

Section 1

TECHNOLOGY PLAN SUMMARY SHEET

DEARBORN PUBLIC SCHOOLS

District Code: 82030
Administrative Service Center
18700 Audette
Dearborn, Michigan 48124-4295
Wayne County
July 1, 2012 through June 30, 2015

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Wayne County Regional Educational Service Agency

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Section 2 - Introductory Material

Our Mission

The Mission of the Dearborn Public Schools, in partnership with families and the community, is to provide a safe, nurturing, and stimulating environment in which each student is educated to high academic standards to realize his or her full potential.

Introduction

DISTRICT PROFILE

The City of Dearborn, with a population of 98,153 (2010 U.S. Census), is an urban city located directly west of Detroit in Wayne County, Michigan. It is the headquarters of the Ford Motor Company. Dearborn is the home of many immigrants; 25.6% of the citizens were born in country other than the United States of America. Additionally, 42.5% speak a language other than English at home.

The School District of the City of Dearborn has a K-12 student population of 18,993 (Fall, 2011). It includes one preschool, seventeen elementary schools, one P – 3 building, one Intermediate (grades 4 – 8) building, two K – 8 buildings, four middle schools, three high schools, the Dearborn Center for Math Science and Technology (DCMST), the Berry Career Center and the Dearborn Magnet School. It services students in the city of Dearborn and a portion of the city of Dearborn Heights.

The district ranks fifth in total student population (trailing only Detroit, Utica, Grand Rapids and Plymouth-Canton) and yet has one of the highest (39%) limited English proficient (LEP) and immigrant student population in the state. The number of students participating in the free and reduced lunch program district-wide is at 72%. This is an increase from 42% just three years ago.

Statistics generated by U.S. Census Bureau indicate that 29.7% of the population of Dearborn is under 18 years old. Dearborn is an attractive city. While the overall population of Michigan declined .6% between the 2000-2010 census, Dearborn's population increased during the same time (.4%). The need for the Dearborn Public Schools to teach technology literacy skills to an increasing student population is apparent.

Other SEMCOG-generated statistics indicate that in the United States 2010 Census, only 30.5% of the adult population in the Dearborn Community achieved a bachelor's degree or higher level of education. This is another indicator of the need for a strong and comprehensive technology plan and technology literacy program for all Dearborn students.

SCHOOL INFORMATION

Figures are based on the September, 2011 Official State Count

School	Level	Students	Teachers	Title I
Becker	K-5	268	18	Yes
Bryant Middle School	6-8	739	44	Yes
Cotter Preschool	K	501	13	No
Dearborn High School	9-12	1756	99	Yes
DuVall Elementary	K-5	259	19	No
Edsel Ford High School	9-12	1477	89	Yes
Henry Ford Elementary	K-5	806	43	Yes
Henry Ford Early College	9-13	217	8	Yes
William Ford Elementary	K-5	617	41	Yes
Fordson High School	9-12	2358	125	Yes
Geer Park Elementary	K-5	324	21	Yes
Haigh Elementary	K-5	470	30	Yes
Howard Elementary	K-5	389	25	Yes
Howe School	K-12	165	20	Yes
Lindbergh Elementary	K-5	327	21	No
Long Elementary	K-5	198	14	Yes
Lowrey Elementary	K-5	751	42	Yes
Lowrey Middle School	6-8	542	40	Yes
Maples Elementary	K-5	599	36	Yes

School	Level	Students	Teachers	Title I
McCollough	K-5	456	33	Yes
McDonald Elementary	K-5	369	28	Yes
Miller Elementary	K-5	589	39	Yes
Nowlin Elementary	K-5	195	20	Yes
Oakman Elementary	K-5	285	18	Yes
River Oaks Elementary	K-5	332	22	Yes
Salina Elementary	K-3	492	40	Yes
Salina Intermediate	4-8	501	37	Yes
Smith Middle School	6-8	603	45	Yes
Snow Elementary	K-5	417	33	Yes
Stout Middle School	6-8	684	45	Yes
Unis Middle School	6-8	603	30	Yes
Whitmore-Bolles Elementary	K-5	373	35	Yes
Woodworth Middle School	6-8	761	48	Yes
Totals		17915	1159	

Vision and Goals : Section 3

Our Vision

- We see a school community that supports and builds on the strengths of each student; uses innovative instructional practices; inspires students to think critically, globally and creatively; and fosters collaboration with its stakeholders.

- We see an educational partnership in which school staffs, families, and members of the community share the responsibility of educating each student in an atmosphere of trust and mutual respect.
- We see a continually improving teaching and learning environment that uses appropriate assessments, technology and best practices as the basis for developing and implementing sound educational programs and instructional practices.
- We see a school community that respects government mandates and insists its students meet or exceed those mandated expectations.
- We see a school community that respects our similarities and differences and celebrates our diversity.
- We see a school community whose members model the Core Values of Honesty, Responsibility, Respect for Self and Others, Integrity, Courtesy, and Citizenship.

Our Objectives

Dearborn Public Schools is committed to objectives that identify how the school staff and community will help our students realize our Vision and Mission and become productive members of the community.

- All of our students will demonstrate mastery of the skills and knowledge needed to meet or exceed all measures of assessment whether mandated by law, used by the district or required for post-secondary education.
- All students will model of the Core Values in the conduct of their daily lives.

- All students and families will benefit from a strong partnership between the city and schools by working together to increase student achievement, educational enrichment, and recreational opportunities.
- All students will engage in educational experiences to develop and demonstrate strong skills in critical thinking, creativity, problem-solving, and collaboration with others.

Our Beliefs

Dearborn Public Schools is committed to a set of beliefs and expectations for quality teaching and learning that will ensure a successful realization of our Vision, Mission, and Objectives.

We believe that each student...

- Shall learn based on his or her different needs, wants, styles, and visions for success.
- Shall have appropriate opportunities and choices to learn through effective educational programming.
- Shall learn from educators, families, and the community to respect the similarities and differences and celebrate the diversity that exists within the greater community.
- Shall practice good citizenship.
- Shall receive active academic and emotional support from his or her family, school staff, and the community in order to be an effective, caring citizen.

We believe that Dearborn Public Schools...

- Shall provide our students with schools that meet or exceed state and federal mandates and accreditation standards.
- Shall have well-maintained instructional facilities that support our students' learning needs.
- Shall ensure sound financial and fiscal planning for educational needs.
- Shall provide a safe, nurturing learning environment.

We believe Dearborn Public Schools graduates and staff members ...

- Shall proficiently use critical thinking and creative problem-solving skills.
- Shall be proficient in the use of current technologies.
- Shall effectively use interpersonal communication skills.
- Shall model the Core Values.
- Shall participate as contributing members of their community.
- Shall plan and implement lifelong learning experiences.

Our Core Values

Dearborn Public Schools, in partnership with the larger Dearborn community, created a set of Core Values that continue to guide our community.

Our Core Values...

Honesty – To demonstrate honesty, we must...

- **Be truthful.**
- **Keep our promises.**

Respect for Self and Others – To demonstrate respect for self and others, we must...

- **Treat all people fairly.**
- **Exhibit good behavior.**
- **Be courteous and polite.**
- **Demonstrate kindness toward others.**
- **Acknowledge the rights of others.**

Responsibility – To demonstrate responsibility, we must...

- **Be reliable.**
- **Make informed decisions.**
- **Think before we act.**
- **Be accountable for our actions.**
- **Admit mistakes and plan corrections.**

Integrity – To exhibit integrity, we must...

- **Be trustworthy.**
- **Keep our promises.**
- **Know and do the right thing.**
- **Do our own work.**
- **Make the right choice even when not popular.**

Courtesy – To exhibit courtesy, we must...

- **Treat others as we wish to be treated.**

Citizenship – To exhibit good citizenship, we must...

- **Respect the principles on which our country is founded.**
- **Respect authority/obey the law.**
- **Be an informed voter.**
- **Volunteer within our community.**
- **Be environmentally responsible.**

Our Guiding Principles

- **We make all decisions based on the best interests of our students, remembering that they are people, not abstract numbers in programs, projects, and test results.**
- **We are committed to ensuring that our graduates are prepared to contribute effectively and succeed in a global society and in their personal lives by providing the best educational experiences for each child.**
- **We believe that it is a priority to provide an educational structure that best promotes the continual development of its children by encouraging creativity and the expression of ideas.**
- **We create an interesting, motivating, and nurturing learning environment for each child.**
- **We are committed to using effective strategies to promote lifelong learning.**

- **We believe that all members of a community have a vested interest in each child.**
- **We inspire one another.**

Goals

SECTION 3 - TECHNOLOGY VISION AND GOALS

The ultimate mission of the Dearborn Public Schools is to educate all students to high academic standards within a safe, stimulating environment and ensure they are prepared to become productive citizens. To accomplish this it is imperative to teach all students the skills they need to succeed. Because technology plays such a major role in contemporary society, it is important that all students acquire skills and knowledge that allow them to become technologically literate. To achieve this, and to be in compliance with the Dearborn Public Schools Strategic Plan 2008-2013 Goal # 4. “We believe Dearborn Public Schools graduates and staff members shall be proficient in the use of current technologies.”

Dearborn Public Schools Strategic Plan

Goal One – Student Achievement

The District shall strengthen and support effective instruction at every level and in every discipline to realize the full potential of each student, by meeting or exceeding state and federal mandates.

Recommendation:

Deploy appropriate technology applications for all students.

Action Steps

1. Identify best practice teaching, learning, and assessment technology applications.

2. Evaluate the impact of such applications on student learning and achievement.
3. Ensure alignment of the applications with state and federal mandates regarding student technology literacy.
4. Provide instruction that meets the high school online experience graduation requirement.

Goal Two - Resources

The District shall use available resources to effectively and efficiently meet the needs of our students, preserve and enhance the facility infrastructure, and provide for long term financial viability through a strong balance sheet.

Recommendation:

Invest the required financial resources in technology infrastructure to support the needs of our students and staff.

Action Steps

1. Assess the technology needs of the District and provide a report that details the technology required by each facility to the Board of Education by its first each December for the following year's budget.
2. Present a report to the Board of Education that details the required capital needs and technology improvements of each District facility and provides recommendations regarding the financing of such items by the first Board meeting each February for the following year's budget.
3. Make a formal presentation regarding the technology needs and recommended financing to the Board of Education and community by the first Board meeting each February of each year for the following year's budget.

4. Determine the technology needs of each District facility, and the cost of updating and maintaining such facilities to current standards by June 30.
5. Determine the financing alternatives necessary to fund the technology requirements of the District and present financing options to the Board of Education by last Board meeting each September.

Goal Four - Use of Data to Improve Student Performance and Communication

The District shall use data to improve student performance and enhance communication with all stakeholders.

Recommendation:

Use a District-designated data system to administer online common assessments in content areas and include accumulated student data in that system.

Action Steps

1. Provide staff development to administrators, teachers, and counselors for
 - a. the utilization of the on-line data system for creating and administering assessments.
 - b. the employment of the data system to analyze and interpret academic achievement data to determine implications for students, programs, and school improvement.
2. Oversee the administration of the on-line assessments each marking period.
3. Include all standardized test results in the data system.
4. Create a long term plan to prepare the data system for other assessments.

5. Add future common assessments to the data system to supplement the existing assessments.

I. CURRICULUM

A. Curriculum Integration- SECTION 4

District technology goals have been aligned with state and national technology standards, state and federal mandates and existing district documents, including:

- Michigan Educational Technology Standards (METS)
- International Society for Technology Education (ISTE) standards and benchmarks for students (NETS-S), teachers (NETS-T) and administrators (NETS-A)
- American Association for School Librarians (AASL) Standards for 21st Century Learners
- No Child Left Behind (NCLB) legislation and Highly Qualified Teacher (HQT) impact on the curriculum
- Michigan Merit Curriculum, Grade Level and Content Expectations
- District High School Computer Proficiency Requirement
- District goals identified by the DPS Technology Plan
- District belief statements and curriculum philosophy
- Existing K-12 Computer Curriculum and Library Information Skills Curriculum
- Best practice research and district practice of technology integration across curricular areas

The METS and ISTE standards continue to emphasize technology integration into all content areas, at all levels. The committee recommends that the district provide ongoing, relevant professional staff development in technology during the school day for all elementary and secondary teachers while supporting the elementary programs and secondary courses described in this document.

Academic Achievement

Computers and related technologies are an essential part of society. Our students must learn to use technology for creating, accessing, and utilizing information. The integration of technology into all curricular areas will support and enhance learning. Since students and educators must respond to technological changes, our educational technology program will prepare learners to use technology efficiently, responsibly and ethically throughout their personal and professional lives.

Academic Achievement Strategies:

- In order to function effectively in society, students need to acquire the skills and knowledge necessary to use computers and related technology.

- The school community must demonstrate a commitment to the continued support and maintenance of up-to-date computer technology.

Alignment

- By modelling computer use, educators foster positive attitudes and acceptance of the computer as a tool.
- The computer is a tool that enhances the development of skills including writing, problem solving, decision-making, presentations, research, personal productivity, and communication.
- Relevant computer experiences must be integrated into all content areas.
- Content standards and benchmarks determine the selection of computer software and hardware.
- The awareness of legal, ethical, and district policy issues related to computer technology is an essential part of technology education.
- In order to reinforce and maintain computer technology skills, our schools must provide students with regular access to computer technology during and beyond the school day.

Technology Integration – Curricula and Instruction

Responsibility for identifying and promoting curricula and teaching strategies that integrate technology rests with two entities: the District Curriculum Council (working in conjunction with committees in each curricular area) and the District Technology Advisory Committee. Each of core curricular areas (Language Arts, Math, Social Studies, and Science) will be incorporating on-line components at the middle school and high school level. This on-line component will have a minimum of two hours per course. An additional course is being developed to address the Michigan On-line learning requirement for those students who have not met the requirement in other ways.

Detailed strategies, curricula recommendations and integration timelines can be accessed through the online version of the Computer and Educational Technology Curriculum:
<http://www.dearbornschools.org/>

A district-level Technology Advisory Committee also oversees aspects of technology integration. A TAC team in each school consisting of staff and parents makes recommendations to the district TAC regarding deployment of hardware and software, staff development and related issues that support integration of technology into all content areas, at all levels. This helps ensure that evaluations and recommendations regarding instructional technology throughout the district remain consistent with the district's curricular standards and expectations.

I. CURRICULUM

B. Student Achievement- SECTION 5

The Computer and Educational Technology Committee have developed a comprehensive plan detailing the implementation of technology integration, standard by standard, for grades kindergarten through five. Excerpts from this document follow. The entire plan can be accessed at:

<http://www.dearbornschools.org/staff/Leaders/Eductech/CurriculumDrafts.htm>

Sample Grade Level Technology Integration Plan Teaching and Learning Activities and Outcomes, Strategies and Resources, and Assessment.

2nd grade

Content Standard 1: Basic operations and concepts

Content Interpretation:

Students will develop an understanding of technology and its characteristics.

Teaching and Learning Activities/Outcomes	Strategies and Resources	Student Assessment
The student will: 1. Recognize, name, and label the major hardware components in a computer system 2. Identify the functions and care of the major hardware	Outcomes 1-4 Introduce appropriate terminology and demonstrate the proper care and use of: • Mouse, keyboard, monitor, data storage drives, and printer	C Area of concern Student is unable to do the activity with assistance P Progressing but does not yet

components 3. Identify simple functions represented by symbols and icons commonly found in application programs 4. Demonstrate basic care for computer hardware 5. Identify common uses of technology found in daily life 6. Describe how people use technology in their daily lives	• Special keys (e.g., escape, control, delete, backspace, arrows, reset, command) • Keyboarding skills, point and click, select and highlight, print command Outcomes 5-6 • Read and discuss appropriate picture books • Use project based activities that illustrate uses of technology in school, at home and in the community	meet expectations Student observed doing activity with assistance M Meets expectations Student observed doing the activity without assistance, with some exceptions E Exceeds expectations Student observed doing the activity independently
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4th grade

Content Standard 3: Technology productivity tools

Content Interpretation:

Students use technology tools to improve their productivity and enhance learning.

Teaching and Learning Activities/Outcomes	Strategies and Resources	Student Assessment
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Students will: 1. Use menu options in applications to print, format, add multimedia features; open, save, manage files; and use various grammar tools 2. Insert objects into word-processing documents, presentations, multimedia projects or web documents 3. Use a variety of technology tools and applications to promote their creativity 4. Recognize and explain that existing and future technologies are the result of human creativity	Outcomes 1-4 Use project based activities to integrate the use of technology in ELA, Science, Math and Social Studies.	C Area of Concern Student is unable to do the activity with assistance P Progressing, but does not yet meet expectations Student observed doing activity with assistance M Meets expectations Student observed doing the activity without assistance, with some exceptions E Exceeds expectations Student observed doing the activity independently
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Another area where technology integration is having a positive impact on student achievement is in the expansion of online tutoring opportunities to accelerate and reinforce instruction. Sample programs currently in use at various sites across the district include:

- Study Island
- Carnegie Math
- Read 180
- Success Maker

- SRI/Lexile Testing
- Nova Net
- ACT/Work Keys Preparation

C. Technology Delivery-SECTION 6

C. Specialized, Rigorous Courses – Technology

The Dearborn Public Schools offer a variety of opportunities for specialized, rigorous technology courses. Special programs are offered at The Dearborn Center for Math, Science and Technology, Henry Ford Early College, and the Michael Berry Career Center.

- **Dearborn Center for Mathematics, Science and Technology**

The Dearborn Center for Mathematics, Science and Technology is a magnet school that pulls students from all three Dearborn high schools, grades 9 through 12, to a half-day program of accelerated coursework. Their mission, in partnership with the business, educational, and residential communities, is to develop an innovative learning community that reaches for excellence in science, math, and technology education for students and teachers. Typical technology classes include Integrated Systems Management, Introduction to Programming, Digital Media Creation and Advanced Placement Computer Science. Many of these classes are also offered as independent electives at the three main high schools.

- **Michael Berry Career Center**

The Michael Berry Career Center opened in the fall of 2005. It, too is a magnet school, and is available as a half-day option to students in all three Dearborn high schools. In addition to classes in Health Sciences and Hospitality & Tourism, the Berry Center offers a technology cluster that offers students high-tech courses that are fun and that give students skills for current and future jobs. These courses give students a hands-on approach to learning high tech design, engineering, programming, and development skills.

- **Henry Ford Early College**

The Henry Ford Early College, in partnership with the Dearborn Public Schools, provides a unique educational opportunity for students to earn a high school diploma, an Associate's Degree from Henry Ford Community College, and certification in specific health fields. As they progress through the five year program, students concentrate their coursework toward being certified in one of the following health-related fields: Respiratory Therapist, Surgical Technologist, Physical Therapist Assistant, Pharmacy Technician, Ophthalmic Technician, Biotechnology, Medical Practice-Clinical Management, Medical Practice-Facility Business Management, or Radiographer. Students may also receive an Associate of Science degree that will lead to work in Dialysis.

Online Classrooms & Instruction

iLearn

Many Teachers need more advanced tools than iBlog can provide. iLearn fills this need by providing a complete online learning environment where students and teachers can interact. When you think of iLearn, think of online courses offered at colleges. iLearn has many powerful tools that provide structured online learning. This provides teachers and students with rich "distant resources" to enhance learning.

I. CURRICULUM

D. Parental Communications & Community Relations-SECTION 7

The district has expanded and upgraded its Web site (<http://www.dearbornschools.org>). The Web site acts as the main conduit for district information. The Technology Plan is published on the Web site. The Technology Plan has also been presented at a public board meeting. Additionally, yearly presentations are made for the Board of Education.

The site also offers both live video streaming of Board of Education meetings as well as archival Podcasts of Board sessions. The Technology Plan will be presented to the Board during one of its regular open meetings, and community members will have the opportunity to participate in person or view the presentation at a simultaneous or later date.

Additional online communication venues:

Student Connect

StudentConnect allows student to stay up to date on their grades, assignments, attendance and more. This helps us develop skills of the students to take control and responsibility of their own learning.

iBlog Classroom Websites

Communication with parents and students is important. At Dearborn Public Schools, every teacher can create a classroom website using iBlog. iBlog provides every teacher with a fully-featured, podcast ready blog that can be used to quickly and easily update parents and students with homework and classroom news.

- **Dearborn PTSA Website** <http://ptsa.dearbornschools.org/>

Parent participation and communication is important to our district. The PTSA web site is provided by the district, by the content is developed and maintained by the PTSA.

Zangle Parent Connect

The home connection aspect of Zangle, the district student recordkeeping software program, has been fully implemented throughout the district. There are continuing efforts to advertise the service and to expand and enhance parents' understanding and use of the report system.

Parent Connect allows parents to view their child's grades, attendance, and more. In order to get access you will need to contact your school office. Every parent is automatically issued a PIN and password.

Participants involved

The Technology Plan has been developed by the will be reviewed yearly by the Technology Advisory Council (TAC). The TAC is comprised of teachers, administrators and parents.

I. CURRICULUM

E. Collaboration-SECTION 8

E. Collaboration with Adult Literacy Providers

The Dearborn Public Schools Adult Education Program is in partnership with the P-12 district and is serving over 2,000 students a year. Many of these students are receiving training on the computer

and taking virtual classes. Several of these activities help students gain beginning, entry positions in various job markets.

Because of reduction in funding, the Adult Education Department has been unable to continue offering programs in Computer Aid Design, Computer Skills, and Occupational Skills. Also, the department can no longer offer Fast Forward or Aztec, and has had to postpone the purchase of new computers.

Despite these financial set-backs, Adult Education continues to explore the possibility of offering new services for our adult learners. These activities include:

- Providing virtual classes through NovaNet and the Michigan Virtual classes for high school ASAP students to earn credit toward diploma.
- Providing virtual classes through NovaNet for adults working on credit toward a HSD or taking GED Preparation classes.
- Providing software and on-line classes for adults learning English, e.g. English Discoveries and Rosetta Stone
- Career Ed adults using computers for resumes, etc. and the M.A. Clerical Class using computers and soft-ware programs to complete requirements for certification.

These innovations are dependent on financing, but hopefully will continue through the 2012-2015 school years.

II. PROFESSIONAL DEVELOPMENT

F. Professional Development-SECTION 9

The Primary Goal of this staff development model is to focus on improving the quality of curriculum and instruction through the integration of technology. Technology will be integrated into the core content areas and is used as a tool to enhance the delivery of instruction. Higher order thinking skills and interactive learning are important components of the technology integration model. Students will create technology projects that focus on the benchmarks and objectives in the Michigan Curriculum Frameworks and Dearborn Curriculum. The Dearborn Staff Development Plan will have a large

reliance on the “Trainer of Trainer's model” and the implementation of building level technology teams. The Train-the-Trainer model supports both teachers and students sharing technology skills with their peers. Each school will create a technology team to oversee the initiation of technology staff development. Some of the smaller elementary schools might work together where only one team would be from two schools. .

Train the Trainer Outcomes: This program is aligned with the *Michigan Curriculum Framework* and the *Michigan Technology Content Standards*. Teacher outcomes are aligned with the *National Educational Technology Standards* published by International Society for Technology in Education.

- Teachers will facilitate student use of technology
- Teachers will use technology to enhance the curriculum which include the usage of existing technology in the classroom and school
- Teachers will use the Internet as a resource to integrate core curriculum, extended core curriculum and technology.
- Teachers will adapt to new technology (i.e. Promethean boards, electronic voting systems, etc.)

The district has developed an ongoing system of delivering technology professional development to all staff members that utilizes Administrators, teachers, and building Technology Teams. The District Technology Advisory Committee (TAC) will oversee the development and implementation of the Technology Professional Development Plan.

Professional development will address practicing information literacy skills to increase general literacy in reading and across all content areas. Teachers who can critically assess web-based content can expect students to make best use of web resources in the content areas. They will more easily model ethical use of the information and recognize plagiarism or other inappropriate use. These intentions mirror standards established by the International Society for Technology Education (ISTE).

Technology Team Implementation

The purpose for the implementation of the technology team will be to promote the development and enhancement of the internal capacity of staff to implement highly effective scientific research based best practices by not only attending professional development sessions and conferences, but also by

creating a process for job embedded professional learning (Fullan, 2008) on a routine basis. The team will include at least one administrator, a district TAC member, the building Media Specialist and other interested teachers from a variety of grades and departments. It is recommended that committee membership be extended to students, parents, and community members.

Building Technology Team responsibilities include:

- Holding regular meetings
- Assessing staff and school needs for technology and training
- Setting goals for integrating technology into the curriculum
- Setting (technology) staff development goals
- Develop a building technology plan
- Seek funding/grants
- Coordinate/schedule training opportunities
- Informing staff of what technology is available (cameras, scanners, video)
- Complete a year-end reassessment of the staff/school needs

Technology Advisory Committee (TAC) Responsibilities

In order to enhance the capacity of buildings to integrate technology across the curriculum and support the building technology team, the Technology Advisory Committee (TAC) will initiate the following processes with the support of Dearborn Administration (Pending Dearborn Budget Allocation):

1. Continue the train the trainer model of professional development. All buildings have developed technology teams that function as the trainers for the building.
2. Continue to develop the Professional Development Web page in order to facilitate communication amongst the various buildings.
3. Develop a Frequently Asked Questions on-line warehouse where staff can trouble shoot technology issues that occur.

4. Determine specific skill based training that is needed based on the curriculum alignment subcommittee recommendations along with the other district committee recommendations.
5. The continued development of the building tech teams and on-going professional learning is critical. We must model things in our staff meetings and team meetings. The building tech team will be established and will take a leadership role at integrating technology into the curriculum with the support from our network of building technology team.

Some of the other Responsibilities of the TAC along with Media Services Include:

- Facilitating organizational meetings
- Providing staff development for building tech teams and coaches
- Consulting with principals and tech teams throughout implementation
- Coordinating district wide technology initiatives:
 - Curriculum
 - Integration goals
 - Student data distribution systems
 - Web page concerns

Training Sessions: The TAC will conduct a staff survey and create the training schedule for their school. Training can be offered as frequently as needed. Schools may use before and after school, team meetings, grade level meetings, 1/2 day releases, staff meetings, and department or grade level meetings.

Recommended training formats include:

- Multimedia development and integration of higher level thinking skills
- Brainstorming session on how to use the technology piece in the classroom
- Using technology to solve authentic world problems(give a problem or task)
- Share time at the end (share successes, failures, frustrations)

- On-line resources/directions/troubleshooting to access at anytime
- Schedule follow-up meetings and on-line dialogue in order to promote continuous job embedded professional learning.

Professional Development Implementation Plan

2012-13

- Support the process of enhancing the capacity of schools to integrate technology across the curriculum
- Maintain an on-going network and infrastructure of communication for supporting the development and integration of lesson plans that support the integration of technology across the curriculum
- Explore resources that help K-12 teachers use developmentally appropriate instructional strategies and design learning activities that integrate technology into their core content areas. These resources will be posted to a web site for easy access. (DPS Strategic Plan, DPS Technology Plan)
- Continue to develop the process of using Building Technology Teams in order to Facilitate and enhance technology in classrooms
- Train staff members to access and utilize the standards and benchmarks on the DPS web site, and utilize the Train the Trainer program to coach teachers on the integration of Technology across the Curriculum. This will include on-line continuous dialogue.
- Review and revise instruments for allowing students to test out of secondary classes as mandated by the state.
- Provide support and training for the implementation of the On-line learning requirement.
- Provide support to innovate lesson plans or pilot classes that aim to enhance the use of technology and on-line learning in the core content areas.
- Implement a process for giving presentations before the TAC when evaluating software or web resources and take recommendations to the principals and curriculum council as needed.

2013 - 2014

- Further enhance and entrench the ability of technology teams to take an active leadership role in each school with the integration of technology into the curriculum.
- Showcase technology success stories and institute a procedure that allows for on-going staff development across the school district

2014 – 2015

- Further enhance and entrench the ability of technology teams to take an active leadership role in each school with the integration of technology into the curriculum.
- Showcase technology success stories and institute a procedure that allows for on-going staff development across the school district
- Continue to review software licenses annually. As new software and on-line resources become available the committee will evaluate them for impact on the standards and benchmarks and make recommendations for purchase.
- Encourage other departments and curriculum committees to systematically assess all software and web resources they consider for purchase in the same way.

As noted throughout this plan, state and national standards (specifically the NETS standards-NETS-S, NETS-T, NETS-A) have been utilized in development and implementation of this plan.

II. PROFESSIONAL DEVELOPMENT

G. Supporting Resources-SECTION 10

Building technology teams will work with principals and TAC members to facilitate professional staff development during district-wide professional staff development days, scheduled staff meetings and other creatively designated time.

Additional resources that support district technology professional development are listed on the district Web site, and include :

- Wayne County RESA consultants (video streaming, Zangle, etc.)
- Wayne County RESA classes: Best Practices, Technology Integration, etc.
- Atomic Learning (available to all staff through the district Web site)
- Adult and Community Education Technology Classes
- Henry Ford Community College Center for Life-Long Learning technology training opportunities

- iLearn on-line training
- A Collaborative Interactive District wide Training wiki
- TAC discussion boards
- Website tutorials
- School website professional development sessions and presentations

District Support Resources

Human Resources-Instructional

One full-time Technology Coordinator

One full-time Network Administrator, Instructional

Two full-time Help Desk Technicians (Help desk & Inventory Control)

Eight full-time Computer Technicians

One half-time Secretary

One Full-time Bookkeeper

Human Resources-Administrative

One full-time Webmaster

One full-time Data Base Administrator

Two full-time Data Base Technicians

One full-time Remote Job Entry Specialist

Policies and Manuals

Acceptable Use Policy for Information Systems and Internet Safety

District Curriculum Guides

Mission Statement

Strategic Plan

Student Code of Conduct

Teacher Training Initiative Contracts and Support Material

Software

Automated Library Circulation System (Destiny)

Communication Program (Exchange)

Curriculum Resources (Curriculum Crafter, etc.)
Operating Systems
Network Operating System
Student Data Management System (Zangle)
Web Filter (M86)
Firewall (Cisco Pix)
Media Production Software

III. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE

H. Infrastructure Needs/Technical Specifications and Design-SECTION 11

Status of Hardware, Software and Infrastructure/Connectability

Classrooms

- 4 student data jacks
- 1 printer jack
- 1 instructor data jack
- 1 data jack for video control
- 1 voice jack and associated telephone
- 1 video jack and associated 32" video monitor
- 1 electronic smart board linked to video, data projector

There are four student data jacks in one location in the room and all of the other technology is located at the instructor location in the room. To eliminate glare on the video monitor, monitors are placed on the same wall as the windows. Projector interfaces with touch sensitive electronic white board.

Mini-Classroom

- 1 instructor data jack
- 2 student data jacks

- 1 data jack for video control
- 1 voice jack and associated telephone
- 1 video jack and associated 32" monitor

Administrative Office - This is basically the principal and assistant principal's office.

- 1 data jack
- 1 voice jack and associated telephone
- 1 video jack and associated video monitor
- 1 data jack for video control

General Office - May also be called main or school office. This is an office with a need for two work locations (each work location utilizing a telephone and a computer) and a video monitor.

- 2 data jacks'
- 2 network printer jacks
- 2 voice jacks and associated telephones
- 1 video jack and associated video monitor
- 1 data jack for video control

Support Office - This is any administrative office with a need for one work location utilizing a telephone and a computer. Examples are counselor offices, teacher offices, social worker offices, kitchens, conference rooms and clinics.

- 1 data jack
- 1 voice jack and associated telephone

Computer Lab

- 30 student data jacks
- 2 data printer jacks

- 1 voice jack and associated telephone
- 1 video jack and associated video monitor
- 1 data jack for video control

Mini-Computer Lab

- 16 students data jacks
- 2 data printer jacks
- 1 voice jack and associated telephone
- 1 video jack and associated video monitor
- 1 data jack for video control

Media Center – Secondary

- 12 reference station jacks
- 2 instructor data jacks
- 2 data printer jacks
- 2 voice jacks and associated telephones
- 4 video jacks and associated video monitors
- 4 data jacks for video control

Media Center - Elementary School

- 10 reference stations
- 1 instructor data jack
- 2 data printer jacks
- 2 voice jacks and associated telephones
- 4 video jacks and associated video monitors
- 4 data jacks for video control

Multi-Purpose Room - Cafeteria, Gym, Auditorium or any other large room used for assemblies or seminars. If large rooms can be divided into multiple rooms and used as such, they are considered a separate Multi-Purpose Room.

- 10 student data jacks
- 2 voice jacks and associated telephones
- 2 video jacks and associated video monitors
- 2 data jacks for video control

Gym - If used for athletics only and not for assemblies or seminars

- 4 student data jacks
- 1 voice jack and associated telephones
- 2 video jacks and associated monitors on carts
- 2 data jacks for video control

Building Engineer's Office

- 3 data jacks for building management
- 1 voice jack and associated telephone

Emergency Voice Phone - Any area that may have a need to place a call in an emergency or receive a call for convenience. Examples are swimming pool areas, boiler rooms, and receiving docks.

- 1 voice jack and associated telephone

MEDIA CENTERS

In alignment with the integrated K-12 Computer curriculum currently in place, and in addition to existing computer labs, classroom computers, and wireless carts, media distribution systems have been installed in every school (media distribution system, broadcast carts, classroom monitors). Media specialists work with classroom teachers to provide interactive video experiences, such as:

- Daily announcements/newscasts/ live broadcasts

- Readers' Theater performances
- PowerPoint slideshows (informational and educational)
- Interactive lessons and shared projects between separate schools

Listed below are suggested basic requirements for every library media center:

Instructional

data projection system, interactive white board, ample per-pupil library media materials budget

Multi-Media, Print and Electronic Publishing

digital camera/video cam, scanner, student word processing stations, server space and storage capability

Reading Advocacy

literacy strategy support and integration units, district-wide March is Reading Month activities, annual author visits, online and integrated assessments

Audio-Video

media distribution system, video streaming capability and support equipment

Collection Management - Administrative

automated circulation system: common system K-12, Web-based, Union List capacity, wireless remote inventory system,
administrative software suite and email, Zangle administrative station (grades, attendance, and student data)

Professional Development

annual conference allocations – MAME, AASL, etc. (registration fees and subs), ongoing, regular staff collaboration sessions (on-site, level, cross-district), ongoing, systematic inservices for media secretaries, and regular

Technical Support

circulation system, media distribution system, elementary lab and public access computer station support and maintenance

Building Wide Components - Structured Wiring Infrastructure (Standard Cabling System)

The starting point of the SCS is the WAN fiber-based system linking all buildings in the District together. In each building it terminates in the building head-end, also sometimes called the Building

Main Closet (MC). It is from the head-end or MC that communications gets distributed throughout the building. These links are all designed based on approved cabling standards. Due to the limitation in distances allowed for high-speed data connections, the MC is connected to other Intermediate Closets (IC) throughout the building via multi-mode fiber optic cable. Multi-mode fiber optic cable, versus the single mode that is used in the District's WAN, is designed more for shorter distances that occur within a building. The link into a classroom or offices is connected from the IC to the individual jack via Category 5E copper cable. This standard applies to all components from the workstation outlet back to the closet, including patch panels, patch cords, and all other terminators. The data network provides gigabit service throughout the District.

Voice Over IP cabling mirrors that of the data connections and shares the same cable. The voice connections, for the most part are run in what is commonly referred to as a homerun. They go directly from the MC to the individual telephone jack. The type of cable used is also Category 5E.

Video cabling is provided via coax cable. A trunk line is distributed throughout the building with taps provided to connect into individual classrooms and office. This type of cabling is widely used for carrying analog video. As more digital video becomes available, it will be transported on the data network as a data signal. Since video is very bandwidth intensive, it is another reason for the deployment of gigabit speeds throughout the District.

Data Electronics

The data network design takes advantage of the new WAN. The impact of the WAN on the data network is substantial. Gigabit Ethernet runs across the District's WAN and throughout each building from the MC to individual IC's. From the IC to individual workstations and printers, the speed is 10/100 Ethernet. The hardware includes switched electronics replacing any hubs that may have existed. The Ethernet switches incorporate level 2 and 3 routing to allow for the deployment of virtual networks as required. This routing also makes the decision of where to locate the various file servers, building independent. All switches are specified to meet the latest accepted standards in regards to items such as voice over IP, digital video, among others. The basic design includes workstations connected back to multiple stacked switches in multiple IC's. The IC's run gigabit Ethernet back to the MC via optical fiber cable connections.

Voice Communications

The voice communications system network design allows DPS to again take advantage of the WAN and more efficiently manage the distribution of and access to the voice network. Voice Over Internet Protocol (VOIP) routes voice communications over the existing data network.

Video Distribution & Media Retrieval

All buildings have been cabled to support video distribution. The distribution carries signals to and from head-end location in the building, as well as to and from each classroom and selected offices.

Located at each head-end, a media retrieval system allows for resources to be housed in a central location but distributed to any room that needs access to them. Included in this system are multiple

source devices such as VCR's, DVD's, cable channels, digital cameras etc. On the other end of the system in the classroom, a large TV monitor displays the materials requested. The teachers have total control on playing or stopping the video devices. This allows the use of video materials to enhance existing textbooks. In addition, students and staff can create and distribute video broadcasts, whether they are building wide, district wide or video communications to a distant resource. The ability to connect individual laptops or VCR's within the classroom is supported for informal presentations. In many classrooms video presentations can also be routed through installed data/video projectors.

Audio Systems

Paging or public address systems in all buildings address building wide communications needs. The paging system allows two-way communications via speakers in the ceiling or walls for both building wide announcements and emergency notification.

Future Technology Needs

- Continue an aggressive program of staff development to facilitate technology integration into every aspect of district operations
- Increase classroom data/audio video projection capability
- Establish student multi-media workstations in every school
- Provide interactive whiteboards in every classroom
- Establish a district-wide online library circulation system
- Expand and enhance wireless capabilities
- Continue to develop a district online presence through building & teacher Websites
- Provide electronic assessment tools for every school (data collection, Lexile/reading levels, Zangle student records, report cards, etc.)
- Further develop district website to expand upon curricular support services-iLearn, Class A, iBlog, etc.
- Enhance interactive learning scenario opportunities through appropriate technology, infrastructure and professional development:
 - Online LMS Learning Management System i.e. Moodle
 - Wikis
 - Blogs
 - Digital Storytelling

- Hybrid /Blended Courses
- Student Blogging Service

Software Recommendations: Software needs are ongoing and will be addressed yearly by the TAC. The committee will review software licenses in order to upgrade or replace with more appropriate software as reviewed by the Department of Media Services. This list is not exclusive and may change depending on availability, upgrades, and new releases.

K-12

Basic software image - All labs and classroom machines

- Operating system not more than 3 years old
- Microsoft Office or Comparable (LibreOffice)
- Inspiration or kidspiration (Elementary)
- Apple Remote Desktop (Mac Lab Teacher stations)
- iTunes
- all applicable browsers (FireFox, Chrome, etc.)
- Workgroup Manager, ARD and Crosstec Schoolvue

K-12 - online resources

- Atomic Learning
- MEL

Elementary

- K-12 basic software image
- Successmaker
- Kidspiration

- Appropriate elementary level word processing software
- Pixie 2, Image Blender and Media Blender
- iLife suite - including iMovie, iPhoto, and GarageBand iLife

Secondary

Middle School:

- K-12 basic software image
- Appropriate version to Macromedia Suite
- Successmaker
- ImageBlender
- Media Blender
- iLife suite - including iMovie and GarageBand
- Pixie 2
- Ultra Key or equivalent keyboarding program
- Macromedia Dreamweaver MX suite
- Inspiration/Kidspiration
- Safari
- Microsoft Office
- Firefox

High School (Where multiple labs exist in a building, it is

expected that Web Design and Multimedia will be taught in the same classroom)

- K-12 basic software image
- NovaNet
- Read 180

- Macromedia Dreamweaver MX suite
- MX Studio 2004
- Micro Type Pro-keyboarding software
- Automated Accounting
- ELLIS
- Appropriate version to Macromedia Suite

Proposed Media & Informational Technology – Three Year Plan

Dependant on funding levied by the Board of Education or through available sources (i.e. grants, e-rate funding, etc)

The district has continually demonstrated its' commitment to technology. The 2011-2012 school year saw the purchase and deployment of new instructional computers for the middle schools. The district also approved the purchase of replacement servers as network support.

Year 2012-13

We are working on replacing the teacher instructional computers in the High Schools. Additionally replacements will be based on the chronological age of computers in the school district, the oldest instructional equipment and, based on service records, in greatest need of replacement are the Middle School Instructional Computing Labs. All seven Middle Schools house one of these labs. Each lab consists of thirty student computers and one instructor computer in addition to a file server hosting lab software.

The district-wide email archive server is another device due for replacement. The present device is a tape based system and is nearing its capacity and its life of service. This system is seven years old. Technology has outpaced tape drives. The replacement system will be hard drive configured.

Purchase dependant upon available sources (i.e. general funding, grants, etc.)

Wireless networking of individual schools will be continued to be developed. Purchase dependant upon available sources (i.e. grants, e-rate funding)

Year 2013-14

Computers will be assessed for replacement chronologically. High School and Elementary labs will be targeted for replacement dependent upon funding sources.

New teacher productivity software and new computer operating system software will have to be provided for the teacher desktop machines.

Promethean Electronic Whiteboards will continue to be installed. Purchase dependant upon available sources (i.e. grants.)

Year 2014-15

Hardware replacement will continue as appropriate.

Wireless networking of individual schools will be continued. Purchase dependant upon available sources (i.e. grants, e-rate funding)

Hardware Recommendations All hardware will be reviewed for replacement on a 5-year rotation. Yearly assessment should include identification and documentation of network, image, or hardware problems that have occurred and solutions that were identified. The TAC will be involved in determining the hardware needs of the district.

Elementary MS, and HS Labs (one per building)

Lab Requirements:

- desktop computer lab - 30 computers, 2 printers, one color, one laser
- infrastructure for computer, printer, server or peripheral connected to network
- computer furniture designed to house cables, plugs etc.
- white board incorporated with data/video projector.

MS Labs and HS Multimedia Labs (one per building - Where

multiple labs exist in a building, it is expected that Web Design and Multimedia will be taught in the same classroom)

Lab Requirements:

- white board incorporated with data/video projector
- 4 digital still cameras
- 4 digital video cameras
- infrastructure for computer, printer, server or peripheral connected to network

MS Media Broadcast Exploration Lab Requirements:

- 5 high level computers to run video editing software
- 4 digital movie cameras, monitors, tripods
- 4 wireless microphones

Technology Integration K-12

- desktop computer lab in each building (not used for secondary computer courses)
 - 30 computers, 2 printers, for teachers to bring entire class for whole group instruction
 - data projector incorporated with electronic white board
 - infrastructure for each computer, printer, server or peripheral connected to the network
 - computer furniture designed to house cables, power plugs etc.
- mobile devices with data projector to use in classrooms, sufficient for reasonable sharing (one per floor)
- data projectors incorporated with electronic white board in each classroom.
- other equipment as determined by the TAC

Technical Support - Maintenance and Repair

Equipment inspection, routine maintenance and repair are handled at both the district and the building level. Clearly established procedures determine hardware and software monitoring, problem reporting, and repair and replacement measures. Both onsite and central evaluation and repair

services are provided. The following job descriptions give an indication of the qualifications expected of technical support personnel, specifically Coordinator I-Media/Technology, Database Administrator, Network Administrator, Webmaster, Computer Technician Specialist, Media Technician Specialist, Computer Technician (Help Desk) and Remote Job Entry Operator A. Ancillary positions are detailed in the section on “Supporting Resources.”

Qualifications and Performance Responsibilities

TITLE: Coordinator I-Media/Technology

- Master’s degree in instructional technology or Library Science.
- Five years of classroom and/or media experience
- The candidate should possess an understanding of the relationship of media/technology in the total concept of the functions of media centers and experience on curriculum development.
- Good communications skills, decisiveness, enthusiasm, organizational skills, patience, leadership ability, sensitivity, and the ability in inspire confidence.
- Successful completion of six (6) graduate hours or 18 SB-CEU’s since August 1, 2005.
- Exert leadership in working with administrators and the community on immediate and long range improvements in the media program and provide advisory services on all matters pertaining to school district technology.
- Participate in the preliminary planning of and the educational specifications for the remodeling and building of media centers and Technology Infrastructure.
- Assist administrators in the recruitment, selection and placement of media and technology personnel.
- Serve on curriculum committees and assist in development with the staff.
- Assist in obtaining state, federal, and other funds for the media technology program.
- Recommend staffing patterns for optimum operation of the media technology programs as an instructional resource.
- Conduct inservice sessions relating to media/technology for support personnel, administrators, and teachers.
- Possess knowledge of resource and resource systems outside of the school system, i.e., Wayne County Intermediate School District, colleges and universities, networks, etc.

- Possess knowledge of federal funding possibilities.
- Coordinate previewing of and recommendations for purchasing of all media/technology.
- Establish standards for the quality of materials and equipment to be purchased.
- Correlate the goals of the media program with the goals of the instructional program.
- Provide professional information and resources for administrators and teachers.
- Assist in development of programs and facilities relating to computer assisted instruction.
- Plan and direct the centralized acquisition, processing, organizational procedures, maintenance and repair for all print and non-print media.
- Prepare and distribute as needed information on media/technology to the staff.
- Assume responsibility for the allocation and administration of all monies for the media/technology program.
- Assume responsibility for all media reports, surveys for/or about the district and be prepared to report annually on the district media/technology program.
- Develop, implement, and evaluate instructional media/technology objectives, policies, programs, and services.
- Maintain media/technology program financial records.
- Provide coordination of technology repair service, K-12.
- Maintain an inventory of media materials and technology equipment.
- Prepare and recommend the budget for the district instructional media/technology program.
- Establish a distribution and purchasing system for technology equipment, materials, and supplies.
- Perform other related duties as assigned by the Assistant to the Superintendent.

Qualifications and Performance Responsibilities

TITLE: Database Administrator/Supervisor

- Bachelor's degree in computer science or engineering field.
- Experience using and programming relational databases and database query language.

- Two years experience working on MS SQL Server as a DBA/Developer.
- Demonstrated problem solving and team building skills.
- Prepare general outlines of work to be done, objective of new procedures and systems to be installed, and detailed instructions regarding matters not clearly covered by specific policies or procedures.
- Design, write, test, install, debug and document programs to assist staff with the use of database management or associate software.
- Monitor the utilization of volume of databases, and notify appropriate personnel of all changes to the database system and associated software.
- Monitor application system performance and prepare a monthly schedule of applications/reports to be processed.
- Train users to efficiently use tools and support ad hoc query and reporting.
- Maintain security profiles, developing procedures for database backup and applications, and optimizing databases.
- Maintain up-to-date master files and backup files for applications developed separately from Wayne County Regional Educational Service Agency computerized application.
- Prepare requisitions for operational items and supplies when needed.
- Prepare, monitor and implement database policies and procedures, ensuring data integrity as maintenance and modification projects to new and existing applications are undertaken.
- Work with school system personnel and occasionally with the public when transmitting various types of data processing information and when checking the accuracy of records and reports.
- Implement operation of all new systems or changes to existing procedures.
- Revise programs and input data to maintain operations.
- Revise operating schedule (after consulting with the Coordinator of Media/Technology) to adjust for delays.
- Recommend changes in programs, routines, and quality control standard.
- Consult with the Coordinator of Media/Technology about problems (such as including new programs, testing special computer runs and arranging for preventive maintenance time).
- Coordinate flow of work between remote site data center (high school) when necessary.
- Perform other related duties as assigned by the Coordinator of Media/Technology.

Qualifications & Performance Responsibilities:

TITLE: Network Administrator

- Four-year degree in a computer related or network field with specialized training and experience in technology.
- Certified Novell Engineer (CNE) with three years of network troubleshooting experience. Microsoft Certified Systems Engineer (MCSE) and Checkpoint CCSA/CCSE desirable.
- Experience in a large LAN/WAN environment with a clear understanding of security concepts and equipment.
- Demonstrated working knowledge of networks including Inter/Intranet communications protocols and processes (TCP/IP/IPX). Experience in Microsoft Outlook a plus.
- Ability to determine priorities and handle multiple tasks simultaneously.
- Experienced in troubleshooting computer network wiring.
- Experience in telecommunication providers and ISPs. Knowledge of the Internet, including web server management, designing and maintaining a DNS.
- Strong organizational, communication and interpersonal skill; a customer service orientation; and demonstrated ability to work well in teams.
- Manage the daily operations of network systems including maintenance and support for WAN, LANs, Internet, Intranet/Extranet application including, but not limited to, email servers, web servers, optical imaging and all other associated hardware and software.
- Responsible for network system performance and network security for all file servers located in their designated buildings. Perform all system setup, maintenance, upgrades, and oversee backups.
- Assist in supporting all aspects of the school district's technology through hardware, software, network and telecommunications support.
- Be available after hours and weekends as required for server maintenance, system maintenance, system administration, troubleshooting or upgrades.
- Responsible for total system security, maintaining the firewall including maintaining authorization files for resources and users and network optimization.

- Provide technical support to system users and resolve technical problems.
- Responsible for recommending and implementing system upgrades.
- Experience with network management software; i.e., HP Openview, Transcend, etc.
- Any other duties as assigned by the Coordinator for Media/Technology.

Qualifications and Performance Responsibilities

TITLE: District Webmaster

- Four year degree in computer science or certified webmaster with related training and four year experience in web site development or as a webmaster.
- Experience with administration and management of web servers and a large web site in a production environment, including disaster recovery operations, data base restoration, network trouble shooting, as well as work with HTML and PDF formats.
- Knowledge of software applications such as Microsoft Windows/Office, Mac OS, Desktop Publishing, CSS, ODBC, etc. and Network hardware/software and remote assess technologies.
- Ability to transfer files to and from a web server as well as communicating with various users who want content posted on the web server(s). Manage web server software. Create programs to allow users to view and/or manipulate data residing on a server through a browser. Demonstrate good writing skills. Fulfill responsibilities as found below.
- Create, update, review and maintain all web content for the District webpage.
- Monitor and update District webpage content.
- Work closely with all building principals, and communication officers to keep District webpages, building webpages, and curriculum webpages current and accurate.
- Collaborate with building principals to ensure Board policies and guidelines are followed including the collection of and monitoring of authorized parent/guardian permission slips for student photographs, videos, etc.
- Work closely with the Communications Office on informational publications for District webpage, posting appropriate information such as school closings, and multimedia presentations about our schools.
- Provide training and support to all schools, web site liaisons (including staff development), classroom teachers, various departments within our district ion, etc.), and administrators regarding the creation of and use of web based content, curriculum, teaching using the Webpage, reports, etc.
- Work closely with Superintendent's designee and Communications Office to ensure our Webpage content and policies and guidelines are within legal guidelines.

- Support and develop web content for various school organizations to post on District Webpage.
- Maintain current knowledge, understanding, and use of appropriate software programs, operating systems, and other technical processes to ensure out District Webpage remains state-of-the-art.
- Report regularly to the Superintendent's designee and Communications Office regarding the state of District Webpage and on-going needs for development in the future.

Qualifications & Performance Responsibilities:

TITLE: Media Technician Specialist

- A graduate of a post secondary technical school that includes extensive electronics training. Preferences will be given to such a graduate who has experience in an A-V facility.
- Ability to apply electronic, technical, and elementary optical theory to specific repair problems.
- Ability to read and apply information in technical manuals, including schematics, diagrams, and blue-prints.
- Ability to keep maintenance records.
- Ability to use appropriate test equipment.
- Ability to make mathematical computations, including use of simple algebra to determine voltages, tolerances, etc.
- A proven energetic, self starter who can advance the role this position imposes.
- Diagnose microcomputer and A-V equipment malfunctions.
- Correct malfunctions by repair, replacement, adjustment, cleaning, etc.
- Establish a working relationship with equipment repair agencies to handle equipment malfunctions beyond our capability; and to handle backlogged equipment repair needs.
- Work directly with teachers and principals on specific equipment maintenance problems.
- Keep the Coordinator of Media/Technology informed on how well the equipment maintenance program is functioning and to suggest improvement to same.
- Work with the Coordinator of Media/Technology as a technical advisor on the testing of new microcomputer and A-V equipment being considered for purchase.
- Maintain appropriate records, files, and logs of repairs, costs, parts list, and service manuals. Also, to supervise the maintenance of a microcomputer and audio-visual equipment repair inventory.

- Maintain an efficient and economical parts inventory.
- Check newly purchased equipment to ascertain that it is working properly before we accept delivery.
- Provide for A-V equipment loan throughout the district.
- Perform other tasks, as assigned by the Coordinator of Media/Technology that appropriately belong to an equipment technician specialist.

Qualifications and Performance Responsibilities

TITLE: Computer Technician Specialist

- Graduate of a two-year collegiate program (or equivalent) with a major in computer science desirable.
- One year minimum experience in a computer applications setting including experience in software installation. CNE status is desirable.
- Experience in troubleshooting district's WAN, including the patch panels, hubs, switches, or routers in the MDFs or IDF's of the buildings.
- Experience in installation, maintenance, repair, upgrading and troubleshooting of computer equipment running Windows 95/98 on an existing network. Must be able to perform this function from a hardware, software, and operating systems standpoint.
- Hold a valid driver's license.
- Ability to lift personal computers and printers.
- Demonstrated ability to receive and carry out verbal and written instructions.
- Good oral and written communication skills.
- Work closely with technical support team to diagnose and resolve network or computer related issues.
- Knowledge in current and advanced software application to assist staff to resolve both hardware and software issues.
- Maintain good public relations with building staff through prompt services, personal tact and courtesy, and assistance with problems.
- Perform delivery and pick-up of computers, parts, and supplies.

- Maintain, repair, and upgrade computer equipment, peripherals, and its software district wide.
- Support the network administrator with periodic incremental and full backup of all files on the network and verify the integrity of such files.
- Analyze new software and hardware for possible addition to the network when increased functionality is required. When appropriate for maximum network performance, reconfigure or install software at different locations.
- Follow through on repairs of incoming equipment and keep appropriate records on each item.
- Help monitor network security requirements and assign proper security clearance to users.
- Maintain an active role in local and/or regional user groups.
- Maintain appropriate records, files and logs of equipment, repairs, costs, and hardware/software manuals.
- Maintain an inventory of appropriate materials and supplies to support the needs of the network.
- Be available after hours or weekend as required for server maintenance, system maintenance, system administration, troubleshooting or upgrades.
- Maintain inventory of all equipment.
- Perform other related duties as assigned by the Coordinator Media/Technology.

Qualifications and Performance Responsibilities

TITLE: Computer Technician (Help Desk)

- High school diploma and necessary accredited college or technical school computer courses including but not limited to hardware engineering, application support, and operating systems, i.e., Mac OS, Powerpoint, Internet Explorer, Windows, etc.
- Must have experience with computer applications, operating systems, and data files.
- Experience with hardware components of personal computers (both Macintosh and P.C.).
- Experience in installation, maintenance, repair, or upgrading and troubleshooting of computer equipment and peripheral.
- Hold a valid driver's license.

- Ability to lift personal computers and printers.
- Good oral and written communication skills.
- Work closely with technical support team.
- Support the district help desk for all computer related technical questions. Help support users in the creation and maintenance of applications pertaining to Work Processing, Spread Sheets, Database, Network communications, email, Web services, etc.
- Maintain, repair and upgrade computer equipment, peripherals, and its software district wide.
- Maintain good public relations with building staff through prompt services, personal tact and courtesy, and assistance with problems.
- Perform on site installations of Microcomputer hardware/software applications.
-
- Follow through on repairs of incoming equipment and keep appropriate records on each item.
- Help monitor network security requirements and assign proper security clearance to users.
- Help to maintain expertise in the operation of microcomputer equipment in the school buildings (teacher/student work stations, microcomputer labs).
- Assist in the development/updating of network based applications.
- Perform other related duties as assigned.

Qualifications and Performance Responsibilities

TITLE: Remote Job Entry Operator A (Support Center)

- High school diploma.
- Familiarity with computer operational procedures including computer terminal, job control preparation, hardware operation, and restart procedures.
- Experience with operation of remote job entry, equipment and keying of formats and data on terminal equipment.
- Familiarity with personal computer hardware/software applications,
- Ability to work independently.

- Good communication skills
- Work independently of direct supervision.
- Assist users with any problems when able to do so, or refer to the proper technical support personnel for assistance when necessary.
- Perform functions and maintain expertise in data entry, processing, and printing of district application.
- Perform on-site installations of personal computer hardware/software applications when necessary.
- Assist in diagnosing machine problems with districts support center to correct operational problems and maintain the district hardware repair log.
- Attend scheduling and student data base meeting at WC RESA.
- Troubleshoot in the operation of computer and equipment in data center (i.e. personal computers, printers, crt's, ...).
- Maintain inventory of forms and supplies for the remote site support center.
- Assist and train users.
- Maintain expertise in file editors and/or TSO for file processing.
- Any other related duties as assigned.

III. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE

I. Increase Access-SECTION 12

Assistive Technology and Universal Access

The district has made a commitment to support assistive technology and to promote universal access to its electronic information resources, technologies and services for students, employees, parents

and the community, including those with disabilities. The technology policy encompasses the following areas:

- Web based information and services
- Hardware and software to be purchased for student learning and staff productivity
- Environments specific to information technology including classrooms, library-media centers, and on-line environments

The district also supports ongoing in-service for K-12 teachers to support their use of technology materials (CD and Internet) increasingly provided by textbook publishers to help increase student learning. These materials provide access to images and content for differentiating instruction with multiple reading levels, printable handouts in customizable sizes and colors, multimedia materials and activities that appeal to different learning styles. Teachers can manipulate text to adapt for lower reading levels.

The district currently provides assistive technology to students in collaboration with the ATRC program offered through Wayne County RESA. Dearborn has dedicated staff at each building that facilitate specialized assistive technology to individual students to meet their social, physical and psychological needs.

The District has also established two physical sites that provide Internet access to the community; the Salina Community Resource Center and the Administrative Services Center Internet Resource Center. Descriptions of these two facilities follow.

Salina Community Resource Center - Mission Statement

The mission of the Salina Community Resource Center is to provide open access to both written and online information resources for all members of the school community.

Goals

- To provide educational programs and activities that enhance knowledge about technology information and services for school community members
- To provide access to online resources
- To provide access to print reference materials
- To provide access to technology for locating, transferring, recording and printing information

Administrative Services Center Internet Resource Center

This center is located in the lobby of the district administration building, and features two computer stations with Internet access. It is designed for public use, and incorporates user-friendly features, such as booting and signing-on procedures, and step-by-step directions on how to access online district information (transcripts, work permits, etc.) and general information sources (online encyclopedias, periodicals, etc.). In addition, the center also provides copies of educational and professional journals on a variety of topics.

Coordination of Services

Additional services supporting students with special needs or at-risk situations will be coordinated with the general plan as well.

Comcast Internet Essentials

The district has assisted in making parents aware of the Comcast Internet Essentials program. This program offers internet connectivity at a greatly reduced price for those families who qualify for the lunch program.

IV. FUNDING AND BUDGET

J. Proposed Budget and Timetable-SECTION 13

(Dependant on funding levied by the Board of Education)

2012-2013 Proposed Media / Computer Services Budget Accounts Summary

Administrative Functions, Networking, &

Instructional Technology Projects, Proposals, Salaries

Budget Account Name

Proposed Allocation

Furniture / Equipment	7,000.00
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General Supplies	33,100.00
Equipment Maintenance	77,000.00
Software / License Agreements	232,200.00
Contracted Services / Curricular Support	700,404.00
Mileage	5,388.00
Equipment Additions / Hardware & Networking	279,272.00
Salaries / Tech Support	1,076,208.00
Total	2,410,572.00

IV. FUNDING AND BUDGET

J. Proposed Budget and Timetable-SECTION 13 (Con't)

2013-2014 Proposed Media / Computer Services Budget Accounts Summary

Administrative Functions, Networking, & Instructional Technology Projects, Proposals, Salaries

Budget Account Name	Proposed Allocation
Furniture / Equipment	10,000.00
General Supplies	30,000.00
Equipment Maintenance	85,000.00
Software / License Agreements	180,000.00
Contracted Services / Curricular Support	720,000.00

Mileage	6,388.00
Equipment Additions / Hardware & Networking	450,000.00
Salaries / Tech Support	1,150,000.00
Total	2,631,388.00

IV. FUNDING AND BUDGET

J. Proposed Budget and Timetable-SECTION 13 (Con't)

2014-2015 Proposed Media / Computer Services Budget Accounts Summary

Administrative Functions, Networking, &

Instructional Technology Projects, Proposals, Salaries

Budget Account Name

Proposed Allocation

Furniture / Equipment	10,000.00
General Supplies	30,000.00
Equipment Maintenance	87,000.00
Software / License Agreements	230,000.00
Contracted Services / Curricular Support	735,000.00

Mileage	7,500.00
Equipment Additions / Hardware & Networking	575,000.00
Salaries / Tech Support	1,200,000.00
Total	2,874,500.00

IV. FUNDING AND BUDGET

K. Coordination of Funding Resources-SECTION 14

The Dearborn Public School District is committed to educating students to become confident users of technology. One tenet of the District Statement of Vision states, "We believe that all Dearborn Public School graduates must be competent in the use of learning technologies."

To realize this vision, and in accordance with the Technology Plan, the District has spent more than \$36 million on technology in the past three years. This financial commitment, combined with e-Rate support monies, has resulted in district-wide Internet access, networked computer labs in each of Dearborn's 31 schools and numerous building-based initiatives.

Additionally, the District has extensively utilized ESEA Title II Part A funding to provide teacher and administrator inservicing and training to support new technologies and to facilitate the integration of the District K-12 Computer Curriculum.

Decisions have been made to insure a stable and long-lasting infrastructure and to facilitate the purchase of emerging technologies. The District must also keep in mind the need to replace and update equipment over the next three years.

We will continue to consider three critical areas in a cost/benefit analysis of maximizing our investment:

- How to leverage existing equipment and infrastructure.
- How to keep pace with current technology to satisfy the needs of users.
- How to employ a sustainable solution that can grow with the organization.

It is anticipated that these technological enhancements will assist the District in meeting requirements established by the North Central Accreditation Association, the Michigan Education Yes! Accreditation system and the No Child Left Behind Act of 2001.

V. MONITORING AND EVALUATION

L. Evaluation-SECTION 15

Building Technology Advisory Committees

A TAC team in each school consisting of staff and parents will coordinate ongoing evaluation and monitoring efforts and make recommendations to the district TAC regarding deployment of hardware and software, staff development, and related issues that support integration of technology into all content areas, at all levels. It is essential that evaluations and recommendations regarding

instructional technology throughout the district remain consistent with the district's curricular goals and benchmarks. The team will also monitor progress toward the achievement of technology goals and provide ongoing suggestions for modification.

Formative evaluations in the form of interviews and questionnaires to a representative sample of media specialists and classroom teachers will be conducted by building TAC teams on a yearly basis. Results will provide ongoing feedback and recommendations from individual schools. A summative evaluation will be conducted periodically (every five years) to determine the achievement of specified goals on the district's overall technology program.

Additionally, it will be the responsibility of every curricular area to determine the degree and success of technology integration into specific curricula. These concerns will be addressed in district curriculum documents. Information will be shared and coordinated with both building and district-level TAC teams.

When it has been determined that identified technology goals have been unmet, the following strategies will address problematic areas:

- Determine nature/location of specific problem (infrastructure, hardware, software, vendor, training, etc.)
- Evaluate status of warranties, vendor technical support, technical and user training support
- Re-examine effectiveness of in-district support to determine need for additional or updated training, etc.
- Assess effectiveness of in-district professional development
- Assess access to in-district professional development
- Explore alternate training and professional development delivery systems (online, etc.)

V. MONITORING AND EVALUATION

M. Acceptable Use Policies-SECTION 16

INFORMATION SYSTEMS (INTERNET SAFETY POLICY, CIPA) ACCEPTABLE USE POLICY GUIDELINES (STUDENT)

Purpose; Scope

Access to Information Systems is provided to authorized students under the direct supervision of identified district personnel to enrich and augment their education and training during the time that they are members of the student body of the Dearborn Public Schools (the "District"). The term "Information Systems" includes, but is not limited to, computer hardware, software communications

equipment (such as telephones, pagers, computers, palmtops, scanners, digital cameras, and photocopy and facsimile machines), and all communications and information communicated thereby, including e-mail and voice-mail and all communications and information transmitted by, received from, entered into, or stored in these systems. Access to Information Systems will: (1) assist in the collaboration and exchange of information, (2) facilitate personal growth in the use of technology, and (3) enhance information gathering and communication skills. This Information Systems Acceptable Use Policy Guidelines ("Guidelines") document applies to all Dearborn Public Schools students ("Students") using any District Information System.

The primary use of the District's Information Systems is to support the academic programs of the District to allow bona fide research and to support school related activities. Other important uses are to facilitate communication and the dissemination of information by, between, and among Students to further the academic programs of the District. Through this and prior versions of its Information Systems Policy Guidelines, the District has restricted the use of all Information Systems to appropriate school-related, educational purposes. At all times and in all instances, Students must adhere to the District's Acceptable Use Policy.

No Expectation of Privacy; Monitoring

All usage of any Information System, and any electronic data created, sent, received, or stored in the system are, and remain the property of, the Dearborn Public Schools. The District treats ALL electronic data sent, received, or stored over its Information Systems as its business information. As a result, the District has the right to and will periodically assess whether specific Students are using the District's Information Systems for authorized purposes. Because the Information Systems and all electronic data generated by it and stored in it are the property of the District, Students should understand that they have NO expectation of privacy in their access and use of the District's Information Systems. Individual requests for unfiltered access to the internet will be requested through the building media specialist and decided upon by a committee consisting of the building media specialist, principal, district media coordinator, and district computer services supervisor. To safeguard and protect the District's proprietary, confidential, and business-sensitive information, and to ensure that the use of the District's Information Systems is consistent with the District's educational purposes, the District reserves the right to monitor the use of its Information Systems. This may include the monitoring of a Student's computer or Internet usage, printing and/or reading of e-mail, and viewing of any other electronic data on its Information Systems. Accordingly, the District reserves the right to monitor and log each Student's computer and Internet usage to maximize e-mail and fileserver space utilization.

Protection, Safety, Security of Minors, CIPA Regulations; Review, Deletion & Disclosure of E-Mail; Remote Access

Students should be aware that e-mail messages, chat room discussions, instant messaging, and any other form of direct electronic communication, including District correspondence, might be read by other students, District employees, or outsiders under certain circumstances. The District has the capability to access, review, copy, delete, or block any form of direct electronic communication sent, received or stored on the District's Information Systems. The District may be required to produce, and

thus reserves the right to access, review, copy, or delete, or block all such messages for any purposes and to disclose them to any party (inside or outside the Dearborn Public Schools) that it deems appropriate or necessary to protect the safety and security of minors.

Should Student users make incidental use of the e-mail systems to transmit personal messages, such messages will be treated no differently than other messages; the district reserves the right to access, review, copy, delete or disclose such messages for any purpose.

Access to the District's Information Systems shall be from the student's class workspace and no remote tie-in to the district's Information Systems shall be allowed without the prior written approval of the District. Any problems or unauthorized charges, which arise from the use of a Student's remote access account, are the responsibility of the student's parent/guardian.

CIPA

The District is in complete compliance with CIPA (Children's Internet Protection Act). All Internet traffic is filtered in accordance with CIPA guidelines. To the extent possible, technology protection measures have been implemented to block access to inappropriate information (specifically: visual depictions deemed obscene, containing pornographic material, harmful to minors or detrimental to the operation of district business).

It shall be the responsibility of all staff members to educate, supervise and monitor appropriate usage of the computer network and access to the Internet and Internet-enabled devices in accordance with this policy and the Children's Internet Protection Act.

Procedures for disabling or modifying the technology protection measures shall be the responsibility of the Coordinator of Technology and Media Services.

All students will be provided age appropriate training regarding the acceptable use policy as well as safety on the Internet, appropriate behavior online (including social networking sites, chat rooms), cyber bullying awareness and response.

Passwords; User Responsibilities

All Pass codes, passwords, ID.'s and encrypted information are the property of the Dearborn Public Schools. No Student may use a pass code, password, I.D. or method of encryption that has not been issued specifically to that Student by the Dearborn Public Schools. In other words, no Student may give, even on a temporary basis, his or her pass code, password, or I.D. to another Student or staff member without prior written approval by the District. No Student may use, even on a temporary basis, the pass code, password, or I.D. of any other Student or staff member without prior written approval by the District. Every Student is responsible for, and should take all reasonable precautions to protect, his or her pass code, password, and I.D.

Each Student is advised that transferring files, shareware, and other software can transmit computer viruses and should exercise extreme care and caution in doing so. The Student will be liable to pay the cost or fee of any file, shareware, or software transferred or affected, whether intentional or accidental.

Prohibited Uses; Filtering; Enforcement

While cognizant of freedom of speech and equal access to information concerns, the use of the District's Information Systems to engage in any communications that are in violation of District policy or applicable laws, including but not limited to obtaining, transmitting or posting defamatory,

discriminatory, obscene, sexually explicit, pornographic, offensive or harassing information, material, or messages or disclosing personal information, in the form of visual depictions, text, or sound without authorization from a committee consisting of a building media specialist, principal district media coordinator and district computer services supervisor, is prohibited. Students may not at any time access areas of the Internet that the District considers unsuitable for viewing. To actively enforce this guideline, the District has reserved the right to load filtering software on its Information Systems to prohibit access to such sites. The use of the District's Information Systems is a privilege, which may be revoked by the District at any time and for any reason. The District reserves all rights to any material stored in files which are generally accessible to others and may remove any information which

the District, in its sole discretion, deems to be unauthorized. Any misuse of the Student's access to the District's Information Systems or violation of any other provisions of this guideline may result in the suspension or termination of the Student's access to the District's Information Systems and/or other disciplinary action as the District may determine. Disciplinary action may include:

- Banning the student's use of school information technology
- Having the student make full financial restitution for any unauthorized expenses incurred or any damages caused
- Facing other disciplinary action in keeping with the disciplinary policies and guidelines of the school district up to litigation and / or expulsion

Each Student is responsible for adhering to this guideline as well as any specific security guidelines and procedures issued periodically by duly authorized representatives of the District. Students learning of any misuse of the District's Information Systems or violations of this guideline shall immediately notify their instructor. Any building instructor who learns of misuse or who is notified of misuse shall immediately notify the building principal. The building principal will take appropriate disciplinary action as outlined in the District's Student Code of Conduct. Any of the following activities shall be deemed violations of this guideline.

- A. Unauthorized attempts of hacking or any other unlawful online activities to access any Information Systems, whether belonging to the Dearborn Public Schools or any other institution, organization or individual.
- B. Any alteration of the District's Information Systems without prior written authorization.
- C. Introducing viruses, applications, scripts or applets which may harm or impede the operation and functioning of the District's Information Systems, whether such introduction is in public or private files and/or messages.
- D. Authorship, dissemination or viewing of unauthorized information or material on the District's Information Systems, in the form of visual depictions, text or sound, including information that is strictly for personal purposes or which is not in furtherance of the educational purposes of the District; unlawful, obscene, sexually explicit, pornographic, discriminatory or abusive material, or any material that disparages students or staff material which is for commercial or for-profit purposes including, without limitation, advertising; material consisting of political lobbying; and any other material which the District deems to be unauthorized.

- E. Using District time and resources for personal, commercial or for-profit purposes or other non-District related gain.
- F. Sending or posting the District's confidential materials outside the District or inside the District to non-authorized personnel. This includes the non-authorized disclosure of personal identification information of minors.
- G. Unauthorized downloading and/or installing of any computer application on the District's Information Systems, whether purchased, shareware, or freeware.
- H. Refusing to cooperate with a security investigation.
- I. Using the District's Information Systems, whether directly or indirectly, for any malicious act.
- J. Using the District's Information Systems to plagiarize, copy, download, forward and/or transmit any form of intellectual property protected by copyright laws.

No Warranty; No Liability; Release

The District will neither warrant that the Information Systems will meet any specific requirements the Student may have, nor that the Information Systems will be without error or provide uninterrupted service. The District shall not be liable for any direct or indirect, incidental, or consequential damages (including lost data, information, or time) sustained or incurred in connection with the use, operation, or inability to use the Information Systems. The District shall have no liability for any cause of action or other claim arising from the use of the Information Systems, including both authorized and unauthorized uses thereof. By using the District's Information Systems, each Student releases the District and its operations and administrations from any and all claims of any nature arising from any use or inability to use the District's Information Systems resources.

Modification of Guideline

From time-to-time, the District may modify or amend its Information Systems Acceptable Use Policy Guidelines including its acceptable use rules and guidelines. A copy of this guideline will be distributed to all Students and will be posted in selected public areas in all Dearborn Public Schools.

**INFORMATION SYSTEMS (INTERNET SAFETY) ACCEPTABLE USE POLICY
GUIDELINES
(STAFF MEMBER)**

Purpose; Scope

Access to Information Systems is provided to authorized staff members to assist them in carrying out and performing the educational activities and business of the Dearborn Public Schools (the "District"). The term "Information Systems" includes, but not limited to, computer hardware, software, communications equipment (such as telephones, pagers, computers, palmtops, scanners, digital cameras, and photocopy and facsimile machines), and all communications and information communicated thereby, including e-mail and voice-mail and all communications and information

transmitted by, received from, entered into, or stored in these systems. Access to Information Systems will: (1) assist in the collaboration and exchange of information, (2) facilitate personal growth in the use of technology, and (3) enhance information gathering and communication skills. This Information Systems Acceptable Use Policy Guidelines ("Guidelines") document applies to all Dearborn Public Schools staff members ("Staff Users") using any District Information System. The primary use of the District's Information Systems is to support the academic programs of the District to allow bona fide research and to support school related activities. Other important uses are to facilitate communication and the dissemination of information by, between and among Staff Users to further the academic programs of the District. Through this and prior versions of its Information Systems Policy Guidelines, the District has restricted the use of Information Systems to appropriate school related educational and/or business purposes. However, Staff Users may engage in incidental de minimis personal use if, and only if, such use does not affect or interfere with the Staff User's performance of his / her job, compromise the District's business interests, result in added costs to the District, or otherwise impair operations of the District's Information Systems in any way. At all times and in all instances, Staff Users must adhere to the District's Acceptable Use Policy.

No Expectation of Privacy; Monitoring

All usage of any Information System, and any electronic data created, sent, received or stored in the system are, and remain the property of, the Dearborn Public Schools. The District treats ALL electronic data sent, received, or stored over its Information Systems as its business information. As a result, the District has the right to and will periodically assess whether specific Staff Users are using the District's Information Systems for authorized purposes. Because the Information Systems and all electronic data generated by it and stored in it are the property of the District, Staff Users should understand they have NO expectation of privacy in their access and use of the District's Information Systems. Individual requests for unfiltered access to the Internet will be requested through the building media specialist and decided upon by a committee consisting of the building media specialist, principal, district media coordinator, and district computer services supervisor. To safeguard and protect the District's proprietary, confidential, and business-sensitive information, and to ensure that the use of the District's Information Systems is consistent with the District's educational purposes, the District reserves the right to monitor the use of its Information Systems. This may include the monitoring of a Staff User's computer or Internet usage, printing and/or reading of e-mail, listening to voice-mail messages, and viewing of any other electronic data on its Information Systems. Accordingly, the District reserves the right to monitor and log each Staff User's computer and Internet usage to maximize e-mail and fileserver space utilization.

Protection, Safety, Security; Review, Deletion and Disclosure of E-Mail; Remote Access

Staff Users should be aware that e-mail messages, chat room discussions, instant messaging, and any other form of direct electronic communication, including District correspondence, may be read by other District employees or outsiders under certain circumstances. The District has the capability to access, review, copy, delete or block any form of direct electronic communication sent, received or stored on the District's Information Systems. The District may be required to produce, and thus reserves the right to access, review, copy, delete, or block all such messages for any purposes and to

disclose them to any party (inside or outside the Dearborn Public Schools) that it deems appropriate or necessary.

Should Staff Users make incidental use of the e-mail system to transmit personal messages, such messages will be treated no differently than other messages; the District reserves the right to access, review, copy, delete or disclose such messages for any purpose.

Access to the District's Information Systems shall be from the Staff User's workspace and no remote tie-in to the District's Information Systems shall be allowed without the prior written approval of the District. Any problems or unauthorized charges, which arise from the use of a Staff User's remote access account, are the responsibility of the Staff User.

CIPA

The District is in complete compliance with CIPA (Children's Internet Protection Act). All Internet traffic is filtered in accordance with CIPA guidelines. To the extent possible, technology protection measures have been implemented to block access to inappropriate information (specifically: visual depictions deemed obscene, containing pornographic material, harmful to minors or detrimental to the operation of district business). Filtering of such sites will be enacted for both staff and students. It shall be the responsibility of all staff members to educate, supervise and monitor appropriate usage of the computer network and access to the Internet and Internet-enabled devices in accordance with this policy and the Children's Internet Protection Act.

Procedures for disabling or modifying the technology protection measures shall be the responsibility of the Coordinator of Technology and Media Services.

Passwords; User Responsibilities

All pass codes, passwords; ID.'s and encrypted information are the property of the Dearborn Public Schools. No Staff User may use a pass code, password, I.D. or method of encryption that has not been issued specifically to that Staff User by the Dearborn Public Schools. In other words, no Staff User may give, even on a temporary basis, his or her pass code, password, or I.D. to another Staff User or Student without prior written approval by the District. Every Staff User is responsible for, and should take all reasonable precautions to protect, his or her pass-code, password, and I.D.

Each Staff User is advised that transferring files, shareware, and other software can transmit computer viruses and should exercise extreme care and caution in doing so. The Staff User will be liable to pay the cost or fee of any file, shareware or software transferred or affected, whether intentional or accidental.

Prohibited Uses; Filtering; Enforcement

While cognizant of freedom of speech and equal access to information concerns, the use of the District's Information Systems to engage in any communications that are in violation of District policy or applicable laws, including but not limited to obtaining, transmitting or posting defamatory, discriminatory, obscene, sexually explicit, pornographic, offensive or harassing information, material, or messages or disclosing personal information in the form of visual depictions, text, or sound without authorization from a committee consisting of a building media specialist, principal, district media coordinator and district computer services supervisor is prohibited. Staff Users may not, at any time, access areas of the Internet that the District considers unsuitable for viewing. To actively enforce this

guideline, the District has reserved the right to load filtering software on its Information Systems to prohibit access to such sites.

The use of the District's Information Systems is a privilege, which may be revoked by the District at any time and for any reason. The District reserves all rights to any material stored in files which are generally accessible to others and may remove any information which the District, in its sole discretion, deems to be unauthorized. Any misuse of a Staff Users' access to the District's Information Systems or violation of any of the provisions of this guideline may result in the suspension or termination of the Staff User's access to the District's Information Systems and/or other disciplinary action as the District may determine.

Disciplinary action may include:

- Banning the staff member from use of school information technology
- Having the staff member make full financial restitution for any unauthorized expenses incurred or any damages caused
- Facing other disciplinary action in keeping with the disciplinary policies and guidelines of the school district up to litigation and / or termination

Each Staff User is responsible for adhering to this guideline as well as any specific security guidelines and procedures issued periodically by duly authorized representatives of the District. Staff users learning of any misuse of the District's Information Systems or violations of this guideline shall immediately notify the building principal or their supervisor. Any of the following activities shall be deemed violations of this guideline:

- A. Unauthorized attempts of hacking or any other unlawful online activities to access any Information Systems, whether belonging to the Dearborn Public Schools or any other institution, organization or individual.
- B. Any alteration of the District's Information Systems without prior written authorization.
- C. Introducing viruses, applications, scripts or applets which may harm or impede the operation and functioning of the District's Information Systems, whether such introduction is in public or private files and/or messages.
- D. Authorship, dissemination, or viewing of unauthorized information or material on the District's Information Systems, in the form of visual depictions, text, or sound including information that is strictly for personal purposes or which is not in the furtherance of the educational purposes of the District; unlawful, obscene, sexually explicit, pornographic, discriminatory, or abusive material; or any material that disparages students or staff material which is for commercial or for-profit purposes including, without limitation, advertising; material consisting of political lobbying; and any other material which the District deems to be unauthorized.

- E. Using District time and resources for personal, commercial or for-profit purposes or other non-District related gain.
- F. Sending or posting the District's confidential materials outside the District or inside the District to non-authorized personnel. This includes the non-authorized disclosure of personal identification information of minors.
- G. Unauthorized downloading and/or installing of any computer application on the District's Information Systems, whether purchased, shareware, or freeware.
- H. Refusing to cooperate with a security investigation.
- I. Using the District's Information Systems, whether directly or indirectly, for any malicious act.
- J. Using the District's Information Systems to plagiarize, download, forward and/or transmit any form of intellectual property protected by copyright laws.

No Warranty; No Liability; Release

The District will neither warrant that the Information Systems will meet any specific requirements the Staff User may have, nor that the Information Systems will be without error or provide uninterrupted service. The District shall not be liable for any direct or indirect, incidental, or consequential damages (including lost data, information, or time) sustained or incurred in connection with the use, operation, or inability to use the Information Systems. The District shall have no liability for any cause of action or other claim arising from the use of the Information Systems, including both authorized and unauthorized uses thereof. By using the District's Information Systems, each Staff User releases the District and its operations and administrations from any and all claims of any nature arising from any use, or inability to use, the District's Information System's resources.

Modification of Guideline

From time-to time, the District may modify or amend its Information Systems Acceptable Use Guidelines including its acceptable use rules and guidelines. A copy of the guidelines will be distributed to all Staff Users and will be available in each building office.