>
<td>$200,000.00</td>
</tr>
<tr>
<td>Communications (voice &amp; data)</td>
<td>$30,200.00</td>
</tr>
<tr>
<td>Technology Staff(includes professional development)</td>
<td>$250,000.00</td>
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<tr>
<td><strong>Grand Total</strong></td>
<td>$545,800.00</td>
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</table>

<2009-2010> Technology Operations Budget (Projected)

<table>
<thead>
<tr>
<th>Item</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Computer Supplies</td>
<td>$4,000.00</td>
</tr>
<tr>
<td>AV Supplies</td>
<td>$1,500.00</td>
</tr>
<tr>
<td>Software</td>
<td>$4,000.00</td>
</tr>
<tr>
<td>Repair &amp; Maintenance (computers and data network)</td>
<td>$8,750.00</td>
</tr>
<tr>
<td>Repair &amp; Maintenance (phones and voice network)</td>
<td>$2,900.00</td>
</tr>
<tr>
<td>Library/Media Materials &amp; Subscriptions</td>
<td>$10,200.00</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$6,750.00</td>
</tr>
<tr>
<td>Additional Hardware</td>
<td>$150,000.00</td>
</tr>
<tr>
<td>Communications (voice &amp; data)</td>
<td>$30,200.00</td>
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<tr>
<td>Technology Staff</td>
<td>$200,000.00</td>
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<tr>
<td><strong>Grand Total</strong></td>
<td>$418,300.00</td>
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</table>
### 2010-2011 Technology Operations Budget (Projected)

<table>
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<th>Item</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Computer Supplies</td>
<td>$4,000.00</td>
</tr>
<tr>
<td>AV Supplies</td>
<td>$800.00</td>
</tr>
<tr>
<td>Software</td>
<td>$8,000.00</td>
</tr>
<tr>
<td>Repair &amp; Maintenance (computers and data network)</td>
<td>$8,750.00</td>
</tr>
<tr>
<td>Repair &amp; Maintenance (phones and voice network)</td>
<td>$2,900.00</td>
</tr>
<tr>
<td>Library/Media Materials &amp; Subscriptions</td>
<td>$10,200.00</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$6,750.00</td>
</tr>
<tr>
<td>Additional Hardware</td>
<td>$30,000.00</td>
</tr>
<tr>
<td>Communications (voice &amp; data)</td>
<td>$30,200.00</td>
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<tr>
<td>Technology Staff</td>
<td>$200,000.00</td>
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<td><strong>Grand Total</strong></td>
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### 2011-2012 Technology Operations Budget (Projected)

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<th>Item</th>
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<tr>
<td>AV Supplies</td>
<td>$800.00</td>
</tr>
<tr>
<td>Software</td>
<td>$8,000.00</td>
</tr>
<tr>
<td>Repair &amp; Maintenance (computers and data network)</td>
<td>$8,750.00</td>
</tr>
<tr>
<td>Repair &amp; Maintenance (phones and voice network)</td>
<td>$2,900.00</td>
</tr>
<tr>
<td>Library/Media Materials &amp; Subscriptions</td>
<td>$10,200.00</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$6,750.00</td>
</tr>
<tr>
<td>Additional Hardware</td>
<td>$30,000.00</td>
</tr>
<tr>
<td>Communications (voice &amp; data)</td>
<td>$30,200.00</td>
</tr>
<tr>
<td>Technology Staff</td>
<td>$200,000.00</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>$301,600.00</strong></td>
</tr>
</tbody>
</table>

Long-term investment and sustainability for technology, includes leveraging local, state, and federal grant programs, such as E-Rate, the Michigan’s Freedom To Learn program, and Michigan’s Cooperative Bidding Association REMC. For the 2006-2007 school year a portion of the Skillman Foundation’s Great Schools Grant will be used to sustain technology capacity. Additional grant and fund development projects will be developed by working with Wayne Resa’s Instructional Media & Technology Services Grant and Fund Development support group.
Appendix J - Acceptable Use Policy

Acceptable Use Policy

Purpose

Edison Schools relies on its computer network to conduct its business. To ensure that its computer resources are used properly by its employees, independent contractors, agents and other users, Edison Schools has created this Computer Use Policy (the "Policy").

The rules and obligations described in this Policy apply to all users (the "Users") of Edison Schools’ computer resources, wherever they may be located. Violations will be taken very seriously and may result in disciplinary action including termination of employment as well as civil and criminal liability.

It is every student's and employee's duty to use Edison Schools' computer resources responsibly, professionally, ethically and lawfully.

Definitions

Edison Schools refers to Edison and it’s partnership schools.

From time to time in this Policy, we refer to terms that require definitions:

The term “Computer Resources” refers to Edison Schools' computer network. Specifically, Computer Resources, whether owned or leased, include, but are not limited to: host computers, file servers, application servers, communication servers, mail servers, fax servers, web servers, workstations, stand-alone computers, laptops, software, data files, and all internal and external computer and communications networks (for example, Internet commercial online services, value-added networks, e-mail systems) that may be accessed directly or indirectly from our computer network.

The term “Users” refers to all employees, independent contractors, consultants, temporary workers, students, family members and other persons or entities who use our Computer Resources.

Policy

The Computer Resources are the property of Edison Schools. Users are permitted access to the computer system to assist them in the performance of their jobs. Occasional, limited, and appropriate personal use of the computer system is permitted when the use does not: (1) interfere with the User's work performance; (2) interfere with any other User’s work performance; (3) have undue impact on the operation of the computer system; (4) violate any other provision of this Policy or any other policy, guideline, or standard of Edison Schools. At all times, Users have
the responsibility to use computer resources in a professional, ethical, and lawful manner. Use of the computer system is a privilege that may be revoked at any time. In using or accessing our Computer Resources, Users must comply with the following provisions.

1. No Expectation of Privacy

No Expectation of Privacy: The computers and computer accounts given to Users are to assist them in the performance of their jobs. Users do not have an expectation of privacy in anything they create, store, send, or receive on the computer system. The computer system belongs to the Company and should be used primarily for business purposes.

Waiver of Privacy Rights: Users expressly waive any right of privacy in anything they create, store, send, or receive on the computer or through the Internet or any other computer network. Users consent to allowing personnel of the Company to access and review all materials Users create, store, send, or receive on the computer or through the Internet or any other computer network. Users understand that Edison Schools may use human or automated means to monitor use of its Computer Resources.

2. Prohibited Activities

Prohibited Uses: Without prior written permission from the Chief Information Officer, Edison Schools' Computer Resources may not be used for dissemination or storage of commercial or personal advertisements, solicitations, promotions, destructive programs (that is, viruses or self-replicating code), political material, or any other unauthorized use.

Inappropriate or Unlawful Material: Material that is fraudulent, harassing, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory, or otherwise unlawful or inappropriate may not be sent by e-mail or other forms of electronic communication (such as bulletin board systems, newsgroups, chat groups) or displayed on or stored in Edison Schools' computers. Users encountering or receiving this kind of material should immediately report the incident to their supervisors.

Spoofing and Spamming: Users may not, under any circumstances, use "spoofing" or other means to disguise their identities in sending e-mail or other electronic communication via bulletin boards, newsgroups, or chat groups. Without expressed permission of their supervisors, users may not send unsolicited ("spamming") e-mails to persons with whom they do not have a prior relationship or bona fide business purpose.

Misuse of Software: Without prior written authorization from the Chief Information Officer, Users may not do any of the following: (1) copy software for use on their home computers; (2) provide copies of software to any independent contractors or clients of Edison Schools or to any third person; (3) modify, revise, transform, recast or adapt any software; or (4) reverse-engineer, disassemble, or decompile any software. Users who become aware of any misuse of software or violation of copyright law should immediately report the incident to their supervisors.
Communication of Trade Secrets: Unless expressly authorized by the Chief Information Officer, sending, transmitting, or otherwise disseminating proprietary data, trade secrets, or other confidential information of the Company is strictly prohibited. Unauthorized dissemination of this information may result in substantial civil liability as well as severe criminal penalties under the Economic Espionage Act of 1996.

3. Passwords

Responsibility for Passwords: Users are responsible for safeguarding their passwords for access to the computer system. Individual passwords should not be printed, stored online, or given to others. Users are responsible for all transactions made using their passwords. No User may access the computer system with another User's password or account.

Passwords Do Not Imply Privacy: Use of passwords to gain access to the computer system or to encode particular files or messages does not imply that Users have an expectation of privacy in the material they create or receive on the computer system. Edison Schools has global passwords that permit it access to all material stored on its computer system regardless of whether that material has been encoded with a particular User's password.

4. Security

Accessing Other User's Files: Users may not alter or copy a file belonging to another User without first obtaining permission from the owner of the file. Ability to read, alter, or copy a file belonging to another user does not imply permission to read, alter, or copy that file. Users may not use the computer system to "snoop" or pry into the affairs of other users by unnecessarily reviewing the files and e-mail.

Accessing Other Computers and Networks: A User's ability to connect to other computer systems through the network or by a modem does not imply a right to connect to those systems or to make use of those systems unless specifically authorized by the administrators of those systems.

Computer Security: Users may not attempt to circumvent Edison Schools' data protection measures or uncover security loopholes or bugs. Users may not gain or attempt to gain unauthorized access to restricted areas or files on the computer system. Users should not tamper with any software protections or restrictions placed on computer applications, files, or directories. Users who engage in this type of activity may be subject to immediate termination.
5. **Viruses**

**Virus Detection:** Viruses can cause substantial damage to computer systems. Each User is responsible for taking reasonable precautions to ensure he or she does not introduce viruses to Edison Schools' network. To that end, all material received on floppy disk or other magnetic or optical medium and all materials downloaded from the Internet or from computers or networks that do not belong to Edison Schools MUST be scanned for viruses and other destructive programs before being placed onto the computer system. Users should understand that their home computers and laptops may contain viruses. All disks transferred from home computers and laptops to Edison Schools' network MUST be scanned for viruses.

**Accessing the Internet:** To ensure security and avoid the spread of viruses, Users accessing the Internet through a computer attached to Edison Schools' network must do so through an approved Internet firewall. Accessing the Internet directly, by modem, is strictly prohibited unless the computer you are using is not connected to the Company's network.

6. **Encryption Software**

**Use of Encryption Software:** Users may not install or use encryption software on any of Edison Schools' computers without first obtaining written permission from their supervisors. Users may not use passwords or encryption keys that are unknown to their supervisors.

**Export Restrictions:** The federal government has imposed restrictions on export of programs or files containing encryption technology (such as e-mail programs that permit encryption of messages and electronic commerce software that encodes transactions). Software containing encryption technology is not to be placed on the Internet or transmitted in any way outside the United States without prior written authorization from the Chief Information Officer.

7. **E-mail**

**E-mail Disposal:** Unless directed to the contrary by your supervisor, employees should discard inactive e-mail after sixty days. Information subject to federal and/or state laws and regulations governing mandatory retention of records and electronic communication may require you to maintain files or documents for a specified period of time. It is the employee's responsibility to know which records are subject to these conditions and to comply with these laws and regulations.

**Drafting E-mails:** Because they may appear informal, e-mail messages are sometimes offhand, like a conversation, and not as carefully thought out as a letter or memorandum. Like any other document, an e-mail message or other computer information can later be used to indicate what an employee knew or felt. You should keep this in mind when creating e-mail messages and other documents. Even after you
delete an e-mail message or close a computer session, it may still be recoverable and may remain on the system.

8. Internet Safety Policy

Definitions: For purposes of the Internet Safety Policy, refer to the following definitions.

The term “Minor” is defined by federal law as any person under the age of eighteen years.

The term "Obscene" is defined by federal law using the following test: (a) whether the average person applying contemporary community standards would find that the material, taken as a whole, appealed to prurient (i.e. offensive) interest; (b) whether the work depicts or describes in a patently offensive way, sexual conduct defined by the applicable state law; and (c) whether the work, taken as a whole, lacks serious literary, artistic, political or scientific value.

The term “Child Pornography” is defined by federal law as any visual depiction, including any photograph, film, video, picture, or computer or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, where-

(A) the production of such visual depiction involves the use of a minor engaging in sexually explicit conduct;

(B) such visual depiction is, or appears to be, of a minor engaging in sexually explicit conduct;

(C) such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct; or

(D) such visual depiction is advertised, promoted, presented, described, or distributed in such a manner that conveys the impression that the material is or contains a visual depiction of a minor engaging in sexually explicit conduct.

The term “Harmful to Minors” means any picture, image, graphic image file, or other visual depiction that (i) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (ii) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (iii) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

Purpose: DEPSA’s Internet Safety Policy for students includes monitoring the on-line activities of students and the use of filtering software on its computers with Internet access that is designed
to protect against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors.

**In compliance with the Child Internet Protection Act Internet access is filtered by a Proxy Server to block the viewing of undesirable sites.** Filtering software will be utilized on all computers with Internet access within the schools, regardless of whether a portion of such computers are used only by school personnel. However, authorized school personnel may disable the filtering protection during use of a computer by an adult to enable access for bona fide research or other lawful purpose.

**Policy**

a. **Inappropriate Matter:** Students are prohibited from accessing inappropriate matter in any form on the Internet and World Wide Web. If a student should go to a Web site that contains inappropriate matter, the student must click the BACK button so that the page does not show, and should immediately inform his or her teacher so that the teacher can take measures to keep other students from viewing such matter. A determination regarding what matter is appropriate for minors shall be made by the school, school board, or other local authority responsible for making the determination.

b. **Direct Electronic Communications:** Students are prohibited from sending via e-mail inappropriate matter in any format. If a student should receive inappropriate matter, the student must immediately notify his or her teacher. Students are prohibited from viewing, participating, or accessing chat rooms without the direct supervision of his or her teacher, or other supervisory personnel. This provision does not prohibit teachers and students from participating in authorized classroom events that involve accessing chat rooms as part of a school program or the learning process.

c. **Hacking:** All students and Edison employees are prohibited from breaking into (i.e. “hacking”) the Edison Schools’ network. If a student should find that he or she has entered an area that appears to be off limits, the student should immediately notify his or her teacher. Likewise, any Edison employee who finds that he or she has entered an area that appears to be off limits, should immediately notify his or her supervisor.

d. **Personal Identification:** Students are prohibited from the unauthorized disclosure, use, and dissemination of their personal identification information through the use of a computer, which includes, but is not limited to: their home address and phone number, personal cell or pager numbers, family or emergency contact numbers, work address and phone number, or their gender, age, or race. This provision does not apply to information that must be provided to school personnel who have a need to know such information.
c. **Protective Measures:** Edison Schools will take necessary measures to restrict students' access to materials harmful to minors. Such measures will include the monitoring of the students’ on-line activities and the use of filtering software. In addition, students will be prohibited from using computers in areas that are not randomly monitored by school personnel.

9. **Miscellaneous**

**Disclaimer for Liability for Use of the Internet:** Edison Schools is not responsible for material viewed or downloaded by users from the Internet. The Internet is a worldwide network of computers that contains millions of pages of information, some of which include offensive, sexually explicit, and inappropriate material. Users accessing the Internet do so at their own risk.

**Privileged Attorney-client Communications:** Confidential e-mail sent from or to in-house counsel or an attorney representing the Company should include this warning header on each page: "ATTORNEY-CLIENT PRIVILEGED: DO NOT FORWARD WITHOUT PERMISSION."

**Compliance with Applicable Laws and Licenses:** In their use of Computer Resources, Users must comply with all software licenses/copyrights and all other state, federal, and international laws governing intellectual property and online activities. **You should not copy and distribute copyrighted material (e.g., software, database files, documentation, articles, graphics files, and downloaded information) through the e-mail system or by any other means unless you have confirmed in advance from appropriate sources that Edison Schools has the right to copy or distribute the material. Failure to observe a copyright may result in disciplinary action by Edison Schools as well as legal action by the copyright owner. Any questions concerning these rights should be directed to your supervisor or the Human Resources Department. [THE BOLD/ITALICIZED TEXT IS ALSO NOT INCLUDED IN EDISON’S CURRENT COMMON COMPUTER USE POLICIES—DID YOU WANT TO DELETE IT?]**

**No Additional Rights:** This Policy is not intended for and does not grant to Users any contractual rights.
Acceptable Use Policy Agreement Form

I have read the Detroit Edison Public School Academy **Acceptable Use Policy**. I understand I am responsible for the safe and ethical use of the Detroit Edison Public School Academy's Computers and related technologies. I release and discharge the Detroit Edison Public School Academy, Edison Schools Inc., their respective officers, directors, employees and agents from any liability whatsoever resulting from my misuse of the schools computers and related technologies.

________________________________________

_________  ___________  ___________
Print Name       Signature       Date
Appendix L-Technology Curriculum
Detroit Edison PSA

A cornerstone of the DEPSA technology program is the placement of technology in the home to support the curriculum and to strengthen the connections between home and school. The program provides a computer and modem (on loan) for every family beginning in grade three. "Home Rollout" refers to the process of distributing technology to families.

Educational Plan
How will students use the home computer to meet the curriculum standards set by DEPSA?

The home computer provides an essential link between school and home for students. The school and home computer hardware platform (Apple iMac) and basic software (AppleWorks and Netscape Communicator) are uniform, allowing students to apply and practice skills learned in school at home. Students will use the home computer for a variety of learning tasks, including:

- Using basic productivity tools to complete homework assignments. Examples include typing a paper or creating a graph.
- Using The Common to communicate with teachers. Examples include emailing a teacher to ask a question about a homework assignment or handing in a homework assignment by attaching the assignment to an email message.
- Using The Common to communicate with other students. Examples include posting a request for information to a conference or using email to communicate about a group project.

In order to use this tool effectively, students must receive direct instruction in specific skills from their teacher BEFORE taking the computer home. Refer to the "Training Plan" section of this document for a listing of the necessary skills.

For students to receive the maximum educational benefit from the DEPSA Home Computer Program, teachers must incorporate the home computers into their lesson plans and curriculum projects. To that end, once the rollout has been completed for their students, teachers should include at least one homework assignment or project each week that requires using the home computer. Examples include:

- Students keep an electronic journal. Students must turn in the journal, which should include at least three entries, each week via The Common.
- Students participate in a "keypal" exchange with students at another Edison school. Each week, students have a different question or topic to write about. Students must email their teacher with both the letter that was sent and the response that is received. Students participate in a math challenge conference. Each week, a different problem is posted to the conference. Students email solutions to their teacher; teachers post all correct solutions to the conference at the end of the week.
Teachers will need to make accommodations for students who do not have access to a home computer, either because no one from the family has been able to attend one of the training sessions or because the home computer is broken.

Family Involvement Plan
How will DEPSA reach out to families to ensure each family’s full participation in the Home Computer Program? What is the role of parents and guardians in the Home Computer Program?

The School Technology Manager will have primary responsibility for reaching out to families to ensure full participation in the Home Computer Program, with help from the homeroom teachers. The School Technology Manager will use the principal’s newsletter as the primary vehicle for communicating with parents about the Home Computer Program.

To help families learn to use the home computer effectively, each family will be required to send at least one adult family member (someone who is over 18 and lives in the same house as the student) to six hours of computer training. The training will be held in the school’s computer lab or cafeteria and will be divided into three sessions. Session I covers “Computer Basics, “Setting Up Your Home Computer Troubleshooting, and Preparing the Home for the Home Computer.” Session II covers reviewing the first session’s content, and “Introducing The Common.” Session III will review The Common and Advanced use of your Home Computer.”

During the training sessions, parents will be encouraged to use the home computer to meet two primary goals:  
1. Supporting student learning, in keeping with the curriculum goals of DEPSA.  
2. Improving communication between school and home.

To meet these goals, parents will be asked to:  
(Tech team or committee should generate these)  
1. Communicate with instructional staff monthly  
2. Enforce student participation of electronic homework assignments  
3. Monitor students keyboarding progress

Special efforts to encourage all parents to set up their home computer and log onto The Common soon after completing the training will include:  
1. Teachers will reach out to parents through school new letter, telephone calls and student contact.  
2. Tech team will send out automated voice messages to remind parents of HRO polices.  
3. Recall of computer if parent does not show evidence of trying to set up computer after one month.
Computer Prep
- Moving computers out of storage rooms
- Unboxing computers
- Tagging computers
- Adding serial numbers to the inventory database
- Setting up/plugging in computers
- Loading/testing software

Clerical Work
- Copying handouts
- Filing forms
- Data entry
- Tracking session reservations and completion

Training — teaching computer classes to parents, including
- Training I: Mac Basics, Troubleshooting, Prepping the Home and Setting Up Your New Computer
- Training II: The Common
- Training III: Advanced Use of the home computer

The School Technology Manager and User Support Technician will facilitate an additional two-hour training session that volunteers who sign up to be trainers must attend.
Acceptable Usage Policies

What policies will the school set regarding acceptable and non-acceptable uses of computers? How will the school encourage safe, responsible and ethical behavior?

- Ask students and parents to read, discuss, and sign a Family Acceptable Use Policy or FAUP. The Acceptable Use Policy form will be sent home after teachers have discussed it with their students. Signed FAUPs are collected by the homeroom teacher, then filed by the Tech volunteers with the rest of the Home Computer Program forms. Families will not be allowed to take home their computer until a signed FAUP is on file.
- Ask parents to read, discuss and sign a Parent Liability Form. Signed Parent Liability Forms are distributed during Session II of the parent training, collected during Session III of parent training, and filed with all other paperwork. Families are not allowed to take home their computer until a signed Parent Liability Form is on file.

Imposing severe and immediate consequences on both students and parents for violations of the rules governing behavior on The Common: i.e. a one month suspension of Common privileges for the first offense, followed by a one year suspension for the second offense. See Appendix J – Computer Use Policy and Family Acceptable Use Policy

Training Plan

What are the training needs of teachers, students and parents? How will these needs be met?

Training is a key to the success of the Home Computer Program. Without the proper training, teachers, parents and students will not have the skills and knowledge needed to implement the program’s goals of supporting student learning and improving home-school communication.

What: Teachers, Students, and Parents

Skills that all teachers, students and parents need to have mastered before the beginning of home computer rollout include:

- Working comfortably in the Macintosh environment, including: starting up and shutting down a computer; using a keyboard and mouse to input information; opening, saving, retrieving, and printing files.
- Identifying and using safe, responsible and ethical behaviors with and on computers.
- Using The Common to communicate with others, including: logging on to The Common; sending and receiving electronic mail; participating in electronic conferences.
- Using basic troubleshooting techniques to solve common problems, including; checking cables;
- Restarting the computer; using the Find File command.

Additional skills needed specifically by teachers include:

- Using the basic productivity tools that are part of the main software package: word processor, paint or draw program, spreadsheet, and database.
- Planning and implementing classroom lessons that directly teach the skills listed above.
- Planning and implementing classroom lessons that effectively integrate Apple Works, Microsoft Office and The Common into the language arts, math, science, social studies, and ethics curricula.
• Creating and administering homework assignments and projects that encourage students to use their home computers and apply the TSL skills learned in school.

Additional skills needed specifically by parents include:
• Setting up the home computer and modem.
• Identifying and using the school’s technical support resources to fix hardware and software problems.

Additional skills needed specifically by students include:
• Using at least one of the basic productivity tools that are part of the Appleworks: word processor, paint program or draw program, spreadsheet, and database.

Teacher Training
The School Technology Manager has primary responsibility for planning and implementing teacher training. Training sessions that teachers have already attended over the summer and should attend during the weekly 45 minute professional development period that teachers devote to technology training include (note: only sessions that relate specifically to the skills identified as necessary for the Home Computer Program are listed):

• Laptop Operation
• Computer Basics
• Appleworks/MS Office Basics
• Classroom Computer Operation
• Introduction to Curriculum Integration
• The Common
• Introducing Kids to The Common

Teacher’s technology-related professional development in the weeks leading up to home computer rollout should include:
• Home Computer Rollout Update—teachers will be asked to read and comment on the Home Computer Rollout Plan.
• Curriculum Integration Revisited—teachers will be asked to commit to one classroom project that integrates technology, and to begin planning that project. Note: the project can focus on any curriculum area.
• Curriculum Integration Review—teachers present their curriculum integration project to the School Technology Manager and other teachers in their house for feedback.
• Creating and Implementing Home Computer Assignments—teachers will be asked to commit to a weekly homework assignment or extra credit project that encourages students to use their home computers, and to begin planning that assignment.
• Home Computer Assignment Review—teachers present their home computer assignment to the School Technology Manager and other teachers in their house for feedback.

Training sessions for the remainder of the year will vary, depending on what curriculum integration and home computer assignment project teachers decide to take on.
Parent Training
The School Technology Manager, with the help of the User Support Technician, and numerous parent volunteers, will structure the parent training.

At least one adult (anyone over 18) from each family must attend six hours of training (one for previous Edison school families). Training schedules will be communicated via the principal’s newsletter, schools telephone information system and voice messages. Training will consist of three sessions, each lasting two hours. Parents will take home their computer at the end of Session I (except for previous Edison parents who will take their computer home at the end of only the one-hour update training session). Training sessions will be offered late mornings, afternoons, evenings and during the week. Parents must attend the sessions in order, i.e., attend Session I before attending Session II etc.

Training sessions will be held in the school’s computer labs and cafetorium. 15 families (each family can send up to two people) can attend each training session; reservations will be made on a first come, first serve basis. For the training session to “count,” parents must arrive within 10 minutes of the scheduled starting time. Only parents (no children) can attend the computer training sessions. The actual machines will be configured, setup and issued before or during the first two hour training session.

Parents/Volunteers
Parents who want to be trainers (i.e., run training sessions for other parents) must attend trainer training. We will ask that volunteer trainers commit to running at least three training sessions for parents. In addition to the skills included in the regular parent computer training, the Train the Trainers session will include:

• Using advanced troubleshooting techniques to identify and solve common problems, including: checking hublets if lab computers are unable to locate the server; using the Applications menu to check open applications if an out of memory error message appears; identifying and fixing common login errors, such as extra spaces.
• Using the lab’s TV to project computer images.
• Identifying and using appropriate training techniques, including: never taking the mouse from a student’s hand; always including hands-on practice activities after teaching a new skill; slowly describing every action taken with the mouse or keyboard during demonstrations.
• Knowing how to close and secure the lab after a training session.

When facilitating training sessions for parents, volunteer trainers will be required to follow a basic training outline. Volunteer trainers will also be asked to briefly summarize what happened during each training session in a training log. Parent volunteer trainers will receive their computer at the end of the Train the Trainer sessions so that they can practice and refine their Mac and Common skills.
Student Training
The homeroom teacher, with the help of the School Technology Manager, has primary responsibility for student training. Before home computer rollout begins, each teacher should provide direct instruction to help students meet the goals listed above. Teachers can choose to bring students to the computer lab for large group instruction, or set up learning centers in the classroom for small group instruction (each regular classroom contains three computers). Because use of The Common is considered so important to the success of the Home Computer Program, each teacher is required to set up a time to bring his or her class to the computer lab for two 45 minute Common training sessions.

Technical Support Plan
What resources will be available to help parents when they have problems with their home computer?

The User Support Technician, with the help of the School Technology Manager and parent volunteers, has primary responsibility for technical support.

Parents will have a variety of technical support resources available to them, including:
- Handouts from training
- The Edison “How Do I” conference on The Common.
- A group of “Tech Help” volunteers who will help other parents solve technical problems, over the phone and over The Common.
- The school’s User Support Technician, who will help parents solve technical problems over the phone and over The Common.
- The school’s technical support line @ ext. 1195

If the parent is unable to solve the problem using these resources, he/she will then drop the computer off at the school. Whenever possible, the school’s User Support Technician will repair computers that have been dropped off within one week. Repairs will take place in the UST work area. One of the home computers will be set up as an image machine; software problems will be handled by simply reimagining the machine. Each computer’s Documents folder will be backed up to a Zip Drive before imaging takes place to preserve the family’s files. Basic hardware repairs will be handled by the UST. When the UST is unable to repair a computer, the computer will be taken to a local authorized dealer. If outside repairs are required, it may be several weeks before the computer can be fixed.

The school will charge an annual five dollar maintenance fee to help pay for repairs, except those that result from gross negligence. For example, if a disk drive must be replaced because a bent floppy disk is stuck in the drive, the school will pay for the repairs. If a disk drive must be replaced because a peanut butter and jelly sandwich is stuck in the drive, the family will pay for the repairs. All equipment will be under warranty for the first year, and should be repaired by Apple at no cost. As of year two, the school must budget for repair and maintenance costs.
All parents will be asked to follow a troubleshooting path when they have problems with their home computers. The school’s recommended troubleshooting path will be taught and practiced during Session I of parent training, reviewed during Session II, and given to parents in a handout.

Note: Parent volunteers will be asked to keep a log of requests for technical assistance that includes the serial number of the affected computer and a description of both the problem and the suggested solution.

Note: The UST will keep a log of requests for technical assistance that includes the serial number of the affected computer and a description of both the problem and the suggested solution.

1. Bring your computer to the school. Before you bring your computer in, please a) speak with the UST by phone; b) disconnect all cables and bind them with a rubber band or masking tape; c) place the computer, keyboard, mouse, modem and all cables in the original computer box; and d) complete a “Technical Assistance Request” form and tape it to the box.

Note: All computers should be locked in the UST office at the end of the day. Additional “Technical Assistance Request” forms will be available in the front office.

2. A member of the Tech Team/Tech volunteers will call you when your computer has been fixed. You can pick up your computer from the UST office by appointment in order to maintain the security of the equipment.

Implementation and Administrative Plan

Computer Inventory

The User Support Technician and Media/Tech Coordinator will be jointly responsible for maintaining the home computer database. The home computer inventory will be kept separate from the school technology database. In addition to basic contact information, the home computer database will include:

- The serial number of each family’s computer and modem.
- The asset tag number of each family’s computer and modem.
- A listing of all children in the family enrolled in the school.
- A record of all requests for technical assistance from the family.
- A record of all repairs required on the computer.

The home computer database will be setup in FileMaker Pro. The school secretary will be responsible for pulling a listing of families from MACSCHOOL to setup family accounts. The UST and secretary will work together to export basic contact and family information from the MACSCHOOL database to set up the initial inventory database and family user accounts.
Each family must complete a “Home Computer Registration” before the family can take home its computer. The form includes a space for recording serial numbers and asset tag numbers and will be used as the primary vehicle for matching computer to families.

**Computer Storage**
The home computers will be stored in school’s main storage area.

**Computer Preparation**
The UST and School Technology Manager, working with parent volunteers and community members, will be responsible for preparing the home computers for parents. Computers will be pulled out of the storage rooms and arranged on tables in the cafetirium for loading, configuring and testing software. As each computer is unboxed, it will be tagged with an Edison asset tag and both the asset tag number and serial number will be listed on Home Computer Registration Form and the information will also be entered into the home computer database.

Using power strips and extension cords, each computer will be plugged in and turned on. The following software will be loaded from CD-ROM and floppy disk:

- Appleworks
- Netscape 4.6
- PPP software
- Other?

All software will be launched and registered. The modem and Netscape will be configured for dial-in access. The UST will be responsible for creating a handout that gives step-by-step instructions for preparing the home computers for “plug and play” setup by parent volunteers.

**Computer Distribution**
Parents will actually train on and work with the computer that they will take home at the end of the session as their home computer. Parents will take the computer home at the end of the session if all appropriate forms are signed and on file, specifically:

- Student Acceptable Use Policy
- Parent Liability Form
- Home Computer Registration Form

Also, one adult from the family must have attended Session I of the home computer training (except for families from previous Edison school) before the family can take home its computer.

**Training Preparation**
The School Technology Manager will be responsible for the bulk of the work of preparing for teacher, parent and student trainings, with help from the UST, teachers, and volunteers, as noted.
Tasks include:

- Creating training outlines. (STM)
- Creating handouts and forms. (STM)
- Scheduling training sessions (STM and Principal)
- Copying handouts and forms (STM and parent volunteers)
- Updating template files, overheads, and other training aids. (STM)
- Creating a generic network login and Netscape login for parent trainings that are held in the school’s computer lab. (UST)
- Creating Common accounts, with appropriate Preferences and access privileges, for every family. (UST)
- Organizing a registration system. (STM and secretary)
- Preparing a home computer file for each family and pulling files for training based on the registration list. (STM, UST and secretary)

Technical Support Preparation
The School Technology Manager and UST will both be responsible for setting up and evaluating technical support systems.

School Technology Manager tasks include:

- Working with the Principal to ensure that custodial staff is fully aware of building access needed for training and rollout schedule and for managing computers that are brought in for repair.
- Setting up a “Tech Help” center with appropriate forms, logs, and a secure place to store computers, in for repair.
- Publicizing technical support resources to parents, staff and students via training sessions, telephone information system,The Common, and the principal’s newsletter.

UST tasks include:

- Setting up a repair center.
- Reviewing the inventory database to be familiar enough with it to add maintenance and repair information to it as it happens.
- Configuring a home computer image machine.
## Appendix L - Technology Curriculum

### K-8 Scope & Sequence of Technology Skills

**Overview**

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<td>E-MailOutlook: Intermediate – sending &amp; receiving attachments</td>
<td></td>
</tr>
</tbody>
</table>

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