WESTERN PLACER UNIFIED SCHOOL DISTRICT
EDUCATION TECHNOLOGY PLAN

JULY 1, 2012 – JUNE 30, 2015

DISTRICT CONTACT INFORMATION

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District Name:	Western Placer Unified School District
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District Profile

Western Placer Unified School District serves a diverse community. With 6550 students in 11 schools (7 elementary; 2 middle schools; 1 comprehensive high school; 1 alternative high school), the district has doubled in size over the last ten years, growing from a largely rural, small town district to one of suburban high growth. The recent downtrend in the housing market has affected our families, however, with Lincoln now high on the list of foreclosures. Our student population is 28% Hispanic/Latino, 59% Caucasian, 3% Asian, 3% Filipino; 50% of our students qualify for free/reduced lunch; nearly 20% of our families speak a language other than English in the home.   As the district has grown, new buildings have been added – four schools in the last ten years. The new schools have been equipped for modern technology needs; the older schools have had a variety of retrofits to bring them up to par with the newer schools' technology. The District has made every effort to maximize technological improvements in infrastructure on all campuses, making use of E-rate monies toward this end whenever possible. Western Placer Unified School District includes five Title I schools; the District API is 822. Use of technology to assist in disaggregation of data in recent years has been extremely helpful in targeting students in need of support and intervention, and in yielding academic achievement improvements for our significant subgroups.

1. Plan Duration

July 1, 2012 – June 30, 2015

Vision Synopsis:
The District vision for use of technology is threefold:

- Technology will be used by students on at least a weekly basis to assist in and extend their learning;
- Technology will be used by instructional staff on a daily basis to present dynamic lessons that involve students in the instructional process;
- Technology will be used by instructional staff and administration to monitor student progress and to target students for needed interventions and enrichments.

The District will review this EETT Technology Plan annually to determine next steps in utilizing E-rate funding.

Vision Detail:
In order to be successful in a changing world, students will use technology to explore, learn, create and evaluate. They will use all available technology-based resources to enhance learning activities in the curricular areas with provisions being made for multiple modes of learning and teaching styles supported by the use of technology. Classrooms, labs and libraries will be resources for learning, containing traditional resources along with various forms of media and

technology whose purpose will be for students and staff to be able to acquire and share information and gain confidence in their abilities. Classrooms will be settings in which students are able to seek creative solutions and collaborate to achieve goals. Teachers and students will have access to on-going training in a variety of technologies and will be able to adapt to changing conditions as they present themselves. Through the use of telecommunications technology, the schools will implement processes and projects, which access and use educational, local, and world community resources. Goals will be established that support the district in meeting state guidelines (California K-12 Education Technology plan) and ISTE (International Society for Technology in Education) standards for administration, teachers, and students.

Expected student outcomes in 3 years as a result of technology use:

Students will be able to:
- Apply technology skills to classroom projects and products in all areas of the curriculum.
- Demonstrate understanding of curriculum standards–related technology and information literacy skills as required by the state guidelines, District Technology Standards and/or ISTE standards.
- Demonstrate research skills, relevant to curriculum activities, in the area of electronic information and library print resources.
- Improve academic skills through use of core curriculum-specific, support software.
- Possess functional computer skills transferable to the work environment.
- Evaluate electronic information for accuracy, appropriateness and usefulness.
- Demonstrate and discuss legal, ethical, and safety behaviors relative to technology.

Expected staff outcomes in 3 years as a result of technology use:

- Teachers will utilize technology to support their academic framework and instructional skills requirements, classroom management, data analysis, and personal growth on a daily basis as required by state guidelines and ISTE teacher standards.
- Teachers and administrators will use technology to develop information retrieval, research, evaluation, critical thinking, and presentation skills (information literacy).
- Teachers and administrators will use technology to monitor student progress toward meeting achievement requirements in grade-level core curriculum standards.
- Teachers will use technology to inform parents of classroom and homework assignments and student progress.
- Administration will use technology to improve communications, data analysis, management, and leadership roles as required by ISTE administrator standards.
- Classified staff will use technology for communications, management, documentation, and data collection/analysis.

2. Stakeholders

The main authors of this plan were the Site Technology Trainers (STT), Director of Technology, and the Deputy Superintendent of Educational Services. The Site Technology Trainers brought forth input from each site's Site Based Leadership Team (SBLT - site council – parents, teachers, administration and community members.) Each SBLT sets technology-related goals that are appropriate to its site through the Single Plans for Student Achievement, and approves

the spending of categorical monies to support technology improvements. The Director of Technology serves as a district representative to the county Technology Area Leadership Team (TALT) and the Career Tech Ed committee, and brings business input through that venue. The Site Tech Trainers, Director of Technology and Deputy Superintendent of Educational Services meet monthly to set, implement and monitor technology progress goals throughout the district. Through this process, the school sites, district office, community members, business and technology leadership and technicians were represented. There should be ample opportunity for site administrators, teachers, students, parents, community non-profits and businesses to get involved with the future implementation of this plan. The stakeholders of this plan include the WPUSD Board, its Administration, its employees, the parents, students and community members. The plan is designed to be dynamic so that as needs arise we will be flexible and able to incorporate any necessary changes.

Technology Planning Committee

Mary Boyle	Deputy Superintendent of Education
Bob Lyons	Director of Technology
Jason Noonan	Site Technology Trainer, Glen Edwards Middle School
Mike Hankins	Site Technology Trainer, Glen Edwards Middle School
Bill Justice	Site Technology Trainer, First Street School
Anita Moya del Pino	Site Technology Trainer, First Street School
Jennifer Freutel	Site Technology Trainer, Foskett Ranch Elementary
Jennifer Nelson	Site Technology Trainer, Phoenix High School
Tracy Gruber	Site Technology Trainer, Phoenix High School
David Swanson	Site Technology Trainer, Twelve Bridges Elementary
Brenda James	Site Technology Trainer, Sheridan School
Greg Turner	Site Technology Trainer, Creekside Oaks Elementary
Will Middleton	Site Technology Trainer, Carlin C. Coppin Elementary
Jennifer Wright	Site Technology Trainer, Lincoln Crossing Elementary
Krystal Arnold	Site Technology Trainer, Twelve Bridges Middle School
Debbie Tofft	Site Technology Trainer, Lincoln High School
Parents, Teachers, Classified	School Based Leadership Teams at Each School Site

3. Curriculum

3a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.

District-wide
Every District classroom has at least one computer for continuous teacher access and at least one computer for continuous student access. All computers are loaded with the Microsoft Office Suite, Symantec Anti Virus, and XP or Windows 7 Pro operating system; administrative computers are also loaded with our Aeries student information software. All computers are connected to the Internet. Elementary sites and the Title I middle school site have after-school programs in which all students – including special education, GATE, and English Language Learners – have access to computers. Elementary and middle school students have access to the computers which are dedicated to the library functions of catalog, circulation, and research during the school day and at the Title I middle school level after school, as well. Both high school sites provide computer access to all interested students between classes and after school, in classrooms and labs.

All administrators and certificated staff have District-provided email accounts. The District website provides teachers with twenty-four hour resources, such as: events, web links, professional development listings, curriculum standards, forms, and general site information. Much of the site based technology training and support for teachers is done by Site Technology Trainers and the District Office using classroom or computer labs before school, during preparation periods, and after school. Additional training, open to all district personnel, is conducted after school in a variety of locations including site computer labs by various specialists and teachers, IT personnel, and outside vendors. Information about this training is available to all personnel on the District's website under Staff Development.

Elementary Schools

Most elementary school classrooms have one or two computers that are 3 years or less in age and have Internet access, with grades four and five striving to attain a 10:1 student to computer ratio. Elementary student use of computers is the most limited in the district, due to higher student to computer ratios. All seven of our elementary sites have an up-to-date computer lab. Elementary students use technology for at least one of the following:

Keyboard skills
Accelerated Reader   Accelerated Math
STAR Reader/Math   Study Island
Word processed or computer-drawing products   Digital Path Social Science
Multimedia presentations   Research
English Language Development Reinforcement   Simulations
Skill reinforcement programs   Math Facts in a Flash
OARS (Online Assessment Reporting System)   Think Central (Math)

Middle Schools

Our middle school classrooms average 2 or 3 computers per classroom, with core curriculum classrooms striving to attain a 5:1 student to computer ratio. Each of the two middle school sites has two computer labs, which are connected to the Internet, as well as library-system computers in the libraries, and laptop carts.   On each campus, one computer lab is a dedicated instructional classroom, while the other lab is a drop-in lab, scheduled for use by core content area classroom teachers. Middle school students use technology for at least one of the following:

Computer applications   Research
    (word processing, database, spreadsheet)   Keyboard Skills
OARS (Online Assessment Reporting System)   Mixed Media Daily Bulletin
Multimedia presentations   Skill Reinforcement
Accelerated Math   Accelerated Reader
STAR Math/Reading   On-Line Learning Curriculum
Applied Technology Elective Applications   English Language Development

High Schools

Our comprehensive high school has several instructional technology labs, two of which are provided by the ROP program. In addition, there is one part-time drop-in computer lab for core teacher and student use; a writing lab; a laptop cart, and an additional computer lab which opened in 2011/2012 for Project Lead the Way Engineering. Intervention classrooms

and special education classrooms have student computers for use to support and practice academic skills. Some of the computers are provided with general funds, some are categorically funded. Elective classrooms in the areas of automotive and manufacturing have elaborate technology that has been grant-funded. The library has limited student computers available for use. Most standard core classrooms have at least one student computer. At the continuation high school, every classroom has several student computers which are used to access core curriculum, practice skills, take tests, provide CAHSEE interventions, conduct research and generally support student learning. At least one classroom is set up as a computer lab. The high schools are striving to achieve a 5:1 student to computer ratio.

Description	Carlin C. Coppin Elementary School	Creek Side Oaks Elementary School	First Street School Elementary	Foskett Ranch Elementary	Glen Edwards Middle School	Lincoln Crossing Elementary	Lincoln High School	Phoenix High School	Sheridan Elementary School	Twelve Bridges Elementary School	Twelve Bridges Middle School
Total # of computers for Instructional Use (Teacher Computers)	29	37	28	42	50	31	84	7	9	37	56
Total # of Computer in classrooms (Student computers)	75	60	105	84	120	60	341	26	29	117	159
Total # of Internet connected computers in classrooms	104	97	133	126	170	91	425	33	30	144	215
Total # of computers in classrooms older than 48 months	15	17	76	31	52	34	193	22	18	27	155
Total # of computers in classrooms 48 months old or newer	89	80	57	121	118	57	232	11	12	117	60
Student to computer ratio - Computers 48 months old or newer only	4.8:1	7.9:1	4.6:1	8.1:1	6.1:1	18.0:1	6.5:1	6.3:1	6.5:1	5.9:1	13.8:1
Total # of computers in computer labs & mobile labs	34	34	34	34	102	34	102	14	34	34	84
Total # of computers in Library/Media Center	2	2	2	2	4	2	42		29	2	4
Internet Access Connection Speed (DSL,T-1,>T-1)	100MB	100MB	100MB	100MB	100MB	100MB	100MB	100MB	T-1	100MB	100MB
Before & After School Student Access to Computers - Day & Time	**See Appendix H – WPUSD Computer Availability**										

3b. Description of the district's current use of hardware and software to support teaching and learning.

Based on results of a District Technology Survey (47% return rate), 55% of reporting teachers use computers several times per week for lesson preparation and data collection/analysis. Eighty-one percent of reporting teachers use email to contact parents at least several times per week. Thirty-five percent of reporting teachers examine student performance trends in order to plan instruction several times per week; 72% report collaborating with other teachers or admins, and 43% access digital content for classroom instruction. Only 25% of reporting teachers indicated using drill and practice on at least a weekly basis; 22% of teachers indicated having students use the Internet and/or computer applications for projects on a weekly basis.

TABLE 1. STUDENT USES OF TECHNOLOGY TOOLS

Use of Technology Tools	A few times a week or more	A few times a month	A few times a year	Never	Students don't have access
Word Processing	10%	18%	37%	21%	13%
Spreadsheets	3%	1%	17%	61%	17%
Desktop Publishing	3%	4%	21%	54%	18%
Drill and practice on basic skills?	25%	22%	17%	21%	15%
Content specific simulation software	17%	21%	15%	32%	14%
Tutorials for self-paced learning	10%	20%	15%	38%	16%
Use of the Internet for the instructional activities listed above	22%	27%	23%	15%	12%
Use of the Internet as a digital reference for research	17%	16%	36%	17%	13%
Multimedia authoring (video, podcast, webpage, etc.)	7%	13%	19%	43%	17%
Collaboration tools (Skype, Google Docs, or other)	9%	9%	14%	51%	17%
Concept mapping	1%	3%	8%	67%	20%
Mobile devices	2%	4%	7%	61%	25%

Table 1 illustrates that drill and practice applications are the most frequently assigned use of technology. However, a large proportion of teachers never assign work that involves using technology tools (e.g. computers, video, Internet, and hand-held devices).

TABLE 2. USE OF TECHNOLOGY TOOLS

Use of Technology Tools	A few times a week or more	A few times a month	A few times a year	Never	Students don't have access
Examine student performance trends in order to plan instruction	35%	35%	21%	8%	1%
Administer assessments	23%	33%	24%	15%	4%
Create lesson plans	51%	29%	7%	12%	1%
Develop instructional content and activities	53%	34%	9%	3%	1%
Support standards-based instruction	56%	31%	8%	3%	1%
Communicate with parents	81%	11%	5%	1%	1%
Access digital content for classroom instruction	43%	33%	11%	11%	2%
Collaborate with other teachers or admins	72%	19%	7%	1%	1%
Find, evaluate, and use Internet resources	60%	28%	9%	1%	1%

Table 2 illustrates how teachers use technology tools at their school. Teachers are most likely to use technology tools to communicate with colleagues and parents, develop instructional materials, access digital content, and examine student performance trends.

3c. Summary of the district's curricular goals that are supported by this tech plan.
Student expectations are included in Board adopted content standards written for each of the five core subject areas by grade level. Based on local and statewide assessments, instructional needs are adjusted on an ongoing basis. The high schools' WASC reports and each school's Single Plan for Student Achievement outline specific curriculum goals to enhance student achievement. The district LEAP plan includes technology enhancements. Each school is also included in the Categorical Progress Monitoring (CPM) process every four years (completed in 07 – 08) in the district. The district technology plan supports goals

that have been self-identified by the individual school sites. In each site's Single Plan for Student Achievement (SPSA), there is a Technology goal appropriate to that school site.

Document/Assessments	Student Focus	Subj. Area Strength	Area Focus
California High School Exit Exam (CAHSEE)	Grades 10-12	Language Arts/Math	Language Arts for EL, Hispanic, Sp Ed
Single Plans for Student Achievement	Grades K-12	Many; Reading/Math/ Technology	Language Arts for EL, SED, Hispanic, SWD
WASC – Lincoln High School	Grades 9-12	Many	Facilities Computer Labs
WASC – Phoenix High	Grades 10-12	Many	N/A
Categorical Progress Monitoring (CPM)	Grades K-12	Compliant Program	ELD Compliance
Physical Fitness Test	Grades 5/7/9	7th and 9th grade	5th Aerobic Capacity
STAR Assessments	Grades 2-11	District Growth	SWD, EL, Hisp, SED in ELA/Math
API	Grades 2-11	District Growth	SWD, EL, Hisp, SED in ELA/Math
CELDT	Grades K-12	Beg/Early Intermed	Intermediate

3d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.

The District will advance curriculum integration objectives by supporting the teaching and learning of the technology skills embedded in the California Curriculum Standards for Language Arts, Social Science, Science and Math, as well as the ISTE and California Library Standards. We have revised our District Technology Grade Level Standards to include specific technology skills identified within the Language Arts, Social Science, Science, and Math standards (See Appendix A). There will be an emphasis on information literacy skills targeted in Language Arts, Social Science, and Science Standards as we bridge to California Common Core Standards in these areas.

Goal 3d:
Student achievement in grades K-8 will increase with the use of technology to improve teaching and learning as supported by district curricular goals.

Objective 3d.1: Students in grades 2-11 will use technology to improve in their acquisition of the CA Content Standards in English/Language Arts by increasing the percentage of students scoring proficient or advanced on STAR/CAHSEE by 1% each year.
Year 1 Benchmark: For each grade level 2-11, after using technology specifically addressing the Language Arts Standards, the percentage of students scoring proficient or advanced on the English/Language Arts portion of the STAR/CAHSEE test will increase by 1% over the Spring 2011 results.
Year 2 Benchmark: For each grade level 2-8, after using technology specifically addressing the Language Arts Standards, the percentage of students scoring proficient or advanced on the English/Language Arts portion of the STAR/CAHSEE test will increase by 2% over the Spring 2011 results.

Year 3 Benchmark: : For each grade level 2-11, after using technology specifically addressing the Language Arts Standards, the percentage of students scoring proficient or advanced on the English/Language Arts portion of the STAR/CAHSEE test will increase by 3% over the Spring 2011 results.

Objective 3d.2: Students in grades 2-11 will use technology to improve in their acquisition of the CA Content Standards in Mathematics by increasing the percentage of students scoring proficient or advanced on STAR/CAHSEE by 1% each year.
Year 1 Benchmark: For each grade level 2-11, after using technology specifically addressing the Language Arts Standards, the percentage of students scoring proficient or advanced on the English/Language Arts portion of the STAR test will increase by 1% over the Spring 2011 results.
Year 2 Benchmark: For each grade level 2-8, after using technology specifically addressing the Mathematics Standards, the percentage of students scoring proficient or advanced on the Mathematics portion of the STAR/CAHSEE test will increase by 2% over the Spring 2011 results.
Year 3 Benchmark: : For each grade level 2-11, after using technology specifically addressing the Mathematics Standards, the percentage of students scoring proficient or advanced on the Mathematics portion of the STAR/CAHSEE test will increase by 3% over the Spring 2011 results.

Implementation Plan:

Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
Utilize OARS to monitor student progress	Weekly 2012 - 15	Teacher	Weekly Reports
Monitor EL and BB/FBB EO student progress through Monthly CBM checks	Bimonthly 2012 - 15	ISP, Sp Ed Teachers	Bimonthly Reports
Use of curricular digital resources such as Digital Path; Think Central; Holt; etc.	Weekly 2012 - 15	Teacher	Principal Walk Throughs; Eval through programs
Online learning using District-Approved curriculum – Odysseyware &/or K/12 Aventa; Safari	Daily 2012- 15	Credit recovery &/or AP teacher (secondary)	System printouts; Principal Supervision
Implementation of high-tech programs such as Project Lead the Way, Accelerated Reader & Math Student use of technology for classroom assignments & projects	Fall, 2012	Teachers/ principals; Deputy Supt	Class enrollments; PLTW Reports; Grade Checks; Weekly AR/AM Reports

Evaluation Instrument(s) — Data To Be Collected:
Test data; Student/Staff Profile Surveys; Curriculum Reports; Grade Checks; OARS Progress Monitoring; CBM Progress Monitoring

3e. 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.

Goal 3e: Students will achieve grade-level expectations for proficiency with District Technology Standards.

Objective 3e.1: By June 2015, 70% of students in grades K-12 students in grades will be proficient or

better with grade level District Technology Standards (See Appendix A & B). Students will demonstrate the grade level District Technology Standards skills during relevant curricular assignments and develop a portfolio of Technology integrated assignments during the year.

Year 1 Benchmark: By June 2013, 50% of students in grades K-12 students in grades will be proficient or better with grade level District Technology Standards.   Students will learn the grade level District Technology Standards skills during relevant curricular assignments and develop a portfolio of Technology integrated assignments during the year.

Year 2 Benchmark: By June 2014, 60% of students in grades K-12 students in grades will be proficient or better with grade level District Technology Standards.   Students will learn the grade level District Technology Standards skills during relevant curricular assignments and develop a portfolio of Technology integrated assignments during the year.

Year 3 Benchmark: By June 2015, 70% of students in grades K-12 students in grades will be proficient or better with grade level District Technology Standards.   Students will learn the grade level District Technology Standards skills during relevant curricular assignments and develop a portfolio of Technology integrated assignments during the year.

Implementation Plan:

Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
See Appendix A and B for details and suggested projects– District Technology Standards by Grade Level	2012-15	Teachers; Site Tech Trainers	Monthly Evaluation of Student Work; Annual Survey
K/1 – Basic Computer use	2012-15	Teachers; Site Tech Trainers	Monthly Evaluation of Student Work; Annual Survey
Grades 2/3 – Word Processing	2012-15	Teachers; Site Tech Trainers	Monthly Evaluation of Student Work; Annual Survey
Grades 4/5 – Word Processing, Multi-media; Computer Research	2012-15	Teachers; Site Tech Trainers	Monthly Evaluation of Student Work; Annual Survey
Secondary – Use of Google docs; Word Processing, Multi-Media, Computer Research; Digital Science Equipment	2012-15	Teachers; Site Tech Trainers	Monthly Evaluation of Student Work; Annual Survey
Secondary – Variety of Elective Tech & CTE Classes – leveled computer/tech classes; PLTW	2012-15	Teachers; Site Tech Trainers	Monthly Evaluation of Student Work; Annual Survey

Evaluation Instrument(s) — Data To Be Collected:
Annual Student/Staff Survey; CTE & Tech Elective Enrollments; Teacher-Developed Rubrics, Evaluation Instruments for Specific Projects, and examples of student projects.

3f. 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 that 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).

The Western Placer Unified School District has implemented the iSafe Internet safety program to support students' responsible use of technology in the areas of copyright, fair use, plagiarism, and the implications of illegal file sharing and/or downloading as guided by AB307, the International Society for Technology in Education (ISTE), National Education Technology Standards for Students (NETS*S) and Partnership for 21st Century Skills Framework.

Goal 3f: All students will acquire knowledge that will enable them to utilize information legally and appropriately as guided by AB307, the International Society for Technology in Education (ISTE) National Education Technology Standards for Students (NETS*S) and the Partnership for 21st Century Skills Framework and as demonstrated in by District Technology Standards.

Objective 3f.1: By June 2015, 100% of district students will report via a student technology survey that they are proficient or better with grade level District Technology Standards referring to digital citizenship (social, ethical, copyright.)
Year 1 Benchmark: By June 2013, 80% of students in grades K-12 students in grades will be proficient or better with grade level District Technology Standards referring to digital Citizenship (social, ethical, copyright.)
Year 2 Benchmark: By June 2014, 90% of students in grades K-12 students in grades will be proficient or better with grade level District Technology Standards referring to digital Citizenship (social, ethical, copyright.)
Year 3 Benchmark: By June 2015,100% of students in grades K-12 students in grades will be proficient or better with grade level District Technology Standards referring to digital Citizenship (social, ethical, copyright.)

Implementation Plan:			
Activities	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**
Implement Social, Ethical & Copyright Lessons – iSafe (or other equivalent district-adopted curriculum)	Annually	Classroom Teacher K/5; Soc Teacher Grades 6/12	Student assessment provided by iSafe (or other District-adopted curriculum)
Disseminate & Discuss Acceptable Use Policies (AUP) to/with Students & Staff	Annually	Classroom Teacher K/5; Soc Teacher Grades 6/12	Monitor completion of AUP
Use of Turnitin.com (or equivalent)	Monthly	Secondary Teachers	Turnitin.com reports
Evaluation Instrument(s) — Data To Be Collected: Annual iSafe (or other District-adopted curriculum) assessments relative to Social, Ethical & Copyright issues; Turnitin.com reports.			

3g. 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)

In alignment with the goals of AB307, WPUSD has adopted the iSafe cybersafety curriculum for implementation in grades K through 12. The iSafe curriculum provides teachers with lessons for students, which include strategies for protecting students' identity and privacy, and avoiding online predators. At the elementary grades, individual classroom teachers are responsible for implementing District-approved Internet safety curriculum. At the middle school level, social

studies teachers address this area. At the high school level, this area is addressed through a required 9th Grade Computers class, and again through 10th – 12th grade social studies courses.

Goal 3g: All students will learn strategies for protecting their identity, avoiding online predators, and privacy and safety online including social networking and cyberbullying. (District Technology Standard)

Objective 3g.1: By June 2015, 100% of students in grades K-12 will report via a student technology survey that they have received instruction regarding protecting their identity, avoiding online predators, and privacy and safety online including social networking and cyberbullying.	

Year 1 Benchmark: By June 2013, 80% of students in grades K-12 will learn strategies for protecting their identity, avoiding online predators, and privacy and safety online including social networking and cyberbullying.

Year 2 Benchmark: By June 2014, 90% of students in grades K-12 will learn strategies for protecting their identity, avoiding online predators, and privacy and safety online including social networking and cyberbullying.

Year 3 Benchmark: By June 2015,100% of students in grades K-12 will learn strategies for protecting their identity, avoiding online predators, and privacy and safety online including social networking and cyberbullying.

Implementation Plan:

Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
Teachers will make use of the District-approved Internet safety curriculum (iSafe or other adopted curriculum) to address protecting their identity, avoiding online predators, and privacy and safety online including social networking and cyberbullying.	Annually	Teachers	iSafe cybersafety assessment (or equivalent), teacher records
District will provide a Parent Information Evening regarding Internet safety	Annually	Director of Technology	Parent Evaluation Form

Evaluation Instrument(s) — Data To Be Collected: iSafe cybersafety Annual Assessment (or equivalent); Parent Evaluation Forms for Parent Information Evening.

3h Description of the district policy or practices that ensure equitable technology access for all students.

We have successfully added technology components to our new school building sites; we have successfully updated many of our older sites. All elementary sites now have up-to-date computer labs for whole class instruction. In the middle schools, students have access to computer labs for application classes, and access to classroom computers and drop-in labs for curriculum-related projects.   The regular high school students have access to computer labs for technology application classes. Both the regular high school and the continuation high school students have limited access to computers or computer labs for curriculum-related projects or for core teachers to use with their classes on a drop-in basis. In order to better meet technology and learning goals and objectives, we are prioritizing the lowering of student to computer ratios, and the development of mobile laptop labs for our regular and continuation high schools. We have developed a five-year replacement plan for all technology; we are prioritizing general funds, categorical funds and potential basic aid funding to support these improvement.

Goal 3h – All Students, including ELL, GATE, and those with special needs, will have increased access to technology in elementary and middle school classrooms, libraries, and/or labs, with possibilities including mobile laptop labs, additional computer labs, mobile devices, and assistive technology tools in order to provide more K-12 student access to technology and the curriculum.

Objective 3h.1: By June of 2015, the student to computer ratio in elementary and middle schools will improve to the state average of 5:1 at elementary and 4:1 at middle schools as measured by CALPADS, SARC and School Technology Survey data. (All computers must be five years old or less and under warranty.)
Year 1 Benchmark: By June of 2013, the student to computer ratio in elementary and middle schools will improve to 6:1 at elementary and 5:1 at middle schools, as measured by CALPADS, SARC and School Technology Survey data.
Year 2 Benchmark: By June of 2014, the student to computer ratio in elementary and middle schools will improve to 5:1 at elementary and 4:1 at middle schools, as measured by CALPADS, SARC and School Technology Survey data.
Year 3 Benchmark: By June of 2015, the student to computer ratio in elementary and middle schools will improve to 5:1 at elementary and 4:1 at middle schools, as measured by CALPADS, SARC and School Technology Survey data, all computers being five years old or less and under warranty.
Implementation Plan:

Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
Budgets will be defined based on per pupil counts; categorical budgets will be allocated based on subgroup	2012-15	District & Site Administration	Business Office, Deputy Supt, Dir of Tech Monitor
Tech Department inventory; response to work orders/requests	2012-15	Director of Tech	Annual Inventory

Evaluation Instrument(s) — Annual inventory

Objective 3h.2: : By June of 2015, K-12 student use of alternative technology resources, such as mobile laptop labs, computer labs, mobile devices, student response systems or IEP-identified assistive technology tools, will increase by 15% over the 2012 base-year data as measured by a District Student Technology Use survey.
Year 1 Benchmark: By June of 2013, K-12 student use of alternative technology resources such as mobile laptop labs, computer labs, mobile devices, student response systems or IEP-identified assistive technology tools, will increase by 5%.
Year 2 Benchmark: By June of 2014, K-12 student use of alternative technology resources such as mobile laptop labs, computer labs, mobile devices, student response systems or IEP-identified assistive technology tools, will increase by 10%.
Year 3 Benchmark: By June of 2015, K-12 student use of alternative technology resources such as mobile laptop labs, computer labs, mobile devices, student response systems or IEP-identified assistive technology tools, will increase by 15%.

3i. 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.

Currently, almost all teachers make use of grade book and classroom management software for maintaining student records and for planning instruction. A sophisticated student data management system (AERIES) is used for general student information, attendance, and other District record-keeping functions. The OARS (Online Assessment Reporting System) service was purchased in spring of 2008 to assist teachers at all grade levels in monitoring student progress on state standards, and on District Essential Standards using district, site and teacher-developed assessments (multiple measures).

Goal 3i: Teachers will use technology to keep student records and to monitor individual student progress on standards in order to differentiate instruction to better meet student needs.

Objective 3i.1: By June of 2015, 95% of Grade 1 - 12 classroom teachers will make use of electronic spreadsheets and OARS to monitor student progress and analyze achievement data in order to differentiate instruction to better meet student academic needs, as measured by principal monitoring and observation.
Year 1 Benchmark: By June of 2013, 85% of Grade 1-12 classroom/core teachers will make use of electronic spreadsheets/gradebooks and OARS to monitor student progress and analyze student achievement data.
Year 2 Benchmark: By June of 2014, 90% of Grade 1-12 classroom/core teachers will make use of electronic spreadsheets/gradebooks and *OARS* to monitor student progress and analyze student achievement data.
Year 3 Benchmark: By June of 2015, 95% of Grade 1- 5 classroom/core teachers will make use of electronic spreadsheets/gradebooks and *OARS* to monitor student progress and analyze student achievement data.
Implementation Plan:

Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
Bimonthly PLC meetings for teachers to produce/discuss data & develop grouping/interventions for students in need	2012-15 Bimonthly	District & Site Administration & teachers	Principal to receive copies of PLC agendas/notes from teachers
Staff development in use of OARS	2012-15 Annually	Director of Tech, STT's	Registrations for Staff Development offerings
Teachers will differentiate instruction based on OARS data results	Daily	Teachers	Student achievement data
Evaluation Instrument(s) — Principal monitoring and observation			

3j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.

Currently, the district has implemented a voice-mailing system to keep families abreast of activities and district/school news. The District website was revised in 2009 to make it more current and user friendly, with pages for each school site in a consistent template design. District and School web pages provide general, one-way information about events, staff, and are updated regularly. Most secondary teachers post Internet links or homework assignments for the benefit of parents and

students. Email communication and providing web page content is frequently used by teachers to communicate with parents.

Goal 3j: Teachers and administrators will be more accessible to parents through the use of web pages, email, and social media.

Objective 3j.1: By June of 2015, the number of teachers who regularly post class content to a learning management system or web portal to communicate homework assignments, classroom events, and/or classroom projects will increase to 70% of classroom/core teachers in grades K – 12. Parents will be encouraged to communicate with teachers through e-mail or telephone calls.
Year 1 Benchmark 1 By June of 2013, the number of classroom/core teachers K – 12 who regularly post class content to a learning management system or web portal to communicate homework assignments, classroom events, and/or, classroom projects will increase to 60%. Parents will be encouraged to communicate with teachers through e-mail or telephone calls.
Year 2 Benchmark: By June of 2014, the number of classroom/core teachers K – 12 who regularly post class content to a learning management system or web portal to communicate homework assignments, classroom events, and/or, classroom projects will increase to 65%. Parents will be encouraged to communicate with teachers through e-mail or telephone calls.
Year 3 Benchmark: By June of 2015, the number of classroom/core teachers K – 12 who regularly post class content to a learning management system or web portal to communicate homework assignments, classroom events, and/or, classroom projects will increase to 70%. Parents will be encouraged to communicate with teachers through e-mail or telephone calls.
Implementation Plan:

Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
Staff development in teacher use of a learning management system or web portal.	2012-15 Annually	Director of Tech, STT's	Website Staff Room Postings/Sign-ins
Administrative encouraging of teacher use of a learning management system or web portal.	2012-15 Monthly	Site principals	Site administrator monitoring
Annual renewal of Teacher Internet Acceptable Use Agreement	2012–15 Annually	Director of Personnel	Annual renewal memo to teachers
Administrative encouraging of parents to communicate with teachers through e-mail or telephone calls.	2012-15 Monthly	Site principals	Site administrator monitoring of parent communication

Evaluation Instrument(s) — Annual Survey, site newsletters

3k.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.
(Embedded Above & See Section 7 – Monitoring)

Responsibility for supervising the monitoring of the plan implementation will reside with the Deputy Superintendent of Educational Services and the Director of Technology. Together with the Site Tech Trainers, this team will provide leadership for the plan implementation and will meet monthly to

monitor progress. As a part of those monthly meetings, goals and objectives of the Technology Plan will be a part of the agenda. Through the Site Tech Trainers and the District administration, the goals and objectives of the plan will be reviewed monthly, and the necessary steps for implementation will be both encouraged and monitored. The Deputy Superintendent of Educational Services also meets monthly with site administrators; technology implementation will be a part of those meeting discussions and agendas as well.

4. Professional Development

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

Teachers and administrators report a wide range of computer use for instruction. Seventy-two percent of staff collaborate with other teachers and administrators using technology during the week but only use it for 9% of the time with students for classroom instruction. The survey results reveal staff are comfortable using technology for lesson preparation but have a difficult time transferring those skills to student projects and learning. Teachers need opportunities to participate in educational technology staff development focused on integrating technology into the curriculum.

Teachers indicated needs integrating the following specific areas into the curriculum:
Word Processing
Spreadsheets
Desktop Publishing
Content specific simulation software
Tutorials for self-paced learning
Use of the Internet as a digital reference for research
Multimedia authoring (video, podcast, webpage, etc.)
Collaboration tools (Skype, Google Docs, or other)
Concept mapping
Mobile devices

Administrators indicated needs in:
Collaborative software
Communication tools
Assessment

The Western Placer Unified School District offers various means of support for teachers to integrate technology into the curriculum. After-school, hands-on, in-services are regularly provided for interested teachers to learn software that promotes technology integration including: Word, PowerPoint, Inspiration, e-mail, and others. Staff Development pay or units of credit are offered as an incentive for teachers who attend this training. In addition, the Deputy Superintendent of Education, the Director of Technology, the Network Administrator and the Data Specialist are on call to assist teachers with curriculum integration planning and implementation. Our teachers also take advantage of regional technology training. Many WPUSD teachers have participated in regional, CTAP-funded technology integration Training and/or Placer County Office of Education technology training. Participating teachers have returned to their sites better prepared to support and instruct their students and colleagues in the use of technology.

Needs that will guide technology professional development:
District Goals and Priorities are strongly tied to standards-based instruction that will improve student achievement. As new curriculum adoptions have increasingly offered and/or required technological components, it is necessary to ensure that all teachers are adequately prepared to utilize these portions of the adoption.

Specific technology skills are identified within the Language Arts, Math, Social Science, and Science Standards and will be included in the revised Scope and Sequence of Technology Skills. We will continue to train teachers in those technology and information literacy skills which they will implement in their standards-based instruction. Site Technology Trainers (STT), the Deputy Superintendent of Educational Services and the Technology Director revised The Scope and Sequence of Technology Skills by adding in the standards-based technology and information literacy skills for each grade level, K-12 during the last three-year District Technology Plan.

The result has been and will continue to be to establish technology integration as a crucial link between curriculum standards and technology skills.

Long-term Professional Development Goals
Teachers will continue to be trained in technology skills that will improve student achievement, communication, standards-based instruction, assist with data-driven decision-making, and motivate teachers to seek and effectively use technology resources to meet student needs. The National Educational Technology Standards for Teachers (NETS*T), published by ISTE, will be analyzed for use within the District. The NETS*T will serve as a resource for establishing our own technology standards for teachers and the subsequent professional development to support those standards. Specific workshops will be offered in the areas of greatest teacher-expressed needs, as mentioned above.

Administrators will be trained in technology skills that will enhance their leadership capabilities, improve efficiency and communication, as well as assist data-driven decision-making, evaluation and planning. The National Educational Technology Standards for School Administrators (NETS*A), published by ISTE, will be analyzed for use within the District. The NETS*A will serve as a resource for establishing our own technology standards for administrators and the subsequent professional development to support those standards.

Classified personnel will be trained in technology skills that will enhance efficiency, assist with data-driven decision-making, help them make better use of District systems, and aid in communication, evaluation and planning.

Evaluation of Technology Proficiency Skills and Levels
Teacher teams will utilize the district-developed District Technology Proficiencies Survey for self-evaluation of their technology skills. Based on their results, they will discuss their strengths and needs and confer with one another through their site-level Professional Learning Communities (PLC'S – grade level/departmental/teaching teams) and with their Site Tech Trainer to develop a plan for improving their technological skills. The district, through implementation of this Technology Plan, will survey staff annually to assess technology proficiency improvements and progress toward meeting the plan's goals and objectives.

Communication
The District posts its professional development opportunities on the District website and via email and fliers.   Postings for the Staff Development website are sent to the Deputy Superintendent of Educational Services for approval, and then are sent to the Network Administrator for posting. Postings include WPUSD workshops, PCOE workshops and other approved or endorsed workshops.

The resulting online Professional Development Calendar lists events for teachers, administrators, and classified personnel.

People
Technology professional development will be organized and coordinated by the District Deputy Superintendent of Educational Services who will establish annual training priorities (based on needs); coordinate requests for training; schedule training opportunities; establish and provide the means of training and the resources required (including trainers); maintain the technology professional development budget; promote the training opportunities through various means of communications; and help evaluate the training.

Site Technology Trainers (STT) will provide the core, standards-related training for their site colleagues. The Deputy Superintendent and Technology Department personnel, will conduct district-wide professional development opportunities, open to all staff.

When necessary, outside trainers will be brought in. These trainers will be contracted either upon the purchase of new systems or curriculum, or for specialized, on-going training that cannot be provided by the District's trainers. A budget will be allocated for reimbursement of these outside trainers.

Incentives will be provided for technology professional development participants, such as the Site Technology Trainers. These incentives may include release time, conference attendance, new software, hardware upgrades, and/or professional pay.

Motivation to attend technology skills training is crucial. Administrators, management, teacher leaders, and other key people will encourage their constituents to advance their technology proficiency levels.

Means of Training
The District implements multiple means of training, beyond the fundamental, hands-on use of computers. In addition, we use multimedia tutorials online, distance learning opportunities, the use of videos/DVD's, webinars, and video conferencing. These multi-faceted trainings will be further developed, not just in training for technology, but for other professional development offered across the District.

Resources to be used
A variety of technology resources is used to support technology professional development. In addition to miscellaneous software, the following resources are being considered for training:
- Laptops
- Scanners
- Digital Cameras
- Printers
- Projector and instructor's computer – housed/mounted permanently (for district training room)
- Video equipment
- Mobile devices
- Interactive Boards
- Speakers
- Smart Cart

4b. 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.

Goal 4b: Teachers and site administrators will annually complete the District Technology Proficiencies Survey to help the Site Technology Trainers plan technology professional development in the identified core, standards-based technology and information literacy skills.

Objective 4b.1: By June of 2015, 75% of teachers and site administrators will make use of the annual District Technology Proficiencies Survey as collected and monitored by the Site Technology Trainers (STT).
Year 1 Benchmark: By June of 2013, 55% of teachers and site administrators will make use of the District Technology Proficiencies Survey to help them create a plan for technology skills
Year 2 Benchmark: By June of 2014, 65% of teachers and site administrators will make use of the District Technology Proficiencies Survey to help them create a plan for technology skills
Year 3 Benchmark: By June of 2015, 75% of teachers and site administrators will make use of the District Technology Proficiencies Survey to help them create a plan for technology skills

Objective 4b.2: Site Technology Trainers will plan and implement site training in technology integration skills taken from curriculum standards with an emphasis on standards-based technology and information literacy skills in the areas of teacher-identified needs
Year 1 Benchmark: By June of 2013, Site Technology Trainers will each have conducted 2 hours of formal training and 15 hours of informal training and support for K-12 teachers in standards-based, technology skills as evidenced by hourly time sheets, teacher sign-in sheets and anecdotal records.
Year 2 Benchmark: By June of 2014, Site Technology Trainers will each have conducted an additional 2 hours of formal training and 15 hours of informal training and support for K-12 teachers in standards-based, technology skills as evidenced by hourly time sheets, teacher sign-in sheets and anecdotal records.
Year 3 Benchmark: By June of 2015, Site Technology Trainers will each have conducted an additional 2 hours of formal training and 15 hours of informal training and support for K-12 teachers in standards-based, technology skills as evidenced by hourly time sheets, teacher sign-in sheets and anecdotal records.

Implementation Plan:			
Activities	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**
Site Tech Trainers to conduct biannual trainings on their sites	Fall/Spring	STT's	Website postings
Site Tech Trainers available for daily anecdotal tech needs on their sites	Daily	STT's	Monthly meetings
Site Tech Trainers present favorite websites through monthly meetings	Fall/Spring	STT's	Monthly meetings

Tech Tuesdays at secondary sites – lunch with teachers for "Tech Talk"	Weekly	Director of Tech	Anecdotal Notes
Establish online resources for teachers – videos; Google Docs,etc.	Continuously	Director of Tech	Monitoring of Website & Resource Sites
Annual Tech Learning Expo	Winter annually	Director of Tech	Attendance at Fair

Evaluation Instrument(s) — Data To Be Collected:
Annual Staff Technology Survey; attendance at District Technology Expo by students and staff; Monthly STT Meeting Agendas and/or notes

4c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned activities including roles and responsibilities.

The responsibility for planning and overseeing professional development lies with the Deputy Superintendent of Educational Services. During a full day of professional development each August, breakout sessions are provided to all teachers/administrators at all grade levels, tailored to the needs of each group. (This day may be lost due to furloughs during periods of budget cuts.) The Deputy Superintendent of Educational Services plans this day. During the school year, the Deputy Superintendent of Educational Services and the Director of Technology meet monthly with the Site Technology Trainers. Through this venue, professional development after-hours workshops are planned and provided, as well as opportunities for professional development during the school day. Participating teachers qualify for buy-back credit, either through payment or earning of units toward advancement on the salary schedule for after-hours workshop attendance. All after-hours professional development opportunities are emailed to all staff as well as being posted on the district website. Additionally, because Site Tech Trainers are available at each site, teachers and administrators have incidental on-site support for technology training. The Deputy Superintendent and Site Tech Trainers plan and monitor these professional development opportunities.

5. Infrastructure, Hardware, Technical Support, and Software

5.A. INFRASTRUCTURE AND HARDWARE SUMMARY:

WIRING INFRASTRUCTURE
The network standard is 1000BaseT Ethernet using the TCP/IP protocol over Category 6, Unshielded Twisted Pair (UTP), 4-pair cable, wired and tested to support data transfer rates up to 1 Gigabit per second. Physical backbone connections are extended with six or 12 strand, multi-mode 62.5/125 and 50/125 micron optical fiber where distances exceed the 90-meter limit for UTP. Intermediate Distribution Facilities (IDF) are provided to hold rack mounted switches and patch panels. HP switches provide a minimum of full duplex 100BaseT Fast Ethernet to every classroom and administrative workspace where at least one drop box with 1-4 drops per box are installed. Wiring is also extended to custodial offices, portable classrooms, workrooms, laboratories, libraries, conference rooms, and other instructional resource areas. Virtual LANs (VLAN) are utilized to increase network security. Administration, teachers, and students are all on their own VLAN to prevent unauthorized access to network resources.

DISTRICT VOICE AND DATA NETWORK INFRASTRUCTURE

Digital Data Lines

Nine school sites are connected to the district office with 1 Gb Ethernet links over single-mode fiber. The Glen Edwards Middle School site is connected to the First Street School with Gigabit Ethernet over multi-mode fiber. The Lincoln High School Farm, Sheridan Elementary, and the district bus garage are connected to the district office via a 1.5-megabit per second full T-1 link. A 200 megabit/second high speed data provides a connection from the district office to the Placer County Office of Education (PCOE) and the Internet II. The district uses Wave Communication for data service.

Analog Voice Lines

Analog telephone lines are provided at all buildings for voice transmission and dedicated lines. Dedicated lines provide for notification of emergency services, fax services, security alarm monitoring and alerting, and circuits for interconnection of heating, ventilating, air conditioning systems and sensors. All district administrative offices and classrooms, including portables, are equipped with telephones. School secretaries have consoles that are used to manage local telephone traffic. Voice mail, call forwarding, and voice messaging are supported district-wide. All incoming and outgoing calls are routed through the AT&T network. Currently the district utilizes 300 phone lines for Centrex voice and alarm systems. The district uses AT&T for local and long distance service.

Handheld Communication Technologies

The district administration, school nurses, technology and maintenance staff use Verizon Wireless cell phones and cellular service to improve communication between staff and parents. The Transportation Department use cell phones and VHF radios to improve school and home communication on bus routes and field trips. Training and communication policies are provided annually. These phones are a key component of our emergency response plan and are reviewed annually for optimum use.

Portable two-way, hand-held, two watt VHF radios are used at all sites to improve communication between staff and office for student safety. District FCC licenses will be updated to reflect the move from analog to digital frequencies.

SERVICES

File Services

Microsoft Windows 2008 running Active Directory is the network operating system for all file services including printing, web, and DNS. All certificated staff have a secure, private file storage area on a central server. In addition, data is housed on public shares for a wide variety of applications. All Grade K-5 students are provided with a generic domain account that can be accessed on any district computer. All Grade 6-12 students are provided with a roaming profile domain account and 1GB of personal storage on a student Google Docs account so students may store and access their data from anywhere in the school or world.

Google Gmail is the principal e-mail service with discrete post offices for 600 staff, providing mail, scheduling and calendaring services with remote e-mail access. District office file services, the Aeries Student Information System (SIS) database, and the Food Services Nutrikids database are located on an eight terabyte (TB) Dell Storage Area Network (SAN) utilizing an iSCSI connection with redundant links and power supplies. Domain Name Service (DNS) is provided via a Microsoft Windows 2008 server. DNS files are resolved at the district firewall with a forwarder to PCOE for unresolved addresses. DHCP services are provided at three district sites. The district currently owns

over 165 networked laser printers. Some networked workstations are configured to provide peer printer sharing.

A Mandarin webhosted library cataloging service is provided for each school. Streaming media service is provided by two Safari Montage servers providing standards-based media to all classrooms. The Sheridan Elementary School, with its small T-1 data link, has a dedicated site server. The remaining schools are serviced by a streaming server located at the district office.

Aeries by Eagle Software is the district's SIS running on two dedicated, centrally located servers providing services to administrative staff and classroom teachers. The client software connects to a 64bit 2008 R2 Microsoft SQL database running on a 2008 R2 server.

Management
The district uses PRTG and Nessus for LAN, WAN and security monitoring. Traffic reporting and shaping is provided by BlueCoat Packetshaper on a dedicated Windows 2008 server. All management systems are operated and configured by district technical staff.

INTERNET CONNECTION

Digital California Project Connection
A 200 Megabit (MB) datalink connects the district to PCOE and the Internet II. Connection to the 200MB link is provided by Wave Communication. Content filtering with a locally hosted M86 Technologies filter provides compliance with the Children's Internet Protection Act (CIPA). IP addresses assigned to the district by PCOE are issued and maintained by District technical staff. Firewall, anti-virus, virtual private network (VPN) and security services are available through our Cisco 5530 appliance firewall. Internet connection hardware is physically located in the district office Main Distribution Facility (MDF).

SECURITY AND BACKUPS
All servers are virus scanned and fully backed up every Friday night with differential daily backups. Backups are stored offsite with Symantec's BackUp Exec. Symantec Anti-Virus 12.0 is installed on all networked machines. Technology staff maintains policies via group policy and file security via NT permissions. All electronic mail is virus scanned with Google's Postini Services before being forwarded to its recipient. Access lists (ACLs) are placed on all district routers to provide the following access:

- Staff has access to all networks.
- Students have access to the Student network.

HARDWARE
Networked Resources
All PC compatible networked computers are at least Intel P4 CPU class 2GHz processor or better. Approximately 1,800 computers have been installed to date. All classrooms are networked with a teacher computer and at least one student workstation connected to a switched 100BaseT network.

Each of our seven elementary schools (K-5) have one computer lab with thirty-two student and one teacher workstations. A minimum of two networked laser printers are placed in student workrooms for teacher and student access at each site. The elementary libraries have two student and one librarian workstations. All elementary classes are scheduled for a minimum of thirty minutes in the computer

lab per week with additional time available on a sign-up basis. One elementary computer lab is staffed with a site funded computer tech aide.

Our two middle schools have two computer labs each. Each computer lab has 32 student and one teacher workstations. There are no computer tech aides in the labs. A minimum of four networked laser printers are placed in student workrooms for teacher and student access at each site. The middle school libraries have a minimum of four student and one librarian workstations. One lab per site is available for whole class instruction on a sign-up basis. Two wireless laptop carts are available for Glen Edwards's students.

Our two high schools each have multiple computer labs. Lincoln HS, a comprehensive high school, has five computer labs, each with 32 student and one teacher workstations. Phoenix, our alternative high school, has two computer labs with 14 computers and one laser printer each. There are no computer tech aides in the high school labs. A minimum of one networked laser printers are placed in computer labs. The high school libraries have a minimum of four student and one librarian workstations. Two labs are available for whole class instruction on a sign-up basis. In addition, one wireless laptop cart is available to high school English classes.

SOFTWARE

Administrative

Escape software, hosted by PCOE, is the primary administrative accounting software package. A library-cataloging program is used at every school. All schools use the Aeries grading program integrated within our Aeries SIS. The Online Assessment reporting System (OARS) is used for analyzing student assessments.

Forty-four networked, Internet Protocol (IP) based surveillance video cameras are used for student and facility safety at select district sites. Exacq network video recorders (NVR) located at select sites are used to store video footage for local viewing via the network or remotely via the Internet.

Productivity

The Microsoft Office suite comprises the district's primary personal productivity software package. The Google Docs suite provides e-mail, scheduling and calendar functionality.

Educational

Typical educational support software includes Internet browsers, typing and keyboarding programs, drawing/desktop publishing programs, presentation programs, database management systems, and search engines. Sites purchase special software programs to enhance learning for language arts, science and math. The district is responsible for specialized software for testing and evaluation of student progress. As this plan is implemented, the Assistant Superintendent of Curriculum and Instruction, Technology Director, and Site Technology trainers will work together to find the best software to implement with Language Arts, math, science, and writing programs. The California Learning Resource Network (CLRN) will be used as a resource for evaluating potential software.

ELECTRONIC LEARNING RESOURCES

WPUSD is preparing for digital textbooks that are downloadable and may be projected on a screen, viewed on a computer or mobile device, printed chapter by chapter, or bound for use in the classroom. In its selection process, WPUSD expects to utilize reviews of available digital textbooks facilitated by the California Learning Resource Network (CLRN) that confirm whether materials fully, partially or

did not meet State Board of Education adopted standards. Locally streamed media servers will feed classrooms with standards based video and audio clips.

<u>DISTRICT POLICIES</u>

AUP (Acceptable Use Policy)

Adherence to a written Acceptable Use and Internet Safety Policy compliant with the Children's Internet Protection Act (CIPA) is required by students (See Appendix E, F) and staff (See Appendix G) for the use of technology. This policy is signed annually. Parents can also opt out of student access to the Internet on the back of the student emergency card.

<u>TECHNICAL SUPPORT</u>

Technical support is provided by 2.5 FTE computer technicians, 1.0 FTE network support specialist, and 1.5 FTE data specialist that maintains the student information system. A full-time Director of Technology heads the department. A 49er Regional Occupation Program (ROP) partnership provides high school work-study students on-the-job training at no cost to the district. In addition, the Heald College intern program provides college work-study students on-the-job training at no cost to the district The district technology budget covers the salary of the Technology Director and staff, training, data lines, maintenance, upgrades and replacement of equipment and software.

Our goal is to maintain all district computers, maintain proper licensing on all installed software, and maintain our five year computer replacement schedule. In addition, partnerships with educational institutions and district sites will be fostered to provide additional technical support through intern training programs (e.g. Generation Yes, ROP, trade schools, junior colleges). The district will explore options of using students to collaborate with teachers throughout the school to create unique projects that integrate technology into the curriculum e.g. Technology Learning Expo, the career fair, and others.

<u>VIDEO</u>

Each school has cable television routed to all building classrooms with the exception of Sheridan School; cable is not available at this site. Every classroom has a television and VCR or projector available for learning. In addition, each school has one or more VCRs and video monitors on portable carts.

<u>ELECTRICAL CAPACITY</u>

All district buildings have undergone electrical upgrades to meet or exceed power required by a computer ratio of 5:1. Each classroom has at least two 20-amp circuits, while some have three such circuits. Adequate building grounding for switched circuits has also been addressed.

District file servers and network equipment are provided with a 16KVA uninterruptible power supply (UPS) to provide power during short duration power outages.
School site core routers and switches are protected with 2500 Joule or better surge protection. The district standard for computer installations requires a power strip equipped with a UL approved surge suppressor for each system not connected to a UPS.

5b. 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.

HARDWARE NEEDED:

- Purchase additional computer/mobile devices to lower ratio to 5:1 throughout the district.
- Provide all computer labs and libraries with a mounted projector or Interactive White Board (IWB) technology.
- Provide at least one teacher and three student workstations in each classroom.
- Install surveillance camera at all new school sites and retrofitted to existing schools where needed.
- Purchase updated 10TB Storage Area Network (SAN) to support current virtual machine infrastructure.

ELECTRONIC LEARNING RESOURCES NEEDED:

- Support and maintain all installed educational and assessment software packages with upgrades and maintenance agreements while maintaining proper licensing.
- Purchase digital textbooks that are downloadable and may be projected on a screen, viewed on a computer or mobile device, printed chapter by chapter, or bound for use in the classroom.
- Maintain yearly support contracts for upgrades to the firewall, our "last mile connection" to the Digital California Project (DCP).
- Provide and maintain cloud-based storage and services to all clients.

NETWORKING AND TELECOMMUNICATIONS INFRASTRUCTURE NEEDED:

- Provide an environmental monitoring system at the district office MDF.
- Purchase 16KVA Virtual Machine aware UPS to maintain a minimum of 30 minutes of server runtime.
- Replicate critical services to provide business continuity for file services and SIS access.
- Increase the bandwidth of our data link to all T-1 linked school and district sites.
- Update the district radio licenses to meet the new digital spectrum range mandated by FCC regulations.
- Upgrade and maintain all servers to run native Microsoft Windows 2008 Active Directory.
- Replace six core switches located in the Main Distribution Facility (MDF) at five elementary and one middle school sites to be VoIP and 10GB compliant.
- Replace a total of seventy IDF switches to be VoIP and 10GB compliant for implementation and replacement of the current Centrex system.
- Upgrade all backbone fiber connections to 10 gigabits per second at distances up to 500m.
- Provide wireless access at all school sites.

PHYSICAL PLANT MODIFICATIONS NEEDED:

- Upgrade the wired network to 1000BaseT (1 GbE) Ethernet and the fiber network to a 10GbE standard at all sites.

TECHNICAL SUPPORT NEEDED:

- Provide additional technical support through intern training programs (e.g. Generation Yes, ROP, trade schools, junior colleges).

- Contract for security audits performed on a regular basis by outside consultants to ensure network security.

5c. 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.

Goal 5.c.1. Provide access to a switched, VoIP compliant, 1GB connection with a 10GB backbone between switches and 'N' wireless access at all sites

Objective 5.c.1.: By June, 2015, all computers will have access to a reliable, switched, VoIP compliant, 1GB connection with a 10GB backbone between switches with 'N' wireless access as measured by physical inventory and fiber optic test results.		
Recommended Actions/Activities	**Timeline**	**Person(s) Responsible**
50% of core and computer lab switches will be replaced to support 1GB connectivity. All new wiring infrastructure will be Category 6 compliant. 50% of schools will have N wireless access.	July, '12	Tech Director
80% of core and computer lab switches will be replaced to support 1GB connectivity. 20% of IDF switches will be replaced to support 1GB connectivity. 70% of schools will have N wireless access.	July, '13	Tech Director
100% of core and computer lab switches will be replaced to support 1GB connectivity. 40% of IDF switches will be replaced to support 1GB connectivity. 80% of schools will have N wireless access.	July, '14	Tech Director
100% of switches will be replaced to support 1GB connectivity.	June, '15	Tech Director
100% of our schools will have access to wireless 'N'	June, '15	Tech Director
The district office MDF will have environmental monitoring and VMware capable UPS to protect critical network infrastructure	June, '13	Tech Director
Critical services will be replicated to provide business continuity for file services and SIS access.	June, '14	Tech Director
Upgrade Sheridan Elementary data link to minimum 50Mb/s	June, '14	Tech Director
Contract for security audits performed on a regular basis by outside consultants to ensure network security and reliability.	July, '12	Tech Director

Goal 5.c.2 Provide access to a reliable network, computers and mobile devices to support instruction.

Objective 5.c.2: By June, 2015, students will have at least a 5:1 computer ratio in the classroom providing a 1GB Ethernet access to the district LAN.		
Recommended Actions/Activities	**Timeline**	**Person(s) Responsible**
100% of district servers will be running MS Windows 2008 server software as demonstrated by Microsoft reports.	July, '13	Tech Director

90% of our schools will have 1GB Ethernet access to the district LAN when site usage exceeds 50% of capacity as evidenced by PRTG.	July, '13	Tech Director
100% of sites will have attained a 5:1 computer ratio	June, '15	Tech Director
50% of sites will be upgraded to 1GbE copper and 10GbE fiber	July, '13	Tech Director
80% of sites will be upgraded to 1GbE copper and 10GbE fiber	June, '15	Tech Director

Goal 5.c.3 Provide all teachers with access to electronic learning resources to enhance education in our classrooms.

Objective 5.c.3: By July, 2014, all staff will demonstrate proficient use of electronic learning resources to enhance classroom learning as measured through streaming server account logs, professional development attendance logs, and library checkout forms.

Recommended Actions/Activities	Timeline	Person(s) Responsible
100% of classified regular employees will be trained in the use of streaming services by the Site Tech Trainers and Tech staff	June, '15	Site Tech Trainers, Tech Director
100% of certificated employees will be trained in the use of streaming services by the Site Tech Trainers and Tech staff	July, '14	Site Tech Trainers, Tech Director
100% of installed educational and assessment software packages will be maintained with upgrades and maintenance agreements while maintaining proper licensing.	Annually	Tech Director, Asst. Supt. Ed Svcs.
100% of school libraries and computer labs will have access to digital textbooks that are downloadable and may be projected on a screen, viewed on a computer or mobile device, printed chapter by chapter, or bound for use in the classroom.	July, '14	Librarians, Tech Director
100% of staff and students will have access to cloud-based storage and services accessible from school and home.	July, '14	Tech Director
Provide additional technical support through intern training programs (e.g. Generation Yes, ROP, trade schools, junior colleges).	August, '13	Tech Director

5d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.

<u>TIMELINE FOR IMPLEMENTING AND EVALUATING PLANNED STRATEGIES AND ACTIVITIES</u>:

Goal #	Implementation Plan/Activities	Responsible Position	Timeline	Budget Source	Monitoring and Evaluation Activities
5.c.1	Install new gigabit core, intermediate switches, and wireless.	Tech Director	Annually each July	C,P,F,V	Tech staff reviews physical inventory and fiber optic test results
5.c.2	Purchase additional computers to achieve a student to computer ratio of 5:1 with 3 computers in the classroom and 5 in the library.	Tech Director	Annually each July	B,C,D,J, MV	Measured by hardware inventory and budget items

5.c.3	Electronic learning resources utilized in classrooms and libraries via projector or IWB	Tech Director	July '14	C,M,P,U	Measured by log files, access, and training attendance.

BENEFITS FROM INFRASTRUCTURE.

The Western Placer Unified School District is committed to using technology to enhance student learning. Without appropriate equipment infrastructure and maintenance it cannot attain the following benefits:

- Adequate network security to ensure network reliability and security of data.
- Fast, reliable workstations for the instructional benefit of students and staff.
- Multi-media instructional presentations to enhance student instruction.

6. Funding and Budget

6a. List of established and potential funding sources.

Our school district receives varied federal, state, and local sources of funding. These include state categorical funds, lottery funds, Microsoft K12 Voucher, E-rate discounts, CA DAS discounts, Title II Part A, Title III, Title IV, Title V, Title VI – Subpart 1 and GATE funds. We also receive donations from the community members and businesses. However, economic conditions in California and the nation may continue to impact K-12 education budgets and grants through the duration of our technology plan. Therefore, our established and potential funding sources to implement our educational technology plan may be impacted as well.

WPUSD also participates in a number of programs to reduce its costs for telecommunications and computers. These programs include:

> • E-Rate Program. This federal program subsidizes a broad range of telecommunications services across the district.

> • CALNET Contract. WPUSD participates in statewide contracts competitively bid and negotiated by the California Department of Governmental Services, which results in savings on telecommunications charges.

> • The California Teleconnect Fund, operated by the California Public Utilities Commission, and which provides 50% discounts of most ongoing costs for telecommunications services provided by common carriers.

> • Western States Contracting Alliance (WSCA), cooperative multi-state contracting developed on behalf of public entities by the state purchasing directors from 15 western states, and which provides competitive prices on computers and peripheral products.

> • The California Multiple Awards Schedule (CMAS), which provides contract terms and negotiated discounts on equipment and services through the California Department of Governmental Services.

Established Funding Sources:

Code	Description	Code	Description
A	District Administration and Management	L	Science Materials Fund
B	District Educational Services Fund	M	School Site Budgets
C	District Technology Fund	N	School Improvement Plans
D	District General Fund	O	Heald College Work-Study Program
E	California Teleconnect Fund	P	Educational Technology Grants
F	E-Rate Fund	R	Special Education Grants
G	Gifted and Talented Fund	S	SELPA
H	Library Materials Fund	T	Outside Sources
J	Lottery Fund	U	Other Sources not yet Identified
K	State Facilities Fund	V	Microsoft Voucher Funds

Potential Funding Sources:

The Superintendent and Assistant Superintendents attend workshops and meetings to stay current on categorical programs and are responsible for budget development and allocation of funds to implement the goals set by the school board. Principals at each site stay current with categorical programs and special grants. The Site Technology Trainers and IT Director work together to research and apply for technology grants. It should be noted that this is an aggressive technology plan and at the time it was developed the state of California is dealing with a budget deficit. The fallout of this deficit on our school district is not known. Therefore, the district level of financial support for technology is difficult to forecast for the duration of this plan. To implement this plan will require aggressive searching for grants, donations and community support

6b. Estimate annual implementation costs for the term of the plan.

Budget Category	Item Descriptions	Est. Year 1 Cost	Est. Year 2 Cost	Est. Year 3 Cost	E-rate Eligible Amount
1000-1999 Certificated Salaries	Instructional technology team: site tech trainers	12,000	12,000	12,000	0%
2000-2999 Classified Salaries	Technical program management and support team	400,000	400,000	400,000	0%
3000-3999 Employee Benefits	Certificated and classified benefits	100,000	100,000	100,000	0%
4000-4999 Materials & Supplies	Materials and equipment to support district and site technology including hardware, software, and infrastructure	535,000	310,000	460,000	30%
5000-5999 Other Services & Operating Expenses	Outside consultant services, travel, operating expenses	92,000	93,000	94,000	25%
6000-6999 Equipment	Capital equipment	10,000	10,000	10,000	80%
Totals		$1,149,000	$925,000	$1076,000	$

6c. Describe the district's replacement policy for obsolete equipment.

Currently the district has a plan to replace all computers in the computer lab, library and office area of each site on a five-year rotation basis. As new computers are placed in these locations, the older systems are moved into the classroom. The costs involved with these upgrades are the responsibility of district. Equipment that becomes obsolete and unusable is either surplused or is donated to a local company that recycles the usable parts.

6d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.

The IT Director will develop an annual technology budget as part of the annual budget cycle and will determine various sources of funding with the assistance of the Director of Fiscal Services and Business Services Assistant Superintendent. Site Principals will evaluate their needs and available resources of their school and re-allocate resources as necessary. The district budget is developed in January/June timeframe. The IT Director will prepare a mid-year report each January to update administration, site tech trainers, and school board.

The IT Director is responsible for monitoring all aspects of the technology budget. He oversees the day-to-day technology budget and plans for the expenditure of the various funds and programs. The Director of Fiscal Services prepares the monthly budget reports as well as the state required semi-annual Interim Reports for the school board, develops budgets annually and in the process advises the board about state and technology grant funds that might be available

7. Monitoring and Evaluation

7a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.
Monitoring and evaluation details are included for each benchmark in the Tables immediately following each Goal section, above.

See Component pages for:

Curriculum monitoring and evaluation details
Professional Development monitoring and evaluation details
Infrastructure monitoring and evaluation details
Budget monitoring and evaluation details

Goal statements for monitoring and evaluation of the Technology Plan:
Implementation will be supported through Site Technology Trainer (STT) meetings in which the revised Technology Plan will be distributed and discussed. Technology benchmarks that involve schools, teachers, and students will be stressed. The STT will collaborate and outline strategies for the support and training they will provide in the coming school year to support the goals and objectives of the Plan. The STT, the Instructional Technology Specialist, and the ASE will meet to evaluate and assess the success of implementing the educational benchmarks of the Technology Plan. The focus of each meeting will be for the STT to develop strategies for support of their site faculty in implementing the benchmarks.

The District Information Technology (IT) Department will regularly convene to evaluate and assess the progress of implementing infrastructure benchmarks. The Technology Plan committee will meet

annually to assess the status of the District in implementing the Technology Plan and will make recommendations for improvements or changes to the Plan, budget, and/or the implementation process as needed.

7A/B. Process for Monitoring & Evaluation of Plan Progress and Impact on Teaching and Learning and Schedule for Evaluating Effectiveness
The overall monitoring and evaluation of the plan progress will primarily rest with the Deputy Superintendent of Educational Services and the Director of Technology, pairing curriculum, instruction and student expertise with technological expertise. Progress on the plan will be monitored monthly through Site Tech Trainer meetings, which the Director of Technology attends and the Deputy Superintendent of Educational Services chairs. The Deputy Superintendent of Educational Services will monitor student progress on core standards every six weeks, through the OARS system. A formal year-end evaluation of the plan's progress will take place each spring. The Deputy Superintendent of Educational Services will report to and hear from site principals through monthly Curriculum and Instruction meetings on the progress of the plan.

Goal 7A/B: On-going evaluations of the implementation of Technology Plan benchmarks will ensure that through the use of technology, the goals of the plan will be achieved: increase in student knowledge and use of technology and increase in student achievement.

Objective 7A/B.1 By June 2015, Site Technology Trainers will have participated in monthly meetings to evaluate progress and develop strategies to support their school faculty in meeting the Technology Plan benchmarks as measured by sign-in sheets, agendas, and meeting minutes.

Benchmarks for monitoring and evaluation of plan implementation
7A/B.1a By June 2013, Site Technology Trainers will have participated in monthly meetings to evaluate progress and develop strategies to support their school faculty in meeting the Technology Plan benchmarks.
7A/B.1b By June 2014, Site Technology Trainers will continue to participate in monthly meetings to evaluate progress and develop strategies to support their school faculty in meeting the Technology Plan benchmarks.
7A/B.1c By June 2015, Site Technology Trainers will continue to participate in monthly meetings to evaluate progress and develop strategies to support their school faculty in meeting the Technology Plan benchmarks.

Objective 7A/B.2 By June 2015, Information Technology (IT) Department meetings will have been convened to evaluate the effectiveness of meeting infrastructure benchmarks as measured by agendas and sign-in sheets.

Benchmarks for monitoring and evaluation of plan implementation
7A/B.2a By June 2013, Information Technology (IT) Department meetings will have been convened to evaluate the effectiveness of meeting infrastructure benchmarks.
7A/B.2b By June 2014, Information Technology (IT) Department meetings will have been convened to evaluate the effectiveness of meeting infrastructure benchmarks.
7A/B.2c By June 2015, Information Technology (IT) Department meetings will have been convened to evaluate the effectiveness of meeting infrastructure benchmarks.

7C. Process and Frequency of Communicating Evaluation Results to Stakeholders
The Deputy Superintendent of Educational Services will report to the stakeholders annually on the progress of the District Technology Plan through a School Board meeting – a public meeting which is advertised in advance to staff and community. The District Website will host the School Accountability Report Cards (SARC) which list student to computer ratios and student achievement scores. The SARC's are updated annually.

8. Collaborative Strategies with Adult Literacy Providers

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.)

8.A ADULT LITERACY:

Western Placer Unified School District's Adult School is small. The Adult School offers parenting classes and ESL classes. The ESL classes generally have 8-15 learners each. Both of these classes are housed adjacent to Phoenix High School.   A second program was added five years ago: the Parent Education Preschool, has added another 40 adults to the Adult School. The Parent Education Preschool program emphasizes parental literacy, parenting skills and early education for children.

Our district currently provides an adult English language class to parents in our district. The class is held at the adult school building adjacent to Phoenix High School. Childcare is provided while parents are in class.

In addition to the WPUSD Adult School, our local community college also provides community education. These courses are open to anyone in the community.   Classes are conducted both in a classroom setting and now a large number are now being offered online. Test prep for the GED, SAT and ACT are provided through this community service.

Lincoln High School also houses three Regional Occupational Programs (ROP) on its campus. ROP is a strong partner with the district concerning education of adults.

9. Effective, Researched-Based Methods and Strategies

9a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.

CTAP and Placer County Office of Education have been and will continue to be Western Placer Unified School District's most important sources of information about quantity and quality of instructional technology. Western Placer Unified School District staff and administration will annually review our curriculum in relation to identified student needs for additional academic curricula and/or distance learning needs. Taking into account the total needs of all students, including social interaction and mentoring, staff and administration will continue to research the most effective learning models and strategies to meet student needs. We began offering distance learning opportunities on a limited basis during the 2010 – 2011 school year, and expanded those offerings in 2011 – 2012 to include opportunities for high school students to engage in distance learning for credit recovery and for courses not available in the traditional seat-time programs.

The Educational Services department, which includes all components of curriculum and staff development, is committed to providing our teachers and students the very best possible instruction. Our instructional methods are based on proven methodologies. This technology plan has goals and benchmarks that will require ongoing efforts by both the technology and educational services department. With the assistance of our local CTAP region we have learned of models and strategies that are the most accessible and reliable research-based and proven information for hardware specifications, standards aligned software, implementation models and instructional strategies.

We are utilizing technology heavily to monitor student achievement and to adjust instruction to meet the needs of students. We are just beginning to couple this with the use of Professional Learning Communities (PLC's) to further support student learning. Both of these strategies follow Marzano (best practices), the DuFour's (PLC's), and Carol Ann Tomlinson's (differentiation) work regarding how to raise student achievement. Additionally, we are using technology to teach, reinforce and raise student learning to higher levels. The chart below gives further examples of research support for our strategies:

Component Reinforcement	Research Source	Research Summary
Curriculum, Reading & Writing Technology Skills	Marzano, <u>What Works in Schools</u>, 2003.	"The defining characteristics of schools producing unprecedented gains in student achievement is that they rely on data to identify probable successful interventions."
Information Literacy Skills	Derakhshan & Singh. Integration of information literacy into the curriculum: a meta-synthesis. 2011	"The paper explores perceptions towards information literacy and shows the importance of their perceptions as a key step towards embedding its successful adoption."
Common Core Standards	Kendall. <u>Understanding Common Core State Standards</u>. 2011.	This book identifies the knowledge and skills that students must acquire to succeed in college, careers, and the global economy. This book is an invitation to think about the possibilities that the Common Core standards offer for strengthening teaching and learning across the United States--and what you can do to make the most of this opportunity for change.
Reading	<u>Results!</u> California Professional Development Institute. Research includes: Moats, *Educational Leadership*, March 2001; Reading/Language Arts Framework for California Public Schools Kindergarten Through Grade Twelve, Chapter 4; Fielding and Person, *Educational Leadership*, February 1994.	"Researched-based reading strategies can build a foundation for reading success in students of all ages. These include: Phonological awareness and decoding; reading fluency and word recognition; vocabulary and phrase meanings; teaching comprehension; and including writing response to reading. Administer measures of assessment and assign students materials and programs that will enable them to read with 90-95 percent accuracy. Teach individually or in small groups as much as possible. Schedule at least two hours a day for reading instruction for struggling readers. Monitor progress and adjust instruction and time allocations accordingly."
Research	Glasgow & Hicks, <u>What Successful Teachers Do,</u> 2003.	"Strategy 68: Balance the rigors of new technology with content goals. When helping students acquire computer and technology skills, teach them to set goals that focus on the process of learning instead of on the outcome of learning." "Strategy 69: Use the Internet as a classroom….significant gains in content knowledge and a high level of motivation with the project."
Integration Strategies to Improve Teaching and Learning	DuFour & DuFour, <u>Whatever It Takes</u>, 2004.	"Eight Step Improvement Process…..Step 1- Disaggregate Data, Including Test Results…."
Staff Development: Adult Learning Models	Beavers. *Teachers As Learners: Implications Of Adult Education For*	"Effective communication with teachers is a critical element of any successful professional development. This paper outlines the critical concepts of adult

	Professional Development. 2009.	learners and offers simple and applicable suggestions for teacher professional development programs such as: the characteristics of adult learners, self-directed learning, transformative learning and critical reflection."
Internet Safety/ Digital Citizenship	www.wiredsafety.org – "Helping to Make You Cyber Safe and Information Literate", 2006; www.techlearning.com "Cyberbullying – Responsibilities & Solutions", 2008.	"Video resources, lessons and activities to keep children safe from cyberbullying, cyber-predators and other dangers." "What differentiates cyber bullying from physical and verbal bullying is that perpetrators can exploit the secrecy of the Internet to conceal their identity while abusing their victims."
Data-Driven Decision Making	Means, Padilla, & Gallagher. *Use of Education Data at the Local Level: From Accountability to Instructional Improvement*, 2010,	"This study documents types of data systems and organizational support systems currently available among U.S. school districts to support teachers in the practice of data-driven decision making. It explores how school personnel are using these systems and using data to inform instruction. The report explores in more detail teacher practices in districts that seem to be national leaders in data-driven decision making. Finally, the report makes recommendations to be implemented at the school, school district, state and national levels for improving schools' capacity for data-driven decision making."
Technology Use in the Classroom	Rakes, Fields, & Cox, The Influence of Teachers' Technology Use on Instructional Practices. 2006. *Journal of Research on Technology in Education, 38(4).* 411	"Researched-based instructional practices to integrate technology into the teaching and learning process."
Differentiated Instruction	Tomlinson. Intersections between differentiation and literacy instruction: Shared principles worth sharing. 2009. *New England Reading Association (45)*1	"This essay explores four powerful principles from the theory and research that inform what we call differentiated instruction that are echoed, applied, and illustrated in literature related to literacy instruction—with an emphasis on literacy and adolescents."

9b. 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.

GOAL: INCREASE ABILITY TO OFFER SPECIALIZED OR RIGOROUS ACADEMIC COURSES THROUGH THE USE OF TECHNOLOGY, INCLUDING DISTANCE LEARNING.

OBJECTIVE: By June 2015, students will be engaged in a variety of projects and course work through the Internet and other distance learning technologies.

Benchmarks:

June '13	Students in grades 6 through 12 complete multi-media projects and/or simulations in core academic areas.
June, '13	Students in grades 4 through 12 complete multi-media projects and/or simulations in core academic areas.
June, '13	Students in grades 9 – 12 participate in distance learning for credit recovery and/or extended learning opportunities.

June, '13	Students in grades 6 through 12 participate in such activities as Digital Curriculum, Web Quest, Camp Internet and other online resources.

Implementation Plan/Activities	Responsible Position	Timeline	Monitoring And Evaluation Activities
Staff development in multi-media technology	District Office, STT	Fall annually	On-site training, Tech Fair, District In-service Day
Staff research Internet resources (simulations, Digital Curriculum, Web Quest, Camp Internet, lessons, courses, etc.)	Computer Aide, Teachers	Annually	Lesson plans
Students in grades 6-12 complete multi-media projects and/or simulations	Teachers	January – June 2013	Completed assignments
Students in grades 4-12 complete multi-media projects and/or simulations	Teachers	January – June 2014	Completed assignments
Students in grades 9-12 participate in classroom web based and/or distance learning.	Teachers	January – June 2015	Completed assignments
Identify current offerings and review student needs for additional courses	Deputy Supt and Site Tech Trainers	2013 - 2015	Annually review learning opportunities for student use, success and appropriateness in light of student data and demographics at site and district levels.
Collaborate with appropriate institutions to develop/expand/narrow current offerings.	Asst.Supt and Site Tech Trainers	2013 - 2015	

KINDERGARTEN

Suggested projects in order to fulfill competency goals as listed below:

MS Word: Type words and numbers, Identify numbers and letters,
Paint: Form an A/B Pattern with Shapes and Colors, and to illustrate student writing,
Online resources: may include Starfall.com, Tumblebooks and others.

Core Standards likely addressed via completion of these projects:
Reading 1.2. 1.6, Math Statistics 1.2 and Measurement 2.1, Visual Arts 2.1

INTRODUCTION OF SKILLS: (INDEPENDENT AND GROUP ACTIVITIES)
COMPETENCY GOAL 1: The student will use a computer and CD to
1.1   Start, restart, and shut down a computer.
1.2   Treat computer with respect.
1.3   Demonstrate acceptable behavior at the computer and in the laboratory
1.4   Insert a CD into the computer.
1.5   Identify mouse, cursor, screen/monitor, keyboard
COMPETENCY GOAL 2: The student will use drop and drag, painting, drawing and writing tools to
2.1   Select and use drawing painting, and writing tools.
2.2   Use Shape tools, such as a rectangle, oval and circle.
COMPETENCY GOAL 3:
3.1   The student will prepare the computer for use with the program by pressing Control/Alt/Delete

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Suggestions for implementation:

- Team with Grade 4/5 classes and have upper grade students teach technology skills to Kindergarten students during Computer Lab time for a few days in the spring.

GRADE ONE

Suggested projects in order to fulfill competency goals as listed below:

MS Word: writing a poem, story, sentences, or spelling words; Paint; draw an animal in its habitat with a caption, online resources; navigate the web to get to an educational websites, including Renaissance Place and Study Island, etc.

Core Standards likely addressed via completion of these projects:
Writing 2.1, 2.2, Visual Arts,   Science

INTRODUCTION OF SKILLS: (INDEPENDENT AND GROUP ACTIVITIES)
COMPETENCY GOAL 1: The student will use a computer and CD/flash drive to
1.1   Choose a command from the menu bar using a mouse.
1.2   Launch and exit programs.
1.3   Save and print projects.
1.4   Identify fundamental computer terms (CD/flash drive, software, hardware, cursor, booting).
1.5   Begin keyboarding skills, using both hands on both sides, and thumbs on the spacebar.
1.6   Understand relative position of the keys on a keyboard (for example: shift, delete, arrow, enter, return).
1.7   Identify and use letter and number keys.
COMPETENCY GOAL 2: The student will use painting, drawing tools to
2.1   Draw a picture using basic tools.
2.2   Create a graphic to illustrate an idea in a story.
COMPETENCY GOAL 3: Student will use a basic word processing program to
3.1   Understand concepts of insertion point, cursor, and character deletion.
COMPETENCY GOAL 4: Students will access web-based software to
4.1   Introduce address bar and type in a web address
4.2   Introduce web addresses and icons.

Suggestions for implementation:
- Use the technology components of adopted curriculum (ELA, Math, Soc, Science) to implement technology standards.
- Team with Grade 4/5 classes and have upper grade students teach technology skills to First Grade students during Computer Lab time for a few days in the fall and spring.

GRADE TWO

Suggested projects in order to fulfill competency goals as listed below:

MS Word: edit and write sentences, create text with clipart, resize clipart. Use Google SketchUp for geometry replications with labels, and PowerPoint. Use educational websites to practice math and language arts skills, examples may include: Ask Jeeves for Kids, Study Island and Renaissance Place, etc.

Core Standards likely addressed via these projects:
Math 2.0, Language Arts Writing 2.0, Visual Arts

INTRODUCTION OF SKILLS: (INDEPENDENT AND GROUP ACTIVITIES

COMPETENCY GOAL 1: Student will use keyboard skills to
1.1   Apply keyboarding skills (using both hands and both sides of keyboard, thumb on spacebar) appropriate to grade level.
1.2   Use shift, arrow keys, special keys and spacebar.
COMPETENCY GOAL 2: The student will use painting and drawing tools to
2.1   Select and change the size or shape of a graphic using the edge handles.
COMPETENCY GOAL 3: Student will use a basic word processing program to
3.1   Understand concepts of insertion point, cursor, and word wrap
3.2   Enter, select, delete, cut, copy and paste text.
3.3   Save, retrieve, and print word processing files/documents.
COMPETENCY GOAL 4: Students will design and create multimedia projects using a variety of sources in order to
4.1   Create single screen projects
4.2   Use a multimedia encyclopedia.
COMPETENCY GOAL 5: Students will access web-based software to
5.1   Use address bar and type in a web based software
5.2   Use web addresses and icons

Suggestions for implementation:
- Use the technology components of adopted curriculum (ELA, Math, Soc, Science) to implement technology standards.
- Team with Grade 4/5 classes and have upper grade students teach technology skills to Second Grade students during Computer Lab time for a few days in the fall and spring.

GRADE THREE

Suggested projects in order to fulfill competency goals as listed below:

MS Word: Friendly Letters, Poetry, Spelling Lists, Write and Edit Paragraphs, Book Reports, Science Reports; Use Google SketchUp to Draw, Describe and Compare Geometric Figures; Power Point Presentations on a book, Science topics, Native Americans or other Social Studies Reports, etc.

Core Standards likely addressed via these projects:
Language Arts Writing 2.0, Measurement and Geometry 2.0, Social Studies, Science, Visual Arts

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INTRODUCTION OF SKILLS: (INDEPENDENT AND GROUP ACTIVITIES)
COMPETENCY GOAL 1: The student will use keyboard skills to
1.1   Apply keyboard skills appropriate to grade level.
1.2   Identify and use the punctuation and special symbol keys.
COMPETENCY GOAL 2: The student will use painting and drawing tools to
2.1   Highlight a graphic using the lasso or frame/marquee tool.
2.2   Move a graphic to another location on the screen.
2.3   Apply special effects (e.g., rotate, stretch, shrink, etc.).
2.4   Change the fill pattern of a graphic shape.
2.5   Duplicate an object using copy and paste method.
COMPETENCY GOAL 3: The student will use basic word processing programs to
3.1   Use a word processing program to open, close, save, and print text.
3.2   Know editing tools, such as cut, copy, paste, select all, and undo.
3.3   Format a document using different fonts, text sizes, and styles.
COMPETENCY GOAL 4: The student will design and create multimedia projects using a variety of sources to
4.1   Create and present single and multiple screen projects with transitions.
4.2   Insert sounds and clip art.
4.3   Use a multimedia encyclopedia.
COMPETENCY GOAL 5: The student will use a web browser to access information relevant to class projects in a variety of subject areas.
5.1   Use appropriate electronic information resources.
5.2   Use teacher selected internet sites.

Suggestions for implementation:
•   Use the technology components of adopted curriculum (ELA, Math, Soc, Science) to implement technology standards.

GRADE FOUR

Suggested projects in order to fulfill competency goals as listed below:

Social Studies Report, Mission Project, Book Reports, All Writing Styles, Illustrations for Standards-based Social Studies or Science Projects, etc., and exploration of www.Netsmartz.org for Internet safety.

Core Standards likely addressed via these projects:
Language Arts Writing 1.1, 1.7, 2.0, Social Studies, Science, Visual Arts

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INTRODUCTION OF SKILLS: (INDEPENDENT AND GROUP ACTIVITIES)
COMPETENCY GOAL 1: The student will use keyboard skills to
1.1   Use formal keyboarding skills with home keys and correct posture.
1.2   Touch type at a speed of 5 to 15 words per minute.
COMPETENCY GOAL 2: The student will use painting and drawing tools to
2.1   Move and copy objects between paint and draw layers.
2.2   Export graphic to another program.
COMPETENCY GOAL 3: The student will use advanced word processing functions to
3.1   Use spell check function within a word processing program.
3.2   Use keyboard shortcuts for formatting and file management.
3.3   Change the margins, columns, spacing, and creating page breaks.
3.4   Import a graphic into a document.
COMPETENCY GOAL 4: The student will design and create multi-media projects using a variety of sources to present
4.1   Use PowerPoint with clip art/photographs, sounds, transitions.
COMPETENCY GOAL 5: The student will use a web browser to access information relevant to class projects in a
            variety of subject areas.
5.1   Use electronic information resources including encyclopedia, dictionary, atlas, timeline, gallery.
5.2   Apply simple search syntax and techniques.
5.3   Demonstrate appropriate respect of copyright laws, taking notes without plagiarizing.
5.4   Complete internet safety lesson.
COMPETENCY GOAL 6: The student will use computer file management functions to
6.1   Create, organize, and delete files and folders.

Suggestions for implementation:

- Use the technology components of adopted curriculum (ELA, Math, Soc, Science) to implement technology standards.
- Use Type to Learn or similar program for keyboarding skills
- Use web-based keyboarding program to practice keyboarding at home
- Pair with Kindergarten classes to teach technology skills in spring

GRADE FIVE

Suggested projects in order to fulfill competency goals as listed below:

Research Report, Social Studies Report, Book Reports, All Writing Styles, Illustrations with captions for Standards-based Social Studies or Science Projects, etc., Use Excel to organize and display data from surveys and Math functions, and exploration of www.netsmartz.org for Internet safety.

Core Standards likely addressed via these projects:
Language Arts Writing 2.0, Statistics and Data Analysis 1.2, Social Studies, Science, Visual Arts

INTRODUCTION OF SKILLS: (INDEPENDENT AND GROUP ACTIVITIES)
COMPETENCY GOAL 1: The student will use keyboard skills to
1.1   Type at rate of 10 to 20 words per minute.
COMPETENCY GOAL 2: The student will use advanced word processing functions to
2.1   Create and use indent and tabs in word processing documents.
2.2   Use spell check, thesaurus, and other reference tools within the program.
2.3   Move and copy text and graphics between two word processing documents.
2.4   Use the find and replace functions.
2.5   Create tables within word processing applications.
COMPETENCY GOAL 3: The student will design and create multimedia projects using a variety of sources to
3.1   Use PowerPoint and give presentations
3.2   Grade 3-5 Enrichments (Optional)
   - Use digital camera
   - Operate video camera
   - Use scanned images
COMPETENCY GOAL 4: The student will use Internet resources t
4.1   Use appropriate electronic information resources.
4.2   Explain terminology related to network access and u s
4.3   Apply appropriate search techniques to locate and retrieve information.
4.4   Print document to network printers.
4.5   Demonstrate respect of copyright laws, taking notes without plagiarism.
4.6   Complete internet safety lesson.
COMPETENCY GOAL 5: The student will use electronic encyclopedias to
5.1   Use keyword searches.
COMPETENCY GOAL 6: The student will use simple spreadsheet functions to
6.1   Describe the parts of spreadsheet.
6.2   Move to and select specific cells in a spreadsheet.
6.3   Add new text or numbers to a spreadsheet.
6.4   Create a chart or graph using graphing functions of a spreadsheet.
6.5   Save an updated spreadsheet.

Suggestions for implementation:
   - Use the technology components of adopted curriculum (ELA, Math, Soc, Science) to implement technology standards
   - Have students log typing words per minute speed weekly onto spreadsheet and graph
   - Have students log their miles times, spelling scores or math facts on a spreadsheet on a weekly basis and graph.

GRADE SIX

Suggested projects in order to fulfill competency goals as listed below:
See examples listed under competency goals.

Core Standards likely addressed via these projects:
Language Arts, Math, Social Studies, Science

COMPETENCY GOAL 1: Students discuss, write, and interpret issues of a technology-based society.
1.1   Identify examples of copyright law violations and possible penalties.
1.2   Understand the uses of the Internet.
1.3   Complete Internet safety lessons: Appropriate Online Behavior, Cyber Bullying and Social Networking.
Example #1: 6th grade computer students complete a 2-week curriculum on Fair use, Music Downloading and Safe Social Networking. Lessons come from Powertolearn.com.
Example #2: Students complete Internet safety lessons as part of the social studies curriculum (TBMS).
COMPETENCY GOAL 2: The learner will demonstrate knowledge and skills by applying computer technology to create multiple paragraph expository compositions and or to create an excel spread sheet as part of a report.
2.1   Identify and use the functions of word processing utilities (e.g., spell check, thesaurus, grammar check, outliner, insert headers and footer) through the production of classroom assignments.
2.2   Use simple spreadsheet functions (build a formula into a cell, format cells, copy and paste values and formulas into cells.) Sort a selection of rows into a spreadsheet. Insert or delete rows, columns, or blocks of cells.
2.3   Keyboarding skills: type at a sustained rate of 15-25 words per minute, stressing accuracy over speed.
Example #1: Students do a report on Fast Food Nutrition in computer elective class. Report on Fast food nutrition includes 2 excel spreadsheets. Students type daily to increase their speed to a minimum of 20 wpm in computer elective class.
COMPETENCY GOAL 3: The learner will use a variety of computer technologies to access, analyze, interpret, and synthesize information in order to write a research paper.
3.1   Use an online or software encyclopedia to assist in research.
3.2   Search engines
3.3   Build a report
3.4   Design and create multimedia products using a variety of sources.
Example #1: Students will write a research paper in their science class.
COMPETENCY GOAL 4: The student will plan and create video projects. (Optional enrichment)
4.1   Operate video camera.
4.2   Operate a digital camera.
4.3   Transfer digital images to the computer.
Example #1: Students may create a video commercial demonstrating persuasive propaganda techniques in Language arts.
COMPETENCY GOAL 5: The student will use Internet and network resources to complete a research paper in either science or social studies.
5.1   Choose the most appropriate information resource that matches their need.
5.2   Use advanced search techniques.
5.3   Take notes appropriately, respecting copyright and avoiding plagiarism.
5.4   Complete Internet safety lesson.

Suggestions for implementation:
- Use the technology components of adopted curriculum (Language Arts, Math, Social Studies, Science) to implement technology standards.

GRADE SEVEN

Suggested projects in order to fulfill competency goals as listed below:
See examples listed under competency goals.

Core Standards likely addressed via these projects:
Language Arts, Math, Social Studies, Science

COMPETENCY GOAL 1: The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer technology by quoting Internet sources in their writing while avoiding plagiarism, using proper citations on a works cited page.

1.1   Identify the role of technology in a variety of careers
1.2   Discriminate between ethical and unethical access to information stored on a computer system.

Example #1: Using MS Word and the Internet, students will write a brief research paper on different occupations that are impacted by technology. Two examples are the movie and automotive industry.

Example #2: In groups, students are to discuss and write about bullet 1.2. As you talk about the topic consider information stored on school systems (personal files, teacher files), at home (your files, parent files), within other businesses (banks, real estate, etc.) and also on Facebook, You Tube, and other social systems.

COMPETENCY GOAL 2: The learner will demonstrate knowledge and skills in using computer technology to create a multi-paragraph essay using the WPUSD Stylebook format; create, complete, and present a PowerPoint presentation on a current topic discussed in social studies; use computer lab for STAR testing.

2.1   Identify terms related to computer-generated productions (e.g., desktop publishing, clipart, hypertext, multi
        –media, laser disc, CD-ROM, VCR, Scanners, camcorders, templates, digital camera, masters, background,
        and color schemes.)
2.2   Use a spreadsheet to enter and edit data and explain the results of the operation and graph the results to
        produce a meaningful summary.
2.3   Design and create multimedia projects by using a variety of sources.
2.4   Plan and create video projects (Optional Enrichment).
        • Plan & create video projects
2.5   Keyboarding skills: Touch type at a sustained rate of 20-30 words per minute, stressing accuracy over
        speed.

Example #1: Create a PowerPoint presentation on a current topic discussed in social studies.

Example #2: Create an Excel spreadsheet and chart exploring the relationship of data. For example, comparing the population growth between 3 different states over the last one hundred years.

Example #3: Plan, create, and produce a video about a character you recently read about in Language Arts.

COMPETENCY GOAL 3: The learner will use a variety of computer technologies to access, analyze, interpret, synthesize, apply, and communicate information in order to use computers to access, analyze, interpret Accelerated Math results and to write a research paper.

3.1   Design and create database files.
3.2   Sort, retrieve, and print specific records for a database file.
3.3   Take notes appropriately, respecting copyright and avoiding plagiarism.
3.4   Use technology/word processing to compose, edit, rewrite and create final draft of a research paper,
        including text, charts, tables and graphs.
3.5   Complete Internet safety lesson.

Example #1: Using MS Access, create a data base listing 20 students along with their home address and telephone number (you may use fictitious information). Sort the data first by last name, second by numerical address, and last by telephone number.

Example #2: Using MS Word and Excel create a multi-paragraph essay using the WPUSD Stylebook format. Incorporate into the essay chart, graph, and or table.

COMPETENCY GOAL 4: The student will use Internet and network resources.
4.1   Choose the most appropriate information resource that matches student's need.

Suggestions for implementation:

- Use the technology components of adopted curriculum (Language Arts, Math, Social Studies, Science) to implement technology standards.

GRADE EIGHT

Suggested projects in order to fulfill competency goals as listed below:
See examples listed under competency goals.

Core Standards likely addressed via these projects:
Language Arts, Math, Social Studies, Science

COMPETENCY GOAL 1: The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer technology by quoting Internet sources in their writing while avoiding plagiarism, using proper citations on a works cited page.

1.1   Identify technological skills required for various careers.
1.2   Discriminate between ethical and unethical access to information stored on a computer system.
1.3   Take notes appropriately, respecting copyright and avoiding plagiarism.
1.4   Complete Internet safety lesson

Example #1: Using MS Word and the Internet, students will write a brief research paper on different occupations that are impacted by technology. Two examples are the movie and automotive industry.

Example #2: In groups, students are to discuss and write about bullet 1.2. As you talk about the topic consider information stored on school systems (personal files, teacher files), at home (your files, parent files), within other businesses (banks, real estate, etc.) and also on Facebook, You Tube, and other social systems.

COMPETENCY GOAL 2: The learner will demonstrate knowledge and skills in using computer technology.

2.1   Use advanced word processing functions to transfer data from spreadsheets and database in work products to support their conclusions.
2.2   Keyboarding Skills: Touch type at a sustained rate 30-40 words per minute, stressing accuracy over speed.

Example #1: Create a five-paragraph essay in the MLA format used within the WPUSD Stylebook.

COMPETENCY GOAL 3: The learner will use a variety of computer technologies to access, analyze, interpret, synthesize, apply, and communicate information.

3.1   Use databases for sorting and searching to solve a specific problem.
3.2   Create charts from spreadsheet data and be able to modify types, titles, scales, and legends for charts.
3.3   Suggest trends in data.
3.4   Use advanced search techniques using key words and phrases in electronic searching and choose the most appropriate information resource.
3.5   Use technology/word processing to compose, edit, rewrite and create final draft of research paper, including text, charts, tables and graphs.
3.6   Plan a multimedia presentation, capture images from video camera, VCR, or digital still camera.
3.7   Enhance a word product with text, clip art, graphs, hyperlinks, and video clips.
3.8   Create a simple web page. (Optional Enrichment)

Example #1: Write a research paper using MS Word that includes charts and interpretation of data and then create a multi-media presentation using PowerPoint.

Suggestions for implementation:
- Use the technology components of adopted curriculum (Language Arts, Math, Social Studies, Science) to implement technology standards.

GRADE NINE

The standards below are the core standards met with the completion of Computer Literacy at Lincoln High School. Some standards are also met with certain core classes like Language Arts, Math, Science, and Social Studies

Competency Goal 1. *Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software, and connectivity.* (**ISTE NETS-S standards alignment**)

Basic Operations

1.1   Identify the platform, version, properties, function, and interoperability of computing devices including a wide range of devices that compute and/or manage digital media. **(3c,6a)**

1.2   Use online help and other support to learn about features of hardware and software, as well as to assess and resolve problems.**(6b,6c,3a,3c)**

1.3   Describe process to install and uninstall software; compress and expand files.**(6a,6c)**

1.4   Explain effective backup and recovery strategies. **(6a,6b,6c)**

1.5   Explain criteria for evaluating hardware and software appropriate for a given task including open source software (e.g., features, versions, capacity). **(6a,6b,6d,4a-d)**

1.6   Demonstrate keyboarding techniques, including the use of keyboard shortcuts, to complete assignments efficiently and accurately. (For students with disabilities, demonstrate alternate input techniques as appropriate.) Freshmen standard is 35wpm **(6b,6d)**

1.7   Identify and assess the capabilities and limitations of emerging technologies. **(1a,1c,1d,2a,3a,3d,4a,4c,4d,6a-d)**

1.8   Apply advanced formatting and page layout features when appropriate (e.g., columns, templates, and styles) to improve the appearance of documents and materials.**(1b,2b,3c,6b)**

Example #1 MLA formatted essay

Example #2 Business letter and flyer design project

Spreadsheets

1.9   Define and use functions of a spreadsheet application (e.g., sort, filter, find).**(1c,6b,4c)**

1.10   Enter formulas and functions; use the auto-fill feature in a spreadsheet application. **(1c,6b,4c)**

1.11   Explain and use advanced formatting features of a spreadsheet application (e.g., reposition columns and rows, add and name worksheets). **(1c,6b,4c)**

1.12   Differentiate between formulas with absolute and relative cell references. **(1c,6b,4c)**

1.13   Use multiple sheets within a workbook **(1c,6b,4c)**

1.14   Import and export data between spreadsheets and other applications. **(1c,6b,4c)**

1.15   Explain how various formatting options are used to convey information in charts or graphs. **(1b,2b,3c,6b)**

1.16   Identify the use of spreadsheet skills in various careers.**(1d,5c)**

Example#1 Budget creation, data analysis and reports

Example#2 Collecting and reporting data in a science lab

Internet, Networking, and Online Communications

1.17   Use search engines and online directories. Explain the differences among various search engines and how they rank results.**(1a,3a,4a,4c)**

1.18   Explain and demonstrate effective search strategies for locating and retrieving electronic information (e.g., using syntax and Boolean logic operators). **(1a,3a,4a,4c)**
1.19   Describe good practices for password protection and authentication.**(5a)**
1.20   Use basic HTML Tags to create a web page**(1b,2a,2b,6c)**
1.21   Describe the parts of the URL (HTTP, WWW, .COM)**(6a,6b)**
1.22   Digital Literacy - Evaluate the authenticity, accuracy, appropriateness, and bias of electronic resources, including web sites.**(3b,5a)**
Example #1 Research for Social Studies current events projects
Example #2 Make your own basic web page using HTML.

Multimedia
1.23   Identify technology tools (e.g., authoring tools) that can be used to create a multimedia product. **(1a,1b,2a,2b)**
1.24   Use a variety of applications to plan, create, and edit multimedia products (e.g., slide presentations, videos, animations, podcasts). **(1a,1b,2a,2b)**
Example #1 My life power point presentation project
Example #2 Basic video production project

Competency Goal 2 *Demonstrate the responsible use of technology and an understanding of ethics and safety issues in using electronic media at home, in school, and in society.* (**ISTE NETS-S standards alignment**)

Ethics
2.1   Demonstrate compliance with the school's Acceptable Use Policy.**(5a-d,3c)**
2.2   Explain issues related to the responsible use of technology (e.g., privacy, security).**(5a,3c)**
2.3   Explain laws restricting the use of copyrighted materials.**(5a,3c)**
2.4   Identify examples of plagiarism, and discuss the possible consequences of plagiarizing the work of others.**(5a,3c)**
2.5   Write correct in-text citations and reference lists for text and images gathered from electronic sources.**(5a,3b,3c,6b)**
2.6   Give examples of the appropriate and responsible use of communication tools (e.g., chats, instant messaging, blogs, wikis).**(5a)**
2.7   Discuss misuse of technology for personal and commercial reasons (e.g., software piracy, unauthorized file sharing/downloading, virus spreading, and hacking); explain possible consequences.**(5a,5c,5b,5d)**
Example #1 iSafe Internet safety program
Example #2 The use of Turnitin.com.

Health & Safety
2.8   Evaluate school and work environments in terms of ergonomic practices.**(1d,5c)**
2.9   Describe and use safe and appropriate practices when participating in online communities (e.g., discussion groups, blogs, social networking sites).**(5a-d)**
2.10   Explain and use practices to protect one's personal safety online (e.g., not sharing personal information with strangers, being alert for online predators, reporting suspicious activities). **(5a-d)**
Example #1 iSafe modules
Example #2 Discussion of workstation ergonomics

Competency Goal 3. *Demonstrate the ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation.* (**ISTE NETS-S standards alignment**)

Creativity and Innovation
3.1   Utilize the basic design elements necessary to produce effective print and multimedia projects. **(1b,2b,6b)**
3.2   Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. **(4a-d)**
Example #1 Postcard and logo design project
Example #2 Design brochure project

Communication
3.3   Use a variety of media to present information for specific purposes (e.g., reports, research papers, presentations, newsletters), citing sources. **(2b,3b,3c,6b)**
3.4   Demonstrate how the use of various techniques and effects (e.g., editing, music, color, rhetorical devices) can be used to convey meaning in media.**(1a,2b,6b)**
3.5   Use online communication tools to collaborate with peers, community members, and field experts as appropriate (e.g., bulletin boards, discussion forums, web conferencing).**(2a-d)**
Example #1 Newsletters and Brochures
Example #2 Skype class conference and guest speaker, ePals

GRADE TEN-TWELVE

These are the core standards met with the completion of high school.

Competency Goal 1. *Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software, and connectivity.* (**ISTE NETS-S standards alignment**)

Basic Operations
1.1   Identify the platform, version, properties, function, and interoperability of computing devices including a wide range of devices that compute and/or manage digital media. **(3c,6a)**
1.2   Use online help and other support to learn about features of hardware and software, as well as to assess and resolve problems. **(6b,6c, 3a,3c)**
1.3   Describe process to install and uninstall software; compress and expand files. **(6a,6c)**
1.4   Explain effective backup and recovery strategies. **(6a,6b,6c)**
1.5   Explain criteria for evaluating hardware and software appropriate for a given task including open source software (e.g., features, versions, capacity). **(6a,6b,6d, 4a-d)**
1.6   Demonstrate keyboarding techniques,including the use of keyboard shortcuts, to complete assignments efficiently and accurately. (For students with disabilities, demonstrate alternate input techniques as appropriate.) Business standard is 50wpm **(6b,6d)**
1.7   Identify and assess the capabilities and limitations of emerging technologies. **(1a,1c,1d,2a,3a,3d,4a,4c,4d,6a-d)**

1.8   Apply advanced formatting and page layout features when appropriate (e.g., columns, templates, and styles) to improve the appearance of documents and materials. **(1b,2b,3c,6b)**
1.9   Use advanced edit features, track changes, insert comments and collaborate **(2a-d,4c,4d,6d)**
1.10   Identify the use of word processing and desktop publishing skills in various careers. **(1d,5c)**

Example #1 MLA formatted essay
Example #2 Business letter and flyer design project

Database
1.11   Explain the importance of designing the structure of a database to meet its intended goals. **(4a-d,6b)**
1.12   Duplicate the structure of a database without data. **(4a-d,6b)**
1.13   Save database files in various formats. **(4a-d,6b)**
1.14   Use database features to create mailing labels, form letters, and perform mail merges including the use of advanced search and sorting features to create reports and analyze data **(3a,3b, 3d,4a-d,6b)**
1.15   Identify the use of database skills in various careers. **(1d,4a-d,5c,6b)**

Example #1 Catalog and mail merge of data
Example #2 Event management

Spreadsheets
1.16   Define and use functions of a spreadsheet application (e.g., sort, filter, find). **(1c,6b,4c)**
1.17   Enter formulas and functions; use the auto-fill feature in a spreadsheet application. **(1c,6b,4c)**
1.18   Explain and use advanced formatting features of a spreadsheet application (e.g., reposition columns and rows, add and name worksheets). **(1c,6b,4c)**
1.19   Differentiate between formulas with absolute and relative cell references. **(1c,6b,4c)**
1.20   Use multiple sheets within a workbook **(1c,6b,4c)**
1.21   Import and export data between spreadsheets and other applications. **(1c,6b,4c)**
1.22   Explain how various formatting options are used to convey information in charts or graphs. **(1b,2b,3c,6b)**
1.23   Identify the use of spreadsheet skills in various careers. **(1d,5c)**

Example#1 Budget creation, data analysis and reports
Example#2 Collecting and reporting data in a science lab

Internet, Networking, and Online Communications
1.24   Use search engines and online directories. Explain the differences among various search engines and how they rank results. **(1a,3a,4a,4c)**
1.25   Explain and demonstrate effective search strategies for locating and retrieving electronic information (e.g., using syntax and Boolean logic operators). **(1a,3a,4a,4c)**
1.26   Describe good practices for password protection and authentication.**(5a)**
1.27   Digital literacy -Evaluate the authenticity, accuracy, appropriateness, and bias of electronic resources, including web sites. **(3b,5a)**

Example #1 Research for Social Studies current events projects
Example #2 Make your own basic web page using HTML.

Multimedia
1.28   Identify technology tools (e.g., authoring tools) that can be used to create a multimedia product. **(1a,1b,2a,2b)**
1.29   Use a variety of applications to plan, create, and edit multimedia products (e.g., slide presentations, videos, animations, podcasts). **(1a,1b,2a,2b)**

1.30   Link information residing in different applications (e.g., linking a chart in a word-processing document to the spreadsheet where it was created). **(3b,4c)**
Example #1 My life power point presentation project
Example #2 Basic video production project

Web Authoring
1.31   Distinguish between effective and ineffective web site designs; explain the reasons. **(1a-d,2b,2d)**
1.32   Explain terminology related to web page authoring (e.g., HTML, URL, links, browsers, plug- ins, web servers).**(6a)**
1.33   Use HTML or web-authoring tools to create, edit, and publish well organized web sites with effective navigation.**(1a,1b,2a,2b,2d)**
1.34   Explain basic practices that contribute to a web site's accessibility to people with disabilities (e.g., using alternative text, captioning, consistent structure).**(2b-d)**
1.35   Explain how to test web files for quality assurance. **(4c,6c)**
1.36   Identify career options in web design, development, and management. **(1d,5c)**
Example #1 Make your own webpage with basic HTML.
Example #2 Career Plan research careers in web design.

Competency Goal 2 *Demonstrate the responsible use of technology and an understanding of ethics and safety issues in using electronic media at home, in school, and in society.* (**ISTE NETS-S standards alignment**)

Ethics
2.1   Demonstrate compliance with the school's Acceptable Use Policy.
2.2   Explain issues related to the responsible use of technology (e.g., privacy, security). **(5a,3c)**
2.3   Explain laws restricting the use of copyrighted materials. **(5a,3c)**
2.4   Identify examples of plagiarism, and discuss the possible consequences of plagiarizing the work of others. **(5a,3c)**
2.5   Write correct in-text citations and reference lists for text and images gathered from electronic sources. **(5a,3b,3c,6b)**
2.6   Give examples of the appropriate and responsible use of communication tools (e.g., chats, instant messaging, blogs, wikis). **(5a)**
2.7   Discuss misuse of technology for personal and commercial reasons (e.g., software piracy, unauthorized file sharing/downloading, virus spreading, and hacking); explain possible consequences. **(5a,5c,5b,5d)**

Society
2.8   Design and implement a personal learning plan that includes the use of technology to support lifelong learning goals. **(1d,5c)**
2.9   Evaluate the authenticity, accuracy, appropriateness, and bias of electronic resources, including Web sites.**(3b,5a)**
2.10   Analyze the values and points of view that are presented in media messages.**(2c,3b)**
2.11   Describe devices, applications, and operating system features that offer accessibility for people with disabilities.**(2c,6a,6b,6d)**

Health & Safety
2.12   Evaluate school and work environments in terms of ergonomic practices. **(1d,5c)**
2.13   Describe and use safe and appropriate practices when participating in online communities (e.g., discussion groups, blogs, social networking sites). **(5a-d)**

2.14   Explain and use practices to protect one's personal safety online (e.g., not sharing personal information with strangers, being alert for online predators, reporting suspicious activities). **(5a-d)**

Competency Goal *3. Demonstrate the ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation.* (**ISTE NETS-S standards alignment)**

Creativity and Innovation
3.1   Utilize the basic design elements necessary to produce effective print and multimedia projects. **(1b,2b,6b)**
3.2   Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. **(4a-d)**
Example #1 Postcard and logo design project
Example #2 Design brochure project

Communication
3.3   Use a variety of media to present information for specific purposes (e.g., reports, research papers, presentations, newsletters), citing sources. **(2b,3b,3c,6b)**
3.4   Demonstrate how the use of various techniques and effects (e.g., editing, music, color, rhetorical devices) can be used to convey meaning in media.**(1a,2b,6b)**
3.5   Use online communication tools to collaborate with peers, community members, and field experts as appropriate (e.g., bulletin boards, discussion forums, web conferencing).**(2a-d)**
Example #1 Newsletters and Brochures
Example #2 Skype class conference and guest speaker, ePals

Adapted from the following sources;
www.doe.mass.edu/edtech/standards/itstand.pdf
The ISTE NETS and Performance Indicators for Students

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. (For a new plan, can include technology plan development in the first year)	1, 3 - 4	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 (7/1/12 to 6/30/15).	The plan is less than three years or more than five years in length. Plan duration is 2011-2014.
2. **STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).**	4 - 5	**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.	4 - 5	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.**	**5 – 7 & Appendix H**	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, and when various students and teachers can use the technology.
b. **Description of the district's current use of hardware and software to support teaching and learning.**	**7 - 9**	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.**	**9**	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, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.**	**10 - 11**	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**	**11 - 12**	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.

classroom and the workplace.			

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 that 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)	**12 - 13**	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)	**13 - 14**	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.	**14 - 15**	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	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

		Page in District Plan		
			support accomplishing the plan's goals.	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.**	**15 - 16**	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.**	**16 - 17**	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.**	**17 & 31 - 32**	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**	**18 - 20**	The plan provides a clear summary of the teachers'	Description of current level of staff expertise is too

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	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
administrators' current technology proficiency and integration skills and needs for professional development.		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.	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.	20 - 21	The plan delineates clear goals, measurable objectives, 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.	21 - 22	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.

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the existing		The plan clearly summarizes the existing technology	The inventory of equipment is so general that it is

	22 - 26	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.	hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	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.

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.**	**26 - 28**	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.	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.
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.**	**28 - 29**	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**	**29-30**	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.

responsibilities.			

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.	30 - 31	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.	31	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.	32	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 and to adjust budgets as necessary.	32	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.	32	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.	33	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.	33	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	34	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	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.

efforts.)		adult literacy providers or potential future outreach efforts.	

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.**	**34 - 36**	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.**	**36 - 37**	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.

Appendix D – Technology Plan Contact Information

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: 31 - 66951
School Code (Direct funded charters only): N/A
LEA Name: ____Western Placer Unified School District____

*Salutation: Ms.
*First Name: Mary
*Last Name : Boyle
*Job Title: Deputy Superintendent Educational Services
*Address: 600 6th Street, Suite 400
*City: Lincoln, CA
*Zip Code: 95648
*Telephone: (916) 645-6350 Ext:
Fax: 916-645-6356
*E-Mail: mboyle@wpusd.k12.ca.us

Please provide backup contact information.
1st Backup Name: Bob Lyons
1st Backup E-Mail: blyons@wpusd.k12.ca.us
2nd Backup Name: Scott Leaman
2nd Backup E-Mail: sleaman@wpusd.k12.ca.us

*Required information in the ETPRS

Western Placer Unified School District
K-5 Student Instructional Technology Acceptable Use and Internet Safety Policy

The computer is an important tool for you to use in your education. However, it is important that you are safe and responsible while online. You must follow these rules to use the school's network:

Be Responsible
- Ask permission before downloading files (attachments) to avoid computer viruses.
- Your password is your secret; do not share it except with your teacher, school administrator, or parents.
- Only visit permitted Internet sites. Information you access and post is monitored.
- Treat computers properly. Tell a teacher if a computer is broken.
- Computers settings are configured by technology staff and should not be changed.
- Ask for your teacher's permission and assistance before using removable media from home.
- Use school computers for school work.
- Maintain your files in a responsible manner, which includes backing up at regular intervals and deleting files at the end of the school year.

Be Respectful
- Using ALL CAPITAL LETTERS in a message may be considered rude.
- Only send polite and positive messages to people to avoid hurting other people's feelings.
- Make sure to use respectful language when talking online.
- Only respond to messages from people you know.
- Always treat online friends with respect.
- Use your own words when using information you have researched or use quote marks and cite your source (give credit to the resource from which the information came). Don't plagiarize!
- Don't touch anyone else's computer, school work, or computer files.
- Only use your password to access school computers.

Be Safe
- Never give out your full name, address, age, phone number, or school without parents' or teacher's permission. Identify yourself only with a nickname while online.
- Ask an adult you trust about any online contact that makes you feel uncomfortable.
- If a website makes you feel uncomfortable, tell your teacher.
- Ask permission from parents and teacher before posting photos of yourself or others.
- Only use a computer when a teacher is in the room.

To keep students safe online at school, the district actively uses filtering software hosted by the Placer County Office of Education to meet the Children's Internet Protection Act (CIPA) requirement and to keep inappropriate pictures, images, and graphics from being accessed. Filtering software is not a perfect science and it may be possible for users to access inappropriate

sites. If a student's computer usage is disruptive to the school community, the student may be disciplined according to the student discipline policy.

I understand and agree to follow each of the rules above.

Student Printed Name: _____Signature: _____Date: _____

Parent Printed Name: _____Signature: _____Date: _____

WESTERN PLACER UNIFIED SCHOOL DISTRICT
6-12 Student Instructional Technology Acceptable Use and Internet Safety Policy

Technology provides a wealth of educational opportunities for staff and students. Access to these vast resources requires responsible use by each individual. It is important that you understand your rights and privileges when using the Western Placer Unified School District (WPUSD) resources in this environment. This document describes the computer, network, and Internet resources made available by the school and your responsibilities and obligations in the use of these resources.

Introduction
WPUSD is pleased to offer students access to district computers, communications systems[1], the Internet and an array of technology resources to promote educational excellence. Each student is responsible for their use of technology, whether personal or district-provided. While using district and personal technology resources on or near school property, in school vehicles and at school-sponsored activities, as well as using district technology resources via off-campus remote access, each student must act in an appropriate manner consistent with school, district, and legal guidelines. It is the joint responsibility of school personnel and the parent or guardian of each student to educate the student about appropriate digital citizenship and to establish expectations when using technology.

District technology resources are provided to students to conduct research, complete assignments, and communicate with others in furthering their education. This focus does not allow the use of the network system for commercial, political, or personal entertainment purposes. Students may not offer, provide, or purchase products or services through the WPUSD network system. The WPUSD network system has not been established as a public access service or a public forum. Access is a privilege, not a right; as such, general rules of school behavior apply. Access to these services is given to students who agree to act in a considerate and responsible manner. Just as students are responsible for good behavior in a classroom or a school hallway, they must also be responsible when using school computer networks or personal technologies. Students must comply with school standards and honor this agreement to be permitted the use of technology. Disciplinary action may be taken against students for misuse of computer, network, and information resources.

[1](**Communication systems include e-mail, web sites, blogging, podcasting, forums, wikis, and/or other emerging technologies**).
Use of WPUSD Network
- Each student, along with a respective parent/guardian, must sign an Acceptable Use Policy (AUP) Agreement to be granted an account on the WPUSD network system.
- Students will not make deliberate attempts to disrupt or harm the computer system and its hardware or destroy data by spreading computer viruses or by any other means. Use or possession of "hacking" tools are prohibited.
- Students will use their personal server storage to store only files that are educational in nature and related to course work.
- Students are expected to maintain their instructional files and media in a responsible manner, which includes backing up files at regular intervals to a memory device and

deleting files at the end of the school year.

- Students are responsible for their individual accounts and should take all reasonable precautions to prevent others from being able to use their account. Under no conditions should a student provide their password to another person except to a school administrator or parent.
- Students will not attempt to log on or connect to the WPUSD network under any identity other than their own username.
- Students will not attempt to gain unauthorized access (including hacking) to the WPUSD network system or to any other computer system through the WPUSD network system or go beyond their authorized access. This includes attempting to log in through another person's account or access another person's files. These actions are inappropriate, even if only for the purposes of "browsing" and may result in disciplinary action.
- Students will immediately notify a teacher if they have identified a possible security problem.
- Students will use school resources (e.g. printers, cameras, etc.) only for educational purposes.
- Students are not permitted to connect any personal devices (e.g. laptops, smart phones, etc.) to any part of the WPUSD network system (wireless or directly plugged) without first gaining approval from the Technology Department.
- Students will not download or upload programs or files that can be run or launched.
- Use of WPUSD computers, network, and Internet services does not create any expectation of privacy.
- Students should expect routine monitoring of computer usage and Internet browsing while logged on to the WPUSD network.
- Parents have the right to request to see the contents of student files.

Internet Access

- All students will have access to the Internet and World Wide Web information resources through computers connected to the network.
- WPUSD actively uses filtering software hosted by the Placer County Office of Education to meet the Children's Internet Protection Act (CIPA) requirement and to prevent students from accessing graphics that are (1) obscene, (2) pornographic, or (3) harmful to minors. WPUSD retains the right to block unacceptable web sites. Filtering software is not a perfect science and it may be possible for users to access inappropriate sites.
- WPUSD does not guarantee network functionality or accuracy of information.
- Students will not use the WPUSD network system to access inappropriate material including sites that display profane or obscene (pornography) material, advocates illegal acts, encourages the use of drugs, alcohol or tobacco, school cheating, weapons, material that advocates violence, participation in hate groups, or discrimination towards other people, or other inappropriate activities considered harmful to minors.
- If students mistakenly access inappropriate information, they should immediately minimize their screen and tell their teacher. This will protect the student against a claim that they have intentionally violated this Policy.
- The use of anonymous proxies to get around content filtering is strictly prohibited and is a direct violation of this agreement.

Use of Messaging Services[2]

- A filtered E-mail account may be provided to students for educational purposes and not as a public or student forum.

- Students will promptly disclose to their teacher or other school employee any message or information they receive that is inappropriate or makes them feel uncomfortable while on the web, using e-mail, chat rooms, forums or other forms of messaging services.
- E-mail, if provided, may not be used for unlawful activities, political or commercial purposes, any form of harassment or threats, sending of spam messages or chain letters to more than five people or any use that interferes with the school computing services or its employees.
- Students may not send messages with a false identity or alter forwarded mail out of context.
- Students will abide by rules of Network etiquette by not using defamatory, inaccurate, abusive, obscene, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or prejudicial language in public or private communication.
- Students will not post personal contact information about themselves or other people without parental approval. Personal contact information includes but not limited to names, home, school, parent work addresses, telephone numbers, personal photos or videos.
- Students will not repost a message that was sent to them privately without permission of the person who sent them the message.
- Students will not post or share information that could cause damage or a danger of disruption to WPUSD schools or any other organization or person.
- Students are prohibited from accessing or attempting to access instant messages, chat rooms, forums, e-mail, social networking sites, or other messaging services during the instructional day unless authorized by a teacher or administrator for instructional purposes.

[2] *(e-mail, chat, forums, blogs, social networking, instant message, SMS and other forms of messaging services)*

Web Applications[3]
Students' use of digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others is a key performance indicator of 21st Century Skills. Students may interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. In a digital environment, students will follow all established Internet safety guidelines including the following conditions:
- The use of digital media is considered an extension of your classroom. Any speech that is considered inappropriate in the classroom is also inappropriate in all digital environments. This includes but is not limited to profanity; racist, sexist or discriminatory remarks.
- Students using digital media are expected to act safely by keeping ALL personal information out of their posts.
- A student should NEVER post personal information on the web (including, but not limited to, last names, personal details including address or phone numbers, or photographs). Do not, under any circumstances, agree to meet someone you have met over the Internet.
- Never link to web sites from your digital environment without reading the entire article to ensure it is appropriate for a school setting.
- Students using such tools agree to not share their user name or password with anyone besides their teachers and parents and treat digital spaces as classroom spaces. Speech that is inappropriate for class is also inappropriate online.

- Students who do not abide by these terms and conditions may lose their opportunity to take part in the project and/or be subject to consequences appropriate to misuse according to the school discipline policy.

[3] *(e-mail, chat, forums, blogs, social networking, instant message, wikis, and other forms of collaborative software)*

Teacher Responsibilities
- Teachers will provide developmentally appropriate guidance to students as they make use of telecommunications and electronic information resources to conduct research and other studies related to the district curriculum.
- Classroom use of networked resources will be in support of educational goals.
- Teachers will provide alternate activities for students who do not have permission to use the Internet.

Cyberbullying
WPUSD expressly forbids cyberbullying. For the purposes of this policy, "cyberbullying" shall mean using messaging services[2] and/or other digital communication devices to bully others by:
- Sending or posting cruel messages or images;
- Threatening others;
- Excluding or attempting to exclude others from activities or organizations;
- Starting or passing on rumors about others or the school system;
- Harassing or intimidating others;
- Sending angry, rude or vulgar messages directed at a person or persons privately or to an online group;
- Sending or posting harmful, untrue or cruel statements about a person to others;
- Pretending to be someone else and sending or posting material that makes that person look bad or places that person in potential danger;
- Sending or posting material about a person that contains sensitive, private or embarrassing information, including forwarding private messages or images;
- Engaging in tricks to solicit embarrassing information that is then made public.
- Using camera and/or video enabled devices to bully another person or to invade another person's privacy.

Privacy, Plagiarism, Piracy and Copyright Infringement
- An image taken by any camera or video enabled device may not be published, broadcast, or transmitted to any other person, by any means, without the knowledge and consent of each person appearing in that image who had a reasonable expectation of privacy at the time the image was recorded or the person who owns the copyright in the material appearing in that image.
- Camera and/or video enabled devices may not be used in any classroom without a teacher's written permission.
- Students will not plagiarize works that they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours. Plagiarism could result in loss of grade for the assignment in addition to other consequences.
- Students will not download or install pirated software, music, video or files that infringe on copyright laws onto computers. Possession of unlicensed or pirated software is illegal.
- Students will respect the rights of copyright owners. Copyright infringement occurs when

you inappropriately reproduce a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, you should follow the expressed requirements.

- If you are unsure whether or not you can use a work, you should request permission from the copyright owner. Copyright law can be very confusing. If you have questions ask a teacher.

Use of School Hardware[4]

- School hardware will not be left unattended.
- In the event of any damage to school hardware at any time while it is in the student's possession, the student agrees to inform the appropriate WPUSD Technology Service Center so that repairs can be performed.

[4]**(Hardware systems include laptops, digital camera/video equipment and/or other technologies).**

Consequences

- In the event there is a claim that a student has violated this policy in the use of the WPUSD network system, the student will be provided with a written notice of the suspected violation and an opportunity to present an explanation before an administrator.
- If a student is found to have violated this Policy, the consequences will be, but not limited to, warnings, usage restrictions being placed on their network account, or disciplinary action at the discretion of the site administration.
- A violation of Federal, State or local laws or ordinances may result in legal proceedings.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Student Instructional Technology Acceptable Use and Internet Safety Policy Agreement

I understand and will abide by the Acceptable Use and Internet Safety Policy. Should I commit a violation, I understand that consequences of my actions could include suspension of computer privileges, school disciplinary action, and/or referral to law enforcement.

Student's Name (please print): _____

Student's Signature: _____Date _____

Parent or Guardian:

As the parent or guardian of this student, I have read the Acceptable Conduct and Use Agreement. I understand that computer access is provided for educational purposes in keeping with the academic goals of the Western Placer Unified School District (WPUSD), and that student use for any other purpose is inappropriate. I recognize it is impossible for WPUSD to restrict access to all controversial materials and I agree to not hold the district or any district staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or users' mistakes or negligence. I understand that my children's computer activities at home should be supervised as they can affect the academic environment at school and acknowledge WPUSD accepts no responsibility for supervision outside the school setting. I agree to indemnify and hold harmless the district and district personnel for any damages or costs incurred. I hereby give permission for my child to use computer resources at WPUSD, including web or Internet based services provided by other companies or institutions which have been approved by WPUSD for student use.

I hereby give permission for my child to use computer resources at WPUSD.

Parent or Guardian's Name (please print)

_____

Parent or Guardian's Signature _____ Date _____

WESTERN PLACER UNIFIED SCHOOL DISTRICT

Staff Computer, Network, and Internet Safety Acceptable Use Policy

Technology provides a wealth of educational opportunities for staff and students. Access to these vast resources requires responsible use by each individual. It is important that you understand your rights, privileges and responsibilities when using the Western Placer Unified School District (WPUSD) technology resources in this environment. This document describes the computer, network, and Internet resources made available by the District and your responsibilities and obligations in the use of these resources.

1. **Educational and Business Objectives**
    District computers, networks, software applications, electronic mail, voice mail, and other computer, electronic and telecommunication technologies and facilities are to be used solely for WPUSD business and educational purposes. Staff members are responsible for appropriate behavior on the WPUSD's computers, business systems, network, and the Internet, and must adhere to all relevant federal, state, and local laws, as well as WPUSD policies and procedures.

2. **WPUSD Property**
    All technology devices, software, and equipment configurations are owned by WPUSD. All files stored on District equipment and back-up devices are considered property of WPUSD. All equipment, software and business files must be returned immediately upon termination of employment. Neither hardware nor software configuration can be changed without permission from the Technology Department. Any intentional damage to software configuration or equipment may result in appropriate disciplinary actions. If the technology issued to a user is stolen, whether on WPUSD property or in the user's personal possession, the user is responsible to immediately notify their supervisor and police. A copy of the police report must be submitted to your supervisor. All required equipment and software repairs should be reported to the Tech Department through the Trouble Ticket System and repaired only by WPUSD technology personnel.

3. **Use is a Privilege**
    Use of the District's computing and networking resources is a privilege. The WPUSD and the individual schools reserve the right to restrict or terminate network and Internet access at any time. Excessive use of district computer resources for personal activities is inappropriate.

4. **WPUSD Messaging Services[1]**
    WPUSD employees must exclusively use their WPUSD-provided email account (@wpusd.k12.ca.us) for email correspondence related to WPUSD business or student/educational information. Employees may not use personal email accounts or private websites for communication and interaction with students, parents and the community that relate to district/school/student matters. District e-mail is considered a public record and will be retained for 180 days to comply with federal requirements. E-mail senders and recipients are responsible for identifying and saving documents that must be retained in order to comply with federal, state, or local laws, district policies, or other directives. Any classroom or work related messaging applications require superintendent or designee approval before posting.

    [1] (e-mail, chat, forums, blogs, social networking, instant message, SMS and other forms of messaging services)

5. **No Expectation of Privacy**
   Network and Internet access is provided as a tool for education. The District reserves the right to monitor, inspect, copy, review, and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. **NO USER SHALL HAVE ANY EXPECTATION OF PRIVACY USING DISTRICT TECHNOLOGY RESOURCES.**
   Any or all uses of the system and all files on the system may be intercepted, recorded, monitored, copied, deleted, audited, inspected and disclosed to authorized personnel as well as any other person or entity permitted access under the law. WPUSD shall cooperate with law enforcement agencies investigating illegal activity on the WPUSD network. Unless otherwise stated, submission of a Trouble Ticket will authorize technicians to access individual's e-mail or files as it may be necessary for technical support personnel to review the information during the course of problem resolution.

6. **Data Storage**
   Staff should not store personal data in their "My documents" folder because this folder synchronizes to the staff file server. Personal data which does not infringe on copyright or could be considered offensive may be stored locally on the employee's computer but the employee is solely responsible for maintaining and backing up those files. It is the user's responsibility to back up critical business data and files.

7. **Internet Access**
   While the District has deployed Internet content filtering technology in the interest of keeping harmful and inappropriate content from being accessed, Internet content filtering is not a perfect science and it may be possible for Internet users to access an offensive site. If this occurs, you must disconnect from that site immediately and notify the Technology Department to block the site.

   While on District property, staff must access the Internet only through WPUSD's network. All Internet traffic must pass through the WPUSD network where access controls and related security mechanisms will be applied. Staff may not use any service to bypass the WPUSD network, security mechanism, or content filtering policies.

8. **Promoting Safe Use by Students**
   Staff will model proper use of network resources and educate students on using technology safely including: safety and security when using electronic mail, chat rooms, social networking, and other forms of direct electronic communications, avoiding plagiarism, significance of copyright, privacy of personal information, and cyberbully prevention.

9. **Confidentiality of Information**
   During your employment with the District, you may have access to confidential student, employee, or business information. WPUSD requires staff maintain absolute confidentiality in all electronic student, employee, and application matters. Access to confidential information REGARDING DISTRICT STAFF OR STUDENTS is authorized ONLY when staff have a legitimate business need to access the information to fulfill his or her professional responsibility, and for which they have been explicitly authorized to access. Staff must not store any sensitive or personal information about staff or students on any portable storage system (e.g. USB memory stick, portable hard drive, Smart Phone, or personal computer) unless the storage system is encrypted and approved for use by the District. UNAUTHORIZED ACCESS TO OR DISSEMINATION OF CONFIDENTIAL INFORMATION SHALL BE GROUNDS FOR DISCIPLINE UP TO AND INCLUDING TERMINATION.

Access to the Aeries student information system, though accomplished through a web browser, is to be guarded as you would guard access to your bank account. Never leave a session in the student system without logging out and closing the browser window, no matter how brief the interruption. Only employees have access to the Aeries student information system. **Staff must never delegate responsibility for posting student work to students**.

10. **Liability**
     WPUSD makes no assurances of any kind, expressed or implied, regarding any computer or Internet services provided. The District will not be responsible for any damage or financial obligations from use of the network. WPUSD is not responsible for the accuracy or quality of the information obtained through or stored on the system.

11. **Appropriateness of Materials**
     Access to the Internet provides opportunities for staff and students to explore resources outside of the walls of their schools or offices. WPUSD acknowledges the fact that inappropriate materials exist and will make what it judges to be reasonable and appropriate efforts to avoid such materials, including the use of filtering software. However, no software or appliance can filter out all materials that are inappropriate or unacceptable for academic purposes and it should be clearly understood by all staff, students, and students' parents/guardians that intentional access to such material, in any form, is strictly forbidden. The network is designed to achieve and support the WPUSD's business and instructional goals and any information that does not support the goals is to be avoided. If a staff or student unintentionally accesses such information while doing legitimate research, he/she should contact the Tech Department. It is the responsibility of all users to ensure WPUSD computers, the network, and the Internet are being used for educational or WPUSD business purposes.

12. **Copyright and Piracy**
     Unless it is otherwise stated, users should assume that all materials on the Internet, including web sites and graphics, are copyrighted. Existing copyright guidelines, such as those involving photocopying, multimedia, and fair use apply. Copyrighted material shall be posted online only in accordance with applicable copyright laws. Staff and students may not copy software on any WPUSD computer and may not bring software from outside sources for installation or use on WPUSD equipment without the prior approval of the Technology Department. The District shall not be responsible or liable for unauthorized use or distribution of copyrighted materials and reserves the right to seek indemnification from the user for the inappropriate use, distribution or possession of copyrighted material on the District computers or network facilities. Staff will not download or install pirated software, music, video or files that infringe on copyright laws onto computers. Possession of unlicensed or pirated software is illegal. WPUSD reserves the right to remove unauthorized software from school computers. Peer-to-Peer file sharing is expressly prohibited.

13. **User Accounts and Passwords**
     A user is responsible for the proper use of their network account and agrees to access the system only under their account name assigned to him/her. **Staff must not allow a student to have individual use of a staff account.** Passwords must never be shared. Users must take reasonable steps to ensure the security/privacy of their passwords, including changing the password periodically, selecting a password that is complex and known only to the user, and never displaying the password in a public place. Based on your position and your supervisor's authorization, you may be provided with access levels which allow you to view, create, alter, delete, print, and transmit information.

14. Security

To ensure proper configuration and safeguard network security, users are not allowed to attach computers, printers, wireless access points, or any other types of hardware to the district network without approval and support of the Technology Department. Attaching personally owned technology to the District network, with the exception of a USB memory stick, is not allowed and will be disconnected immediately. Users may not establish any network connection that could allow unauthorized access to WPUSD's systems and information including, but not limited to, remote access software. No proxies or personal firewalls are allowed

15. Mobile Devices

PDAs, Pocket PCs, cell phones, storage devices, and other hardware that can contain sensitive information must be secured in the same manner as desktop and laptop computers. These devices will be issued and returned according to WPUSD equipment procedures. If equipment issued to a user is lost or stolen, it is the user's responsibility to report the loss immediately. Failure to take reasonable and appropriate steps to secure sensitive information shall be grounds for discipline, including possible termination. No personal devices (e.g. iPads, laptops, smart phones, etc.) are allowed on the district network.

16. Staff Responsibilities

Employees working with students are responsible for supervising students' use of WPUSD technology and enforcing the Acceptable Use Policy. Teachers will provide developmentally appropriate guidance to students as they use network resources to conduct research and other studies related to the district curriculum. Classroom use of networked resources will be in support of educational goals. Teachers will provide alternate activities for students who do not have permission to use the Internet. Staff should understand expectations for professional conduct extend into the online world of social networking, blogs, and other applications. Staff is discouraged from "friending" current students using social networking and messaging sites such as Facebook, MySpace, and Twitter except in the context of a school project. Conduct which reflects poorly upon personnel may be grounds for disciplinary review or action.

17. Web Applications[2]

Staff use of digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others is a key performance indicator of 21st Century Skills. Staff may interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. In a digital environment, staff will follow all established Internet safety guidelines including, but not limited to, the following conditions:

• The use of digital media is considered an extension of your classroom. Any speech that is considered inappropriate in the classroom is also inappropriate in all digital environments. This includes but is not limited to profanity; racist, sexist or discriminatory remarks.
• Students using digital media are expected to act safely by keeping ALL personal information out of their posts.
• Staff should NEVER post personal student or staff information on the web (including, but not limited to, last names, personal details including address or phone numbers, photographs, or videos).
• Never link to web sites from your digital environment without reading the entire article to ensure it is appropriate for a school setting.
• Staff using such tools agrees to treat digital spaces as classroom spaces.
• Staff using collaborative tools with students must receive permission from the principal and provide them activity access. The activity must be monitored and provided closure at the activity conclusion.
[2] (e-mail, chat, forums, blogs, social networking, instant message, wikis, and other forms of collaborative software)

18. **Confidentiality and Privacy**
    An image taken by any camera or video enabled device may not be published, broadcast, or transmitted to any other person, by any means, without the knowledge and consent of each person appearing in that image who had a reasonable expectation of privacy at the time the image was recorded or the person who owns the copyright in the material appearing in that image. The confidentiality of school data must also be maintained in online communication and postings. Personal equipment may not be used to take photographs of any kind without the informed consent of their supervisor. Staff must respect the privacy of the WPUSD community and not share or post online any personal identifying information about any WPUSD community member without permission (e.g. names, addresses, phone numbers, e-mail addresses, photos, videos, etc.).

19. **Consequences of Violations**
    Any violation of the requirements and guidelines in the Acceptable Use Policy may be cause for restriction or revocation of network access privileges. The revocation will not inhibit the District's authority to impose disciplinary action as deemed appropriate, up to and including termination. If a staff member is accused of any of the violations listed above, he/she has all of the rights and privileges that a staff member would have if he/she were subject to any other type of disciplinary action. Users assume personal responsibility and liability, both civil and criminal, for uses of the network not authorized by this policy and WPUSD's guidelines. The district does not sanction any use of its computer systems or the Internet that is not authorized by or conducted strictly in compliance with this policy. WPUSD retains the right to remove from its information systems any material it views as offensive or potentially illegal.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

Staff Computer, Network, and Internet Safety Acceptable Use Policy
PLEASE SIGN BELOW IF YOU AGREE TO THE FOLLOWING STATEMENTS:

- I have read, understand, and agree to the WPUSD Staff Computer, Network, and Internet Safety Acceptable Use Policy. I agree to follow all of the rules contained in this six-paged document. I understand that if I violate the rules, my account can be terminated, my access to computers revoked, and I may face disciplinary measures up to and including termination.

- I have read and understand Board Policy 4040 and Administrative Regulation 4040 regarding Employee Use of Technology.

- I understand Internet sites are filtered and that my District email, Internet use, network use, and data files may be monitored by the District as described above.

- I hereby release WPUSD, its personnel, and any institutional affiliations from any and all claims and damages of any nature arising from my use of, or inability to use, WPUSD's network and computer systems, including but not limited to claims that may arise from the unauthorized use of the system.

Staff working with students:
• I agree to enforce the Acceptable Use Policy with students under my supervision.

_____   _____
Please Print First and Last Name   Signature

_____   _____
Date   School/Location

_____
Position

WPUSD COMPUTER AVAILABILITY
AFTER HOURS
2011–2012

ALL school sites can assist parents in looking up assignments and/or grades that are available online if the parent does not have computer/Internet access at home. Public library computers are also an option. Additionally, COES, FSS, SES & GEMS have after-school CARE programs that provide student with computer access; TBES, LCES, COES, FRES have after-school STAR programs that provide students with computer access; CCC has after-school SPRINGBOARD that provides students with computer access; LHS has after-school Peer Tutoring that provides students with computer access.

Individual school sites also report the following:

SCHOOL: Carlin C. Coppin
DAYS/HOURS for AFTER-SCHOOL USE OF COMPUTERS: 30 minutes before school; SPRINGBOARD program after school
 LOCATIONS: Classrooms

SCHOOL: Creekside Oaks
DAYS/HOURS for AFTER-SCHOOL USE OF COMPUTERS: 30 minutes before school; CARE Program after school
LOCATIONS: Classrooms

SCHOOL: First Street School
DAYS/HOURS for AFTER-SCHOOL USE OF COMPUTERS: 30 minutes before school; Library after school; CARE Program after school
LOCATIONS: Classrooms & Library

SCHOOL: Foskett Ranch Elementary
DAYS/HOURS for AFTER-SCHOOL USE OF COMPUTERS: 30 minutes before school; STAR Program after school
LOCATIONS: Classrooms

SCHOOL: Sheridan
DAYS/HOURS for AFTER-SCHOOL USE OF COMPUTERS: Monday-Friday (2:15-6:00) – CARE Program after school; 30 minutes before school
LOCATIONS: Computer Lab A computer is available for parents (in the office) from 7:30-4:30 Monday through Friday.

SCHOOL: Twelve Bridges Elementary
DAYS/HOURS for AFTER-SCHOOL USE OF COMPUTERS: 30 minutes before school; STAR Program after school
LOCATIONS: Classrooms

SCHOOL: Glen Edwards Middle School
DAYS/HOURS for AFTER-SCHOOL USE OF COMPUTERS: 30 minutes before school in classrooms; After school through CARE Program.
LOCATIONS: Classrooms

SCHOOL: Twelve Bridges Middle School
DAYS/HOURS for AFTER-SCHOOL USE OF COMPUTERS: 30 minutes before school in classrooms.
LOCATIONS: Classrooms

SCHOOL: Lincoln High School
DAYS/HOURS for AFTER-SCHOOL USE OF COMPUTERS: Monday-Thursday, 3:15 – 5:30; Peer Tutoring After School; 30 minutes before school.
LOCATIONS: Library & Computer Lab

SCHOOL: Phoenix High School
DAYS/HOURS for AFTER-SCHOOL USE OF COMPUTERS: Monday – Friday, 1:00 – 3:00 (Students' day ends at 1:00); 30 minutes before school
LOCATIONS: Classrooms