



Kings River Union School District

EETT

July 1, 2008 – June 30, 2011

Technology Plan

CDS #: 54-71969

School District Name: Kings River Union Elementary School District

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Appendix I – Education Technology Plan Benchmark Review

California Department of Education
Enhancing Education Through Technology (EETT)
Education Technology Plan Benchmark Review
EETT-F02BR (rev. 09/04)

EETT-F02BR

Education Technology Plan Benchmark Review

For the grant period ending June 30, 2008

IDENTIFYING INFORMATION:
CDS # 54719696054126
Applicant Name: Kings River Union School District
<p>The <i>No Child Left Behind Act</i> requires each Enhancing Education Through Technology (EETT) grant recipient to measure the performance of their educational technology implementation plan. To adhere to these requirements, describe the progress towards the goals and benchmarks in your education technology plan as specified below. The information provided will enable the technology plan reviewer better to evaluate the revised technology plan and will serve as a basis should the district be selected for a random EETT review. Include this signed document with your revised education technology plan submitted to your regional California Technology Assistance Project (CTAP) office.</p>
<p>1. Describe your district's progress in meeting the goals and specific implementation plan for using technology to improve teaching and learning as described in Section 3.d., Curriculum Component Criteria, of the EETT technology plan criteria described in Appendix C. (1-3 paragraphs)</p>
<p>In the course of plan, we found our goals to be too specific. We believe the technology goals should reflect that technology is a learning tool not limited to just research, writing projects, and higher order thinking. We did make progress in these areas, but found that technology was a valuable tool across all curricular areas. Our new goals will reflect what we have discovered in reviewing and revising our plan. One of the goals that we did not meet was opening the computer lab after hours one day per week. Our revised goal for the 2008-2011 Technology Plan will be one night per month for the first year; two nights per month for the second year and three nights per month for the third year.</p>
<p>2. Describe your district's progress in meeting the goals and specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks and timeline as described in Section 4.b., Professional Development Component Criteria, of the EETT technology plan criteria described in Appendix C. (1-3 paragraphs)</p>

The staff development goals were fully met. In the process of learning specifics, the staff discovered the value of technology in all the other areas of their teaching day. Because the staff development was so successful, teachers/staff have made technology a very vital part of the literacy process a Kings River. This discovery led to the change in curricular goals.

The applicant certifies that the information described above is accurate as of the date of this document. Should the applicant be selected for a random EETT review, the information stated above will be supported by adequate supporting documentation.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Janet Bellin

PRINTED NAME OF AUTHORIZED REPRESENTATIVE

Technology Coordinator

TITLE OF AUTHORIZED REPRESENTATIVE

SIGNATURE

DATE

For CDE Use Only

Date Added: _____

Selected For Random Review:

Comments:

KINGS RIVER UNION SCHOOL DISTRICT



Education Technology Plan

July 1, 2008 – June 30, 2011

Table of Contents

Acknowledgments	6
District Summary	7
Vision/Mission Statement	7
Partnership Involvement	9
Curriculum Driven Technology Goals.....	10
Home-School Connection	16
Staff Development/Implementation	19
Technology Access for Special Needs Students.....	23
Infrastructure, Hardware, Technical Support, and Software	24
School Site Technology Inventory.....	25
Hardware/Software Table.....	28
Funding and Budget Component	31
Monitoring and Evaluation.....	36
Adult Literacy.....	36
Relevant Research	36
Appendix A: Internet Acceptable Use Policy	39
Appendix B: Timeline 2005-2008	41
Appendix C: Management Chart	42
Appendix D: Scope and Sequence	43
Appendix C: Criteria for EETT-Funded Education Technology Plans	44

Acknowledgments

District and Community Support

School Board

Tom Marshall
Gary Olson
Leon Abarca
Bryan Goossen
Jim Jost

Administration

Ed Snell, Superintendent
Cathy Larson, Assistant Principal

Local Representatives

Glenn Williams, Technology Consultant Tulare County
Frank Linik, TCOE/Region VII California Technology Assistance Project
Lori Goossen, Parent/Community Member
Terry Bese, Fresno Pacific University

Technology Committee Membership

Ed Snell, Superintendent
Cathy Larson, Assistant Principal
Janet Bellin, Technology Coordinator
Instructional Staff (K-8) as needed

District Summary

Kings River Union School District (KRUSD) is a Kindergarten through Eighth grade single site school district on the northwest edge of Tulare County. Current enrollment is 493 students. Classrooms are organized into self-contained (K-5) and academic block periods (6-8). Our Kindergarten through Third grade classes maintain enrollment of 20 students or below. Upper grade classes average an enrollment of 25-30 students. The schools' ethnic composition is approximately 85% Hispanic and 15% White (non-Hispanic or Other Ethnicities). There is a total of 347 students who receive free lunches and 47 students who receive a reduced lunch.

The core program provides for a certificated staff consisting of; a superintendent/principal, assistant principal, 29 classroom teachers, one full-time music teacher and a full-time school nurse. Classified staff consists of 17 instructional aides and a Migrant program director, all of which are supported through district funds and categorical dollars.

Vision Statement

At Kings River Union Elementary School District, the learning community will be technologically literate life-long learners. Learners will be able to interact successfully in a technological environment to achieve their personal, education, and workplace goals. They will skillfully use technology to access, retrieve, and use information school-wide, community-wide, nationally, and internationally.

To realize this vision, Kings River educators must be able to:

- ensure equity of access regardless of geographic location or local economic support
- establish interoperability between and among users in all public school settings
- ensure that appropriate technologies and their applications are integrated into the curriculum as defined by the California Content Standards
- identify professional and technical personnel requirements and competencies
- create staff development programs that maximize the effective use of technology

To accomplish our vision for increased student learning with the use of technologies, our plan enables the following:

1. Equal Access for the Learning Community
 - Establishes basic technological networking capabilities.
 - Assures that all students and staff will be provided with and have equal access to minimum standards of hardware and software.
 - Implements grade level technology goals identified to insure equity of delivery
 - Provides the learning community with greater opportunity for interaction, collaboration and information exchange. The school will become a vital meeting place for a host of community services.
 - Equitable access to learning technology as a community investment and encourages an active partnership among schools, businesses, homes and the community.
2. Integrating Technology in the Classroom
 - Expands classroom tools for teaching and learning.
 - Provides for the integration of multiple resources for existing and emerging curriculum.
 - Enables the learning community to communicate more effectively, access and process information, and work productively.
 - Links the classroom with educational resources within the building, community and worldwide.
 - Creates a collaborative environment for project oriented activities.
 - Increases the productivity of students as they work toward attaining learning outcomes.
 - Encourages the use of multimedia tools enabling students to become active and experiential learners.
 - Enables learning to involve partnerships within the school, among schools, and with other organizations.
3. Building a Culture of Continuous Learning for Staff
 - Develops school-based technology planning and learning.
 - Builds online learning opportunities.
 - Incorporates learning new curriculum (math, writing, science, etc.) with technology applications.
 - Facilitates access to collegial support and best practice information from a wide variety of resources.
 - Expands the variety of teaching tools to differentiate and support diverse learners.
 - Supports productive and efficient management of student assessment and portfolio data.
 - Increases support for emerging instructional strategies: inter-disciplinary, collaborative, and active learning options.
 - Enables curriculum, instruction and assessment to be developed and aligned with each other.
 - Provides a system that helps students, parents and teachers work together to support educational outcomes.
 - Pilots new teaching strategies, technologies, and instructional resources.

- Investigates emerging possibilities for electronic learning resources such as e-books, handhelds, and tablets for teachers and students.
4. Steps to Accomplishing Our Goals
- The Essential Student LEARNINGS are taught and demonstrated using defined standards.
 - Programs and instruction meet the individual needs of all students.
 - Ongoing assessment of student learning, program results, and staff performance is understood and used to support continuous improvement.
 - All school programs and services use improvement plans that are developed collaboratively and are consistent with the District's strategic plan.
 - The learning and work environment is safe, supportive, and nurturing for all.
 - Understanding and respect for human diversity are taught and practiced.
 - School, families, and the community interact as partners to strengthen opportunities to learn.
5. Characteristic Traits of Our Graduates
- Knowledgeable individuals who read with comprehension; write with skill; communicate effectively and responsibly; and demonstrate academic proficiency in the arts, geography, mathematics, civics and history, health and fitness, social sciences, and physical and life sciences
 - Quality producers who successfully apply academic, intellectual, artistic, and practical learning to create quality products and performances
 - Effective communicators who apply their communication skills and processes effectively in a variety of ways and settings
 - Effective collaborators who can work successfully with diverse individuals and groups
 - Responsible citizens who are informed and apply knowledge to improve the quality of their lives and communities
 - Life-Long learners who are self-directed and apply learning confidently and successfully to new and different situations and tasks in preparation for a changing world and workplace.

Mission Statement

The Kings River Elementary School District believes that our students will be skillful users of technology that will support the development of processing skills such as flexibility, adaptability, critical thinking, problem solving and collaboration, which are essential to success in our rapidly changing information age.

Technology allows Kings River Elementary School to better serve the diverse learning needs of our students. Kings River School will prepare students to be:

- lifelong learners who are responsible for their own learning
- skilled in accessing and processing information
- confident in using technological tools
- able to solve complex problems alone or collaboratively
- capable of being creative and innovative
- able to communicate locally, nationally, and world-wide

2. Partnership Involvement

During the planning process, stakeholders attended Technology Committee meetings as appropriate. Student input was also sought and obtained by teachers and was included in the plan.

Type of Partner	Name of Partner and Contact Information	Role in Development of the Technology Plan	Role in Supporting the Project
Parents	Lori Goossen PTC	Input regarding classroom technology and use	Participation in Monitoring Progress
Businesses	SBC Pacific Bell Mary Schrader-Lasica	Plan Writing Resources	Staff Development
Postsecondary Institutions	Terry Bese Fresno Pacific University	Curriculum and Staff Development Goals	Integration of Technology into Curriculum
Government Agencies, including County Offices of Education and CTAP	Glenn Williams, TCOE Frank Linik, TCOE/CTAP-7	Plan Development and Critique	Staff Development and Curriculum Resources
Community Groups	Proteus/Citizens for a Better London	Expressed Community Point of View on role Technology in Education	Participation in Monitoring Progress

3. CURRICULUM DRIVEN TECHNOLOGY GOALS

3.a. Current Access to Technology

Technology is available to all students and teachers in classrooms, the library and computer lab. Our school wide student to computer ratio is 5:1. A minimum of three computers for student use is available in all classrooms and each teacher has a computer for professional use. Students use the computers at a learning station in the classroom and rotate through on a regular basis. The station is also available for independent student work. Students visit the computer lab at scheduled times twice a week. The library and computer lab are available by appointment to students during recess and lunch times. All computers are connected to the Internet. Each K-3 classroom has three networked computers with Internet access. Each 4-8 classroom has four networked computers available with Internet access. Our library, open Monday-Friday from 8:30 am to 2 pm, has six networked laptop computers available to students. Our computer lab has 32 networked computers with Internet access. Presently, students have access to computers during school hours in the classroom, library, or in the lab. The computers after school are presently used for our Accelerated Math tutorial program.

These computers are available to teachers and all students, including but not limited to special education, GATE, English Language Learners during school and after school hours on an informal basis.

3b. Current Use of Technology

Kings River Union School District has made a focused effort to integrate technology into the curriculum for several years. As a result, our current use of technology in teaching provides a solid foundation for continued growth. The Big Six Skills are used for integrating Information Literacy into instruction.

Students use technology in a variety of ways. During reading, our students use a supplemental reading comprehension program called Accelerated Reader on a daily basis. Computers are also used for math, science, geography and language, depending on the skills of the teacher. Teachers use various content area specific software to enhance their lessons. In math students use Accelerated Math to improve their math skills in basic processes three times a week. Students use the Internet to research science experiments and researching grade-level specific topics twice a week. Students use electronic resources to better understand maps, geographic features and concepts. Students use the computers to enhance reports and essays by using the keyboarding and other technology skills in accordance with our scope and sequence twice a week. For example, spell check allows them to see their misspelling and allows them to view the correct spelling of the word. The grammar check allows the student to view sentences that are run-on, fragmented, verb disagreements, and number disagreements. Word processing skills are applied across the curriculum in the upper grades. Students are required to turn in typed essays and reports and are available to use the computer lab two days a week.

Teachers are beginning to use technology as a teaching tool. They use Internet to research curriculum topics and enhance their lessons plans daily. They also use e-mail to communicate with parents, interact with the office and with each other constantly. Some teachers use presentation software to introduce units of study in content area subjects.

Our staff is participating in the CTAP2 assessment survey located at <http://ctap2.iassessment.org/CTAP>. From the survey, only 30% of the staff is using technology to communicate with parents on continuing basis. We are presently working on a web site that will allow parents to access more information regarding their child's academic progress.

Presently the 8th grade students are developing a presentation project that uses the Big 6 Literacy Skills guidelines located at <http://www.big6.com>. In the lower grades, Scholastic Reader Series is installed on the computers for students to improve their reading.

3c. Our District's Curricular Focus

Language Arts and Math are a focal point in our district as stated in our school wide plan. The plan references the State of California Standards in Language Arts and Mathematics.

3.d. CURRICULUM GOALS

3.d.1. Curriculum Goal: Technology will be integrated to support reading comprehension of grade level appropriate text.				
Objective: 70% of 4th-8th grade students will comprehend grade level appropriate texts using content-specific software within a standards-based program of instruction.	Evaluation Instrument (s) & Data to be Collected	Timeline & Frequency of Collection	Implementation, Program Modification Process and Responsible Person(s)	Funding Source
End of Year 1: 50% of 4 th -8 th grade students will comprehend grade level appropriate texts using content-specific software within a standards-based program of instruction.	District Assessment of Student Progress	Trimester	Teachers monitor student progress toward goals.	<u>School-wide:</u> 1. Title I, Part A 2. EIA 3. SIP funds _____
End of Year 2: 60% of 4 th -8 th grade students will comprehend grade level appropriate texts using content-specific software within a standards-based program of instruction.	API Scores	Annual	Administration will review and make recommendations to instructional staff.	<u>Other:</u> 1. EETT 2. Title II, Part D
End of Year 3: 70% of 4 th -8 th grade students will comprehend grade level appropriate texts using content-specific software within a standards-based program of instruction.	Accelerated Reader, Accelerated Math, Star Reader and Star Math Scores			

3.d.2. Curriculum Goal: Technology will be integrated to support mathematics comprehension of grade level appropriate text.

Objective: 70% of 4th-8th grade students will comprehend grade level mathematics using content-specific software within a standards-based program of instruction.	Evaluation Instrument (s) & Data to be Collected	Timeline & Frequency of Collection	Implementation, Program Modification Process and Responsible Person(s)	Funding Source
End of Year 1: 50% of 4 th -8 th grade students will comprehend grade level mathematics using content-specific software within a standards-based program of instruction.	District Assessment of Student Progress API Scores	Trimester Annual	Teachers monitor student progress toward goals. Administration will review and make recommendations to instructional staff.	<u>School-wide:</u> 1. Title I, Part A 2. EIA 3. SIP funds _____
End of Year 2: 60% of 4 th -8 th grade students will comprehend grade level mathematics using content-specific software within a standards-based program of instruction.	Accelerated Reader, Accelerated Math, Star Reader and Star Math Scores			<u>Other:</u> 1. EETT 2. Title II, Part D
End of Year 3: 70% of 4 th -8 th grade students will comprehend grade level mathematics using content-specific software within a standards-based program of instruction.				

3.e. New district leadership is articulating with our feeder high schools, including technology and information literacy skills. Kings River Union School District (KRUSD) is using the Pre-K – 12 scope and sequence created by My eCoach at <http://www.my-ecoach.com/>. This scope and sequence is aligned to ISTE Standards and Performance Indicators for Students. The Big Six information literacy model, at <http://www.big6.com/>, is being integrated into our scope and sequence to strengthen our information literacy curriculum. The Technology Committee will develop grade level appropriate rubrics to measure success. As these new guidelines are developed, they will be included in this technology plan.

3.e.1. Curriculum Goal for Technology and Information Literacy: Technology Information Literacy Scope and Sequence will prepare students for a successful transition from elementary school to high school.				
Objective: 80% of 8th grade students will demonstrate mastery of basic technology skills and information literacy skills as required by our feeder high schools.	Evaluation Instrument and Data to be collected	Timeline & Frequency of Collection	Implementation, Program Modification Process and Responsible Person(s)	Funding Source
End of Year 1: 40% of 8 th grade students will demonstrate mastery of basic technology skills and information literacy skills as required by our feeder high schools.	Sample student work portfolios	Trimester	Computer and classroom teachers collect and review student work.	<u>School-wide:</u> 1. Title I, Part A 2. EIA 3. SIP funds _____
End of Year 2: 60% of 8 th grade students will demonstrate mastery of basic technology skills and information literacy skills as required by our feeder high schools.	Trimester report card grade for technology and information literacy	Trimester	Computer and classroom teachers collect and review student work and reports to Technology Committee.	<u>Other:</u> 1. EETT 2. Title II, Part D
End of Year 3: 80% of 8 th grade students will demonstrate mastery of basic technology skills and information literacy skills as required by our feeder high schools.	Evaluation of Implementation	Annual	Administrator makes recommendations to Technology Committee and teachers.	

3.f. Kings River Staff and Students are required to sign the Internet Safety/Acceptable Use Agreement given by the Kings River School administration. This agreement will explain all obligations and responsibilities expected when accessing the internet. The agreement will ensure appropriate ethical use, copyright and fair use of technology. Kings River School administration will maintain the current firewall that prevents inappropriate use of technology. Please refer to pages 17-23 for a copy of the agreements and signatures.

3.f.1. Curriculum Goal for AB307: Ensuring appropriate ethical use, copyright and fair use of technology .				
Objective: 100% of all staff and students will use technology appropriately	Evaluation Instrument and Data to be collected	Timeline & Frequency of Collection	Implementation, Program Modification Process and Responsible Person(s)	Funding Source
End of Year 1: 100% of all staff and students will use technology appropriately.	District records of up-to-date agreement signatures from staff and students	Yearly	Teacher monitoring of all student internet access	<u>School-wide:</u> 1. Title I, Part A 2. EIA 3. SIP funds _____ <u>Other:</u> 1. EETT 2. Title II, Part D
End of Year 2: 100% of all staff and students will use technology appropriately.	Teacher monitoring of all student internet access	Daily	Administration will maintain the current firewall that will prevent inappropriate use of technology	
End of Year 3: 100% of all staff and students will use technology appropriately.				

Kings River Union School District

Administrative Regulations

Internet Safety/Acceptable Use Agreement

Employee Use of Technology

Employee Obligations and Responsibilities

The employee must sign an Internet Safety/Acceptable Use Agreement in order to have access to technology, Internet, and on-line resources. Technology includes, but is not limited to, the use of multimedia computers, software, audio-visual equipment, and Internet access, on-line sites, and on-line services. This access may not be used for any purpose which conflicts with the goals or the policies of the school district or for illegal or unethical purposes.

Employee Use of Technology, Internet, and On-line Resources

The employee is authorized to use technology, Internet, and on-line resources in accordance with employee obligations and responsibilities specified below:

1. The employee in whose name a network, electronic mail, and/or administrative account is issued is responsible for its proper use at all times. The employee shall keep personal account numbers, home address and telephone numbers private. An employee shall use the system only under his/her own assigned account(s).
2. The system shall be used only for purposes related to education. Employees shall use Internet/on-line resources for purposes related to their employment. Commercial and political use of the district's system is strictly prohibited. The district reserves the right to monitor and remove any program installation, data storage, or on-line communications for improper use.
3. Copyrighted material may not be placed on the system without the author's permission. An employee may download copyrighted material for his/her own use only and only in accordance with copyright laws. Employees will be held personally liable for any of their own actions that violate copyright laws.
4. Vandalism is forbidden. Vandalism includes uploading, downloading or creating computer viruses and/or any malicious attempt to harm or destroy district equipment or materials or the data of any other user.
5. Employees supervising students' use of the Internet/on-line resources are expected to enforce the Kings River Union School District regulations governing such use.
6. Internet web sites which represent the district or any school site must be approved by the Superintendent or designee and must, be located on the district web server. All content submitted for web publishing must be approved by appropriate district personnel.
7. Upon termination of employment, the employee's access to the district's network will cease and all files shall remain the property of the Kings River Union School District.
8. Employee will abide by systems and security usage ^suidelines as set forth by district authorities. System and security usage addendum will require a signature of employees whose job description warrants access to the district's student information system.
9. An employee shall:
 - a. not use the system, Internet, or on-line resources to encourage the use of drugs, alcohol or tobacco, nor shall he/she promote unethical practices or any activity prohibited by law or district policy.
 - b. not access, post, submit, publish or display harmful or inappropriate matter that is threatening, obscene, disruptive, child pornographic or sexually explicit; or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, gender, sexual orientation, age disability, religion or political beliefs; or that is otherwise inappropriate for educational purposes.
 - c. not read other users' electronic mail or files. He/she shall not attempt to interfere with other users' ability to send or receive electronic mail, nor shall he/she

- attempt to delete, copy, modify or forge other users' electronic mail or files.
- d. not use district technology or Internet resources to engage in hacking or attempts to otherwise compromise any computer or network system's security.
- e. not access web-based electronic mail accounts using district technology.
- f. not access instant messaging accounts using district technology.
- g. not participate in other forms of direct electronic communications (chat rooms, IRQ, etc.) using district technology.
- h. not subscribe to on-line services using district technology unless authorized by the Superintendent, designee, or technical support specialist.
- i. not install unlicensed software on a machine owned by the district other than for test/development purposes as authorized by the Superintendent, designee, or technical support specialist.
- j. immediately report any security problems or misuse of the network, Internet, or on-line resources to the Superintendent, designee or technical support specialist.

Polite Use of Technology and Rules of Internet Etiquette

The employee is expected to abide by the generally accepted rules of technology etiquette. These rules include, but are not limited to, the following:

1. **BE POLITE.** Never send, or encourage others to send, abusive messages.
2. **USE APPROPRIATE LANGUAGE.** Remember that you are a representative of not only yourself, but also your school on a publicly accessible system. You may be alone with your computer, but what you say and do can be viewed globally. Never swear, use vulgarities, or any other inappropriate language. Illegal activities of any kind are strictly forbidden.
3. **PRIVACY.** Do not reveal your home address or personal phone number or the addresses and phone numbers of others. To do so can result in unwanted intrusions of privacy and should be viewed in the same light as a public listing in a telephone directory. Users shall have no expectation of privacy and understand that the district has the right to monitor and examine all system activities to ensure proper use of the system.
4. **ELECTRONIC MAIL.** Electronic mail (e-mail) is not guaranteed to be private. Users are advised not to transmit highly sensitive materials concerning students, employees or district affairs via electronic mail. Messages relating to or in support of illegal or unethical activities must be reported to the district.
5. **OTHER CONSIDERATIONS:**
 - Use accurate and descriptive titles for your articles and subject lines for your email. Tell people what it is about before they read it.
 - Get the most appropriate audience for a message, not the widest. Avoid posting and bulk mailing of large messages.
 - When posting to multiple groups, specify all groups in a single message.
 - Be brief. Fewer people will bother to read a long message.
 - Minimize spelling errors and make sure the message is easy to understand and read.
 - Forgive the spelling and grammatical errors of others.
 - Remember that humor and satire is very often misinterpreted.
 - Users should post only to groups he/she knows.
 - Cite references for any facts you present.
 - Keep signatures brief.
 - Remember that all network users are human beings. Do not "attack" correspondents; persuade them with facts.

Privileges

The use of technology is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. An employee who fails to abide by these obligations and responsibilities shall be subject to disciplinary action, revocation of the privilege to use technological resources, and legal action as appropriate (Penal Code Section 502).

Services

Kings River Union School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. Kings River Union School District will not be responsible for any damages suffered while on this system. These damages include loss of data as a result of delays, nondeliveries, misdeliveries, or service interruptions caused by the system or your errors or omissions. Use of any information obtained via the information system is at your own risk. Kings River Union School District specifically disclaims any responsibility for the accuracy of information obtained through its services.

**Kings River Union School District
EMPLOYEE USE OF TECHNOLOGY
INTERNET SAFETY/ACCEPTABLE USE AGREEMENT**

EMPLOYEE NAME: _____

CURRENT ASSIGNMENT: _____

I understand that Kings River Union School District shall provide access to technology for business/educational purposes only. This access is a privilege, not a right. I understand the consequences for failing to adhere to the district's regulations regarding technology use.

I understand that Kings River Union School District shall provide me access to the Internet and on-line resources for business/educational purposes. This access is a privilege, not a right. I understand the consequences for failing to adhere to Kings River Union School District's regulations regarding Internet use.

I have read, understand, and will abide by the following regulations:

Employee Obligations and Responsibilities

- Employee Use of Technology, Internet, and On-line Resources
- Polite Use of Technology and Rules of Internet Etiquette
- Privileges
- Services

Employee's Signature

Date

Kings River Union School District

Administrative Regulations

Internet Safety/Acceptable Use Agreement

Student Use of Technology

Student Obligations and Responsibilities

At the beginning of each school year, parents/guardians shall receive a copy of the Kings River Union School District Internet Safety/Acceptable Use Agreement regarding access by students to the district's technological resources. The parent/guardian must sign the Internet Safety/Acceptable Use Agreement in order for the district to allow his/her child access to technology, Internet, and on-line resources. This access may not be used for any purpose which conflicts with the goals or the policies of the school district or for illegal or unethical purposes.

The principal or designee shall oversee the maintenance of each school's technological resources and may establish guidelines and limits on their use. He/she shall ensure that the employee who is supervising students' use of technology, Internet, and on-line resources provide training in their proper and appropriate use by students.

Student Use of Technology, Internet, and On-line Resources

The student is authorized to use technology, Internet, and on-line resources in accordance with user obligations and responsibilities specified below:

1. All communication shall occur under the supervision of and with the permission of the supervising employee.
2. The system shall be used only for purposes related to education. Commercial, political, and personal use of the district's system is strictly prohibited.
3. Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes in a patently offensive way sexual conduct and which lacks serious literary, artistic, political or scientific value for minors. (Penal Code 313).
4. Copyrighted material shall not be placed on the system without the author's permission. Student may download copyrighted material, in accordance with copyright laws, for purposes related to education within the context of a school-related assignment/activity.
5. Vandalism is forbidden. Vandalism includes spreading computer viruses and/or any malicious attempt to harm or destroy district equipment or material or the data of any other user.
6. Employees supervising students' use of the Internet and on-line resources are expected to enforce the Kings River Union School District regulations governing such use.
7. The district does not provide student electronic mail accounts.
8. The district reserves the right to monitor any on-line communication for improper use. Electronic communications and downloaded material, including files deleted from a user's account, may be monitored or read by district officials to ensure proper use of the system.
9. The Superintendent, principal, and/or designee shall make all decisions whether or not a student has violated Board policy or the district's Internet Safety/Acceptable Use Agreement. The decision of the Superintendent, principal and/or designee shall be final.
10. Inappropriate use shall result in a cancellation of the student's user privileges, disciplinary action and/or legal action in accordance with law and Governing Board policy.
11. When a student leaves Kings river Union School District, the student's access to the district's network will cease and all files shall remain the property of the Kings River Union School District.
10. Student will abide by systems and security usage guidelines as set forth by district authorities.
11. Student shall:
 - a. Keep personal information including home addresses and telephone numbers private and shall not disclose personal identification information on the Internet. Student shall use the system only under generic student network accounts.

- b. Not engage in any illegal activities on the Internet or use the system to encourage the use of drugs, alcohol or tobacco, nor shall they promote unethical practices or any activity prohibited by Superintendent or Governing Board policy.
- c. Not access, post, submit, publish or display harmful or inappropriate matter that is threatening, obscene, disruptive, child pornographic or sexually explicit; or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, gender, sexual orientation, age disability, religion or political beliefs; or that is otherwise inappropriate for educational purposes.
- d. Not use district technology or Internet resources to engage in hacking or attempts to otherwise compromise any computer or network system's security.
- e. Not access web-based electronic mail accounts using district technology.
- f. Not access instant messaging accounts using district technology.
- g. Not participate in other forms of direct electronic communications (chat rooms, IRQ, etc.) using district technology.
- h. Not subscribe to on-line services using district technology.
- i. Not read other users' electronic mail or files. He/she shall not attempt to interfere with other users' ability to send or receive electronic mail, nor shall he/she attempt to delete, copy, modify or forge other users' electronic mail or files.
- j. Not install and/or download unlicensed software on a machine owned by the district.
- k. Immediately report any security problems or misuse of the network to the teacher, principal, or supervising employee.

Polite Use of Technology and Rules of Internet Etiquette

The student is expected to abide by the generally accepted rules of technology etiquette. These rules include, but are not limited to, the following:

1. **BE POLITE.** Never send, or encourage others to send, abusive messages.
2. **USE APPROPRIATE LANGUAGE.** Remember that you are a representative of not only yourself, but also your school on a publicly accessible system. You may be alone with your computer, but what you say and do can be viewed globally. Never swear, use vulgarities, or any other inappropriate language. Illegal activities of any kind are strictly forbidden.
3. **PRIVACY.** Do not reveal your home address or personal phone number or the addresses and phone numbers of others. To do so can result in unwanted intrusions of privacy and should be viewed in the same light as a public listing in a telephone directory. Users shall have no expectation of privacy and understand that the district has the right to monitor and examine all system activities to ensure proper use of the system.

Privileges

The use of technology is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. A student who fails to abide by these obligations and responsibilities shall be subject to disciplinary action, revocation of the privilege to use technological resources, and legal action as appropriate.

Services

Kings River Union School District makes no warranties of any kind, whether expressed or implied for the service it is providing. Kings River Union School District will not be responsible for any damages suffered while on this system. These damages include loss of data as a result of delays, no deliveries, misdeliveries, or service interruptions caused by the system or your errors or omissions. Use of any information obtained via the information system is at your own risk. Kings River Union School District specifically disclaims any responsibility for the accuracy of information obtained through its services. I agree to indemnify and hold harmless Kings River Union School District and Kings River Union School District personnel for the failure of any technology protection measures, or my child's own violations of copyright restrictions, mistakes or negligence, or any costs incurred by my child as a user.

(PLEASE RETURN THIS FORM TO YOUR CHILD'S SCHOOL)
KINGS RIVER UNION ELEMENTARY SCHOOL – PARENT SIGNATURE FORM
2007-2008

Name: (Last) _____ (First/Middle) _____

Teacher _____ Date _____ Grade _____

A. INTERNET SAFETY/ACCEPTABLE USER AGREEMENT

I understand that the school district will provide me access to the Internet for education purposes only. This access is a privilege, not a right. I understand the consequences for failing to adhere to the District's regulations regarding the internet use. I have read, understand and will abide by the following regulations: (which were handed out to me)

1. Internet Safety/Acceptable use Agreement

Student's Signature _____ Date _____

B. PARENT AUTHORIZATION: I request that my child be given access to the Internet for educational purposes and in accordance with the District's rules and regulations. I have reviewed the regulations with my student. I understand the consequences if the provisions of this agreement are violated and shall not hold the District liable for any damages. I understand that this document will serve as permission for my child while enrolled in Kings River Union Elementary School. I may contact the school at any time and revoke this permission.

Parent/Guardian Signature _____ Date _____

(FAVOR DE REGRESAR ESTA FORMA A LA ESCUELA DE SU NIÑO/A)
ESCUELA ELEMENTAL KINGS RIVER-FORMA DE FIRMA DEL PADRE
2007-2008

(Apellido) _____ (Primer/Segundo Nombre) _____

Maestro/a _____ Fecha _____ Grado _____

A. Acuerdo de Uso Aceptable del Internet

Yo comprendo que el distrito escolar me proveerá acceso al Internet para propósitos educacionales solamente. Este acceso es un privilegio, no un derecho. Yo comprendo las consecuencias por faltar a seguir las regulaciones del distrito con respecto al uso del Internet. Yo he leído, comprendido y seguí las siguientes regulaciones (las cuales ya se me entregaron)

1. Acuerdo de Uso Aceptable del Internet

Firma del Estudiante _____ Fecha _____

B. Autorización del Padre: Yo solicito que mi hijo/a sea dado acceso al Internet para propósitos educacionales y con acuerdo a las reglas y regulaciones del Distrito. Yo he repasado estas regulaciones con mi estudiante. Yo comprendo las consecuencias si las provisiones de este acuerdo son violadas y no mantendrán al Distrito responsable por cualquier daño. Yo comprendo que este documento le dará permiso a mi hijo/a mientras este inscrito en la Escuela Elemental Kings River. Yo puedo contactar a la escuela a cualquier tiempo para revocar este permiso.

Firma del Padre/Guardián _____ Fecha _____

3.g. Kings River Staff and Students are required to sign the Internet Safety/Acceptable Use Agreement given by the Kings River School administration. This agreement will explain all obligations and responsibilities expected when accessing the internet. The agreement will ensure appropriate ethical use, copyright and fair use of technology. Kings River School administration will maintain the current firewall that prevents inappropriate use of technology. Please refer to pages 17-23 for a copy of the agreements.

3.g. Curriculum Goal for AB307: Ensuring internet safety including online privacy				
Objective:	Evaluation Instrument and Data to be collected	Timeline & Frequency of Collection	Implementation, Program Modification Process and Responsible Person(s)	Funding Source
End of Year 1: 100% of all staff and students will use technology appropriately.	District records of up-to-date agreement signatures from staff and students	Yearly	Teacher monitoring of all student internet access	<u>School-wide:</u> 1. Title I, Part A 2. EIA 3. SIP funds _____
End of Year 2: 100% of all staff and students will use technology appropriately.	Teacher monitoring of all student internet access	Daily	Administration will maintain current firewall that will prevent inappropriate use of technology	<u>Other:</u> 1. EETT 2. Title II, Part D
End of Year 3 100% of all staff and students will use technology appropriately.				

3.i. Record Keeping and Assessment Goals

3.i.1. Curriculum Goal for Record Keeping and Assessment: Teachers will use attendance, record keeping, and assessment software to efficiently manage classroom records and student information.				
Objective: 100% of K-8th grade teachers will use AERIES to manage attendance, classroom records, and student information.	Evaluation Instrument and Data to be collected	Timeline & Frequency of Collection	Implementation, Program Modification Process and Responsible Person(s)	Funding Source
End of Year 1: 100% of K-8 th grade teachers will use AERIES to manage attendance, classroom records, and student information.	Attendance Records	Daily	Teachers submit daily attendance	<u>Schoolwide:</u> 1. Title I, Part A 2. EIA 3. SIP funds _____ <u>Other:</u> 1. EETT 2. Title II, Part D
End of Year 2: 100% of K-8 th grade teachers will continue to use AERIES to manage attendance, classroom records, and student information.	Standards Based Report Cards	Trimester	Teachers create and maintain classroom gradebook.	
End of Year 3 100% of K-8 th grade teachers will continue to use AERIES to manage attendance, classroom records, and student information.	Evaluation of implementation	Trimester Annual	Teachers create and submit report cards. Administration responsible for review and distribution. Administration meets with Technology Committee and teaching staff to review procedures and progress.	

3.i.2. Curriculum Goal for Record Keeping and Assessment: Teachers will use data analysis software to make data-driven curricular decisions.				
Objective: 100% of K-8th grade teachers will use Edusoft to align curriculum with state standards and assess student progress.	Evaluation Instrument and Data to be collected	Timeline & Frequency of Collection	Implementation, Program Modification Process and Responsible Person(s)	Funding Source
End of Year 1: 100% of K-8 th grade teachers will use Edusoft to align curriculum with state standards and assess student progress.	Teacher Assignments	Monthly	Administration establishes program implantation benchmarks.	<u>Schoolwide:</u> 1. Title I, Part A 2. EIA 3. SIP funds _____ <u>Other:</u> 1. EETT 2. Title II, Part D
End of Year 2: 100% of K-8 th grade teachers will continue to use Edusoft to align curriculum with state standards and assess student progress.	Student Progress	Trimester	Administration reviews program effectiveness and implements changes as needed.	
End of Year 3 100% of K-8 th grade teachers will continue to use Edusoft to align curriculum with state standards and assess student progress.	Evaluation of implementation	Annual	Administration meets with Technology Committee and teaching staff to review procedures and progress.	

3.j. Home-School Connection Goals

Parents in the Kings River Union Elementary School District (KRUESD) have expressed the desire (through parent surveys) to have increased access to computer technologies as well as more consistent and timely school-to-home communication.

In an effort to respond to the needs of our stakeholders, KRUESD will continue to offer opportunities for parents to become familiar with computers and applications pertinent to assisting their students in meeting academic standards. KRUESD will augment telephone communications through updating telephone systems and implementing a school-to-home notification system that provides near-instantaneous telephone communication to every parent in the District. Finally, as part of our Technology Plan, KRUESD will develop our District website, complete with teacher generated web pages.

In addition to electronic forms of communication, KRUESD will also publish a bilingual newsletter to be distributed bi-monthly among the families in our district.

3.j.1. Curriculum Goal for Home-School Connection: The district will use technology to facilitate communication among school, parents and the community via the World Wide Web.				
Objective: The district website will be operational and available on the World Wide Web with a calendar of events and email links to all administration and staff.	Evaluation Instrument and Data to be collected	Timeline & Frequency of Collection	Implementation, Program Modification Process and Responsible Person(s)	Funding Source
End of Year 1: The district website will be operational and available on the World Wide Web.	Website server log analysis	Trimester	Technology consultant will develop website; and will prepare log analysis for administrator	<u>School-wide:</u> 1. Title I, Part A 2. EIA 3. SIP funds <hr/>
End of Year 2: The district website will be operational and available on the World Wide Web with a calendar of events and other pertinent information.	School email directory	Annually	Technology consultant will maintain and update the website.	<u>Other:</u> 1. EETT 2. Title II, Part D
End of Year 3: The district website will be operational and available on the World Wide Web with a calendar of events and other pertinent information.				

3.j.2. Curriculum Goal for Home-School Connection: The district will use technology to facilitate communication among school, parents and the community via automated messaging system utilizing telecommunications.				
Objective: The district will establish and maintain a phone-based messaging system between the school and parents.	Evaluation Instrument and Data to be collected	Timeline & Frequency of Collection	Implementation, Program Modification Process and Responsible Person(s)	Funding Source
End of Year 1: The district will establish a phone-based messaging system between the school and parents in both English and Spanish.	Home Survey	Annual	Administration will gather and review feedback provided by home and school communities.	<u>School-wide:</u> 1. Title I, Part A 2. EIA 3. SIP funds _____
End of Year 2: The district will maintain and continue to develop a phone-based messaging system between the school and parents in both English and Spanish.	Activity Log	Monthly	Administration will review activity logs to evaluate program effectiveness.	<u>Other:</u> 1. EETT 2. Title II, Part D
End of Year 3: The district will maintain and continue to develop a phone-based messaging system between the school and parents in both English and Spanish.	Annual Review	Annual	Administration evaluates effectiveness for continuation of program.	

3.k. Monitoring and Evaluation

The monitoring and evaluation process at Kings River reflects the fact that we have two administrators and 25 teachers in the district.

The process for utilizing technology in the curriculum, technology and Information Literacy areas begins with the teachers. They are responsible for implementing the goals, working with the students and collecting standards-based software test results, student work portfolios, and record this data. The Technology Committee will monitor the efforts and review data once a trimester. The Technology Committee reports to the administrator who reviews the input and makes recommendations to the Technology Committee and the teachers.

For the goals dealing with appropriate access, record keeping and home-school connection, the Technology Committee will work closely with the technology consultant to implement and monitor the programs. The Committee will meet once a trimester to evaluate progress and report to the administrator. The administrator will advise the Committee.

4. STAFF DEVELOPMENT

4.a. Summary of the teachers' and administrators' current technology skills and needs for professional development.

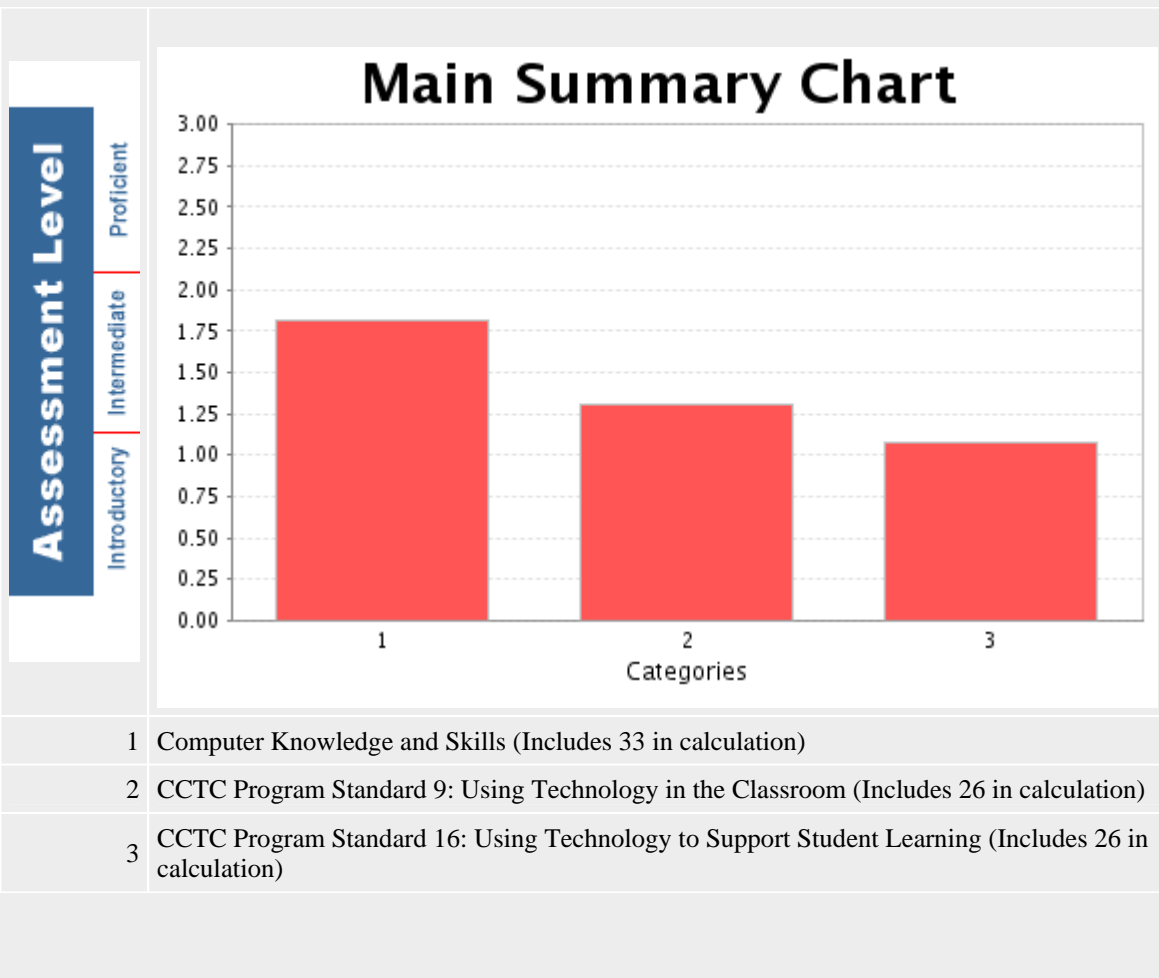
All certificated staff, including administrators, has taken the Ed Tech Profile. A chart showing the results are contained in the District Summary Chart is on the following page. This chart reflects our districts full certificated staff.

The chart results show that Kings River's certificated staff is at the intermediate level at basic computer knowledge, Internet, email, word processing, and publishing. With the appropriate in-service most of the staff can reasonably be expected to achieve the proficient level. Since our district focus and our curriculum goals are in the area of Language Arts staff development goals will be aimed at supporting standards based instruction in Language Arts.

District Summary Chart

Kings River Union Elementary Summary Chart

Kings River Union Elementary District has 30 credentialed teachers, this chart represents the assessment summary for 33 teachers or 110%. It is important to note that this includes both fully completed and partially completed assessments



IMPLEMENTATION

4.b. Staff Development Goals

4.b.1. Goal for Staff Development: Teaching staff will integrate selected educational software to support and extend the instruction of reading comprehension.				
Objective: 100% of certified staff will integrate personal computers, district-approved software, and peripherals to enhance standards-based reading programs.	Evaluation Instrument and Data to be collected	Timeline & Frequency of Collection	Implementation, Program Modification Process and Responsible Person(s)	Funding Source
End of Year 1: 100% of certified staff will integrate personal computers, district-approved software, and peripherals to enhance standards-based reading programs.	Attendance records of training	After each venue.	Administrator and Technology consultant plan training	<u>Schoolwide:</u> 1. Title I, Part A 2. EIA 3. SIP funds _____
End of Year 2: 100% of certified staff will integrate personal computers, district-approved software, and peripherals to enhance standards-based reading programs.	Teachers plan lessons with integrated technology; maintain professional technology portfolio	Weekly	Teachers attend training and implement integration of program as needed.	<u>Other:</u> 1. EETT 2. Title II, Part A 3. Title II, Part D
End of Year 3 100% of certified staff will integrate personal computers, district-approved software, and peripherals to enhance standards-based reading programs.	District Assessment of Student Progress	Trimester	Teachers evaluate reports to measure student progress.	
	Evaluation of Program	Annual	Administration and teachers evaluates effectiveness for continuation of program.	

4.b.2. Goal for Staff Development: Teaching staff will integrate selected educational software to support and extend the instruction of mathematics comprehension.				
Objective: 100% of certified staff will integrate personal computers, district-approved software, and peripherals to enhance standards-based mathematics programs.	Evaluation Instrument and Data to be collected	Timeline & Frequency of Collection	Implementation, Program Modification Process and Responsible Person(s)	Funding Source
End of Year 1: 100% of certified staff will integrate personal computers, district-approved software, and peripherals to enhance standards-based mathematics programs.	Attendance records of training	After each venue.	Administrator and Technology consultant plan training	<u>Schoolwide:</u> 1. Title I, Part A 2. EIA 3. SIP funds _____ <u>Other:</u> 1. EETT 2. Title II, Part A 3. Title II, Part D
End of Year 2: 100% of certified staff will integrate personal computers, district-approved software, and peripherals to enhance standards-based mathematics programs.	Teachers plan lessons with integrated technology; maintain professional technology portfolio	Weekly	Teachers attend training and implement integration of program as needed.	
End of Year 3 100% of certified staff will integrate personal computers, district-approved software, and peripherals to enhance standards-based mathematics programs.	District Assessment of Student Progress Evaluation of Program	Trimester Annual	Teachers evaluate reports to measure student progress. Administration and teachers evaluates effectiveness for continuation of program.	

4.b.3. Goal for Staff Development: Teaching staff will use selected student information system.				
Objective: 100% of certified staff will utilize a personal computer and the World Wide Web to use AERIES.	Evaluation Instrument and Data to be collected	Timeline & Frequency of Collection	Implementation, Program Modification Process and Responsible Person(s)	Funding Source
End of Year 1: 100% of certified staff will utilize a personal computer and the World Wide Web to implement the AERIES student information system.	Attendance Records of Training	After each venue.		<u>Schoolwide:</u> 1. Title I, Part A 2. EIA 3. SIP funds <hr/> <u>Other:</u> 1. EETT 2. Title II, Part A 3. Title II, Part D
End of Year 2: 100% of certified staff will continue to utilize a personal computer and the World Wide Web to implement the AERIES student information system.	Attendance Records	Daily	Teachers submit daily attendance	
End of Year 3: 100% of certified staff will continue to utilize a personal computer and the World Wide Web to implement the AERIES student information system.	Teacher Gradebook	Trimester	Teachers create and maintain classroom gradebook.	
	Standards Based Report Cards	Trimester	Teachers create and submit report cards. Administration responsible for review and distribution.	
	Evaluation of implementation	Annual	Administration meets with Technology Committee and teaching staff to review procedures and progress.	

4c. Monitoring and Evaluation

The monitoring and evaluation process at Kings River reflects the fact that we have two administrators and 25 teachers in the district.

The Technology Committee will work closely with the technology consultant to identify appropriate training venues and establish professional technology portfolios for individual teachers. The Committee will confer with the administrator to schedule training. After each training venue, the participants will evaluate the session with a critique form and the Committee will coach the teachers as needed on an individual basis to develop the skills in context and integrate the technology. The Committee will meet once a trimester to review portfolios, evaluate progress and report to the administrator. The administrator will advise the Committee.

The Committee will ensure that each certificated staff member takes the EdTechProfile to document professional growth in instructional technology skills.

Technology Access for Special Needs Students

The Individuals with Disabilities Education Act, a federal law passed in 1975 and re-authorized in 1990, mandates that all children receive a free, appropriate public education regardless of the level or severity of their disability. It provides funds to assist states in the education of students with disabilities and requires that states make sure that these students receive an individualized education program based on their unique needs in the least restrictive environment possible. P.L. 94-142 also provides guidelines for determining what related services are necessary and outlines a “due process” procedure to make sure these needs are adequately met. In order to address the needs of these identified students, SELPA will evaluate and suggest software and hardware to help meet each child’s unique needs.

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT

Kings River Union School District has taken advantage of E-Rate funding over recent years. Every K-3 classroom has three networked computer with Internet access. Every 4th-6th-grade classroom has four networked computers with Internet access. Our computer lab has thirty networked computers with Internet access. There are three networked computers in the library with Internet access. Our district is exploring the possibility to send attendance forms electronically to the district office.

All classroom computers are networked via the Primary Domain Controller. Our school has a T-1 backbone. All district computers are connected to the district server located in the office. One router is in place in the district office.

Every classroom has the capability to make local phone calls to parents.

Kings River Union School District has a 4:1 target ratio of students to computers in grades 4th –8th.

5.a. Infrastructure, Hardware, Technical Support and Software

Hardware items to be acquired to implement this plan are as follows:

1. Managed switches in each classroom
2. Accelerated Math Scanners
3. Printers
4. Windows XP Units
5. Laptop computers
6. LCD projectors
7. Video Conferencing Unit
8. Web Development Software
9. Network Access

Software items to be acquired to implement this plan are as follows:

1. Accelerated Vocabulary (improves vocabulary)
2. Perfect Copy (improves core writing skills)

Tulare County and Advanced Micro Systems in Visalia, California currently provides technical support.

Hardware and Infrastructure

5. b. List of each site's existing hardware, Internet access, electronic learning resources, and technical support already in the district that could be used to support the Curriculum and Professional Development Components of the plan.

School Site Technology Inventory

Included are the number and type of school-owned computers at Kings River Union School District.

Laptop (L) Desktop (D) computers Thin-Client (TC) units

A multimedia computer is one that has, or is connected directly or by network to a CD ROM drive and can take advantage of audio and video files stored there.

	In Classrooms			In Computer Labs			In Shared or Common Space (e.g. library)			In Administrative Offices		
	L	D	TC	L	D	TC	L	D	TC	L	D	TC
With Internet Connections												
Multimedia Computers	7	85	0	0	32	0	6	2	0	4	8	0
All Other Computers	0	0	0	0	0	0	0	0	0	0	0	0
Without Internet Connections												
Multimedia Computers With Internet Capabilities	0	0	0	0	0	0	0	0	0	0	0	0
Multimedia Computers Without Internet Capabilities	0	0	0	0	0	0	0	0	0	0	0	0
All Other Computers	0	0	0	0	0	0	0	0	0	0	0	0

Of the **existing** inventory, indicated is the number of computers to be used as is, upgraded, or to be retired when new/upgraded equipment is available.

Year	In Classroom			In Computer Lab			In Shared or Common Space (e.g., library)			In Administrative Offices		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Desktop Computers												
Use as is	35	35	35	32	32	32	2	2	2	10	10	10
Upgrade	5	5	5	0	16	16	0	0	0	0	0	0
To be retired when new or upgraded equipment is available	10	10	10	0	0	0	0	0	0	0	0	0
(New) To be purchased	5	5	5	30	0	0	0	0	0	0	0	0

Laptops												
Use as is	5	5	5	0	0	0	6	6	6	3	3	3
Upgrade	0	0	0	0	0	0	0	0	0	0	0	0
To be retired when new or upgraded equipment is available	0	0	0	0	0	0	0	0	0	0	0	0
(New) To be purchased	5	5	5	0	0	0	0	0	0	0	0	0
Thin-Client Units												
Use as is	0	0	0	0	0	0	0	0	0	0	0	0
Upgrade	0	0	0	0	0	0	0	0	0	0	0	0
To be retired when new or upgraded equipment is available	0	0	0	0	0	0	0	0	0	0	0	0

PERIPHERALS

Peripherals	Number on Hand	Number Needed	Proposed Purchase Date
IP Phones (Admin)	6	0	
IP Phones (Classroom)	32	0	
Laptop Computers	9	4	2008
Digital cameras	11	5	2009
Video conferencing unit	0	0	
Interactive white board	2	2	2009
Scanners/digitizers	15	5	2009
VCR unit	35	0	
DVD player	10	5	2009
Printer	59	5	2009
Digital camcorder	1	0	

SITE NETWORKS AND CONNECTIVITY

Is the school site connected to the Internet by a permanent (non-dial-up) connection? Yes

If so, how is your school connected to the Internet? T-1

Do you know the speed of your connection? 100Mbps

What is the total number of classrooms that are connected to the Internet by a permanent (non-dial-up) connection? 26

	Number of Classrooms	Average Number of Drops/Classroom	Number of Administrative Offices
Currently Connected to the Internet	26	4	7
Need to be Connected to the Internet	0	0	0
Currently Connected to a LAN	26	4	7
Need to Be Connected to a LAN	0	0	0

Who is the school’s Internet service provider? Tulare County Office Of Education

Number of site telephone lines: 5

Hours that the site library is open: Monday – Friday 8:30 am to 3:00 pm

General specs for computers and printers

At this time each classroom and administrative area equipped with a minimum of

- Desktop Unit:
- 1.7 GHz Pentium 4 processor
- 256MB of RAM
- CD-RW device
- 60GB hard drives
- 32 bit sound cards and a 1 MB MPEG video cards.

Monitor: 17” CRT

Printer: HP LaserJet printer.

The technology coordinator will review hardware, network, systems, and software on an annual basis. These findings as well as suggestions for improvement will be presented to the Superintendent and the School Board.

The Kings River Union School District utilizes a five-year plan for replacement of its technology hardware in grades 4-8. Once a computer does not meet a student’s need at our school, the equipment will be retired.

Network Structure

1. **MDF: District Office**
 - a. CISCO Catalyst 6506 Switch
 - b. CISCO 3600 Router
 - c. 48 Port Patch Panel
 - d. Digital Video Recorder
 - e. Novell 5.1 Server
 - f. APC 2200 XL UPS

2. **IDF 1: Conference Room**
 - a. Primary Domain Controller (Server): Windows 2003 server.
 - b. Exchange Server: Windows 2003 server; e-mail server.
 - c. Application server: Windows 2000 server; stores data for classroom applications.
 - d. Web Server: Windows 2003 server.
 - e. 2 Cisco 3500 XL Switches
 - f. APC 3000 XL UPS
3. **IDF 2: Electrical Closet**
 - a. Cisco 3524 XL Inline Powered Switch
 - b. Tripplite 1000 Battery
4. **IDF 3: Room 12**
 - a. 2 Cisco 3550 XL Switches
 - b. Windows 2000 Print Server
 - c. APC 1400 XL UPS
5. **IDF 4: Room 19**
 - a. CISCO 3524 XL Inline Powered Switch
 - b. Tripplite 1000 Battery
6. **IDF 5: Room B4**
 - a. CISCO 3524 XL Inline Powered Switch
 - b. Tripplite 1000 Battery

Network Cabling

The KRUSD has a fiber optic backbone that is the main path for traffic. In the spring of 2004, network cabling was upgraded to include four Cat5 drops per classroom. In addition, the campus has been outfitted with ten wireless access points (WAPs). Five of these WAPs operate on A/B/G frequencies. The remaining five WAPs are older models, and operate on A band.

As new network technology becomes available and affordable, KRUSD will look to implement necessary changes in our network. The Technology Coordinator will assess our network upgrades and improvements on a yearly basis and make recommendations to our Superintendent.

Site Networks and Connectivity

Is the school site connected to the Internet by a permanent (non-dial-up) connection?

Yes No

If so, how is your school connected to the Internet?

- ISDN Cable-modem DSL
 Frame relay Fractional T-1 Full T-1
 ATM/DS3 ATM/SONET OC3 Microwave
 Wireless (not microwave)
 Other, please specify: _____

Do you know the speed of your connection? Yes No

- less than 56K bps 1.5M bps 30M bps
 128 K bps 5M bps 40M bps
 256 K bps 20M bps greater than 40M bps
 384 K bps 15M bps
 512 bps 20M bps

What is the total number of classrooms that are connected to the Internet by a permanent (non-dial-up) connection? 27

	Number of Classrooms	Average Number of Drops/Classroom	Number of Administrative Offices
Currently Connected to the Internet	27	4	2
Need to be Connected to the Internet	0	0	0
Currently Connected to a LAN	27	0	2
Need to Be Connected to a LAN	0	0	0

Who is the school's Internet service provider?

- District office
- County Office of Education
- California State University/University of California
- Commercial provider (e.g., Earthlink, MCI, Sprint, etc.)

Site Telephone Systems

Number of lines: 10

Site Libraries

Hours that the site library is open: 6 hours

5. c. List of clear benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other components of the plan.

Efforts in this area for the duration of the plan will focus on enhancing access to the Internet and maintaining high-quality and timely technical support. During the plan timeframe, changes in infrastructure, hardware, and software will be made as needed, whether it is due to upgrades for technology or modifications in the plan from the monitoring and evaluation process.

Sustainability Chart		
Type of Support Provided (Examples)	Individual(s) Responsible (Person(s) or Job Title(s))	Plan for Providing This Support
Ongoing equipment maintenance, repair, and replacement	Technology Coordinator Technology Consultant	Staff report problems to administrator/ Technology Committee. Technology Consultant provides maintenance and support on a daily basis.
Technical support provided during school hours	Technology Coordinator	During school hours technical support is provided by Technology Coordinator.
Professional development	Administrator Technology Consultant	Administration will provide Professional development activities throughout the year.

HARDWARE/SOFTWARE TABLE

Hardware/Software	When	Person Responsible	Current/Needed
Laptop Computers	2008	Technology Coordinator	9/4
Accelerated Math Scanners	2008	Assistant Principal	12/2
Accelerated Vocabulary (improves vocabulary)	2008	Assistant Principal	0/1
Perfect Copy (improves core writing skills)	2008	Assistant Principal	0/1
Windows XP Computers	2009	Technology Coordinator	38/5
Printers	2009	Technology Coordinator	59/5
Televisions	2009	Technology Coordinator	28/4
LCD Projectors	2008	Superintendent	10/5

5. d. Description of the process that will be used to monitor whether the goals and benchmarks are being reached within the specified time frame.

The monitoring and evaluation process at Kings River reflects the fact that we have two administrators and 25 teachers in the district.

The Technology Committee will work closely with the technology consultant to monitor the adequacy of the infrastructure, hardware, technical support and software available to support the plan. The Committee will meet every trimester to review status, evaluate progress and report to the administrator. The administrator will advise the Committee.

6. FUNDING AND BUDGET

6.a. Funding Sources

The Kings River Union School District actively seeks grants outside of the regular district revenue to fund and support the Technology Education Plan.

EETT Grant (Title II, Section D)

Title I Funding

K-12 Voucher Program

E-Rate Funding

Kings River Union School District will also make use of state resources including TICAL at www.portical.org, CLRN at www.clrn.org, CALSAVE at www.calsave.org and TECHSETS at www.techsets.org, among others. These resources are used to make technology related purchases at discounted prices.

See also Curriculum Driven Technology Goals.

See also Staff Development.

6.b. Implementation cost (3-5 years)

Budget forms for 2008-2011 follow

Budget Form: Object of Expenditure

School Year 2008-2009

Major Object of Expenditure	Partner Contributions (a)	Specific Grant Funds (Add multiple columns if receiving multiple grants) (b)	School District General Fund (c)	Total Funds by Object of Expenditure (a)+(b)+(c)
1000-1999 Certificated Personnel Salaries			\$60,720	\$60,720
2000-2999 Classified Personnel Salaries			\$ 24,816	\$24,816
3000-3999 Employee Benefits			\$13,000	\$13,000
4000-4999 Books and Supplies			\$ 50,088	\$ 50,088
5000-5999 Services and Other Operating Expenditures			\$10,000	\$10,000
Indirect Costs at an Established Rate (excluding the 6000-6999 category)				
6000-6999 Capital Outlay				
Total Funds			\$158,624	\$158,624

Budget Form: Object of Expenditure

School Year 2009-2010

Major Object of Expenditure	Partner Contributions (a)	Specific Grant Funds (Add multiple columns if receiving multiple grants) (b)	School District General Fund (c)	Total Funds by Object of Expenditure (a)+(b)+(c)
1000-1999 Certificated Personnel Salaries			\$ 61,840	\$ 61,840
2000-2999 Classified Personnel Salaries			\$26,147	\$26,147
3000-3999 Employee Benefits			\$ 13,500	\$ 13,500
4000-4999 Books and Supplies			\$ 50,000	\$ 50,000
5000-5999 Services and Other Operating Expenditures			\$ 10,000	\$ 10,000
Indirect Costs at an Established Rate (excluding the 6000-6999 category)				
6000-6999 Capital Outlay				
Total Funds			\$161,487	\$161,487

Budget Form: Object of Expenditure

School Year 2010-2011

Major Object of Expenditure	Partner Contributions (a)	Specific Grant Funds (Add multiple columns if receiving multiple grants) (b)	School District General Fund (c)	Total Funds by Object of Expenditure (a)+(b)+(c)
1000-1999 Certificated Personnel Salaries			\$61,840	\$61,840
2000-2999 Classified Personnel Salaries			\$27,060	\$27,060
3000-3999 Employee Benefits			\$14,000	\$14,000
4000-4999 Books and Supplies			\$ 50,000	\$ 50,000
5000-5999 Services and Other Operating Expenditures			\$ 10,000	\$ 10,000
Indirect Costs at an Established Rate (excluding the 6000-6999 category)				
6000-6999 Capital Outlay				
Total Funds			\$162,900	\$162,900

6.c. District replacement policy for obsolete equipment.

The district has set the lifespan of a computer at five years. Computers that are broken beyond cost-effective repair or are functionally unwanted will be discarded via district policy. The district will fund replacement hardware with sources such as general district funds, school improvement program, Title I, and Title II, Section D.

6.d. Feedback loop used to monitor progress and update funding and budget decisions.

The Administrator provides the overall management, evaluation, and coordination of the plan. The administrator also coordinates the technical support, staff development, ongoing partnership involvement and the collection of relevant staff and student data. The Technology Consultant is responsible for the procurement and maintenance of equipment. If it is determined that the funding and budget component is not being implemented as scheduled in the plan, plan modifications and suggestions will be taken to the technology team for consideration and discussion. The Technology Committee uses collected data to monitor and evaluate progress toward benchmarks and the timeline and to plan and make modification. Teachers are responsible for collecting data regarding student's academic achievement.

Any funding and budget changes will be determined by administration and submitted to the Board of Trustees for approval before implementation.

7. MONITORING AND EVALUATION

7.a. Description of how technology's impact on student learning and attainment of the district's curricular goals, as well as classroom and school management, will be evaluated.

The monitoring and evaluation process at Kings River reflects the fact that we have two administrators and 25 teachers in the district.

The Technology Committee will evaluate the Technology Plan annually. The committee will work closely with the technology consultant and the 25 certificated teachers that have collected and reviewed student's work throughout the year. The committee will then report its findings to the administrator and the administrator will evaluate whether students performance standards are being met at each grade level. The data will be shared with all stakeholders via the district website and newsletter. All stakeholders have an open invitation to Technology Committee meetings. At times, the Committee contacts various stakeholders for input based on their expertise.

The process for utilizing technology in the curriculum, technology and Information Literacy areas begins with the teachers. They are responsible for implementing the goals, working with the students and collecting Accelerated Reader test results, student book reports, student work portfolios, Sat 9 scores, and record this data. The Technology Committee will monitor the efforts and review data once per trimester. The Technology Committee reports to the administrator who reviews the input and makes recommendations to the Technology Committee and the teachers.

For the goals dealing with appropriate access, record keeping and home-school connection, the Technology Committee will work closely with the technology consultant to implement and monitor the programs. The Committee will meet once a trimester to evaluate progress and report to the administrator. The administrator will advise the Committee.

7. b. Schedule for evaluating the effect of plan implementation.

See Timeline in Appendix B.

Staff meetings are held weekly and the staff will have the opportunity to report any specific needs to the administration. These weekly meetings will be a tool to assure that all concerns and evaluations are dealt with immediately and effectively.

The Accelerated Reader comprehension results will be reported the Technology Committee and administrator at the end of each trimester. The Technology Committee and administrator will review student portfolios and makes recommendations to teachers.

7. c. Description of how the information obtained through the monitoring and evaluation will be used.

The evaluation of the information will be used to ensure student learning of technology, that teachers will access student learning, reading comprehension, and written curricular goals utilizing technology. Teachers will make the assessments on student learning and reports to be given to Administration and Technology Committee for monitoring and evaluating purposes. The technology coordinator will invite feedback from and keep the communication consistent with the stakeholders that are involved in the creation of the Technology Use Plan through scheduled meetings, email, and personal interaction with personnel involved in the process. Administration and/or Technology Committee will use the information that has been gathered to analyze the plan and then make the recommended modifications as needed.

The Superintendent of Kings River Union, as a member of each of the forums identified above, will be responsible for monitoring and evaluating the overall progress of the plan. Feedback from the District Technology Group will be disseminated to the District Management Group. Feedback from the District Curriculum Group will be disseminated to the District Management Team for evaluation in with their specific areas of responsibility. The district superintendent will report findings to the Board in its annual Technology Colloquy.

8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY

8.a. Description of how the program will be developed in collaboration with identified adult literacy providers.

Our School District is located in a remote, rural area. At present, there are no providers of adult literacy programs in our district. If such programs become available, we will establish communication with the providers and explore possibilities for collaborative strategies to maximize the use of technology.

9. EFFECTIVE, RESEARCHED–BASED METHODS AND STRATEGIES

9a. Description of how education technology strategies and proven methods for student learning, teaching, and technology management are based on relevant research and effective practices.

CEO Forum. (2001, June). The CEO Forum school technology and readiness report: Key building blocks for student achievement in the 21st century. <http://www.ceoforum.org/downloads/report4.pdf>

This report concludes that effective uses of technology to enhance student achievement are based on four elements:

1. alignment to curricular standards and objectives
2. assessment that accurately and completely reflects the full range of academic and performance skills
3. holding schools and districts accountable for continuous evaluation and improvement strategies
4. an equity of access across geographic, cultural, and socio-economic boundaries.

District specific analysis of how the research will be used: Consistent with this research, our school district will carefully analyze learning resources and lessons both for alignment with California content standards and for the ability to measure growth/achievement on those standards in a variety of ways. Our curricular goals in the Plan directly address California content standards in Language Arts and Mathematics, a curricular focus for our district. Through the ongoing data collection and analysis stated in our goal implementation plans and our timeline, our district will continuously monitor its attainment of the goals and objectives in the Technology Use Plan. Results will be reported annually to the superintendent, the school board, and the public. Throughout the plan, attention is paid to providing appropriate and equitable access to all students in our community, including students in special populations.

Becker, J.H., and Riel, M.M. (2000). Teacher professional engagement and constructivist-compatible computer use, Center for Research on Information Technology and Organizations. Retrieved September 23, 2002, online http://www.crito.uci.edu/tlc/findings/report_7/startpage.html

This report describes a number of aspects of the professional engagement of American teachers. It also examines relationships between professional engagement and teaching practice, including instruction involving computer use. We defined professional engagement as a teacher taking effort to affect the teaching that occurs in classrooms other than his or her own. We measured professional engagement by (1) the frequency that a teacher had informal substantive communications with other teachers at their school, (2) the frequency and breadth of professional interactions with teachers at *other* schools, and (3) the breadth of involvement in specific peer leadership activities-mentoring, workshop and conference presentations, and teaching courses and writing in publications for educators.

District specific analysis of how the research will be used: As indicated in our Technology Use Plan, we value ongoing professional development. The Plan is consistent with the research in the following ways: (1) Teachers collaborate with various staff to produce and practice technology integrated technology activities. (2) Teachers are provided with the opportunity to attend workshops and conferences that cover basic-to-advance use of technology, as funds are available; (3) Our technology savvy teachers are involved in leadership activities such as coaching, facilitating, and modeling the effective use of instructional technology.

Marzano, R, Pickering, D., and Pollock, J. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Virginia: Association for Supervision and Curriculum Development. This book summarizes the research supporting a variety of instructional strategies with proven successes in improving student achievement. The research-based strategies include 1) identifying similarities and differences; 2) summarizing and note-taking; 3) reinforcing effort and providing recognition; 4) homework and practice; 5) nonlinguistic representations; 6) cooperative learning; 7) setting objectives and providing feedback; 8) generating and testing hypotheses; and 9) cues, questions, and advance organizers.

District specific analysis of how the research will be used: Technology will continue to be used and further developed to implement a variety of the identified instructional strategies to support student achievement in literacy and content areas. Some examples follow.

Software will be used to create nonlinguistic representations such as graphic organizers and scaffolding for supporting understanding of key concepts and vocabulary. A general office suite and mind-mapping software can be used to generate such tools. Presentation software will be used to organize and introduce units of study,

accompanied by printed handouts to assist students in note taking and identifying main ideas and summarizing critical information.

Activities for homework and practice will be enhanced and extended by using the Internet and other electronic resources.

Sandholtz, J. H., Ringstaff, C., & Dwyer, D. C. (1997). Teaching with Technology:

Creating student-centered classrooms. New York: Teachers College Press.

“And in the ACOT study, student engagement remained highest when technology use was integrated into the larger curricular framework, rather than being an “add-on” to an already full curriculum.”

District specific analysis of how the research will be used: The goal for our district is to integrate technology into the curriculum. Our curriculum and staff development goals in the plan reflect this commitment. The implementation plans and activities in the timeline will lead teachers to make the use of educational technology part of their daily practice rather than something extra or technology for its own sake.

9b. Description of development and utilization of innovative strategies for using technology to deliver rigorous academic courses and curricula, including distance-learning technologies (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).

Our school district serves a K-8 student population. Most distance learning courses are aimed at high school or higher education students. However, our district will use other online resources to enhance and extend the basic curriculum and course offerings. Even though we are a remote, rural district, we will take advantage of information technology to bring heretofore-unavailable educational resources to our district. For example, we will draw upon the resources of SCORE (Schools of California Resources for Education) for additional lessons linked to State content standards and CLRN (California Learning Resource Network) for supplemental electronic learning resources. Internet-based learning activities such as Filamentality will be integrated into the curriculum to include cooperative learning and lead students to higher level thinking skills.

Our staff development program will take advantage of Tulare County Office of Education and CTAP Region VII resources for technology training in curriculum integration. We will also explore additional opportunities in staff development such as those offered by SBC Pacific Bell Education Advocates. As our staff successfully implements this plan and grows in its ability to use instructional technology, students will continue to receive the best possible education through our staff’s increased ability to integrate technology and differentiate instruction.

In our model, integrated technology can offer all students, whether they be developmentally delayed or gifted, English Language Learner or physically challenged, as well as those at the 50th percentile, a challenging, specialized and exciting school experience.

APPENDIX A

Internet Acceptable Use Policy

Our Internet Acceptable Use Policy (IAUP) gives every student the opportunity to access the Internet as a learning tool. Our IAUPs are dispersed in the beginning of the year to every student by the homeroom teacher, filled out by the student's parents/guardian, and returned completed to his/her homeroom teacher. The homeroom teacher then gives the completed IAUPs to the computer teacher to keep on file. As new students enroll at Kings River, the IAUP form will be given to them on their first day of school by the homeroom teacher.

Kings River utilizes the Internet filtering software (much of this filtering is done at the county level, though customization is possible) provided by the Tulare County Office of Education, which meets the requirements of CIPA (Children's Internet Protection Act).

Kings River Union School District Internet Safety/Acceptable Use Agreement

Student Use of Technology, Internet, and On-line Resources

The student is authorized to use technology, Internet, and on-line resources in accordance with user obligations and responsibilities specified below:

1. All communication shall occur under the supervision of and with the permission of the supervising employee.
2. The system shall be used only for purposes related to education. Commercial, political, and personal use of the district's system is strictly prohibited.
3. Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes in a patently offensive way sexual conduct and which lacks serious literary, artistic, political or scientific value for minors. (Penal Code 313).
4. Copyrighted material shall not be placed on the system without the author's permission.
5. Student may download copyrighted material, in accordance with copyright laws, for purposes related to education within the context of a school-related assignment/activity.
6. Vandalism is forbidden. Vandalism includes spreading computer viruses and/or any malicious attempt to harm or destroy district equipment or material or the data of any other user.
7. Employees supervising students' use of the Internet and on-line resources are expected to enforce the Kings River Union School District regulations governing such use.
8. The district does not provide student electronic mail accounts.
9. The district reserves the right to monitor any on-line communication for improper use.
10. Electronic communications and downloaded material, including files deleted from a user's account, may be monitored or read by district officials to ensure proper use of the system.
11. The Superintendent, principal, and/or designee shall make all decisions whether or not a student has violated Board policy or the district's Internet Safety/Acceptable Use Agreement. The decision of the Superintendent, principal and/or designee shall be final.
12. Inappropriate use shall result in a cancellation of the student's user privileges, disciplinary action and/or legal action in accordance with law and Governing Board policy.
13. When a student leaves Kings river Union School District, the student's access to the district's network will cease and all files shall remain the property of the Kings River Union School District.
14. Students will abide by systems and security usage guidelines as set forth by district authorities.
15. Students shall:
 - a. keep personal information including home addresses and telephone numbers private and shall not disclose personal identification information on the Internet. Student shall use the system only under generic student network accounts.
 - b. immediately report any security problems or misuse of the network to the teacher, principal, or supervising employee.

- c. **not** engage in any illegal activities on the Internet or use the system to encourage the use of drugs, alcohol or tobacco, nor shall they promote unethical practices or any activity prohibited by Superintendent or Governing Board policy.
- d. **not** access, post, submit, publish or display harmful or inappropriate matter that is threatening, obscene, disruptive, child pornographic or sexually explicit; or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, gender, sexual orientation, age disability, religion or political beliefs; or that is otherwise inappropriate for educational purposes.
- e. **not** use district technology or Internet resources to engage in hacking or attempts to otherwise compromise any computer or network system's security.
- f. **not** access web-based electronic mail accounts using district technology.
- g. **not** access instant messaging accounts using district technology.
- h. **not** participate in other forms of direct electronic communications (chat rooms, IRQ, etc.) using district technology.
- i. **not** subscribe to on-line services using district technology.
- j. **not** read other users' electronic mail or files. He/she shall not attempt to interfere with other users' ability to send or receive electronic mail, nor shall he/she attempt to delete, copy, modify or forge other users' electronic mail or files.
- k. **not** install and/or download unlicensed software on a machine owned by the district.

Polite Use of Technology and Rules of Internet Etiquette

The student is expected to abide by the generally accepted rules of technology etiquette. These rules include, but are not limited to, the following:

1. BE POLITE. Never send, or encourage others to send, abusive messages.
2. USE APPROPRIATE LANGUAGE. Remember that you are a representative of not only yourself, but also your school on a publicly accessible system. You may be alone with your computer, but what you say and do can be viewed globally. Never swear, use vulgarities, or any other inappropriate language. Illegal activities of any kind are strictly forbidden.
3. PRIVACY. Do not reveal your home address or personal phone number or the addresses and phone numbers of others. To do so can result in unwanted intrusions of privacy and should be viewed in the same light as a public listing in a telephone directory. Users shall have no expectation of privacy and understand that the district has the right to monitor and examine all system activities to ensure proper use of the system.

Privileges

The use of technology is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. A student who fails to abide by these obligations and responsibilities shall be subject to disciplinary action, revocation of the privilege to use technological resources, and legal action as appropriate.

Services

Kings River Union School District makes no warranties of any kind, whether expressed or implied for the service it is providing. Kings River Union School District will not be responsible for any damages suffered while on this system. These damages include loss of data as a result of delays, non-deliveries, misdeliveries, or service interruptions caused by the system or your errors or omissions. Use of any information obtained via the information system is at your own risk. Kings River Union School District specifically disclaims any responsibility for the accuracy of information obtained through its services. I agree to indemnify and hold harmless Kings River Union School District and Kings River Union School District personnel for the failure of any technology protection measures, or my child's own violations of copyright restrictions, mistakes or negligence, or any costs incurred by my child as a user.

Signature of Parent/Guardian

Date

Signature of Student

Date

APPENDIX B

TIMELINE 2008-2011

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Training & Integration												
Accelerated Math*		X						X				
Accelerated Reader*		X						X				
AERIES			X						X			
Edusoft*			X							X		
Monitoring/Evaluation												
Accelerated Reader Reports					X				X			X
Accelerated Math Reports					X				X			X
API Reports			X									
Student Work Portfolios					X				X			X
Standards-based Report Cards					X				X			X
Computer Lab Schedules												X
Teacher Gradebook					X				X			X
Teacher Technology Portfolio					X				X			X
Teacher Assignments			X		X		X		X		X	
Home Survey												X
Activity Log												X
Annual Review												X
Evaluation of Implementation												X
Software/Hardware Purchases												
Accelerated Math Scanners			X									
Managed Switches			X									
Windows XP Computers (K-3)								X				
Printers (K-3)								X				
Laptop Computers			X									
LCD Projectors			X									
Video Conferencing Unit												X
Web Development Software												X
Accelerated Vocabulary			X									
Perfect Copy			X									

* Additional Training as Needed

APPENDIX C

MANAGEMENT CHART

Individual(s) Responsible (Person(s) or Job Title(s))	Responsibilities (Samples)	Time Estimate (Hours per month of no. of full- time staff)
Superintendent	Provide overall management and coordination.	10 hours/ 26 Staff
Business Officer	Manage and coordinate funding and budget.	6 hours
Staff Development Committee	Manage and coordinate staff development.	5 hours
Technology Coordinator	Manage and coordinate hardware acquisition and installation.	12 hours
Superintendent	Manage and coordinate technical support.	10 hours
Superintendent Technology Committee	Coordinate ongoing partner involvement.	3 hours
Teachers, Assistant Principal, Projects Director	Collect data regarding students' computer skills.	6 hours
Teachers, Assistant Principal, Projects Director	Collect data regarding student's academic achievement.	6 hours
Assistant Principal	Collect staff development data on technology proficiencies.	4 hours
Superintendent, Teachers	Collect data regarding staff development focused on student computer knowledge and skills.	6 hours
Superintendent, Teachers	Collect data regarding staff development focused on integration of technology into the curriculum to improve academic achievement.	6 hours
Teachers, Assistant Principal, Projects Director	Use collected data to monitor and evaluate progress toward benchmarks and the timeline and to plan and make modifications.	6 hours

APPENDIX D

SCOPE AND SEQUENCE

Kings River Union School District (KRUSD) is using the Pre-K – 12 scope and sequence created by My eCoach at <http://www.my-ecoach.com/>. This scope and sequence is aligned to ISTE Standards and Performance Indicators for Students. The following categories are addressed in this scope and sequence:

1. Basic Computer/Technology Use
2. Presentation Tools
3. Video
4. File and Resource Management
5. Spreadsheets
6. Multimedia
7. Social and Ethical Use
8. Databases
9. Web Authoring
10. Word Processing
11. Email
12. Electronic Collaboration
13. Graphics and Publishing
14. Internet Use
15. Integration and Projects

The Big6 Literacy Skills at <http://www.big6.com/> is also being integrated in our scope and sequence. The Big Six is an information literacy curriculum, an information problem-solving process, and a set of skills, which provide a strategy for effectively and efficiently meeting information needs. It can be used whenever students are in a situation, academic or personal, which requires information to solve a problem, make a decision or complete a task.

Appendix C – Criteria for EETT Funded Technology Plans

In order to be approved, a technology plan needs to have “Adequately Addressed” each of the following criteria:

- *For corresponding EETT Requirements, see the EETT Technology Plan Requirement (Appendix D).*
- *Include this form (Appendix C) with “Page in District Plan” completed at the end of your technology plan.*

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
The plan should guide the district’s use of education technology for the next three to five years. (A new plan can include technology plan development in the 1st year)	7-10	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2008-11.

2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	11	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Description of teachers’ and students’ current access to technology tools both during the school day and outside of school hours.	12	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, & when various students & teachers can use the technology.

b. Description of the district's current use of hardware and software to support teaching and learning.	12	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals that are supported by this tech plan.	12	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. List of clear goals, measurable objectives, annual benchmarks, & an implementation plan for using technology to improve teaching & learning by supporting district curricular goals.	13-14	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.	15	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.
f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism (AB 307, optional in 2007-08 tech plan, required in all tech plans 2008-09 and after)	16-23	The plan describes or delineates clear goals outlining how students will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading (as stated in AB 307).	The plan suggests that students will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.

g. List of goals and an implementation plan that describe how the district will address Internet safety including how to protect online privacy and avoid online predators. (AB 307, optional in 2007-08 tech plan, required in all tech plans 2008-09 and after)	24	The plan describes or delineates clear goals outlining how students will be educated about Internet safety (as stated in AB 307).	The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals.
h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.	25	The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.	The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.	26-27	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.	28-29	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	29	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.

4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.	30	The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include CTC Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d through 3j) of the plan.	31-33	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d through 3j) of the plan.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	33-34	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

<p>5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>
<p>a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.</p>	<p>35</p>	<p>The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.</p>	<p>The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.</p>
<p>b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district’s teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.</p>	<p>36-40</p>	<p>The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district’s Curriculum and Professional Development Components.</p>	<p>The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn’t seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.</p>

c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.	41	The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.	41	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.
6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. List established and potential funding sources.	42	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
b. Estimate annual implementation costs for the term of the plan.	42-45	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Describe the district's replacement policy for obsolete equipment.	46	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities & to adjust budgets as necessary.	46	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the process for evaluating the plan’s overall progress and impact on teaching and learning.	47	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	47	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.	47	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)	48	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.

9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	49-50	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.	50	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.