

SOUTH FORK UNION SCHOOL DISTRICT



DISTRICT TECHNOLOGY PLAN 2019-2022

South Fork Union School District

Board of Education

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South Fork Union School District

(1) DISTRICT OVERVIEW

The South Fork Union School District founded March 26, 1921, is located in Weldon, California. Weldon is in the Kern River Valley about 65 miles northeast of Bakersfield We are a rural, two – school District near a Riparian Forest, The White Blanket Native American Reservation, and 150 year old livestock grazing floor. The technology plan addresses both schools preschool through eighth grades, (one preschool through kindergarten primary school and one first through eighth grade middle school). Our total district student population is approximately 245 students being served by approximately 30 teachers, support staff, and administrators. Approximately 79% of the District’s pupils are served through our free and reduced lunch program and 1.6% are English Language Learners,. The District accommodates various organizations through the community center and cafeteria / auditorium including but not limited to: Kern Valley, Sheriff’s Activities League, After School Safety and Enrichment Program, Tribal Assistance for Needy Families, Mustang Boosters, Parent Teacher Club, Categorical Compliance Programs, Community Enrichment Programs, College Community Health, and local athletic programs.

Technology Vision and Plan Overview

Technology is to be a tool that supports and further develops problem solving, communication of ideas, critical thinking skills, and collaborative work skills. Meaningful technology use encourages active, independent, and life-long learning. Technology helps facilitate learning, which today extends beyond the walls of the classroom. Our approximate 245 kindergarten through eighth grade students at both school sites and teachers must have equal access to the tools of technology. Teachers must be supported in their use of technology with continuous staff development, technical assistance, and hardware/software maintenance.

Technology is currently available to all students who have a signed Student Acceptable Use Policy on file with the district. South Fork Union School District is currently connected to the Internet through a Local Area Network. Internet connectivity is provided through the Kern County Superintendent of Schools. The wireless connection is provided through the district, Kern County Superintendent of Schools, and E-Rate funding. Every classroom is connected to the wireless network. Computer labs are available at both school sites with 30 student computers at the Middle School and 30 at the Elementary School. The computer labs are available for teachers, students, and senior citizens to use during school hours. Most classrooms in the South Fork Union School District are equipped with one teacher computer, a SmartBoard and 5-10 student tablets. All computers are connected to the Internet. Each library has computers connected to the Internet and the Follett Library Database System. Each certificated employee and classified supervisor is assigned a network account and an Email account that allows teachers to interact with parents and colleagues.

E-Rate funding assists the district in accessing the internet and allowing educators and students to monitor and enhance learning through, Appetegy (school website), PearsonRealize, Starfall and i-Ready. Students, educators, and classified personal have access to these programs throughout school hours and for the duration of the after school program. The district has purchased SchoolWise Software allowing the county, state, and district to speak to each other seamlessly.

The vision of the South Fork Union School District is to:

- Provide both schools in the district with technology in the classroom, which will be used seamlessly throughout the daily curriculum.
- Provide educators with in-service training enabling them to use the purchased software in daily lessons effectively and with confidence.
- Empower students with the basic skills necessary to achieve their full potential.

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- Ensure continuity by implementing sequential learning so that all students can benefit from the same learning opportunities in the classroom, at home, and in the after school safety and enrichment program.
- Instill the joy of learning and to develop a positive self-image within the classroom and beyond.
- Provide an atmosphere for all students that will promote self-esteem and a sense of well-being within the school setting by providing services connecting home, school and the community. South Fork Union School District is committed to providing the technology, training, and staff support necessary to ensure the success of its students in a global, information based society.
- Providing students, parents, and community members with the tools necessary to safely move through the World Wide Web, viewing only the information they seek.

The challenges are:

- Acquiring funding to meet the goals and objectives set forth by the South Fork Union School District Technology committee.
- Using Information technology to improve learning in classrooms, homes, and workplaces.
- Training teachers and developing support services.
- Using and purchasing advanced software to engage students in activities that result in their meeting high academic standard.
- Establishing strong partnerships to link schools with new learning opportunities at home, in the community, and at work.
- Encourage the necessity of parental involvement and commitment to internet safety and usage education.

Our plan puts a focus and emphasis on the support of curriculum and professional development. Our plan addresses and supports the needs of education in the classroom along with supporting various other technical needs of the District. The primary components of our District Technology Plan are:

- Curriculum
- Professional Development
- Infrastructure, Hardware, Software, and Technical Support
- Funding and Budget
- Monitoring and Evaluation

(1a) Plan Duration

Technology is to be a tool that supports and further develops problem solving, communication of ideas, critical thinking skills, and collaborative work skills. Meaningful technology use encourages active, independent, and life-long learning. Technology helps facilitate learning, which today extends beyond the walls of the classroom. Teachers must be supported in their use of technology with continuous staff development, technical assistance, and hardware/software maintenance. The plan will be in effect July 1, 2019 through June 30th, 2022. The district recognizes that the plan must be systemically modernized in order to keep up with new technologies, strategies, and research as they emerge and the learning environment advances. The plan will be reviewed annually to reflect these elements and address district needs. The plan addresses the use of education technology in order to meet curricular objectives, provide professional development, provide the necessary hardware, software and support to achieve the curricular and professional development objectives, implement budgets that will allow for technology to support our curricular and professional development objectives, as well as provide guidelines to monitor and evaluate the progress towards achieving our curricular and professional development objectives.

(1b) Stakeholders

In keeping with the districts Mission Statements and Philosophies, the Technology Committee and Board of Trustees felt it was imperative to receive the input, advice, and goals of our stakeholders. The committee at South Fork Union School District, partnered with the stakeholders, believes it is important that students be provided with a safe environment and an opportunity to attain social and technological skills related to their needs. Our plan is to offer relevant education, to give students a desire for lifelong learning; and to provide educational technological opportunities that will help them prepare for the future.

Type of Stakeholder	Role in Development of the Technology Plan
Board of Trustees	Approved of various segments of the plan and provided the funding information and data format.
Superintendent	Facilitated technology committee and provided data and information necessary to complete the plan.
Technology Administration	Provided input for standardization of hardware, software and network infrastructure
Technology Coordinator	Outlined maintenance and support issues and solutions. Shared site technology goals and needs. Coordinated site-specific data gathering for assessment of current uses of technology and staff skill level.
Technology Committee	Assessed current technology use and future technology needs
Teachers	Integrated grade level curricular goals and state standards with technology
After School Safety and Enrichment Program	Purchase of hardware, software and provide students with time and opportunity to learn and utilize technology on a daily basis. Provide staff development in areas of technology
South Fork School District Site Council	Assists and approves funding for teacher sought hardware and software
Students	Provided information outlining current technology uses in the learning environment and at home
Kern County Superintendent of Schools	Providing adaptive technologies and employee training to foster learning of a special needs student.
Community Enrichment Program	Provided input regarding programs to educate parents and the community in the uses of technology, software, and student enrichment programs

(1c) Effective, Researched–Based Methods and Strategies

CEO Forum. (2001, June)

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

This report concludes that effective uses of technology to enhance student achievement are based on four elements: alignment to curricular standards and objectives, assessment that accurately and completely reflects the full range of academic and performance skills, holding schools and districts accountable for continuous evaluation and improvement strategies, and an equity of access across geographic, cultural, and socio-economic boundaries.

Consistent with this research, the South Fork Union School District will carefully analyze learning resources and instructional lessons both for alignment with California content standards and for the ability to measure growth/achievement on those standards in a variety of ways. Through ongoing data collection and analysis, the South Fork Union School District will monitor its attainment of the goals and objectives of the Educational Technology Plan, and will report results annually to the Superintendent, the District School Board and the public. Throughout the plan, attention is paid to providing equitable access to all students in our community, including students in special populations.

WestEd Regional Technology in Education Consortium (June, 2002)

The learning return on our educational technology investment
<http://www.wested.org/cs/wew/view/rs/619>

This report seeks to answer the question “what do we need to do to maximize the return on our technology investment?” It offers suggestions related to issues such as professional development, access to technology, and long term planning. These issues are addressed within the development of our district technology plan, and we have considered the ten lessons from this research that address the conditions under which technology has the most benefits for students.

Blanchard, LePrevost, Dell Tolin, Gutierrez (April 7, 2016)

Investigating Technology-Enhanced Teacher Professional Development in Rural, High-Poverty Middle Schools
<http://edr.sagepub.com/content/45/3/207>

This 3-year, mixed-methods study investigated the effects of teacher technology-enhanced professional development (TPD) on 20 teachers’ beliefs and practices. Teachers in two middle schools located in neighboring rural, high-poverty districts in the southeastern United States participated in reform-based lessons and learned how to integrate technologies into their teaching over three summers and throughout the school year. Teachers’ reform-based teaching beliefs and their comfort using new technologies increased significantly, and all of the teachers integrated the use of technologies into their instruction. Although some TPD teachers used technology in ways that transformed their roles and classroom practices, the majority of the teachers adopted technology in ways that improved efficiency and effectiveness. Findings suggest that if teachers integrate technology into their instruction, large-scale changes in teachers’ practices are not necessary to enhance students’ learning.

The link between this study and the District Education Technology Plan is that professional development in technology is a primary focus. The Education Technology Plan is consistent with the research in the following ways: (1) Teachers collaborate with various staff to produce and practice technology integrated lessons and practices; (2) Our key technology proficient teachers are involved in leadership activities such as coaching, facilitating and modeling the effective use of instructional technology.

Using supplementary video in multimedia instruction as a teaching tool to increase efficiency of learning and quality of experience.
<http://www.irrodl.org/index.php/irrodl/article/view/1825>

The main objective of this article was to investigate efficiency of use of supplementary video content in teaching. Integrating video clips in lessons and presentations may increase students' perception of important information and motivation for learning. Because of that, students can better understand and remember key points of a topic. Those improvements represent some important learning outcomes. This research showed that segmentation of teaching materials with supplementary video clips may improve teaching and learning. The context of the video content and the position of supplementary video clips in teaching material are important influences on factors for motivation and efficiency of learning. This research presents the effects of the use of supplementary videos with different context of content (entertainment and educational) as well as the effects of their position within the teaching material. The experimental results showed that the most efficient method of use of supplementary video is integration with educational video content in at any point within the lesson.

As noted in our action plan for meeting our curricular goals of literacy for all students, a variety of instructional strategies and technologies will be used to assist students in acquiring literacy skills in all content areas. As described in the research, the use of nonlinguistic representations, such as graphic organizers and integrated videos, are effective tools for the support of understanding key concepts. Graphic representations are highly effective tools for scaffolding new concepts and vocabulary. Presentation software to organize information, coupled with a printed copy of the presentation to assist in note-taking skills, helps students to better identify key concepts and summarize critical information. Consistent with the research, our curricular and staff development goals include the use of mind-mapping tools, Powerpoint use, integrated videos and other technologies to assist with learning and note-taking skills.

Teachers bring the use of the Internet, as a resource, to the classroom daily. Teachers utilize Google Classroom and PearsonRealize both in the classroom and for students at home. District teachers can access programs correlated to California state standards via the internet. Ljubojevic, Vaskovic, Stankovic, J.Vaskovic (2014), examined the integration of these standards-based video clips into lessons developed by classroom teachers and found increases in student achievement. The study of more than 1,400 elementary and middle school students showed an average increase in learning for students exposed to the video clip application compared to students who received traditional instruction alone. South Fork students have access to the above listed programs at both school and at home. This gives the students instant access to information they would otherwise lack. Teachers also use various other websites suitable for enhancing learning in classroom, this can be pre-screened Youtube videos, PBSkids or other educational websites they deem appropriate to learning and align with the California state standards.

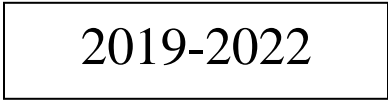
Our local Community College, Cerro Coso, is the leading two-year California Community College, which delivers fourteen A. A. Degree programs completely online. Both students and adults can utilize the computer lab with Internet access at South Fork Middle School to complete courses and attain degrees.



Curriculum



District Technology Plan



2019-2022

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(2) Curriculum

Technology is a strategy used to strengthen, support, and improve curriculum. The information sources students require will be provided through computers, SMART Boards, tablets, and other technologies. Our current plan addresses the integration and progression of technology into the curriculum. Monthly grade level meetings will be continued as teachers share innovative strategies and best practices. The District Technology Committee will continue meet regularly.

Curriculum is the heart of the entire planning process. It is the curriculum that achieves the underlying goal of assisting all students to master the California State Content Standards and each school to meet its Academic Performance Index targets. Therefore, curriculum is the centerpiece of the plan. Decisions made in this Curriculum Section influence other decisions made throughout the plan. The standards for students are organized by Kindergarten through Eighth Grade levels. These student standards (CCSS) have been identified by the International Society for Technology in Education (ISTE) and approved by the South Fork Union School District Technology Committee.

The numbers in the parentheses after each item identify the standards (1-6) most closely linked to the activity described. Each activity may relate to one indicator, to multiple indicators, or to the overall standards referenced.

1. **Creativity and Innovation**
2. **Communication and Collaboration**
3. **Research and Information Fluency**
4. **Critical Thinking, Problem Solving, and Decision Making**
5. **Digital Citizenship**
6. **Technology Operations and Concepts**

Grades PK–2 (Ages 4–8)

The following experiences with technology and digital resources are examples of learning activities in which students might engage during PK-Grade 2 (Ages 4-8):

1. Illustrate and communicate original ideas and stories using digital tools and media-rich resources. (1,2)
2. Identify, research, and collect data on an environmental issue using digital resources and propose a developmentally appropriate solution. (1,3,4)
3. Engage in learning activities with learners from multiple cultures through e-mail and other electronic means. (2,6)
4. In a collaborative work group, use a variety of technologies to produce a digital presentation or product in a curriculum area. (1,2,6)
5. Find and evaluate information related to a current or historical person or event using digital resources. (3)
6. Use simulations and graphical organizers to explore and depict patterns of growth such as the life cycles of plants and animals. (1,3,4)
7. Demonstrate safe and cooperative use of technology. (5)

8. Independently apply digital tools and resources to address a variety of tasks and problems. (4,6)
9. Communicate about technology using developmentally appropriate and accurate terminology. (6)
10. Demonstrate the ability to navigate in virtual environments such as electronic books, simulation software, and Web sites. (6)

Grades 3–5 (Ages 8–11)

The following experiences with technology and digital resources are examples of learning activities in which students might engage during Grades 3-5 (Ages 8-11):

1. Produce a media-rich digital story about a significant local event based on first-person interviews. (1,2,3,4)
2. Use digital-imaging technology to modify or create works of art for use in a digital presentation. (1,2,6)
3. Recognize bias in digital resources while researching an environmental issue with guidance from the teacher. (3,4)
4. Select and apply digital tools to collect, organize, and analyze data to evaluate theories or test hypotheses. (3,4,6)
5. Identify and investigate a global issue and generate possible solutions using digital tools and resources (3,4)
6. Conduct science experiments using digital instruments and measurement devices. (4,6)
7. Conceptualize, guide, and manage individual or group learning projects using digital planning tools with teacher support. (4,6)
8. Practice injury prevention by applying a variety of ergonomic strategies when using technology. (5)
9. Debate the effect of existing and emerging technologies on individuals, society, and the global community. (5,6)
10. Apply previous knowledge of digital technology operations to analyze and solve current hardware and software problems. (4,6)

Grades 6–8 (Ages 11–14)

The following experiences with technology and digital resources are examples of learning activities in which students might engage during Grades 6-8 (Ages 11-14):

1. Describe and illustrate a content-related concept or process using a model, simulation, or concept-mapping software. (1,2)
2. Create original animations or videos documenting school, community, or local events. (1,2,6)
3. Gather data, examine patterns, and apply information for decision making using digital tools and resources. (1,4)
4. Participate in a cooperative learning project in an online learning community. (2)

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5. Evaluate digital resources to determine the credibility of the author and publisher and the timeliness and accuracy of the content. (3)
6. Employ data-collection technology such as probes, handheld devices, and geographic mapping systems to gather, view, analyze, and report results for content-related problems. (3,4,6)
7. Select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. (3,4,6)
8. Use collaborative electronic authoring tools to explore common curriculum content from multicultural perspectives with other learners. (2,3,4,5)
9. Integrate a variety of file types to create and illustrate a document or presentation. (1,6)
10. Independently develop and apply strategies for identifying and solving routine hardware and software problems. (4,6)

For each grade span there are ten standards addressing six broad categories. The categories are:

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.
- c. use models and simulations to explore complex systems and issues.
- d. identify trends and forecast possibilities.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. develop cultural understanding and global awareness by engaging with learners of other cultures.
- d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

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- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.
- c. collect and analyze data to identify solutions and/or make informed decisions.
- d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.
- d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- c. troubleshoot systems and applications.
- d. transfer current knowledge to learning of new technologies.

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Information Communication Technologies (ITC) and digital learning resource standards within each category are to be introduced, reinforced, and mastered by students. Technology skills are developed by coordinated activities that support learning in academic content, discipline-specific areas. Integrating technology into the learning activities optimizes instruction.

Shared Vision Proactive leadership in developing a shared vision for educational technology among school personnel, students, parents, and the community

Implementation Planning A systemic plan aligned with a shared vision for school effectiveness and student learning through the infusion of ICT and digital learning resources

Consistent and Adequate Funding Ongoing funding to support technology infrastructure, personnel, digital resources, and staff development

Equitable Access Robust and reliable access to current and emerging technologies and digital resources, with connectivity for all students, teachers, staff, and school leaders

Skilled Personnel Educators and support staff skilled in the use of ICT appropriate for their job responsibilities

Ongoing Professional Learning Technology-related professional learning plans and opportunities with dedicated time to practice and share ideas

Technical Support Consistent and reliable assistance for maintaining, renewing, and using ICT and digital resources

Curriculum Framework Content standards and related digital curriculum resources

Student-Centered Learning Use of ICT to facilitate engaging approaches to learning

Assessment and Evaluation Continuous assessment, both of learning and for learning, and evaluation of the use of ICT and digital resources

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Engaged Communities Partnerships and collaboration within the community to support and fund the use of ICT and digital resources

Support Policies Policies, financial plans, accountability measures, and incentive structures to support the use of ICT in learning and in district and school operations

Supportive External Context Policies and initiatives at the national, regional, and local levels to support schools in the effective implementation of technology for achieving curriculum and technology

(ICT) standards

National Educational Technology Standards for Students

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Student Name: _____

I = Introduced R = Reinforced M = Mastered

Grades PK–2 (Ages 4–8)				
DATE	K	1	2	<p>The following experiences with technology and digital resources are examples of learning activities in which students might engage during PK-Grade 2 (Ages 4-8):</p> <ol style="list-style-type: none"> 1. Illustrate and communicate original ideas and stories using digital tools and media-rich resources. (1,2) 2. Identify, research, and collect data on an environmental issue using digital resources and propose a developmentally appropriate solution. (1,3,4) 3. Engage in learning activities with learners from multiple cultures through e-mail and other electronic means. (2,6) 4. In a collaborative work group, use a variety of technologies to produce a digital presentation or product in a curriculum area. (1,2,6) 5. Find and evaluate information related to a current or historical person or event using digital resources. (3) 6. Use simulations and graphical organizers to explore and depict patterns of growth such as the life cycles of plants and animals. (1,3,4) 7. Demonstrate safe and cooperative use of technology. (5) 8. Independently apply digital tools and resources to address a variety of tasks and problems. (4,6) 9. Communicate about technology using developmentally appropriate and accurate terminology. (6) 10. Demonstrate the ability to navigate in virtual environments such as electronic books, simulation software, and Web sites. (6)

Student Name: _____

I = Introduced R = Reinforced M = Mastered

Grades 3–5 (Ages 8–11)			
DATE	The following experiences with technology and digital resources are examples of learning activities in which students might engage during Grades 3-5 (Ages 8-11):		
	3	4	5
			<ol style="list-style-type: none">1. Produce a media-rich digital story about a significant local event based on first-person interviews. (1,2,3,4)2. Use digital-imaging technology to modify or create works of art for use in a digital presentation. (1,2,6)3. Recognize bias in digital resources while researching an environmental issue with guidance from the teacher. (3,4)4. Select and apply digital tools to collect, organize, and analyze data to evaluate theories or test hypotheses. (3,4,6)5. Identify and investigate a global issue and generate possible solutions using digital tools and resources (3,4)6. Conduct science experiments using digital instruments and measurement devices. (4,6)7. Conceptualize, guide, and manage individual or group learning projects using digital planning tools with teacher support. (4,6)8. Practice injury prevention by applying a variety of ergonomic strategies when using technology. (5)9. Debate the effect of existing and emerging technologies on individuals, society, and the global community. (5,6)10. Apply previous knowledge of digital technology operations to analyze and solve current hardware and software problems. (4,6)

Student Name: _____

I = Introduced R = Reinforced M = Mastered

Grades 6–8 (Ages 11–14)

DATE

6

7

8

The following experiences with technology and digital resources are examples of learning activities in which students might engage during Grades 6-8 (Ages 11-14):

1. Describe and illustrate a content-related concept or process using a model, simulation, or concept-mapping software. (1,2)
2. Create original animations or videos documenting school, community, or local events. (1,2,6)
3. Gather data, examine patterns, and apply information for decision making using digital tools and resources. (1,4)
4. Participate in a cooperative learning project in an online learning community. (2)
5. Evaluate digital resources to determine the credibility of the author and publisher and the timeliness and accuracy of the content. (3)
6. Employ data-collection technology such as probes, handheld devices, and geographic mapping systems to gather, view, analyze, and report results for content-related problems. (3,4,6)
7. Select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. (3,4,6)
8. Use collaborative electronic authoring tools to explore common curriculum content from multicultural perspectives with other learners. (2,3,4,5)
9. Integrate a variety of file types to create and illustrate a document or presentation. (1,6)
10. Independently develop and apply strategies for identifying and solving routine hardware and software problems. (4,6)

(2a) Duration and Software uses

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Within our school district technology architecture, all elements including educational software, smart board technology, computers, and interconnectivity are used to deliver significant and focused education to our students. These elements are typically used daily and sometimes multiple times during the day as compliments to our core curriculum. Students are given ample opportunity to experience and utilize hands on multi-media components during core curriculum instruction and extended activities such as computer labs, centers and SMARTBoard technologies.

Of particular note, our technology architecture component include(s):

Software

- Schoolwise
- Smart Technologies
- PearsonRealize
- i-Ready
- Operating System Platforms Windows 8-10
- Microsoft Site License
- Microsoft Office
- Other multi-media software purchased and licensed individually by teachers

Hardware

- Interactive White Boards (Smart Boards)
- Personal Computers
- Student/Teacher Tablets
- Servers
- Network Controllers (modems)

Network

- Follett Library system
- The Internet

People

- Network Administrator
- Certificated Staff

(2a-2b) We frequently evaluate our systems architecture and delivery techniques to ensure achieving learning goals and objectives. When we find need for modification, those changes are introduced into our system promptly.

Pre-K-8 teachers use any one of or multiple sources on a daily basis to create direct meaningful instruction: SMARTBoard technologies, Microsoft Office Programs, virtual field trips, access to primary online sources, and web cam experiences.

Pre-K-2 students operate the SMARTBoard Interactive whiteboard on a daily basis during reading, math, science, and weather station activities. All classrooms are equipped 5-10 student tablets that are utilized by the students on a daily and weekly basis allowing core curricular, basic computer skills, along with information literacy skills to be accessed, reinforced and built upon. PearsonRealize and i-Ready are accessed daily to monitor and assess student progress in mathematics and language arts.

Grades 3 – 4 students use technology to monitor and reinforce mathematics and language arts through PearsonRealize and i-Ready as well as having access to the computer lab located in the library/multi-media center. Students are being taught how to access and employ electronic reference materials, word processing programs, and online curricular materials though current curriculum.

Grades 5 – 8 students access multi-media technologies during class through the use of student computers, Interactive SMARTBoard Technologies, a fully equipped computer lab, digital media and Microsoft Office programs. Students are required to utilize production media to complete class assignments and projects.

**CURRICULUM
GOALS, OBJECTIVES, AND BENCHMARKS**

OVERALL GOAL: All students will be fluent in the use of technology as a tool to meet academic standards and personal goals

(2c)

Goal 1: Technology will be used to support the districts curricular goals and academic content standards to improve teaching and learning.		
Objective	Responsible Party	Benchmarks
<p>By September 2019 the SFUSD teachers will begin to include technology components into their curriculum mapping.</p>	<p>Grade Level Teachers</p> <p>Administrator</p>	<p>Beginning September 2019 eight technology components for each grade level’s core content areas will be written and included in the annual curricular map.</p> <p>By September 2020 nine technology components for each grade level’s core content areas will be written and included in the annual curricular map.</p> <p>By September 2021 ten technology components for each grade level’s core content areas will be written and included in the annual curricular map.</p>
<p>By May 2022 students will improve proficiency in content standards as measured by i-Ready and Renaissance Place.</p>	<p>Grade Level Teachers</p>	<p>Each year afore mentioned, students will increase their proficiency in mathematics and language arts content standards by 2%.</p>
<p>Implementation Plan and Summary</p>	<p>Each year the teachers at SFUSD are required to submit a curricular mapping of content standards to the administrator prior to the start of the term. Starting in September 2019, the curricular maps will include technology components. The administrator will review the mapping and technology components to ensure that 100% of the teaching staff is delivering the required technology instruction to students as is appropriate according to grade level and subject matter.</p> <p>i-Ready and PearsonRealize have data reservoirs built into their programs for access by teachers and administrators. Frequent benchmark tests are currently required. Beginning in May 2020, teachers and administrators will be expecting a minimum of 2% increase in proficiency annually. The school administrator will report the data gathered by the i-Ready program and report it to the Tech Committee annually. Revisions will be made as needed.</p>	

(2d)

<i>Goal 2: The teaching staff will educate all students regarding lawful and unlawful uses of copyright, fair use, plagiarism, file sharing, illegal downloading, and proxy servers.</i>		
Objective	Responsible Party	Benchmarks
<p>All teachers, students, staff, and students will be given information regarding ethical uses of technology including the Children’s Internet Protection Act (CIPA).</p> <p>Students will understand ethical uses of technology and be able to demonstrate its practice.</p>	<p>Grade Level Teachers\District Tech Committee / SFUSD School Board</p> <p>Grade Level Teachers\District Tech Committee / SFUSD School Board</p>	<p>By August 2019 teachers will receive the Board Policy, and will be brought up to date regarding all legislative and board policy regarding ethical technology practices.</p> <p>By September 2019 all students will have participated in a lesson each quarter teaching ethical technology use. This will continue to be standard practice each year there after.</p> <p>By August 2019 the district will have distributive information that will be given to parents outlining ethical usages of technology which is available in the student handbook.</p>
Implementation Plan and Summary	<p>The policy (including CIPA) will be posted by the technology committee in all classrooms, multimedia centers, the district office, and the school website. The Administrator will provide staff development training to all teachers. The teachers will take the information they glean from the development training to create lesson plans designed to teach students ethical technology practices. The technology committee will revise practices as necessary. The technology committee will create parental information leaflets that will be submitted to the school board for approval prior to being distributed.</p>	

South Fork Union School District
(2e)

<i>Goal 3: All students will be protected online by district software and policy while becoming educated about internet safety as is appropriate per their age grouping.</i>		
Objective	Responsible Party	Benchmarks
The district will continue to provide software and policy training on online safety.	District Tech Committee/Teachers/Computer Lab Paraprofessionals	By May 2020 60% of the student population will take a survey that reflects knowledge of online safety.
Implementation Plan and Summary	The policy will then be posted by the technology committee in all classrooms, multimedia centers, the district office, and the school website. The district will continue to maintain software that filters internet access and protects student privacy when online.	

South Fork Union School District
(2e)

Goal 4: Provide all students in the SFUSD with equitable access to technology and digital resources.		
Objective	Responsible Party	Benchmarks
All students, including ELL, GATE, Title 1, and Special Ed, in the SFUSD will be provided with equal access to technology, assistive devices, and digital resources.	Principals & District Tech Committee & IEP Case Manager After School Program Coordinator	By May 2020 and every year there after 100% of the students in the district will have access in compliance with the Williams Settlement.
Implementation Plan and Summary	The SFUSD is committed to equitable access for all students. This ensures that our teachers are equipped to provide appropriate technologies to all students. Teachers will be trained in the use of all assistive technologies that will be used in the classroom. As our current computer to student ratio is already at 1:1, we will maintain and upgrade hardware to continue this ratio. Students will be provided with access to technologies throughout the day in the classroom, multi-media rooms and during after-school hours through the After School program. The site administrator will continually check teacher plans student logins to ensure that the technologies are accessed. The tech committee will ensure the computer to student ratio improves or remains the same at 1:1.	

(2e)

Goal 5: Technology will be used to support the district's student record keeping and assessment efforts in order to be more efficient and supportive of teachers' efforts to meet individual academic needs.		
Objective	Responsible Party	Benchmarks
Teachers will be required to utilize i-Ready assessment and record keeping software along School Wise. The results will provide teachers with the information needed to meet individual student needs and track student progress over time. Lesson plans will become reflective of student achievement scores. SchoolWise will be used to track student attendance, demographics, and grades by the teaching staff to paint a clearer picture of the individual student.	Staff Administrator	By September 2019 all the teachers will be trained in SchoolWise and i-Ready so they can access all student information necessary to create individualized lesson plans. By September 2020 85% of the teachers will use i-Ready to create assessment driven lesson planning and re-teaching activities. By September 2021 95% of the teachers will use i-Ready to create assessment driven lesson planning and re-teaching activities. By September 2022 100% of the teachers will use i-Ready to create assessment driven lesson planning and re-teaching activities.
Implementation Plan and Summary	The administrator will provide the teaching staff with the developmental in-service time needed to learn how to access all of the components included in the i-Ready software package. Teachers will learn how to create and utilize benchmark tests. Teachers will be informed on how to read the assessment information and break it down into California State	

South Fork Union School District

	<p>Standard subgroups. This information will be utilized in future lesson planning ensuring all students have 75% accuracy in each standard.</p> <p>SchoolWise training will be given by the two district secretaries at their individual school sites. The secretaries will inform the teacher on how to access prior report cards, find demographic information, and track attendance. The tech committee will ensure that the trainings take place prior to the goal date.</p>
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(2e)

<p><i>Goal 6: All teachers and administrators will create and maintain individual web pages linked to the district/site website, have e-mail available to all parents, and use voice mail technology to encourage communication between home and school</i></p>		
Objective	Responsible Party	Benchmarks
<p>Teachers will access the school website and create teacher pages that will include class assignments, policies, and communication links.</p>	<p>District Tech Committee/Staff</p> <p>Teachers</p>	<p>By October 2019 all teachers will be trained on new webpage and app to access their own page and have access to the school webpage.</p>
<p>Implementation Plan and Summary</p>	<p>The District will provide in-service training to staff on personal website design. The technology/network coordinator will set up appointment times to meet individually with teachers to set up informative class web pages. The District will seek community partners to explore ways to provide greater online access for families. The District Technology Committee will meet regularly to make sure that the previous benchmarks are met.</p>	

South Fork Union School District

Monitoring: The process for monitoring and evaluating this plan is contained within each section listed above. The District Technology Committee will meet regularly to review, report, and monitor the benchmarks set forth in the previous 6 goals.

To successfully meet the curricular goals and objectives of this plan, the following guidelines for schools have already been established:

Elementary Schools (K-4):

- 1:1 ratio (student: computer) Internet accessible computers
- all instructional areas connected to the Internet and Intranet
- at least one computer lab
- each classroom has 5-10 student/teacher tablets
- networking to all primary instructional areas
- peripherals, including scanners, digital/video cameras, CD/DVD RW drives
- grade and subject appropriate diagnostic remedial/ reinforcement/ enrichment software
- access to the District web site
- intensive, ongoing professional development
- SMARTboard in every classroom

Middle Schools (5-8):

- 1:1 ratio (student: computer) Internet accessible computers
- all instructional areas connected to the Internet and Intranet
- at least 1 computer lab
- each classroom has 5-10 student/teacher tablets
- networking to all primary instructional areas
- peripherals, including scanners, digital/video cameras, CD/DVD RW drives
- grade and subject appropriate diagnostic remedial/ reinforcement/ enrichment software
- access to the District web site, with links to individual school sites
- a multi-media projector in the Library/Multimedia center
- intensive, ongoing professional development
- SMARTboard in every classroom

To empower student use of technology as a tool to improve academic achievement, the District will ensure that all students have the opportunity to gain computer knowledge and skills including; word processing, internet search and retrieval, email, spreadsheets, electronic publishing, and courseware. These skills will be taught through a variety of courses and instructional opportunities and presented in various educational settings, beginning in Preschool and continuing through grade 8.



Professional Development



District Technology Plan

2019-2022

Professional Development

(3a) Current Technology Skills and Needs

In August of 2019 the Tech Committee will develop and administer a technology proficiency survey to determine the level of staff knowledge.

Professional Development Goal 1 – Provide staff development in technology for teachers, administrators and other staff members to enhance the technological and information literacy skills needed in the performance of their job		
Objective	Responsible Party	Benchmarks
<p>OBJECTIVE 1: Continue to provide opportunities and tools for 100% of teachers and administrators to become proficient with integrating technology into the curriculum</p> <p>OBJECTIVE 2: Continue to provide staff development opportunities for 100% of administrators, teachers, and staff to be proficient in technology tools specific to the District</p>	Principal & Teachers/ District Tech Committee/Tech Coordinator	<p>2019-2020 100% of administrators and 100% of teachers proficient at basic level.</p> <p>100% of new administrators and 100% of teachers proficient integrating technology</p> <p>100% of new administrators, teachers, and staff proficient in District technology tools</p>

**STAFF DEVELOPMENT
GOALS, OBJECTIVES, AND BENCHMARKS**

(3b) OVERALL GOAL: SFUSD will provide ongoing, site-specific technology staff development to all staff members as needed. 100% of administrators, teachers, and staff will be proficient in District technology tools

Implementation Plan


TIMELINE	ACTIVITY	RESPONSIBILITY
2019-2022		
2019-2022	1. Addition of Technology Personnel available to all sites dedicated to providing professional development in the use of technology to support curriculum	Administrator/School Board
Annual	2. Maintain an active District Technology Committee	Administrator/School Board
Annual	3. Provide District in-service for District Curriculum and Technology Integration Matrices in ELA, Math, Science and Social Studies	Technology Personnel/Administrator
Annual	4. Provide training in the use of data to drive instruction to meet student academic needs	Technology Personnel/Administrator
2019-2020	5. Provide training School Wise and i-Ready	School Secretaries/Administrator/Technology Personnel
Annual	6. Provide District in-service for district, school site and classroom websites	Technology Coordinator
Annual	7. Site-Specific Software Training provided as needed	Technology Personnel/Administrator
Annual	8. Plan and coordinate workshops as needed based on District needs	Technology Personnel/Administrator



Infrastructure, Hardware, Technical Support and Software



District Technology Plan



2019-2022

Infrastructure, Hardware, Technical Support and Software

(4a-4b) Wide Area Network

The District's wide-area-network (WAN) consists of a 200 mbps wireless radios connecting South Fork Middle school, and our District Office to South Fork Elementary. This connection provides connectivity for the entire District's LAN (local area network). The district uses another set of 200 mbps wireless radios connecting South Fork Elementary School District to the Kern County Department of Education for our ISP.

The following tables outline the current state of our District networking topologies:

-

Wide Area Network and Bandwidth Connections

School Site	Circuit Type(s)	Current Bandwidth
South Fork Elementary	Wireless Radio	200 Mbps
South Fork Middle	Wireless Radio	200 Mbps
District Office	Wireless Radio	200 Mbps

-

Server and Backbone Local Area Network Connections

School Site	Server Type(s)	Current Server Connection	Planned Server Connection	Current LAN Backbone Speeds	Planned LAN Backbone Speeds
South Fork Elementary	Windows Server 2008 and 2012	100 Mbps	1000 Mbps	Switched 1000 Mbps	Switched 1000 Mbps
South Fork Middle					
District Office					

South Fork Union School District WAN/LAN Equipment Standards

The following network equipment has been installed and all sites have been connected

- 1 200 Mbps Wireless Radios 2 200 Mbps Wireless Radios
- 10 – 48 port HP 3500 Switches 7 of these are POE
- 19 – 1300 Mb Wireless Radios

WAN/LAN Improvements

The District's primary networking technology plan, pending funding, is to maintain and review the District's WAN/LANs to accommodate the bandwidth requirements and to stay ahead of the needs that are required for curriculum goals. To accomplish this, the Technology Committee will review the current state of Districts WAN/LAN and write comments from review as to any re-engineering the cabling infrastructure from a shared environment to a segmented structure. This will be evaluated on a yearly base.

Remote Connectivity and Accessibility Expansion

The District has a remote access server to allow users to connect to the District's network from home.

Wireless Connectivity

Wireless technologies spread spectrum, licensed microwave, and unlicensed microwave have become viable options. Wireless gives much more flexibility when trying to configure layouts for network connectivity. This is has been put in place now.

Network Documentation

Collect all documentation of the entire District network. Put in a user-friendly platform. This is to be updated as needed basis. This will be placed on the District network server for access from anywhere on District's network by our support staff.

Network Management

Network management software that's integrates with District's network with future plans that includes: Windows Server 2008 and 2012, Windows 10.

Inventory of all networking-related hardware

This is done through a network-enabled database. This database is accessible through district network.

Hardware

Desktop Standards

By having in place District hardware standards, the District positions itself to provide support in a more efficient and cost effective manner.

Teacher Computers:

- 14 HP Pro 3500 i3 for Teachers
- Tablets
- 11 HP Envy X2

Student Computers:

- MS Lab HP Compaq DX2300 Dual Core Windows 8.1
- Elem Lab
- 3 HP Compaq DC5800 Dual Core Windows 8.1
- 27 HP Compaq DC5100 Pentium 4 Windows 7
- Tablets
- 15 Nextbook 10.1 Windows 8.1
- 4 Nextbook Flex 11 Windows 8.1
- 73 HP Stream 11 Windows 10
- 60 HP Stream 14 Windows 10

Server Standards

There are two (2) Windows Servers 2008 and 2012. The purpose of the network server is to provide the following:

- School Wise Student System
- Host the Follett library system
- Provide file and print services for local users
- Provide storage area for all networked software
- Anti-Virus Software
- Back-up software

Improving Server and Service Availability

Purchasing smaller, rack-based servers to “break-out” core services such as DHCP, E-mail, file sharing, and printing services will further increase network performance, security, reliability and availability. With these increases, the network can better service the curriculum delivery and professional development.

Software

Our current standards for desktop software in the district are listed in the table below.

Operating Systems	Applications
Windows 8.1- Windows 10	Microsoft Office
	PearsonRealize
	i-Ready
	Internet supported programs

Improvements in Repair Services, Obsolete Equipment and Physical Security

Focus will be placed on increasing effectiveness in this area by better providing coordination, and designating a single point of contact for repair and installation activities. This single point of contact will be through the School Dude work order system for technology. Responsible personnel is the Network and Computer Technician. Obsolete equipment will be used for parts or recycled. All teachers have a locking cabinet to keep non-desktop devices locked up when not in use.

Other objectives include

Continued technical training to enhance user services and reduce machine downtime.

Network Security and Appropriate Use

As part of the network security process, the following security practices are in process or have been implemented:

- Virtual Local Area Network (VLAN) technology to provide secure access to necessary resources
- Remote access strategy to provide a secure and safe off-site access
- Internet Content filtering server to provide a safe Internet experience
- Acceptable Use Policies

District wide backup strategy to ensure data integrity

The use of technology in the district has grown. The amount of data stored on electronic media. These files are primarily stored on file servers that need to be backed up regularly to ensure data integrity of the information.

South Fork Union School District **Implement Virtual Private Networking (VPN)**

The use of VPN technology allows a computer outside our firewall to “tunnel” through and access resources that are authorized to that particular user. VPN would allow employees access to South Fork Union School District’s resources via the external public Internet.

District and School Management Systems

Electronic Communications

The public web page contains district information for public use. All web information from schools comes through a school site web administrator and maintained through the district Webmaster.

Business Systems

Users connect to the HP3000 with PCs running terminal emulation software for financial and student services

Student System

The District houses School Wise Software for our student system. This allows instant access for our staff to student records and information.

Student Attendance

Teachers connect to the School Wise server with client software to do class attendance from the classroom.

Library Systems

All schools use the Follett multi-user library software. The library catalog can be accessed by PCs at the various schools.

Food Services System

The Food Services software package is the K-TRAC (keeping track of kids nutrition) program and ACCU-SCAN system. It has the following modules: Point of Service, Cash & Meal Counts. The Free and Reduced-Price Meal applications are at the Cafeteria Office.

Monitoring

The District Technology Committee will be responsible for monitoring our progress for meeting our goals. Technology work orders are required for maintenance of hardware and software. District approval will be required for purchase of hardware and software.

INFRASTRUCTURE, HARDWARE, SOFTWARE, AND TECHNICAL SUPPORT GOALS, OBJECTIVES, AND BENCHMARKS

OVERALL GOAL: To provide up-to-date infrastructure, hardware and software supported by an expert technical staff.

Goal 1: To provide technical staff (in house & outside personal) at a ratio of 300 devices to one staff member.		
Objective	Responsible Party	Benchmarks
Device-to-technician ratio will be 300:1 as evidenced by personnel records and inventory	District Tech Committee	Each year the Technology Department will research and develop a plan for maintaining the device-to-technician ratio to the 300:1 California State Department of Education recommendation, as evidenced by the written plan

Goal 2: To develop and improve the current infrastructure to allow portability of information between home and school in a controlled way.		
Objective	Responsible Party	Benchmarks
Staff will have access to their network files from home as evidenced by network logs.	District Tech Committee	Each year review the technology plan and budget for providing portability of information from school to home.


Goal 3: To explore various models for providing equitable access to technology across the district for all staff and students.		
Objective	Responsible Party	Benchmarks
Develop models for providing equitable access to technology across the district will be explored and a purchasing cycle for ongoing replacement of equipment will commence as evidenced by purchase orders and replacement of equipment. This process will continue for the fore seeable future.	Administration & District Tech Committee	Each year review various models for providing equitable access to technology across the district will be explored and published for discussion by district staff and students. Each year review various models for providing equitable access to technology across the district will be explored and a purchasing cycle for ongoing replacement of equipment will commence as evidenced by purchase orders and placement of equipment.



Monitoring and Evaluation



District Technology Plan



2019-2022

(5a) Monitoring and Evaluation

Implementation of the Education Technology Plan will be monitored on an annual basis by the Technology Committee. Each of the proposed activities will be reviewed for progress. Barriers and challenges will be addressed and the activities will be revised as is appropriate.

The ultimate success of the Education Technology Plan will be reflected in the analysis of student achievement data. Student growth in reading and math, as measured by CAASSP scores, PearsonRealize assessment, and i-Ready data will be used to evaluate the success of the program and use of technology.

Specifically, we are targeting students already identified as Far Below Basic or Below Basic in Math and Reading. Also, subgroups such as ELD students and GATE students will be tracked for improvement on score in State Testing. Teachers monitor students on a daily basis, and report results and feedback to administration at staff meetings, Student Assistance Team meetings, or on a personal level.

Ongoing measurement of professional development goals are made by individuals and the Administrator, as staff meets technology goals each year. Articulation will find new areas of focus as weaknesses and strengths are re-evaluated each year. Leadership will be monitored by administration and staff as teachers share expertise during professional development.

(5b) Schedule for evaluating the effect of plan implementation

The plan will be evaluated annually at Technology committee meetings. Data related to annual goals and benchmarks will be presented to the committee, including student achievement, staff participation in professional development, and staff, student and parent satisfaction.


Evaluation results will be communicated to all stakeholders through a report when requested.



Appendices



District Technology Plan



2019-2022

COMPUTER ACCEPTABLE USE POLICY

Students and parents, please read this document carefully. When signed by you it becomes a legally binding contract. We must have your signature and that of your parent/guardian before we can provide you access. Listed below are the provisions of this contract. If any user violates these provisions, access to the information service may be denied and you may be subject to disciplinary action. In exchange for the use of the South Fork Union School District computer systems and networks, either at school or away from school, I understand and agree to the following:

1. **Personal Responsibility:** As a representative of this school, I will accept personal responsibility for reporting any misuse of the network to the principal. Misuse can come in many forms, but is commonly viewed as any messages sent or received that indicate or suggest, pornography, unethical or illegal solicitation, racism, sexism, inappropriate language and other issues.
2. **Acceptable Use:** The use of the computers must be in support of education and research and within the educational goals and objectives of the South Fork Union School District. I am personally responsible for this provision at all times when using electronic information services.
 - a. Use of other organization's network or computing resources must comply with rules appropriate to that network.
 - b. Transmission of any material in violation of any United States or other state organizations is prohibited. This includes, but is not limited to, copyrighted materials, threatening or obscene material, or material protected by trade secrets.
 - c. Use of commercial activities by for-profit institutions is generally not acceptable
 - d. Use of product advertisement or political lobbying is prohibited
 - e. Access to online services that provide information considered being pornographic or immoral is also prohibited.
 - f. Only authorized personnel will install software/hardware.
3. **Privileges:** The use of the information system is a privilege, not a right, and inappropriate use will result in the cancellation of these privileges and appropriate disciplinary actions will be taken. Each person who receives an account will participate in a discussion with a South Fork Union School District faculty member as to proper behavior and use of the network. The principal will decide what is appropriate and his/her decision is final. The principal may close an account (deny access) at anytime if necessary. The administration, staff, or faculty of South Fork Union School District may request the district deny, revoke or suspend specific user accounts.
4. **Internet/Network Rules:** You are expected to abide by the generally accepted rules of network etiquette. These rules include, but are not limited to, the following:
 - a. Users are prohibited from concealing or misrepresenting their identity while using the system, except where alias names are appropriate (i.e. pre-approved chat rooms).
 - b. Be polite. Do not send abusive, harassing or suggestive messages to anyone.
 - c. Do not respond to abusive, harassing or suggestive messages. You are required to report such messages to the supervising adult immediately.
 - d. Keep account passwords confidential and do not allow other people to use them.
 - e. Unauthorized entry, use, transfers, and tampering with the accounts and files of others is prohibited.
 - f. Use appropriate language. Do not swear, use vulgarities, or express yourself in any other inappropriate language.
 - g. Communication advocating, encouraging or supporting illegal activities is strictly forbidden.
 - h. Respect the privacy of all users. Do not reveal the personal address or phone numbers of yourself or anyone else. Remember that e-mail may not be private. Others may read what you type into your computer.
 - i. Respect the originator of communications. Do not forward e-mail messages or information without the permission of the originator.
5. **Areas of Use:** The use of South Fork Union School District computers should be used for the following purpose of (in order of priority):
 - a. Academic support
 - b. Communication
 - c. General information

Non-Academic Games, whether online, on CD-Rom, or on diskettes, are not acceptable uses of the system.

The only exception is when a teacher or staff member designates the games as academic support.

6. **Services:** The South Fork Union School District makes no warranties of any kind whether expressed or implied, for the service it is providing. The South Fork Union School District will not be responsible for any damages suffered while on this system. The damages include loss of data as a result of delays, non-deliveries, misdeliveries, or service interruptions caused by the system or your errors or omissions. Use of any information obtained via the information system is at your own risk. The South Fork Union School District specifically denies any responsibility for the accuracy of information obtained through its services.
7. **Security:** Security on any computer system is a high priority because there are so many users. Never demonstrate the problem to other users. Never use another individual's account.
8. **Ethical Use:** Plagiarism of ideas or information will be grounds for disciplinary action. Theft or piracy of software and/or vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user or any other agencies or networks that are connected to the system. This includes, but is not limited to the loading or creation of computer viruses. Any vandalism will result in the loss of computer services, appropriate disciplinary action, and legal referral.

Student _____ Teacher _____

Required Signatures

STUDENT

I have read or my parent/guardian has read to me the South Fork Union School District Computer Acceptable Use Policy. I understand and will abide by the provisions and conditions of this contact. I understand that any violations of the Computer Acceptable Use Policy may result in disciplinary action; the revoking of my user account (Computer Usage) and appropriate legal action. I also agree to report any misuse of the information system to the appropriate South Fork Union School District administrator. Misuse can come in many forms, but can be viewed as any messages sent or received that indicate or suggests pornography unethical or illegal solicitation, racisms, sexism, inappropriate language, and other issues.

Student Signature _____ Date _____

PARENT OR GUARDIAN

As the parent/guardian of this student, I have read the South Fork Union School District Computer Acceptable Use Policy and understand that it is designated for educational purposes. I understand that it is impossible for the South Fork Union School District to restrict access to all controversial materials, and I will not hold the District responsible for materials acquired on the network or Internet. I also agree to report any misuse of the information system to the appropriate South Fork Union School administrator. Misuse can come in many forms, but can be viewed as any messages sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, and other issues described.

I accept full responsibility for supervision if and when my child is not in a school setting. I hereby give my permission for my child to be issued an account and certify that the information contained on this form is correct.

Parent or Guardian Name (please print): _____
Signature _____ Date _____

TEACHER

I have read the South Fork Union School District Computer Acceptable Use Policy and agree to promote this agreement with the student. Because the student may use the network for individual work or in the context of another class, I cannot be held responsible for the student's use of the network. As the sponsoring teacher, I agree to instruct the student on acceptable use of the network and proper network etiquette. I also agree to report any misuse of the information system to the appropriate South Fork Union School District administrator. Misuse can come in many forms, but can be viewed as any message sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, and other issues described.

Teacher Signature _____ Date _____

**Office of Christine Lizardi Frazier
Kern County Superintendent of Schools
Internet Acceptable Use Policy for Employees**

SP 4290

 Policy Approved: September 19, 2007

Kern County Superintendent of Schools Office

KERN COUNTY SUPERINTENDENT OF SCHOOLS OFFICE**PERSONNEL**

**EMPLOYEE ACCEPTABLE USE POLICY FOR COMPUTERS, ELECTRONIC
DEVICES, NETWORK AND OTHER ELECTRONIC INFORMATION
RESOURCES**

The Kern County Superintendent of Schools Office recognizes that electronic information resources can enhance productivity, facilitate professional communication, and assist in providing quality educational programs. This policy applies to and describes the responsibilities and obligations of all employees using the office electronic information resources including computers, electronic devices, and network.

DESCRIPTION OF ELECTRONIC INFORMATION RESOURCES

Electronic information resources covered by this policy include office computers, electronic devices, and network.

1. Definition of Office Computers

The term “office computer” means any computer, including a laptop computer that is owned, leased, or rented by the office, purchased with funds from a grant approved by or awarded to this office, or borrowed by this office from another agency, company or entity, whether or not the computer is equipped with a modem or communication peripheral capable of digital connection.

2. Definition of Electronic Devices

The term “electronic devices” means any device other than a computer that is capable of transmitting, receiving, or storing digital media and is owned, leased, or rented by the office, purchased with funds from a grant approved by or awarded to the office, or borrowed by the office from another agency, company or entity, whether or not the electronic device is portable and whether or not the electronic device is equipped with a modem or other communication peripheral capable of digital connection. Office electronic devices include but are not limited to the following:

- telephones
- cellular telephones
- radios
- pagers
- voice mail
- e-mail
- text messages
- digital cameras
- personal digital assistants such as Palm Pilots and smart phones
- portable storage devices such as thumb drives and zip drives
- portable media devices such as IPODs and MP3 players
- optical storage media such as compact discs (CDs) and digital versatile discs (DVDs)
- printers and copiers
- fax machines

3. Definition of Electronic Network

The term “electronic network” means the local area office-wide and Internet

systems including software and e-mail and voice mail systems, remote sites, and VPN connections.

OWNERSHIP

The office electronic information resources, including laptop computers and portable electronic devices are office property provided to meet office needs. They do not belong to employees.

All office computers and electronic devices including laptop computers and portable electronic devices are to be registered to the office and not to an employee. All software on office computers and electronic devices including office laptop computers and portable electronic devices is to be registered to the office and not to an employee except as provided in Section 6.

No employee shall remove an office computer or electronic device from the Kern County Superintendent of Schools Office's property without the prior, express authorization of the employee's supervisor and the designated technology administrator at the employee's site.

The use of office electronic information resources is a privilege which the office may revoke or restrict at any time without prior notice to the employee.

NO EMPLOYEE PRIVACY

Employees have no privacy whatsoever in their personal or work-related use of the office computers, electronic devices, network and other electronic information resources or to any communications or other information in the office electronic information resources or that may pass through office electronic information resources. The office retains the right, with or without cause, and with or without notice to the employee to remotely monitor, physically inspect or examine the office computers, electronic devices, network or other electronic information resources and any communication or information stored

on or passing through the office electronic information resources, including, but not limited to software, data and image files, Internet use, e-mails, text messages, and voice mail.

When an employee leaves the employment of the Kern County Superintendent of Schools

Office, management shall be given access to, and the authority to dispose of, any and all of his or her computer files, e-mail, voice mail, text messages, and any other electronically stored information.

PERSONAL USE

Employees shall use the office computers, electronic devices, network and other electronic information resources primarily for purposes related to their employment.

Office laptop computers and portable electronic devices shall be used solely by authorized employees and not by family members or other unauthorized persons.

Where approved by the employee's supervisor in advance, an employee may make minimal personal use of office electronic information resources as long as such use does not violate this policy, does not result in any additional fee or charge to the office and does not interfere with the normal business practices of the office or the performance of an employee's duties. As described in Section 3, employees have no privacy whatsoever in their personal use of the office computers, electronic devices and network, including but not limited to software, data and image files, Internet use, text messages, and e-mails.

PASSWORD PROTECTION

To protect against unauthorized use, all office computers and electronic devices, including laptop computers, that are capable of being password protected, shall be password protected, even if a computer or electronic device is assigned to a single employee for his or her sole use. If password protection is not technologically feasible, the employee to whom the computer or electronic device is assigned shall be responsible for physically protecting it against unauthorized use. Any screen saver which is capable of being password protected shall be password protected.

Each employee shall be responsible for registering his or her password(s) with the appropriate administrator, whether the password protection is at the system level or program level. The office needs the ability to access its own equipment.

SOFTWARE AND ELECTRONIC DEVICES

Software, computers, and electronic devices must meet specific standards to protect the office's network and other electronic information resources. In addition, violations of software copyright law have the potential of costing the office millions of dollars.

Only the designated technology chief technology officer/administrator shall be allowed to authorize installation or maintenance of either hardware or software on office computers and electronic devices.

Unless directed to or authorized by the employee's supervisor and the designated technology administrator at each site, no employee shall install, maintain, or remove software on office computers and electronic devices.

Unless directed to or authorized by the employee's supervisor and the designated technology administrator, no employee shall connect an electronic device to office computers, whether hardwired or wireless.

The chief technology office/administrator is authorized to approve employee requests for the installation of non-office software, subject to the following limitations:

1. Software not related to the mission of the office shall not be installed.
2. No software shall be installed without written proof of licensing, which shall be retained by the technology administrator. Multiple installations of the same license number will be assumed to violate copyright unless a multiple license provision can be demonstrated.
3. The employee shall surrender to the office all rights whatsoever he or she may have in the software, including but not limited to the following:

- The office has the right to remove the software at any time and for any reason without prior notice to the employee.
- The office has no obligation to return the software to the employee.
- If the employee is assigned to a different computer or electronic device, the office has no obligation to install the software on that equipment.

Employees who have been authorized to download and install software shall run a virus detection program on all files and programs downloaded and shall adhere to copyrights, trademarks, licenses, and contractual agreements applicable to the software, including provisions prohibiting the duplication of material without proper authorization and the inclusion of copyright notices in any use of the material.

FILTERS AND OTHER INTERNET PROTECTION MEASURES

To ensure that the use of the office's network is consistent with the office's mission, the office uses content and/or bandwidth software to prevent access to pornographic and other websites that are inconsistent with the mission and values of the office. No employee shall bypass or evade or attempt to bypass or evade the office's filter system.

UNACCEPTABLE USES

Employees using office computers, electronic devices or network shall be responsible for using them only in compliance with the following requirements unless the chief technology officer/administrator gives prior, express written permission.

1. An employee shall use only his or her assigned account or password to access office computers, electronic devices, and network. No employee shall permit the use of his or her assigned account or password, or use another person's assigned account or password without the prior express, written consent of the employee's supervisor and the designated technology administrator at the employee's work site.
2. Employees are prohibited from using office computers, electronic devices, network and other electronic resources for knowingly transmitting, receiving, or storing any oral or written communication that is obscene, threatening or disruptive, or that reasonably could be construed as harassment or disparagement of others based on their race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, or sexual orientation. This prohibition applies to written and oral communication of any kind, including music.

3. Employees are prohibited from using office computers, electronic devices and network for knowingly transmitting, receiving, or storing any visual image that depicts actual or simulated torture, bondage, or physical abuse of any human being or other creature, or that is sexually explicit.

a. "Sexually explicit" means a visual depiction of actual or simulated human sex acts, or the unclothed human genitalia, pubic area, anus, buttocks, or female breast that lacks serious artistic, literary, scientific, or political value.

b. This prohibition applies to visual depictions of any kind, including screensavers, drawings, cartoons and animations.

4. Employees shall not knowingly store or transmit copyrighted material on office computers, electronic devices, or network without the permission of the holder of the copyright. Employees shall download copyrighted material only in accordance with applicable copyright laws.

5. Employees are prohibited from knowingly using the office computers, electronic devices, and network to intentionally access information intended to be private or restricted; change data created or owned by another user or any other agency, company or network; make any unauthorized changes to the appearance or operational characteristics of the office's system; load, upload, download or create a computer virus; alter the file of any other user or entity; or remove, change or add a password, alter system settings, preloaded software settings, firmware and hardware without the approval of the designated technology administrator at the employee's site.

6. Employees are prohibited from remotely accessing any office computer or server without prior express written approval of the chief technology officer/administrator.

7. Employees are prohibited from uploading to a non-office server any file contained on an office computer or server; whether the file is work related or personal, unless the employee has been granted the prior express written approval of the chief technology officer/administrator.

8. Any text transmission can only be used by authorized office blog messaging system and or device.

9. Employees also are prohibited from using office computers, electronic devices, and network for the following:

- personal financial gain
- commercial advertising
- political activity as defined in Education Code sections 7050-7058
- religious advocacy
- promoting charitable organizations
- communicating in someone else's name
- attempting to breach network security
- creating, sending or receiving materials that are inconsistent with the mission and values of the office
- mass distribution of e-mail to a school site without the prior approval of the site administrator
- mass distribution of e-mail to the office without the approval of the chief technology officer, superintendency, or designee
- accessing pornographic or other websites that are inconsistent with the mission and values of the office
- any activity prohibited by law, board policy, or administrative regulations, or the rules of conduct described in the Education Code

VIOLATION OF THIS POLICY

Management personnel shall promptly report violations of this policy to the chief technology officer and the appropriate associate/assistant superintendent.

Employees who violate this policy are subject to discipline, up to and including termination, pursuant to the provisions of applicable laws governing employee discipline, and applicable office policies, procedures, and collective bargaining agreements. The employee's use of office electronic information resources also may be restricted, suspended, or revoked.

Legal Reference:
EDUCATION CODE

