



Section 1: Cover Page

South Redford School District

26141 Schoolcraft
Redford, MI 48239

District Phone: 313-535-4000

District Fax: 313-535-1059

School Code #82140

District Educational Technology Plan

Start Date: July 1, 2009 End Date: June 30, 2012

Contact: Kristina Harmon, Curriculum/Technology Director

Phone: 313-535-4000 ext.1010

Fax: 313-535-1059

Email Address: harmon@southredford.net

Wayne RESA ID#82000

Technology Plan (URL): <http://southredford.net/tech/plan/>

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Section 2: INTRODUCTORY MATERIAL

District Mission

“Staff, students, parents, and the community working together to ensure continuous learning and success.”

District Profile

The South Redford School District is geographically located in Redford, a residential Detroit suburb in the southern portion of Redford Township, Wayne County Michigan. The enviable small town atmosphere of the township carries over into our schools where students, parents, and staff come together to create a welcoming, friendly learning environment. South Redford School District was the first district in Michigan and the 5th district in the Nation to receive District Accreditation from North Central Accreditation (NCA) using the Baldrige Criteria for Performance Excellence.

District Demographics

South Redford School District serves approximately 3,400 students, mostly from middle class households, where approximately 38% of these students qualify for Free and Reduced Lunches from the National School Lunch Program (NSLP). The district employs 14 administrative staff, 46 other support staff, and 190 highly qualified teachers with a classroom ratio of approximately 1-18 (1 teacher for every 18 students).

District Technology Plan History

- 1997 - The first South Redford School District Technology Plan was accepted and approved by the State of Michigan.
- 2001 - The Acceptable Use Policy was revised and added to the plan for meeting new state and federal guidelines.
- 2002 - As state and federal requirements were added and changed, items 10 & 11 were added and the expiration date of the plan was extended as these additional requirements were added.
- 2002-2003 - The Technology Plan was completely re-developed, the technology committee was formed and the plan was re-aligned with district vision, mission and goals, and re-written to meet state and federal guidelines.
- 2004-2005 - The Technology Plan was a key component in our planning for the technology portion of our district bond.
- 2005-2006 - The Technology Team reviewed the outdated plan and updated the contents with the new district vision, mission and goals. Further updates were made to meet new state and federal guidelines such as NCLB. The Team created a new plan for the future while factoring in new technology purchases from a district-wide bond.
- 2008-2009 - In compliance with state and federal programs, such a USF E-Rate, and in conjunction with district staffing changes, the District Technology Plan was again reviewed and updated for approval by the Board of Education.



District Technology Planning Team

The South Redford School District Technology Planning Team is made up teachers, administrators, staff, students, parents and community members. The Technology Planning Team's role is to identify strategic directions to guide our technology initiatives. The District Educational Technology Plan is an ongoing work in progress that is utilized across the District and updated periodically to incorporate new technologies acquired and to identify any corrective actions necessary to meet our technology goals. The District Technology Planning Team consists of the following members:

NAME	POSITION
Kristina Harmon	Curriculum/Technology Director
Judy Considine	Communications Coordinator
George Highe	Community Member/Parent
Steve Baker	Board Member/Parent
Michelle Mack	Media Specialist
Joshua Bzovi	Teacher
Timothy Giroux	Teacher
Patricia Denton	Teacher
Erin Ferris	Teacher
Bradley Fritz	Teacher
Brian Galdes	Administrator
Kevin Smyth	Network Manager
Eric Miller	Auditorium Manager/Tech Support
Dee Gwaltney	Media Specialist
Tanya Hubbard	Media Specialist

District Buildings & Facilities

South Redford School District is comprised of 10 buildings; four elementary schools, one middle school, one high school, one administration building and one leased community center and two inactive.

**Jane Addams
Elementary (K-5)**
14025 Berwyn
Redford, MI 48239
Phone: 313.532.8064
Fax: 313.532.2585

Fisher Elementary (K-5)
1000 Crosley
Redford, MI 48239
Phone: 313.532.2455
Fax: 313.532.5602

**Thomas Jefferson
Elementary (K-5)**
26555 Westfield
Redford, MI 48239
Phone: 313.937.2330
Fax: 313.937.0654

**Vandenberg Elementary
(K-5)**
24901 Cathedral
Redford, MI 48239
Phone: 313.532.0300
Fax: 313.532.0327

**John D. Pierce Middle
School (6-8)**
25605 Orangelawn
Redford, MI 48239
Phone: 313.937.8880
Fax: 313.937.9486

**Lee M. Thurston High
School (9-12)**
26255 Schoolcraft
Redford, MI 48239
Phone: 313.535.4000
Fax: 313.592.0740

**Jan W. Jacobs Student
Services Center**
26141 Schoolcraft
Redford, MI 48239
Phone: 313.535.4000
Fax: 313.535.1059

**Redford Community
Center (Leased)**
12121 Hemingway
Redford, MI 48230
Phone: 313.387.2788

Ashcroft (Inactive)
9501 Sioux
Redford, MI 48239

Gibson (Inactive)
12925 Fenton
Redford, MI 48230



Section 3: VISION & GOALS

District Vision

“The South Redford School District graduates will be continuous learners and responsible citizens.”

At South Redford School District, we believe that technology, curriculum and student achievement are intertwined. This piece of our vision statement arose from our experience that technology and strategic plans cannot be created apart from each other. Our District Strategic Plan (<http://southredford.net/district/strategicplan/2006-07Plan.pdf>) was revised in 2006-2007 to provide direction for our District to prepare all our students for the 21st century.

We believe that technology has the potential to close the achievement gap by igniting student interest and identifying programmatic strengths and weaknesses through data collection and analysis. Even though South Redford School District has one vision, each environment within the District has its own unique needs. Accordingly, each individual environment will create its own measures and actions to ensure that the overall goals of the Strategic Plan are achieved. These individual environments include the overall District, each individual school, each grade level, each classroom and every student.

Strategic Plan Goals

The South Redford School District Strategic Plan is specifically designed to ensure that, no matter where a person works or learns throughout the district, most everything they work toward fulfills a Strategic Plan Goal. To that end, the following four Major Technology Plan Goals are aligned with the District's four Strategic Plan Goals.

Strategic Plan Goals	Major Technology Plan Goals
1. All students will meet or exceed state standards and will demonstrate continuous growth.	1. All students will meet or exceed Michigan Educational Technology Standards (METS) and will integrate technological knowledge and skills to .
2. Students will demonstrate the characteristics of responsible, productive citizens.	2. Students will demonstrate the characteristics of responsible, productive citizens in their use of technology.
3. Schools will provide safe, orderly, and welcoming learning environments.	3. Schools will provide safe, orderly, reliable and welcoming technology environments.
4. Student learning will be supported by school, parent, and community partnerships marked by effective communication among the parties.	4. Student technology access and use will be supported by school, parent, and community partnerships which will be marked by effective communication among the parties to increase student application of knowledge and skills for successful participation in the 21 st century.

Technology Planning Initiatives

Technology planning has been an ongoing district-wide process at South Redford School District and will continue throughout the duration of this plan. An exemplary school district recognizes the important role technology plays in school environments as well as society at large. To foster technology use at South Redford School District and prepare our students for the 21st Century:

The District will:

- Provide professional development to increase knowledge and skill in the integration of technology into classroom instruction
- Provide professional development to increase knowledge and skill in development of assessments and data management using technology
- Incorporate technology for increased effectiveness in communication
- Move away from being a “lock down” district to a more “open” district to provide access to information, tools, and communication opportunities
- Use technology to manage and access an information system to support decision-making
- Initiate installation of interactive whiteboards as part of bond and monitor for continuation in the future

All Faculty and Staff will:

- Demonstrate growth in the use of technology as a productivity and communication tool
- Improve personal technology literacy
- Adhere to the Acceptable Use Policy
- Teach/model/apply ethical, safety and legal standards
- Utilize and integrate technology appropriately into the curriculum enabling learners within the district to meet their educational and career goals
- Utilize emerging technology for administrative and communication tasks
- Use technology to manage and access an information system to support decision-making
- Integrate the METS into classroom instruction and increase media literacy
- Increase knowledge and skill in the applications of technology to enhance student learning

All Students will:

- Use technology to enhance critical thinking, creative expression, and decision making skills
- Troubleshoot common technology problems
- Be independent technology learners
- Demonstrate basic technology literacy, media literacy, and communication skills
- Adhere to the Acceptable Use Policy
- Understand the potential risks and dangers associated with the Internet and other technologies



- Use technology to research information, analyze, and make projections and judgments about validity of information using a process such as the Big 6
- Use technology to manage and access an information system to support decision-making
- Have opportunities to voluntarily serve as mentors to peers and/or staff to share technological knowledge and skills

Technology Plan Objectives

The South Redford School District mission, vision and goals have been revised during the past few years as the district has been adopting the Baldrige Criteria for Performance Excellence. The District Technology Plan has also been rewritten to meet the new mission, vision and goals so that we can get “all the arrows pointing in the same direction”. Accordingly, the technology plan objectives must also be aligned to support the district goals while meeting both state and federal requirements. The following Technology Plan Objectives are specific to each section of the plan and adhere to the four Major Technology Plan Goals aligned with our Strategic Plan Goals.

I. Curriculum Integration:

- Provide a technologically rich environment that aligns with and supports our core curriculum including virtual learning experiences.
- Integrate the Michigan Educational Technology Standards (METS) into the curriculum K-12.
- Access the district information system, such as CLASS A and online reporting system to provide assessment and feedback to students and to plan for instruction, remediation, and acceleration.

II. Professional Development:

- Continuously educate staff in the use of our technology as an instructional tool that enhances teaching and learning for improving student achievement.
- Continuously educate staff in the use of the tools such as the CLASS A assessment and analysis tool to inform professional practice.
- Train teachers in web hosting for increased communication with students, parents, and community.
- Explore the use of the web for online professional development experiences for staff.
- Train student mentors to support staff in acquisition of knowledge and skill in use of tools such as Excel and PowerPoint.
- Train teachers in the applications of assistive technology to enhance student learning.

III. Technology Infrastructure:

- Plan for future growth and expansion of district technology and the systematic replacement of obsolete equipment.
- Plan for consistency in purchasing to maximize efficiency in replacement of parts whenever possible.
- Adhere to software approval process to assure compatibility with the system.



IV. Funding and Budget:

- Provide a method of funding for upgrading and maintaining our existing technology infrastructure and network electronics.
- Consider cost effectiveness when making purchases and upgrades.

V. Monitoring and Evaluation:

- Consistently monitor and evaluate the success of achieving the goals stated in this three year plan.



I. CURRICULUM

Goal: To provide a technologically rich environment that aligns with and supports our core curriculum including virtual learning experiences.

Section 4: Curriculum Integration

In addition to our Strategic Plan, South Redford School District's K-12 curriculum is in alignment with the No Child Left Behind Act (NCLB) legislation, the International Society for Technology in Education (ISTE) standards (<http://cnets.iste.org/currstands/cstands-il.html>), and the Michigan Educational Technology Standards (METS) (http://www.michigan.gov/mde/0,1607,7-140-28753_33232_37328---00.html). In alignment with our Strategic Plan, the district has established a basic core of technology common to all buildings and work sites, all of which address the unique mix of their students and staff, for the purpose of establishing, identifying, and sharing best practices for academic achievement.

The components of our core curriculum include an alignment with the state technology content standards and a series of classroom activities, a broad overview of the K-12 goals divided into the categories of communications, information processing and productivity, an outline of current practices, and an action plan for continuing integration. Each school building has already begun integrating the technology standards into the core curriculum and will continue to refine integration based on student academic progress.

At South Redford School District, all staff and students are provided with access to well maintained technology with current hardware and software systems to enhance teaching and learning. The district also provides on-line resources, training materials and tools for our teaching staff to become technologically literate to meet or exceed the required technology/curriculum standards into their lesson plans. Our lesson plans are aligned with both district and state goals with a direct link to our curriculum for each grade and class level on our website. For a sample lesson plan that incorporates the required technology standards, see [Appendix A](#)

Section 5: Student Achievement

South Redford School District was the first district in Michigan and the 5th district in the Nation to receive District Accreditation from North Central Accreditation (NCA) using the Baldrige Criteria for Performance Excellence.

The Baldrige process begins with effectively communicating the expectation of success to students. Once the expectations are clearly understood, students discuss the stated goals and write a class mission statement. Students are then taught to record their data and measure their progress to create personal goals and plans for achievement of the classroom/state goals.

South Redford School District uses the Baldrige Criteria for Performance Excellence to:

1. Obtain NCA District Accreditation
2. Enhance Classroom Learning Systems By Applying The Improvement Cycle
3. Continually Improve Processes And Results
4. Align All Parts Of The Educational System
5. Improve Student Achievement



To determine student academic progress, South Redford School District uses both local common assessments (student report cards) and state assessment programs. The Michigan Educational Assessment Program (MEAP) is used to assess each student in grades 3-9 based on the Michigan Curriculum Framework (<http://michigan.gov/mde>). MEAP measures year-to-year student achievement for elementary and middle schools while the Michigan Merit Examination (MME) is used to measure student achievement at the high schools. Since the passing of the federal No Child Left Behind Act (NCLB) of 2001, Adequate Yearly Progress (AYP) is also used to measure academic progress for the district and each building within the district. Other indicators, such as the number of students who participate in the assessments and graduation rate for high schools, are also considered in the AYP calculation (<https://oeaa.state.mi.us/ayp/>).

Section 6: Technology Delivery

At South Redford School District, all high school students are required to take Algebra and Geometry classes, which are a combination of group class work and a computer guided series of activities that allows each student to progress at their own pace. Computer programming languages such as C++ and Visual Basic and CAD courses are also available for high school students as well as on-line courses for credit recovery in addition to courses not offered at the High School. Our new Communications Art Center offers students the opportunity to create video productions for broadcast on our local public TV station. The addition of the William F. Weber Performing Arts Center provides opportunities for students to explore the application of technology to support the performing arts.

All eighth grade students complete a technology curriculum while an extension of this course work is offered as an elective for high school students who want to advance their technology skills. Also, at the Middle School, Star Reading, Accelerated Reader, Star Math, Accelerated Math and Math Facts in a Flash are part of the reading and mathematics programs. These secondary students also have the ability to use Student Connection, a website based program that allows them access to their grades, assignments and attendance from anywhere they have Internet access.

South Redford School District also provides a variety of other distance learning opportunities for enhancing teaching and learning. Currently the district provides specialized courses such as college preparatory options and on-line credit recovery classes for our students. Our district is also currently equipped with technologies that enable staff and students to access specialized courses, activities and learning materials that include but are not limited to the following:

- District Website and School WebPages
- Internet Explorer
- Fiber Optic Network
- Shared, Faculty and Student Servers
- Multiple Labs
- Media Centers
- Workstations In Every Classroom
- Zangle Suite (Student Management)
- Virtual Mentor Program
- On-Line Credit Recovery Courses
- On-line Help Desk
- Parent/Student Connect Portal
- CLASS A, online assessment and performance analysis
- United Streaming Video
- Michigan Virtual University
- On-line Encyclopedia
- On-line Dictionary
- Communications Art Center
- PTS-Parent/Teacher/Student online student management system compared to BlackBoard
- Elmo projector and digital camera docking stations



Section 7: Parental Communications and Community Relations

Research has shown that the education levels and contributions from parents are critical factors that impact a child's academic performance. To help all students reach their full academic potential, it is necessary for students, teachers, families, and communities to collectively engage in efforts to improve student performance. The district utilizes e-mail services to communicate between administrators, teachers, students and parents and maintains an informational website. To support parental and community involvement, the website includes links to individual school web pages, calendar of events, special announcements, and a parent/student portal that allows parents 24/7 access to their students' record of attendance, grades, and lunch accounts. Support for parents and guardians in learning to use technology will be achieved through direct instruction opportunities as needed.

South Redford School District will continue to promote and enhance the district's web site as a valuable communications tool for our community. The District Technology Plan and Acceptable Use Policy are posted on our website as well as important information and updates regarding our present and future technology initiatives. South Redford School District plans to communicate these technology initiatives to the community via our website and in other ways, including but not limited to the following.

- District And Building Newsletters
- Newspaper Articles (Redford Observer)
- South Redford Cable Television Station
- District Technology Committee
- Parent/Teacher Meetings & Newsletters
- Presentations To The Public
- School Board Meetings & Open Houses
- On-line Parent/Student Connection
- Learning Management System for staff and students
- District Automated Call-out System
- TransAct service for translation of letters to families of ELL students
- District Annual Report
- District and School Web Pages

Section 8: Collaboration

Due to a dramatic decrease in state funding for adult education, South Redford School District does not offer adult education or collaborate with adult literacy service providers at this time. If and when the need should arise to provide these collaborative services, South Redford School District will meet with instructors to discuss and propose possible strategies to integrate technology into the adult literacy programs as needed.

Community Partnerships

- On-site immunization clinic for District students and other children in our community - St. Mary Mercy Hospital/Madonna University College of Nursing and Health
- On-site influenza clinic for District staff and their families - Visiting Nurses Association
- Hand washing and germ control education - Madonna University College of Nursing and Health
- Coordinated School Health and Wellness Team - Oakwood Healthcare System
- Lincoln Behavioral Services provides social services to students and families at Vandenberg Elementary School
- Growth Works provides community intervention and treatment for families including: Youth Assistance Programs, Adolescent and Adult Chemical Dependency Outpatient Services and Therapy



- Women's Heart Health and Health Screening – Oakwood Healthcare System
- Health and Education Learning for Parents Fair – Madonna University College of Nursing and Health, Oakwood Healthcare System, Wayne County Early On, Aramark Food Services
- Fisher Elementary School, Classroom Without Walls, partnership with sister school in China using technology to learn about culture and language and build relationships through applications of technology such as online learning, web cams, e-mail, and international communication systems

Wayne RESA Collaborations

South Redford School District continues its collaborations with the Wayne RESA Consortium and its member districts. These collaborations with the Wayne RESA include professional development activities and providing expertise in the areas of technology implementation and technology integration. Additionally, the Wayne RESA hosts regularly scheduled meetings of its member districts' technology directors to further facilitate collaboration between consortium members and the RESA.

II. PROFESSIONAL DEVELOPMENT

Goal: To continually educate staff in the use of our technology as an instructional tool that enhances teaching and learning for improving student achievement.

Section 9: Professional Development Programs/Activities

At South Redford School District, we believe that the key to successful integration of technology is a well-trained, enthusiastic teaching staff that understands how to use technology tools effectively for integration across the curriculum. Primarily, our staff technology training focuses on basic, intermediate, and advanced level topics based on the needs of our teachers and staff members.

During the course of our previous technology plan, a group of teachers were identified and trained as building level leaders that plan and conduct, on an ongoing basis, in-service sessions on technology topics and provide technical assistance to building staff. These building level leaders also organize and lead technology committees in their buildings for addressing building specific needs and general technology issues. The district will continually look to increase staff involvement with technology and technology planning, raise awareness levels to help teachers see the value of using technology in their classrooms and provide a variety of opportunities for teachers to explore emerging technology options within their curriculum.

Presently, there are several (5) professional development sessions per year scheduled into our district calendar, in addition to building level weekly staff meetings with a focus on professional development. Training topics for these sessions are set after completion of building and district level needs assessments are completed and reflective of teachers' interests and ability levels. These ongoing planned sessions are then supplemented with various unscheduled training periods during and after school hours as well as opportunities for staff to attend out-of-district conferences and workshops offered by professional development organizations and the Wayne RESA. In addition to our planned activities, we encourage and support staff designed study groups and continue training for new staff on district systems and programs during New Teacher Orientation. These new staff members are given one half-day of orientation and training to familiarize themselves with the district network, e-mail, and grading/attendance systems.

Current initiatives include staff training in the use of "CLASS A" to create, administer and disaggregate quarterly assessments to support continuous improvement of instruction and student achievement; use of interactive whiteboards following the installation and expanding technology integration into the learning environment with relevant applications. There is a movement to develop the concept of media literacy as it relates to technology and applies to developing thoughtful consideration of the media purposes and messages being conveyed both directly and indirectly.



Section 10: Supporting Resources

In addition to the resources available through our district-wide network, South Redford School District plans to provide both professional materials in print and electronic format and teaching software resources to our professional staff. In staff meetings and during prep time, teachers will also be able to access videos, prepared by Wayne RESA, on specific skills. Some resources made available to our staff include but is not limited to the following:

- TransAct
- Informational School Website/WebPages
- Professional Development Activities
- Staff Trainers/Media Specialists
- Wayne RESA Tech Support
- Classes at Wayne RESA
- District Tech Help Website
- District Policy Manual
- United Streaming Video
- Teacher Resources WebPages
- IT Direct/School Dude
- Big6 (<http://www.big6.com/>)
- American Association for School Librarians (AASL) Standards for the 21st Century Learner
- ISTE Standards Website <http://cnets.iste.org/currstands/cstands-il.htm>
- (METS) <http://www.michigan.gov/mde>

Future Supporting Resources

At South Redford School District, assessment of training needs is conducted on varying levels. Teachers annually conduct a self-assessment of their own skill levels and use whereby this information is used to plan for training topics as well as to differentiate instruction based on ability level. In addition, needs assessment surveys are conducted on a district-wide level to gauge interest in certain professional development topics. Similar assessments are conducted to gauge progress, growth, and new areas of need throughout the year. The data collected from our assessments guides the selection of topics and levels of future professional development sessions and needs.

III. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE

Goal: To Plan for future growth and expansion of district technology and the systematic replacement of obsolete equipment.

Section 11: Infrastructure, Hardware, Software, Technical Support, & Design

District Computers

The South Redford School District has over one thousand computers district-wide. These computers have over ninety different configurations and are updated annually. They are all connected to each other and the buildings are connected to each other and desktop computers are connected to the Internet.

Hardware

Workstations

Hewlett Packard DC7600, Dc7700, Compaq nc6320, Dell GX270 and Dell GX620

Printers

Hewlett Packard 1022, 3012, 3005, 3800, 4250, and 9050 and Brother All in one printer, scanner, printer

Classroom Equipment

Document Cameras, Overhead Projecter, Televisions, VCR/DVD, Audio Enhancement Systems, Student Response Systems, Listening Centers, Digital Cameras

Software

Microsoft Office, Accelerated Reader, Accelerated Math, Star Math, Premier- Accessibility Suite, Compass Learning, Jamestown Navigator, Windows Movie Maker, Audacity, Classmaker, Zangle, ClassA, Career Cruising, Online Phonics, Music Ace, Typing Tutor, Adobe CS2, Visual Studio, AutoCad

Wide Area Network

Fiber optic network lines were installed throughout the district in January 2008. The fiber optic lines increased the speed of the network system and connected the Jan Jacobs Administrative building to each school within the district. ([Appendix B](#))

Telecommunications

All classrooms have telephones with voice mail capabilities while cell phones are provided to administrators and support staff for security purposes and to conduct school business. The district recently installed a new telephone system that includes a Nec SV8300 PBX that acts as our main system switch and a Nec IVS 2000 switch at each remote site.

E-Mail Service

The email service utilized by our staff and students is Exchange 2007 which is locally hosted by the district. Email is provided by the district for communicating with administration, staff, teachers, students and parents.



District Website

South Redford School District has a general informational website as well as curriculum-specific and school building WebPages in place. Each school has its own WebPages and will continue to maintain these pages on the SchoolSpan site. These WebPages are available to all parents, students, and the community. Program descriptions, district benchmarks, school newsletters, an on-line helpdesk, and a parent/student portal are presented with links within our website. The district website includes an interactive calendar for each school, allowing office staff to access and update information. The district website also includes a Learning Management System called PTS, Parent/Teacher/Student. PTS provides online storage access for students to store and retrieve information and communicate via e-mail with classmates within a secure and private class intranet.

Web Hosting

During the 2006/07 school year the district migrated to a new Web Hosting service, SchoolSpan. SchoolSpan helps K-12 schools create and manage advanced, interactive web sites so that anyone familiar with standard applications such as Microsoft Office™ can easily add and update content, with no web experience required. School Span also allows the district to receive E-Rate reimbursements as a percentage of the total costs associated with this service. In August, 2008, the district awarded SchoolSpan a 3 year contract to continue with their web hosting services during the course of this plan.

Student Management System

South Redford School District utilizes Zangle, provided through the Wayne RESA, for managing student information. Zangle is an application that allows users to access various aspects of student information, bringing the district's data to users fingertips with ease whether over the Internet or through the district's intranet. Teachers and Faculty Members can:

- View Online Student Profiles
- Enter Classroom News
- Submit Attendance Data
- Input Gradebook Data & Student Class Marks
- Share News and Gradebook Data with Parents & Students
- Track Student Special Education and Health Information
- Use Elementary Standards-based Electronic Report Card to report student progress on meeting grade level content expectations

Administrative System

The following systems are used by South Redford School District to perform day to day operations:

- Zangle is our student management system (SMS)
- SMART software allows the district to manage accounting procedures
- Cyborg software is used for running payroll and AP checks software is used to print accounts payable
- Attachmate software attaches our district to the RESA mainframe
- NWEA supports student assessment and reports student achievement data
- "CLASS A" is a system used for creating and managing testing administration and performance data
- AESOP is a system that manages teacher attendance and procurement of substitute teachers



- Destiny library management system is used at the Media Centers
- PaySchools software is used for parents and guardians to make online payments for their child's food service account
- ParentConnect program allows parents to view their child's records via the internet; including grades, homework assignments, and behavior, citizenship, and food service accounts.

“CLASS A” Data System

The “CLASS A” System (Curriculum, Learning and Assessment for Student and School Achievement) is a cutting-edge technology tool that features two powerful capabilities for Wayne County Educators. This system will assist educators to develop pupil assessments aligned with state and national curriculum standards. This system also provides sophisticated performance analysis tools for educators to examine student learning and improve instructional practice. As called for in Strand Five of the Michigan School Improvement Framework, “CLASS A” is designed for one primary purpose - to actively organize and connect data to increase student achievement.

Video System

The South Redford School District utilizes Brighthouse Networks, the local CATV provider for Redford Township, to bring Cable to each of our buildings. Each Main Distribution Facility (MDF) is equipped with a number of agile modulators that allow district personnel to select which networks are re-broadcast on our system via ½” Hardline/RG11 Trunks and RG6/Quad Shield Service Drops. Our system is also configured to modulate an audio/video signal from the Jan W. Jacobs Administrative Building and rebroadcast that signal along the Brighthouse CATV Network. Each building can also broadcast an internal audio/video signal from portable video production equipment. In addition to the portable video production equipment at the elementary and middle school buildings, Thurston High School also has a complete video production studio, digital video editing suite and Electronic News Gathering (ENG) equipment.

Technology Needs Assessments

With an ever increasing number of teachers incorporating interactive media into their classrooms, the purchase of additional technology is needed to include interactive whiteboards, a document camera and cart for each grade level, a set of digital cameras, digital video cameras, flat bed scanners, and hand held devices to include classroom response systems. The district must also consider ways to include technology such as cell phones, laptops, response systems, etc. as learning tools for engaging students. Examples of these dynamic learning tools can be found by visiting other district web sites, such as Walled Lake Consolidated School District, where incorporating interactive media into the classrooms is effective. Another example can be found at websites such as the following: <<http://www.weareteachers.com/web/cybersummit/home>>

In order to build on the increased number of teachers incorporating interactive media into their classroom, the district will continue to provide professional development to build the capacity of staff to integrate technology and engage students in the use of technology in meaningful ways that will increase student achievement and build 21st Century skills for both staff and students.

Technical Support

The Technology Department at South Redford School District consists of one (1) full time Network Administrator, one (1) full time Technician and other part time staff members that are supplemented, as needed and as projects arise, with contracted services from primarily Wayne RESA and other outside technology professionals/vendors. The district also has an on-line help desk and three (3) media specialists available to support our technology infrastructure. The Network Administrator coordinates



support for the District Website and prioritizes services based on the nature of the problem and the impact on the end user.

The Data Service Department manages the support for our computers, the network, televisions and VCRs, student information system including report cards, progress reports and schedules, and compiling data for reporting to state agencies.

Section 12: Increase Access

At South Redford School District, other plans for increasing access to our technology are varied. For example, discussions continue about maximizing the use of the media centers and offering more computer classes. Other methods of increasing access will include collaboration with the Wayne RESA whereby assistive technologies are made available to students with specialized or higher needs. During the course of this three year plan, consideration will be given to the following items as a means in which to increase access to our technology for all stakeholders.

Increase Access to Technology

- Increase/upgrade the amount/quality of computers in the classrooms, labs and media centers
- More integration with technology in non-technology classes
- Offer more 'computer club' sessions to involve students more with technology
- Open lab/media center access time for students before school, after school and during lunch
- Offer more technology classes
- More classroom interaction with the media centers
- Consider use of commonly used technologies for educational purposes, i.e. cell phones
- Consider the use of tools such as interactive whiteboards to enhance student engagement
- Provide access to Assistive Technology such as Premiere Software to enhance reading comprehension
- Provide site licenses with provisions for use by families such as Online Phonics
- Use of electronic report card to communicate student progress
- Communicate with parents and guardians through tools such as Parent Connect
- Increase the number of laptops available to staff and students in classrooms

Special Needs and At-risk Students

- Additional computers and printers in special education classrooms
- Provide additional Accelerated Math Hardware for At-risk and academically challenged students
- Deploy LeapTrack, ViaVoice and Read Naturally for Special Education and Title I students.

Efforts to increase access to technology naturally culminated when integrating technology into our curriculum. Our efforts to ensure that all teachers are prepared to integrate technology effectively are documented training programs provided by the district and in collaboration with the Wayne RESA. Staff members, of course, are encouraged to incorporate technology into all appropriate outcomes or modify the proposed strategy to best fit their instruction. To encourage the use of technology by staff, South Redford School District will provide the following professional development opportunities to teachers and support staff:

- Training on new curriculum pieces for elementary special education students that are aligned with the core curriculum
- Reading Apprenticeship Training
- Redesign of Special Education
- Special Education Monitoring
- Prevention of Early Learning Failure
- Technology integration with Grade Level Content Expectations and High School Content Expectations
- CLASS A Test Creation, Delivery and Performance Analysis
- Media Literacy Training

Future Plans for professional development include but are not limited to:

- Training in the application of interactive whiteboards as tools to enhance learning and increase student engagement
- Planned technology instruction as part of core requirements for all students to meet the METS
- Increased professional development and acquisition of technology to support integration of technology into instruction. For example:
 - Use of Windows Video Maker, digital voice recorders, and flatbed scanners to tell stories in language arts
 - Use of digital video cameras to demonstrate knowledge of weather systems and create weather reports
 - Application of media literacy skills in creating daily podcasts and publication of school newspaper

IV. FUNDING & BUDGET

Goal: To provide a method of funding for upgrading and maintaining our existing technology infrastructure and network electronics.

Section 13: Budget & Timetable

At South Redford School District, technology planning, resources and materials are evaluated continuously by the Technology Planning Team. All equipment purchases and upgrades are acquired using general funds unless through other funding sources available to the district. It is an ongoing commitment of the district to provide this funding at levels sustainable, fiscally responsible and based on the needs of our schools. Following is a proposed budget for this three year technology plan.

THREE YEAR EDUCATIONAL TECHNOLOGY PLAN BUDGET			
LINE ITEMS	YEAR 1	YEAR 2	YEAR 3
	(2009-2010)	(2010-2011)	(2011-2012)
Funding Sources			
General Funds	\$672,600.00	\$687,600.00	\$712,600.00
Grant Funds	\$115,000.00	\$75,000.00	\$45,000.00
E-Rate Funds	\$75,000.00	\$75,000.00	\$75,000.00
Total:	\$862,600.00	\$837,600.00	\$832,600.00
Expenditures			
Communications	\$70,000.00	\$74,000.00	\$78,000.00
Contract Services	\$126,000.00	\$133,000.00	\$139,000.00
Professional Development	\$5,000.00	\$5,000.00	\$5,000.00
Software	\$34,000.00	\$36,000.00	\$38,000.00
Equipment (Replacement)	\$215,000.00	\$215,000.00	\$215,000.00
Equipment (New)	\$120,000.00	\$70,000.00	\$40,000.00
Technology Staffing	\$250,000.00	\$262,000.00	\$275,000.00
Internet Access Services	\$35,000.00	\$35,000.00	\$35,000.00
Web Hosting	\$7,600.00	\$7,600.00	\$7,600.00
Total:	\$862,600.00	\$837,600.00	\$832,600.00

Section 14: Coordination of Resources

South Redford School District is committed to providing the best educational opportunities available for all our students. As part of our commitment, South Redford School District seeks to maximize its funding opportunities wherever and whenever possible. Even though the majority of technology funding is provided by the General Fund, South Redford School District leverages funding from a variety of other sources such as Bonds, Grants and USF E-Rate. In addition, South Redford School District participates in the Wayne RESA's technology consortium to minimize telecommunications and technology costs, such as Internet access, and utilizes the REMC bid whenever possible when making technology purchases.



Bonds

In 2005, the South Redford School District community overwhelmingly passed a bond proposal that provided necessary funding for technology purchases, existing building upgrades, and construction of a “state of art” Communications Art Center at the High School that opened in Fall 2007. Some of the bond funds used for technology included installing a new district-wide fiber optic network, purchasing and installing data projectors at various buildings, replacing outdated printers and all obsolete computers district-wide. As the bond issue comes to a close, the plan for the remaining funds include purchasing interactive whiteboards for some classrooms and monitor their impact on student learning. Once the impact on academic progress is determined, the district will consider continued purchases and installation with professional development to support effective implementation, integration with curriculum, and engage students in using the tool as well as staff.

Grants

South Redford School District will pursue grants whenever possible for pilot projects such as handheld devices, wireless computing equipment and mobile carts with projectors. Our district staff continues to pursue, on an on-going basis, a variety of different grant opportunities that help to maximize teaching and learning in their classrooms as well.

Two of the elementary schools in the district have become school-wide Title I buildings and have access to federal funds, some of which will be used to acquire software, technology, and professional development activities. Two other buildings will have access to Title I funds for targeted students to enhance learning opportunities and incorporate technology to enhance their learning process. Title II A funds will also be used for professional development to include increasing knowledge and skills in the areas of media literacy and integration of technology into instruction. Title II D funding will be used to support the application of technology to classroom instruction in innovative ways while at-risk funding will be used to purchase laptops for eligible students to access assistive technology to support reading comprehension and learning content area knowledge.

USF E-Rate

South Redford School District has applied for and will continue applying for funding through the USF E-rate Program, which is a federal program created to provide discount reimbursements and assist most schools and libraries with obtaining affordable technologies, including telecommunications and internet access. The discounts are based on an individual schools’ enrollment in the National School Lunch program. South Redford School District anticipates obtaining approximately 65% or \$75,000.00 annual average reimbursement from the E-rate program for telecommunication services, Internet access and webhosting. For a complete list of E-rate requested products and services see [Appendix C](#).

V. MONITORING AND EVALUATION

Goal: To consistently monitor and evaluate the success of achieving the goals stated in this three year plan.

Section 15: Evaluation

Curriculum Integration Assessments

It is a goal of No Child Left Behind (NCLB) legislation that schools will “Assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student’s race, ethnicity, gender family income, geographic location, or disability.” To meet this requirement, the Michigan Educational Technology Standards and Expectations (METS) are aligned with the International Society for Technology in Education’s (ISTE) National Educational Technology Standards for Students (NETS-S).

Accordingly, South Redford School District will monitor the integration of these standards based on a variety of methods, including the Baldrige Criteria for Performance Excellence, to determine student achievement and (NCLB) compliance. Other methods used by South Redford School District are MEAP/MME/ACT testing and local common assessments (report cards) to measure student academic achievement relevant to the Michigan Curriculum Frameworks and/or State Grade Level Content Expectations for determining student performance relevant to the national norm group and adherence to Adequate Yearly Progress (AYP).

METS - 8th Grade Initiative

In compliance with the No Child Left Behind (NCLB) Act, Pierce Middle School annually assesses the technological literacy of 8th grade students and reports the corresponding data to the Michigan Department of Education (MDE). This assessment is directly related to the Michigan Educational Technology Standards (METS). In October, 2005 Wayne County RESA assembled teachers and administrators from local school districts to collaborate and create a question bank for assessing the METS. The bank of questions was reviewed and made available on Blackboard for district access and test construction. The Pierce Middle School Technology Team developed a METS-based assessment from the question bank. The test administration has moved from a scanning system format to an online administrative format wherein results are disaggregated and reported to the MDE, the South Redford School District School Board, staff, and administration.

Technology Plan Evaluation

South Redford School District has a process in place to evaluate the extent to which the district is achieving the goals stated in this District Educational Technology Plan. In addition to evaluating our curriculum integration and student achievement goals, the Technology Planning Team will evaluate this Educational Technology Plan on an annual basis to assess the success of achieving our overall technology objectives and determine any necessary revisions or corrective action.

The Technology Planning Team will complete an annual analysis of progress achieved relative to the goals and objectives stated in this District Educational Technology Plan. This analysis will be a compilation of the data collected and discussions regarding the success or lack of success in achieving the goals and objectives for each section of this plan. ([Appendix D](#)) The team will subsequently research options and make recommendations for adjustments to the goals, objectives, strategies and/or professional development needs.

Section 16: Acceptable Use Policy

Technology has become and will continue to be a fundamental tool in our lives. Evidence shows that technology will probably even grow to become a larger influence on our lives and upon society in general. As such, South Redford School District believes that all students and staff members must adhere to a minimal set of standards relating to the appropriate and ethical use of technology. South Redford School District has an Acceptable Use Policy (AUP) because of multiple state and federal rules, regulations and initiatives. Funding for a variety of programs (even non-technology programs) depend on having an Acceptable Use Policy within the Technology Plan. No Child Left Behind (NCLB) legislation and FCC - E-Rate telecommunications and internet discounts are some of the initiatives that require AUP policies.

Children's Internet Protection Act (CIPA)

South Redford School District has and will continue to comply with the requirements of the Children's Internet Protection Act, as codified at 47 U.S.C. § 254(h) and (l). The district is committed to assuring the safe conduct of all students while online and has a comprehensive policy about the proper use of our technological resources. It is the district's intent to preserve network bandwidth and improve network response times by limiting Internet access to educational-related sites. <http://southredford.net/tech/aup/>

Filtering

The filtering software used to block and filter access to the Internet from pornographic and obscene sites is a combination of several products and security strategies that ensure compliance with district policies and maintain a positive environment. The enterprise software and strategies used by the district include Barracuda Spam Software, eTrust antivirus solution, a web filtering device, Surf Control, and a Cisco ASA firewall.

Acceptable Use Policy

The District's Acceptable Use Policy is a document that clearly identifies and communicates the proper use of Information and Technology for all South Redford School District students, staff, faculty and parents. The Acceptable Use Policy is a requirement for the District Technology Plan, the Children's Internet Protection ACT (CIPA) and No Child Left Behind legislation. Individual building policies and codes of conduct are used to enforce the Acceptable Use Policy. The revised Acceptable Use Policy (Board Policy #9310) was approved June, 2006.

At the beginning of each school year, students and staff are made aware of the district's Acceptable Use Policy and must sign an internet user agreement before they are allowed access to the Internet. Furthermore, the district's technology department, in cooperation with district and building administrators, monitors the acceptable use policy through the use of staff and students. The details of the district's acceptable use policies can be found in [Appendix E](#).

Broadband Data Improvement Act (BDIA)

In compliance with the Broadband Data Improvement Act of 2008, South Redford School District will educate students on internet safety including appropriate on-line behavior, interacting with other individuals on social networking websites and in chat rooms, and cyber-bullying awareness and response.



APPENDIX A – Sample Lesson Plan

Famous Figure Trial Lesson

Previous units and information:

- Students use BlackBoard online learning each day to get assignments, post questions and get needed class information
- Units covered before this Project:
 - Basics of Government
 - The Constitution
 - Criminal Law
 - Parts of a trial and participants
- Students have create GCast accounts for PodCasting as well as personal Blogger Sites

Instructions:

Many important people throughout history have been placed on trial, or should have been placed on trial but never were due to certain situations. Each person is to select someone who has been or who should have been placed on trial to showcase. See Mrs. Ferris for approval before you begin if you have any doubt as to if it would work.

- PART 1: Pre-Trial Prep Work
 - A description of who the person is with a brief description (biographical information)-Typed (1-2 pages of information) OR 20 PowerPoint Slides
 - A written list of the crime(s) that the person was charged with or should have been charged with along with a brief description of each-Typed (1 page) or on PowerPoint Slides. Please add to the first part as a labeled section.
 - ❖ Print a copy of your information. If you did it as a PowerPoint you will need to print it as handouts, 4 to a page.
- PART 2: Trial Opening
 - A 90 second to 2 minute description of why the person should be charged with the crimes mentioned above. This is like an opening argument for the prosecution in a trial case. Describe the actions of the person, the evidence against them and any other information that would be needed to convict the person of the crimes. This must be typed and will be about 1 ½ to 2 pages double spaced in length in order to make sure it will be the correct length when read.
 - A one minute to 90 second description of why the person should NOT be charged with the crimes mentioned above. This is like an opening argument for the defense in a trial case. Describe the defense and why this person should not have been or was not found guilty of the crimes. This must be typed and will be about 1 ½ to 2 pages double spaced in length.
 - ❖ Run SpellCheck for everything before you print
 - ❖ Print a copy of each of your statements. Make sure they are CLEARLY labeled.
 - ❖ Practice for timing. This will be important later. Go to Google and search for Stop Watch and time yourself.

- PART 3: The Trial
 - Record the prosecution statement and the defense statement as a pod cast or as a video file (you may use the digital camera from Mrs. Ferris to do this)
 - If you do a video it must be put into movie maker to make the file small enough to post .
 - ❖ Post the presentation to your Blog.
 - ❖ Post a message on the message board that it is completed and ready to be graded.
 - ❖ Turn in Part 1 and Part 2 **in a folder or binder to Mrs. Ferris**. DO NOT SUBMIT it digitally. Please make sure you have proofread your project before it is handed in.

Additional information:

GCast: If you plan to use GCast follow these steps.

- Go to www.gcast.com
- Create a new account
 - Make sure to use a phone number that is NOT shared with someone in the school. Your cell phone is the best but if you cannot use the minutes, use your home number
- Call the 1-800 number on the website
 - You must call either from the number you registered with or from the school phone. You cannot use another person’s cell phone if they have already registered it.
- Enter the PIN you created
- When prompted record your first statement
- Hit # and hang up
- Call back
- Enter PIN again
- Record your second statement
- Hit # and hang up
- Log into your blogger account
- Make sure your gcast account is still open
 - Go to Your Podcast channel (it will be on the right side of the screen)
 - Click on the link that says “Love this podcast? Add it to your Blog or MySpace”
 - You can choose any size and color
 - Make sure both options are set to NO (Auto Play and Repeat)
 - Copy the code given
- Go to your Blog
 - Create a new post
 - Click on Edit HTML
 - Paste the code from gcast into the space
 - Give your post a title (a good one is the person you are putting on trial)
 - Publish your post
 - YOU ARE DONE

Video: If you record a video of your statement:

- Get a digital camera and memory card from Mrs. Ferris
 - Record your statements
 - Make sure each is a separate recording
- Get a memory card reader from Mrs. Ferris
 - Insert the cord into the front USB port
 - Insert the memory card into the reader
 - Copy the videos your recorded into your H: Drive
- Return equipment to Mrs. Ferris
- Open Windows Movie Maker
 - Choose Import Video (you are working with ONE statement at a time)
 - Import one of your videos
 - Drag the segments onto the timeline
 - Go to File
 - Go to Save Movie File...
 - Select on My Computer
 - Title should be either Prosecution or Defense (which one it is)
 - Make sure it is H: Drive
 - Hit NEXT at the bottom
 - Select Best Fit to File Size and change it to 2 MB
 - Hit NEXT at the bottom
 - This will save the file to your H: Drive
 - Repeat these steps for your other file
- Go to your Blog
 - Create a new post
 - Select the Add Video icon (second from the right)
 - Browse and find your video
 - Give your Post a title telling which statement this is
 - Publish your post
 - Repeat for your second statement
 - YOU ARE DONE

Name _____

Famous Trial Project Rubric for written portions

	Points Possible	Points Earned	Comments
Part 1-Background (20 Slides or 1-1.5 pages)	50		
Charge List	20		
Part 2-Prosecution (1.5-2 pages)	30		
Part 2-Defense (1-1.5 pages)	20		
Total Points for Parts 1 and 2	120		



Name _____

Famous Trial Project Rubric for blog post

	Points Possible	Points Earned	Comments
Part 3 Post to Blog			
Prosecution Statement (90-120 seconds)	30		
Defense Statement (60-90 seconds)	25		
Blog Posts labeled	5		
Total Points for Part 3	60		



Michigan Educational Technology Standards (METS) - 9th to 12th Checklist

X=Covered in Lesson	---=Covered in Previous Lessons	
Grades Nine through Twelve – Technology Standards and Expectations – (by the end of Grade 12)		
1. Basic Operations and Concepts		
a. Students demonstrate a sound understanding of the nature and operation of technology systems.		
1. Students discuss emerging technology resources (e.g., podcasting, webcasting, compressed video delivery, online file sharing, graphing calculators, global positioning software).	---	
2. Students identify the capabilities and limitations of emerging communication resources.	---	
3. Students understand the importance of both the predictable and unpredictable impacts of technology.		
4. Students identify changes in hardware and software systems over time and discuss how these changes might affect them personally in their role as a lifelong learner.		
5. Students understand the purpose, scope, and use of assistive technology.		
6. Students understand that access to online learning increases educational and workplace opportunities.	---	
b. Students are proficient in the use of technology.		
1. Students will be provided with the opportunity to learn in a virtual environment as a strategy to build 21 st century learning skills.	X	
2. Students understand the relationship between electronic resources, infrastructure, and connectivity.	X	
3. Students will routinely apply touch-typing techniques with advanced accuracy, speed, and efficiency.		
4. Students assess and solve hardware and software problems by using online help or other user documentation and support.	X	
5. Students identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav).	X	
6. Students demonstrate how to import/export text, graphics, or audio files.	X	
7. Students proofread and edit a document using an application's spelling and grammar checking functions.	X	

2. Social, ethical, and human issues		
a. Students understand the ethical, cultural, and societal issues related to technology.		
1. Students identify legal and ethical issues related to use of information and communication technology.		---
2. Students analyze current trends in information and communication technology and assess the potential of emerging technologies for ethical and unethical uses.		
3. Students discuss possible long-range effects of unethical uses of technology (e.g., virus spreading, file pirating, hacking) on cultures and society.		
4. Students discuss the possible consequences and costs of unethical uses of information and computer technology.		---

Michigan Educational Technology Standards (METS) - 9th to 12th
Checklist

X=Covered in Lesson	---=Covered in Previous Lessons	
----------------------------	--	--

2. Social, ethical, and human issues		
b. Students practice responsible use of technology systems, information, and software.		
1. Students identify ways that individuals can protect their technology systems from unethical or unscrupulous users.		---
2. Students demonstrate the ethical use of technology as a digital citizen and lifelong learner.		X
3. Students explain the differences between freeware, shareware, and commercial software.		X
4. Students adhere to fair use and copyright guidelines.		---
5. Students create appropriate citations for resources when presenting research findings.		
6. Students adhere to the district acceptable use policy as well as state and federal laws.		---
c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.		
1. Students explore career opportunities and identify their related technology skill requirements.		
2. Students design and implement a personal learning plan that includes technology to support his/her lifelong learning goals.		



3. Technology productivity tools		
a. Students use technology tools to enhance learning, increase productivity, and promote creativity.		
1. Students complete at least one online credit, or non-credit, course or online learning experience.		---
2. Students use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence).		---
3. Students have access to and utilize assistive technology tools.		---
4. Students apply advanced software features such as an application's built-in thesaurus, templates, and styles to improve the appearance of word processing documents, spreadsheets, and presentations.		---
5. Students use an online tutorial and discuss the benefits and disadvantages of this method of learning.		---
6. Students develop a document or file for inclusion into a web site or web page.		---
7. Students use a variety of applications to plan, create, and edit a multimedia product (e.g., model, webcast, presentation, publication, or other creative work).		---
8. Students have the opportunity to participate in real-life experiences associated with technology-related careers.		
b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.		
1. Students identify technology tools (e.g., authoring tools or other hardware and software resources) that could be used to create a group project.		---

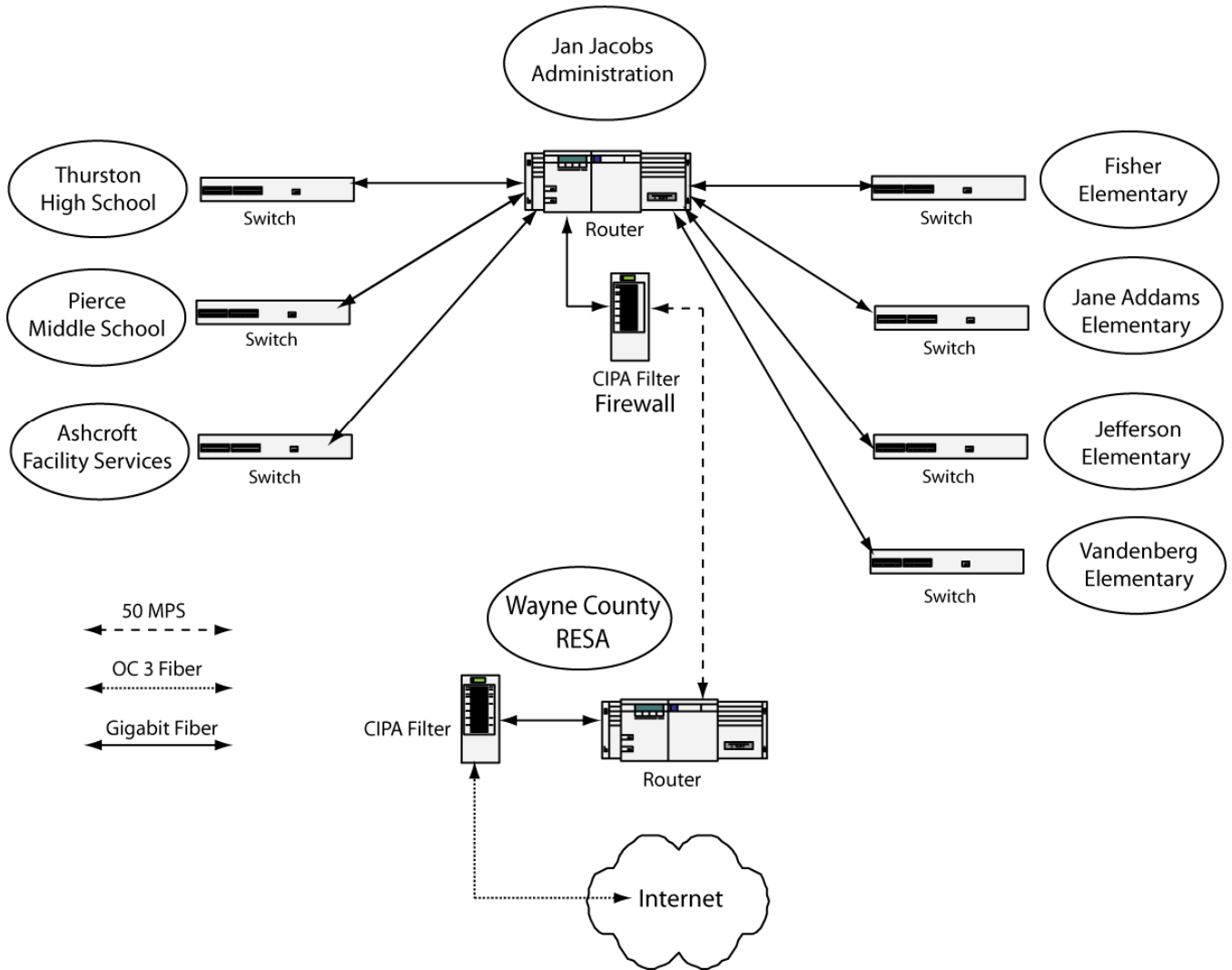
Michigan Educational Technology Standards (METS) - 9th to 12th Checklist

X=Covered in Lesson	--- =Covered in Previous Lessons	
4. Technology communications tools		
a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.		
1. Students identify and describe various telecommunications or online technologies (e.g., desktop conferencing, listservs, blogs, virtual reality).		X
2. Students use available technologies (e.g., desktop conferencing, e-mail, and groupware, instant-messaging) to communicate with others on a class assignment or project.		X

3. Students collaborate in content-related projects that integrate a variety of media (e.g., print, audio, video, graphic, simulations, and models) with presentation, word processing, publishing, database, graphics design, or spreadsheet applications.	X
4. Students plan and implement a collaborative project using telecommunications tools (e.g., groupware, interactive web sites, videoconferencing).	
b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.	
1. Students use a variety of media and formats to design, develop, publish, and present products (e.g., presentations, newsletters, web sites) to communicate original ideas to multiple audiences.	X
5. Technology research tools	
a. Students use technology to locate, evaluate, and collect information from a variety of sources.	
1. Students compare, evaluate, and select appropriate internet search engines to locate information.	X
2. Students determine if online sources are authoritative, valid, reliable, relevant, and comprehensive.	X
3. Students distinguish between fact, opinion, point of view, and inference.	X
4. Students evaluate resources for stereotyping, prejudice, and misrepresentation.	X
b. Students use technology tools to process data and report results.	
1. Students formulate and use evaluation criteria (authority, accuracy, relevancy, timeliness) for information located on the internet to present research findings.	X
c. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.	
1. Students develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys).	X
6. Technology problem-solving and decision-making tools	
a. Students use technology resources for solving problems and making informed decisions.	
1. Students use a variety of technology resources (e.g., educational software, simulations, models) for problem solving and independent learning.	X
2. Students describe the possible integration of two or more information and communication technology tools or resources to collaborate with peers, community members, and field experts.	X
b. Students employ technology in the development of strategies for solving problems in the real world.	
1. Students formulate a research question or hypothesis, then use appropriate information and communication technology resources to collect relevant information, analyze the findings, and report the results to multiple audiences.	

APPENDIX B - Wide Area Network

WIDE AREA NETWORK DIAGRAM South Redford Schools



APPENDIX C – USF E-Rate Requested Products and Services

SOUTH REDFORD SCHOOLS

(E-Rate FY09: 2009-10)

TELECOMMUNICATIONS SERVICES

Basic Telephone Service

South Redford School District accepted bids for basic telephone service and tariff for (100) DID lines and (50) non-Centrex telephone lines. This service is for the time period from July 1, 2009 through June 30, 2010.

Long Distance Service

South Redford School District accepted bids for intralata and interlata long distance toll service for (100) DID lines and (50) non-Centrex telephone lines. This service is for the time period from July 1, 2009 through June 30, 2010.

Dedicated Line Service

South Redford School District accepted bids for Opteman line service for (1) Opteman line. This service is for the time period from February 1, 2010 through June 30, 2010.

Dedicated Line Service

South Redford School District accepted bids for ISDN PRI line service for (2) ISDN PRI lines with unlimited local calling. This service is for the time period from July 1, 2009 through June 30, 2010.

Cellular Phone Service

South Redford School District accepted bids for cellular telephone service for minimum of (44) cellular phones that include direct connect services within the District. This service is for the time period from February 1, 2010 through June 30, 2010.

INTERNET ACCESS

Web Hosting

South Redford School District accepted bids for a content management web hosting service. This web hosting service must include support for (8) instructional buildings and (1) non-instructional buildings. This service is for the time period from July 1, 2009 through June 30, 2011.

Wireless Internet Access

South Redford School District accepted bids for Wireless Internet Access service for minimum of (4) wireless telephones. This service is for the time period from July 1, 2009 through June 30, 2010.

Wireless Broadband Service

South Redford School District accepted bids for wireless broadband service for a minimum of (1) wireless connections. This service is for the time period from July 1, 2009 through June 30, 2010.



APPENDIX D – Technology Plan Evaluation Form

Technology Plan Evaluation					
___ 2009-2010 ___ 2010-2011 ___ 2011-2012					
REQUIRED COMPONENTS	ACCOMPLISHMENTS	PROGRESS TOWARDS GOALS	FOCUS AREAS FOR IMPROVEMENT	RESPONSIBLE PARTY	EVALUATION METHOD
Curriculum Integration				Curriculum Tech Dept	Questionnaires Observations Curriculum maps
Impact on Student Achievement				Teaching staff Curriculum Tech Dept	Evaluation of specific projects
Communications				Comm. Dept	Annual survey of community, Informal feedback. Review newspaper stories
Collaboration				Curriculum Tech Dept	Assessment of effectiveness
Professional Development				Curriculum Tech Dept	Needs Assessments Evaluations
Supporting Resources				Tech Dept	Inventory REMC resources
Infrastructure				Tech Dept	Project reports Network data
Technical Support				Tech Dept	Staff survey Technical log Anecdotal Notes
Cost/Funding				Finance Tech Dept	Board review
Coordination Of Funding Resources				Finance Curriculum Tech Dept	Assessment of effectiveness by Cabinet
Acceptable Use Policy				Tech Dept	Continuous evaluation comparison to model AUP

APPENDIX E – Acceptable Use Policy

SOUTH REDFORD SCHOOL DISTRICT ACCEPTABLE USE POLICY FOR INFORMATION AND TECHNOLOGY

The South Redford School District believes that technology must be available and properly used in the school setting for educational growth. All use of technology must be consistent with district policies. The most recent version of the AUP is always on-line at <http://southredford.net/tech/aup/>

I. APPROPRIATE USES OF INFORMATION AND TECHNOLOGY

Approved users are required to:

- Read, sign, and comply with the Acceptable Use Policy.
- Adhere to copyright legislation and all other laws.
- Care for all equipment and software properly.
- Learn proper conduct as it relates to the use of information technology.
- Follow all other District rules and regulations.
- Represent the District appropriately when using the Internet and/or District e-mail to communicate externally and internally.
- Ensure the accuracy of information before passing information on to others.

Approved users may:

- Access hardware, peripheral equipment, and software for academic growth.
- Access information through all interconnected computer systems world-wide, accessible through equipment belonging to the South Redford School District.
- Receive, transmit, and share information between individuals, academic, and research organizations.
- Develop resources for communicating with District community members.
- Disseminate educational knowledge, encourage collaborative projects, and resource sharing.

II. INAPPROPRIATE USES OF INFORMATION AND TECHNOLOGY

Users shall not:

- Disclose, use or disseminate personal information regarding minors without authorization.
- Install, attach or connect hardware and/or software to the district network (or connect to any school equipment connected to the network).
- All hardware must be approved and installed by authorized central office personnel.
- Install software on any school equipment. All software must be approved and installed by authorized school personnel.
- Use the School District's technologies for commercial or unauthorized use.
- Bypass or attempt to bypass any security measures or software the district has in place including, but not limited to, Internet content filtering, desktop security and anti-virus software.
- Remove software or hardware equipment from the South Redford School District.
- Distribute or reproduce chain-mail, advertisements or other non-educational email.
- Seek or share the passwords belonging to yourself or other individuals or make unauthorized entry to other computational, information, or communication resources.
- Interfere with or disrupt the work of others.



- Use language that is libelous, abusive, harassing, illegal, or may result in legal action.
- Access or transmit (via the World-Wide Web, chat, conferencing, messaging or using any other forms of electronic communication) pornographic representations (graphical, text or audio) of any type (defined as the depiction of erotic behavior intended to cause sexual excitement); sexual innuendo, vulgar, lewd, indecent, obscene, and/or pornographic language; unlawful information; and any other information deemed to be objectionable to the traditionally accepted community's social and moral values. The South Redford School District will make the final decision of what constitutes the foregoing.
- Illegally copy software from the School District or infringe on software copyright laws.
- Create, copy, download, or transmit any form of computer virus.
- Damage or vandalize any computer equipment or software.

III. USERS WILL BE SUBJECT TO DISCIPLINARY ACTION FOR INAPPROPRIATE USES OF INFORMATION AND TECHNOLOGY AS FOLLOWS:

For inappropriate use of information technology, the user may be:

- Banned from using facilities and equipment and/or access to information and technology.
- Subject to suspension and/or other disciplinary action for insubordination and/or disruption as defined in the South Redford School Board of Education policy manual.
- Subject to further legal action as permitted by local, state, and federal laws.
- Required to make financial restitution for any damage, vandalism, or theft.

IV. THE NETWORK, COMPUTERS, SERVERS, SOFTWARE, DISTRICT DATA, AND OTHER RELATED TECHNOLOGY IS THE PROPERTY OF THE SOUTH REDFORD SCHOOL DISTRICT. THEREFORE:

- The District administration and designated staff have the right to look at and examine data files, documents, images, e-mail, and other information and data that reside on and/or pass through the District network and servers.
- Network access, computer access, server access, and Internet access is logged.
- The South Redford School District network connects to external networks such as: RESA, Merit, and Bright House Networks. Information passing through those and other networks is also susceptible to their rules and policies.

V. INTERNET SAFETY POLICY

To protect minors and adults the district will provide filtering to:

- Restrict access to materials harmful to minors and inappropriate for minors (pornographic representations of any type as defined in the Acceptable Use Policy) by filtering Internet (World-Wide Web) content.
- Filter web-based e-mail, chat and other forms of direct electronic communication.
- Monitor the on-line activities of users.

