

### **3. Solving the Instructional Technology Problems:**

Technology in the schools should be viewed and budgeted as infrastructure in much the same way utilities such as electricity, gas and water impacts the educational budget. Technology is vital to the learning process and thus must be considered as infrastructure in the district's funding decisions.

While funding details are not the focus of this document, the ABC Unified School District has designed a school technology refresh cycle to address the aging 5:1 student to computer infrastructure across all district schools to begin in the 2006-2007 school year. Details of the district refresh cycle may be reviewed at the district's website under the I.T. department "refresh cycle".

In addition to funds to replace aging school computers, there are solutions that if implemented will provide our teachers and students with a first class instructional network and solve our current support deficiencies. The following are three of the most important solutions to improve customer service in our schools.

#### **(a) Standardization**

One of the most critical measures that we in the district can implement to solve many of our support problems is the systematic standardization of school hardware and software purchases as well as installing standards for infrastructure and technical support. Later in this document, we will explain how implementing standards for technology purchases will improve customer service from IT.

#### **(b) Instructional Technology Policies**

Coupled with standardization, this document provides a series of technology policies required for school hardware, software, infrastructure and technical support. The policies set-forth were collaboratively conceived and reviewed with site tech coordinators and principals of all district schools in partnership with the information and technology Department. The Instructional Technology Policies serve the needs of students and educators, agree with the State adopted Technology Use Plan and are sustainable within the limits of school and district resources.

The timeline for developing Instructional Policies via consensus was as follows:

##### **2005-2006 School Year**

- Work with technology experts, consultants and schools to develop a draft IT Policies.

##### **2006-2007 School Year**

- Proposed IT Policies shared with constituents for feedback.
- Feedback from constituents and amendments implemented in IT Policies

- Second draft shared with constituents. Draft approved by district.
- Site Tech Coordinator Meeting, Principal Meeting - Consensus Meetings
- Final IT Policies accepted and executed

**(c) Remote Management of School Computers**

Remote management is a vital technology that enables the Information and Technology Department and the schools' Site Tech Coordinators to manage technical problems on any number of computers from one remote campus (or off-campus) location. In other words, the technicians are not required to be "on location" to fix a malfunctioning computer. This simple fact carries enormous efficiency benefits to students, teachers and technicians. Other functions such as upgrading school computer software and other technical "fixes" will take minutes instead of days and weeks. Remote Management, when installed in all schools, will improve the quality and technical support for the total district. Refer to Section 4.3 (d) for more detail.