

# Technology Use Plan

2001-2004

## Tulare Joint Union High School District



Sanctuary for Learning

Adopted: 1997  
Amended: 2001



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# EXECUTIVE SUMMARY

## ISSUES

1. Technology based instruction; information and communication systems are essential for serving the students, supporting the teachers and carrying out administrative tasks.
2. The staff is generally aware of the available technology and is supportive of its integration into the instructional delivery system, but need continued training for optimizing the use of technology in the classroom.
3. This document will provide a comprehensive on-going master plan for the funding and implementing of technology here at Tulare Joint Union High School District.

## RECOMMENDATIONS

The District/site should:

- Support the use of technology to augment and embrace every learning situation.
- Provide student and teacher access to essential electronic library and research tools.
- Commit to continued staff development and operational support for technology.
- Have an on-going comprehensive plan concerning the funding of technology.
- Plans for new facilities should accommodate current technology and future expansion.
- Update facilities, where necessary, to accommodate current and future technology.
- Define reasonable expectations for the technology plan and evaluate outcomes.
- Annually review the technology plan and evaluate outcomes.

## **BENEFITS**

- Students will have greater access to essential technological resources and participate more fully in the educational opportunities this access affords.
- Teachers will find contemporary ways to deliver essential educational material, which is to the learner's ability, no matter how accelerated or remedial the learner may be.
- Staff productivity will increase through the appropriate use of technology.
- Tulare Joint Union High School District will know it is getting the optimal technological outcome for its investment.
- The community will benefit from a technologically competent citizenry.

## **IMPLEMENTATION COMMITMENTS**

Tulare Joint Union High School District will support the establishment of an ongoing Technology Committee charged with the responsibility to:

- Develop needed library and research electronic resources.
- Identify and evaluate curricular and instructional uses of technology.
- Establish adequate teacher and staff support and training programs.
- Define standards for systems and facilities.
- Develop periodic budget and planning reports.
- Prepare recommendations for future policies to assure appropriate use of technology.

## **BUDGET COMMITMENTS**

Approval of the plan and the recommended projects would commit Tulare Joint Union High School District to pursue technology grants and allocate funding over the next three years. We must also be aware that change is inevitable.

### **THREE YEAR TECHNOLOGY PLAN ESTIMATED BUDGET SUMMARY**

<b>Potential Income</b>	<b>2001-2002*</b>	<b>2002-2003*</b>	<b>2003-2004*</b>
Union DHS Support Grant	\$84,000	\$84,000	-
Western DHS Support Grant	\$81,000	\$81,000	\$81,000
Tech Prep DHS Support Grant	\$6,000	\$6,000	\$6,000
Sierra Vista DHS Support Grant	\$15,000	\$15,000	\$15,000
E-RATE	\$25000	\$25000	\$25000
Digital Access Services Grant	\$5000	\$5000	\$5000
Title I	\$22000	\$22000	\$26000
VEA	\$12000	\$20000	\$35000

Library Block Grant	\$4,000	\$4,000	\$4,000
II/USP	\$60,000	-	-
Medical	-	-	\$30,000
Title VI	\$18,000	\$18,000	\$18,000
Total Potential Income*	\$312,000	\$260,000	\$245,000

<b>Potential Expenses</b>	<b>2001-2002*</b>	<b>2002-2003*</b>	<b>2003-2004*</b>
Classroom Learning Environments	\$199,000	\$157,000	\$100,000
Staff Development/ Continuing Ed.	\$35,000	\$28,000	\$20,000
Wiring and Infrastructure	\$60,000	\$50,000	\$50,000
Multimedia Research Center-Library	\$8,000	\$10,000	\$20,000
Administrative, Site Technology	\$10,000	\$15,000	\$55,000
Total Potential Expenses*	\$312,000	\$260,000	\$245,000

\*Income and expenses are dependent on many grant and entitlement programs. These numbers are subject to change dependent upon available monies.



## VISION

The mission of the Tulare Joint Union High School District is to enable all students to earn a high school diploma and to provide them with the skills/information to do the following:

1. continue their educational advancement,
2. obtain appropriate employment, and
3. perform as responsible citizens.

## MISSION STATEMENT

The mission of the Tulare Joint Union High School District is to expose staff and students to a myriad of technologies which will:

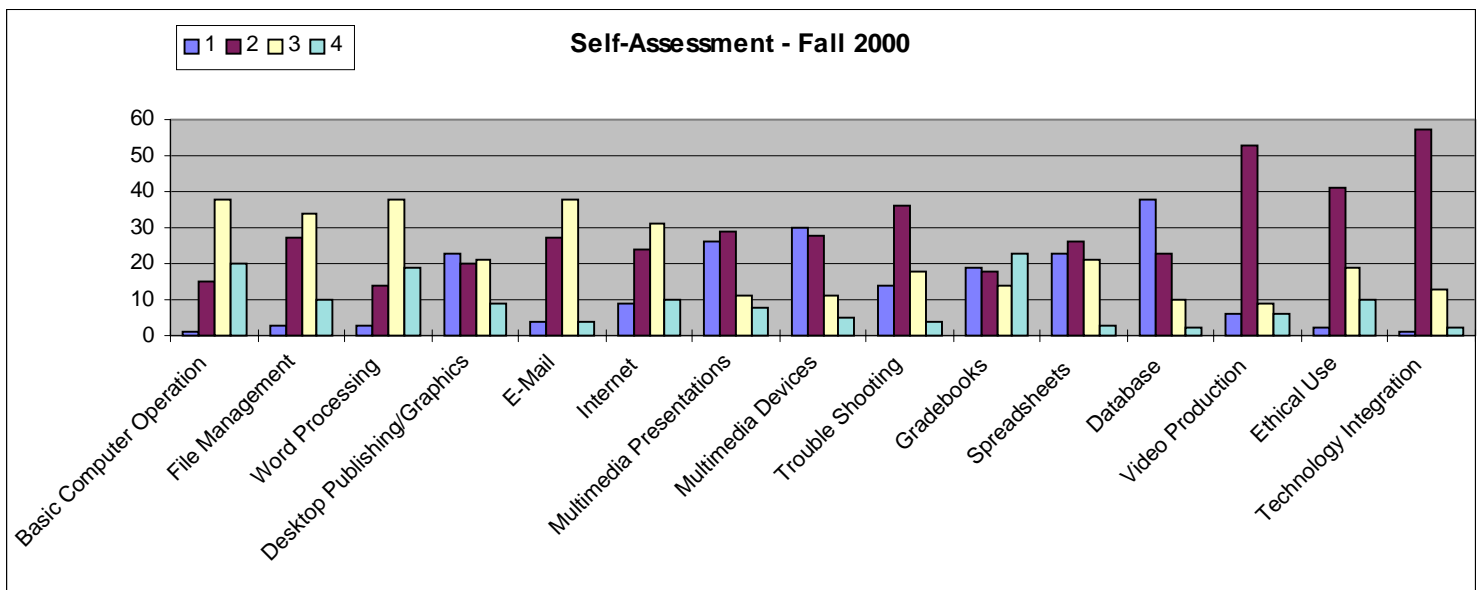
- To equip students with the ability to:
  - Increase productivity
  - Work collaboratively
  - Use information wisely and responsibly
  - Communicate globally
- To seek out innovative technology that enhances the individual potential of students and promotes the effectiveness of staff.
- To effect decisions regarding policy, budget, and curriculum for the use of technology in all learning environments.



# STAFF DEVELOPMENT

## BENCHMARKS: TEACHER SURVEY RESULTS

The following survey was taken in the Fall of 2000. After reviewing this data, Tulare Joint Union High School District is making a serious effort to support the teachers in making technology an everyday part of their lives.



## IMPLEMENTATION

One of the key elements to making a “Technology Plan” a reality is our district’s commitment to staff development and support. We at Tulare Joint Union High School District make this one of our top priorities. The California State Technology Proficiencies for Teachers will be used as a guideline for developing levels of staff proficiency. We have had/will have the following training:

At the beginning of each year, the site Technology Committee will work with each staff member to develop an Individualized Learning Plan (ILP). The Technology Support Committee will conduct a formal staff assessment at the end of each school year. As a result of annual assessments, all staff members will evaluate the effectiveness of their ILP. The Technology Committee, in conjunction with district mentors, CTAP trainers and private consultants, will provide training activities. Workshops addressing computer applications, software, effective communication, information literacy, classroom management skills and integration strategies will begin during Friday morning meetings and during teacher conference periods. We will also support staff attendance to the CUE conference and local technology institutes sponsored by CTAP and our County Office of Education.

## **STAFF DEVELOPMENT FOR PERSONAL PROFICIENCY**

- Computer basics
- Word-processing
- Spreadsheets
- Internet
- E-mail
- Desktop publishing
- Video
- Grading
- Database

## **STAFF DEVELOPMENT FOR TRAINING TEACHERS TO TEACH TECHNOLOGY TO STUDENTS**

- Computer basics
- Word-processing
- Spreadsheets
- Internet
- E-mail
- Desktop publishing
- Video
- Grading
- Database
- Staff Development for training teachers to develop and implement technology integrated instruction.
- Train staff to develop technology-integrated instruction using standards based curriculum.
- Information literacy
- Fair and appropriate use
- Evaluation of technology activities and their effectiveness to meeting correlated goals.
- Gender equity
- Parent participation
- Development of server based student technology portfolios

- Development of specific activities to meet grade level technology goals in each.
- Accelerated Reader
- Accelerated Math



# CURRICULUM DRIVEN TECHNOLOGY GOALS

Technology is an ever increasing part of our society. Whether for business, home or entertainment individuals are surrounded with technological devices and must learn to use these devices to function in society. Our District will provide students with significant exposure to technology to help close the “digital divide.”

Students will use computer knowledge and skills to enrich their academic program by incorporating digital technology into quality essays, research projects, and presentations. Technology will enable students to experience a richer and more relevant curriculum than is currently available to them. Students will have access to unlimited resources for gathering, organizing, analyzing, and presenting information. Technology will connect students with databases and information sources housed both within and outside the school. Students will have increased access to computers and the Internet to expand their information literacy skills and research opportunities. Students will have increased access to grade appropriate software, and peripheral. Student motivation will be stimulated as active learners make knowledgeable and appropriate choices about their learning in all core curricular areas. The increased access to resources for research projects and essay writing throughout the curricula will improve students’ overall communication and critical thinking abilities. Evidence of proper validation, evaluation, and citation of these resources will be illustrated in student projects for all curricular areas.

Students will improve their presentation of information by gaining proficiency in selecting the most appropriate tool for completing and presenting assignments. Students will demonstrate their learning through a variety of presentation modes, such as word processing, spreadsheets, databases, and multimedia presentations. In order to prepare for careers, all students will learn to apply their technology and critical thinking skills; they will use their word processing and Internet research skills to complete career portfolios and resumes. Students will access, evaluate and use online job information and/or college information and applications in the career component of Freshmen Studies classes or during appointments with their counselor. Based upon the input and advice of our partnerships, all departments will better able to connect their curriculum content with the needs of the work place.

## Core Competencies

Students will develop competency in core areas defined as word processing, desktop publishing, internet research and spreadsheets. These core areas will become gateways by which future technology learning will take place.

Curricular Activities	State Standards	Technology Skills and Resources
<p><b>English</b> students will improve reading, writing, and communication skills. Students will use the writing process to organize, compose, edit and publish word-processed essays, narratives and critiques. Students will use information literacy skills to distinguish between useful and fallacious sources as they conduct Internet research. Students will write research-based essays and narratives with properly cited sources.</p>	<ul style="list-style-type: none"> <li>• Organization and Focus</li> <li>• Revising and Evaluating Strategies</li> <li>• Research and Technology</li> </ul>	<p>Word Processing Desktop Publishing Subject Content Software Internet Research Basic Computer Operation</p>
<p><b>Math</b> students will collect, analyze, and represent current and relevant data from probes and on-line sources. Students will create spreadsheets including formulas to solve algebraic problems.</p>	<ul style="list-style-type: none"> <li>• Develop understanding of math concepts</li> <li>• Communicate quantities, logical relationships and unknowns using mathematical terms</li> <li>• Gather data, analyze evidence and build arguments using mathematical reasoning</li> </ul>	<p>Spreadsheets Internet Research Mathematical Software Basic Computer Operation</p>
<p><b>Social Studies</b> students will gather information from online sources to create an oral or written research based project.</p>		<p>Internet Research Word Processing Multimedia Presentation Software Subject content software</p>
<p><b>Math</b> students will give class presentations of solutions incorporating graphics, charts and other visual media.</p>		<p>Multimedia Presentation Software Desktop Publishing</p>
<p><b>Science</b> students will perform simulations on scientific topics such as osmosis/diffusion, cell biology, calorimetry, molecular modeling and LegoCad.</p>	<ul style="list-style-type: none"> <li>• Genetics/Cell Biology</li> <li>• Structure/Function in Living Systems</li> </ul>	<p>Internet Research Digital Cameras Basic Computer Operation</p>

### Learner centric instruction

The core to technology is shifting the emphasis in the classroom from the teacher to the learner. Learner emphasis will come in the following sample areas.

Curricular Activities	State Standards	Technology Skills and Resources
<b>Math</b> students will use dynamic geometry software and graphing calculators to create and manipulate graphical representations. Students will make conclusions based on relationships.	<ul style="list-style-type: none"> <li>• Motion and Forces</li> <li>• Conservation of Energy and Momentum</li> </ul>	Dynamic Geometry Software
<b>Science</b> students will perform experiments that require them to measure and collect data for given environmental factors and manipulate a CBL, TI-83 graphing calculator, and a computer in order to analyze the data. Students will generate a lab report that includes an analysis of data including charts, tables and/or graphs.	<ul style="list-style-type: none"> <li>• Heat and Thermodynamics</li> <li>• Investigations and Experimentation</li> </ul>	Word Processing Spreadsheets Multimedia Presentation Software Subject Content Software
<b>English</b> students will conduct research using a variety of sources to produce a research essay incorporating text, graphics, charts and other visual media for their English portfolio		Multimedia Presentation Software
<b>Social Studies</b> students will research job and college information, biographies, historical, current issues, and cultural events to create a multimedia research presentation.	<ul style="list-style-type: none"> <li>• Students analyze major political, social, economics, technological, and cultural developments</li> <li>• Students analyze market economy in a global setting</li> <li>• Students will evaluate and defend a position on fundamental values of a civil society</li> </ul>	Internet Research Desktop Publishing PowerPoint Word Processing
<b>Business</b> students will complete performance-based projects. Learning activities will include research, analysis, electronic sales presentations, brochure production, computerized accounting, communication with career professionals, career exploration, self generated marketing research and planning.	<ul style="list-style-type: none"> <li>• Communication methods</li> <li>• Correspondence</li> <li>• Presentations</li> <li>• Information Processing</li> </ul>	Word Processing Database Electronic Publishing Internet Research Spreadsheets
<b>Foreign Language</b> students will develop	<ul style="list-style-type: none"> <li>• Present information, concepts</li> </ul>	Word Processing

<p>their communication skills in their designated language by interacting with other students using e-mail. They will enhance their reading, writing, listening, speaking and interpreting skills via virtual field trips, Internet research, and foreign language web sites.</p>	<p>and ideas to an audience on a variety of topics</p> <ul style="list-style-type: none"> <li>• Acquire information and recognize distinctive viewpoints through the foreign language and diverse cultures</li> </ul>	<p>Virtual Field Trips Internet Research</p>
<p><b>Fine Arts</b> students will take virtual reality trips on the Internet to visit art museums. They will publish their artwork on our school web site. Students will create their own digital art exhibit. They will enhance their writing skills by completing on-line searches and writing about different artistic styles.</p>		<p>Word processing Virtual Field Trips Internet Research Digital Cameras and Peripherals</p>
<p><b>Physical Education</b> students will study the physical systems. They will research nutrition on the Internet, graph their heart rate over time, and complete a body fat analysis.</p>	<ul style="list-style-type: none"> <li>• Effect of Physical Activity on Health</li> <li>• Mechanics of Body Movement</li> </ul>	<p>Word Processing Spreadsheets Multimedia Presentation Software Subject Specific Software and peripherals</p>



# EVALUATION OF CURRICULUM DRIVEN TECHNOLOGY GOALS WITH POSSIBLE ACTIVITIES

## Strategic Goals, Objectives, Benchmarks, and Evaluation Data for Student Computer Knowledge and Skills

Students will learn technology skills as an integrated part of the school curriculum to ensure the greatest possible access to information.

<b>Goal 1 of 1:</b> Tulare Joint Union High School District (TJUHSD) students will be effective users of technology.			
<b>Objective 1 of 3:</b> 90% of TJUHSD students will complete two word processed required essays and/or reports in English classes.	% of students successfully completing project, samples of word processed essays and reports.	End of each semester	Teachers will submit grades, and samples of the required assignments to the Technology Committee. after each semester. This data will be analyzed and recommendations made to the department chairs.
<b>End of year 1:</b> 30% of TJUHSD students will complete two word processed required essays and/or reports in English classes.			
<b>End of year 2:</b> 60% of TJUHSD students will complete two word processed required essays and/or reports in English classes.			
<b>End of year 3:</b> 90% of TJUHSD students will complete two word processed required essays and/or reports in English classes.			
<b>Objective 2 of 3:</b> 90% of TJUHSD students will create spreadsheets to perform calculations and create graphs in Science and Math classes.	% of students successfully completing project, samples of student work.	End of each semester	Teachers will submit grades, and samples of the required assignments to the Technology Committee after each semester. This data will be analyzed and

<p><b>End of year 1:</b> 30% of TJUHSD students will create two spreadsheets to perform calculations and create graphs in Science and Math classes.</p> <p><b>End of year 2:</b> 60% of TJUHSD students will create two spreadsheets to perform calculations and create graphs in Science and Math classes.</p> <p><b>End of year 3:</b> 90 % of TJUHSD students will create spreadsheets to perform calculations and create graphs in Science and Math classes.</p>			<p>recommendations made to the department chairs.</p>
<p><b>Objective 3 of 3:</b> 90% of TJUHSD students will use the Internet to complete a research project in Science class.</p>	<p>% of students successfully completing project, samples of students work</p>	<p>End of each semester</p>	<p>Teachers will submit grades, and samples of the required assignments to the Technology Committee after each semester. This data will be analyzed and recommendations made to the department chairs.</p>
<p><b>End of year 1:</b> 30% of TJUHSD students will use the Internet to complete a research project in Science class.</p> <p><b>End of year 2:</b> 60% of TJUHSD students will use the Internet to complete a research project in Science class.</p> <p><b>End of year 3:</b> 90% of TJUHSD students will use the Internet to complete a research project in Science class.</p>			

**Strategic Goals, Objectives, Benchmarks, and Evaluation Data for Student Academic Achievement**

The following goals, objectives, and benchmarks demonstrate Tulare Joint Union High School District’s commitment to integrate technology through challenging academic curriculum. Technology skills required by the Technology Use Plan will be learned as an integrated part of the classroom curriculum. These skills are articulated with the district curriculum master plan, the California Content Standards, and the site-defined ESLR’s.

<p><b>Goal 1 of 3:</b> TJUHSD students will be creative, effective communicators who demonstrate mastery of the writing process.</p>			
<p><b>Objective 1 of 1:</b> 80% of TJUHSD students will demonstrate an understanding of the writing process by successfully completing an essay for their English portfolio.</p>	<p><b>Evaluation Instrument(s): Data To Be Collected</b></p>	<p><b>Collection Method</b></p>	<p><b>Program Analysis and Modification Process</b></p>

<p><b>End of year 1:</b> 60% of TJUHSD students in English class will use the writing process to complete word processed essays and narratives.</p> <p><b>End of year 2:</b> 50% of TJUHSD students will use the writing process to complete word-processed essay based on Internet research and other computer-based resources for the Social Studies or English class.</p> <p><b>End of year 3:</b> 80% of TJUHSD students will demonstrate an understanding of the writing process by successfully completing an essay for their English portfolio.</p>	<p>Writing samples, portfolios, and district proficiencies: % of students successfully completing project, samples of students work</p>	<p>End of each semester</p>	<p>Teachers will submit grades, and samples of the required assignments to the Technology Committee after each semester. This data will be analyzed and recommendations made to the department chairs.</p>
<p><b>Goal 2 of 3:</b> TJUHSD students will be critical thinking, problem-solvers that demonstrate the ability use deductive reasoning.</p>			
<p><b>Objective 1 of 2:</b> 90% of TJUHSD students will use critical thinking and problem solving skills in gathering, analyzing, and representing real data in Math and Science classes.</p>	<p>Samples of student work, portfolios, district proficiencies: % of students successfully completing project, samples of students work</p>	<p>End of each semester</p>	<p>Teachers will submit grades, and samples of the required assignments to the Technology committee after each semester. This data will be analyzed and recommendations made to the department chairs.</p>
<p><b>End of year 1:</b> 30% of TJUHSD students will gather and analyze data gathered using probes and graphing calculator technology in Math classes.</p> <p><b>End of year 2:</b> 60% of TJUHSD students will gather data, represent data, and analyze the results in Math and Science classes.</p> <p><b>End of year 3:</b> 90% of TJUHSD students will use critical thinking and problem solving skills in gathering, analyzing, and representing real data in Math and Science classes.</p>			
<p><b>Objective 2 of 2:</b> 90% of TJUHSD students will demonstrate informational literacy skills by completing a self-directed multimedia research project Social Studies class.</p>	<p>Writing samples, Portfolios, district proficiencies: % of students successfully completing project, samples of students work</p>	<p>End of each semester</p>	<p>Teachers will submit grades, and samples of the required assignments to the Technology Committee after each semester. This data will be analyzed and recommendations made to the department chairs.</p>
<p><b>End of year 1:</b> 90% of TJUHSD students will apply information literacy skills to access, evaluate, and use information from print resources to complete a career portfolio in their Freshman Studies class.</p> <p><b>End of year 2:</b> 90% of TJUHSD students will apply information literacy skills to access, evaluate and use information from Internet resources to complete a research based project in Social Studies.</p> <p><b>End of year 3:</b> 90% of TJUHSD students will demonstrate information literacy skills by completing a self-directed multimedia research project in Social Studies class.</p>			

<b>Goal 3 of 3:</b> TJUHSD students will successfully demonstrate improvement in all core curricular areas.			
<b>Objective 1 of 1:</b> 70% of TJUHSD students will show an increase of 3% above their Language Arts & Math and 2% above their Science and Social Studies 1998-1999 baseline STAR test scores.	STAR: Scores showing an increase above the 1998-1999 baseline.	Yearly	Test scores will be reported in the local newspaper. Parents, teachers, and reporters will contact the Principal, who will call meetings with Staff and School Advisory to modify and adjust the curriculum.
<b>End of year 1:</b> 30% of TJUHSD students will show an increase of 3% above their Language Arts and Math 1998-1999 baseline STAR test scores.			
<b>End of year 2:</b> 50% of TJUHSD students will show an increase of 3% above their Language Arts & Math and 2% above their Science and Social Studies 1998-1999 baseline STAR test scores.			
<b>End of year 3:</b> 70% of TJUHSD students will show an increase of 3% above their Language Arts & Math and 2% above their Science and Social Studies 1998-1999 baseline STAR test scores.			

**Strategic Goals, Objectives, Benchmarks, and Evaluation Data for Staff Personal Proficiency in Using Technology**

The teacher training program will provide teachers with the knowledge to teach a number of different computer skills.

<b>Goal 1 of 1:</b> Staff (TJUHSD) will receive training to improve Personal Proficiency in the use of software and hardware appropriate for their classes and curriculum.			
<b>Objective 1 of 3:</b> 80% of staff will show an increase in their Personal Proficiency level in using technology according to the yearly review of their ILP.	<b>Evaluation Instrument(s): Data To Be Collected</b>	<b>Collection Method</b>	<b>Program Analysis and Modification Process</b>
<b>End of year 1:</b> 50% of staff will show an increase in their Personal Proficiency level in using technology according to the yearly review of their ILP.	TJUHSD Teacher Technology Survey: Beginning of the year ILP and end of the year comments.	Yearly	Technology Committee will collect ILP's from staff and oversee end of year reviews. The Technology Committee will review and make recommendations for project modification.
<b>End of year 2:</b> 65% of staff will show an increase in their Personal Proficiency level in using technology according to the yearly review of their ILP.			
<b>End of year 3:</b> 80% of staff will show an increase in their Personal Proficiency level in using technology according to the yearly review of their ILP.			

<b>Objective 2 of 3:</b> 90% of staff will be trained to use word processing and desktop publishing software according to the yearly review of their ILP.	Staff Development records: Training sign-in sheets, mentor teacher records,	End of each semester	The Technology Committee Chairperson will collect data, review, and identify need for project modification.
<b>End of year 1:</b> 50% of staff will be trained to use word processing and desktop publishing software according to the yearly review of their ILP. <b>End of year 2:</b> 70% of staff will be trained to use word processing and desktop publishing software according to the yearly review of their ILP. <b>End of year 3:</b> 90% of staff will be trained to use word processing and desktop publishing software according to the yearly review of their ILP.	yearly review of ILP and end of the year comments.		
<b>Objective 3 of 3:</b> 90% of staff will be trained to use e-mail, spreadsheets, gradebooks, Internet research, and multimedia programs according to the yearly review of their ILP.	Staff Development records: Training sign-in sheets, mentor teacher records, yearly review of ILP and end of the year comments.	End of each semester	The Technology Committee Chairperson will collect data, review, and identify need for project modification.
<b>End of year 1:</b> 30% of staff will be trained to use e-mail, spreadsheets, gradebooks, and Internet research and multimedia programs according to the yearly review of their ILP. <b>End of year 2:</b> 60% of staff will be trained to use e-mail, spreadsheets, gradebooks, and Internet research and multimedia programs according to the yearly review of their ILP. <b>End of year 3:</b> 90% of staff will be trained to use e-mail, spreadsheets, gradebooks, and Internet research and multimedia programs according to the yearly review of their ILP.			

**Strategic Goals, Objectives, Benchmarks, and Evaluation Data for Staff Assistance to Students**

<b>Goal 1 of 1:</b> Staff will have the skills needed to assist students in the acquisition of computer skills and content knowledge in a technology rich environment.			
<b>Objective 1 of 4:</b> 100% of teachers will be trained and implement the “fair and ethical use” and the “acceptable use” policy for all student work and teacher applications.	<b>Evaluation Instrument(s): Data To Be Collected</b>	<b>Collection Method</b>	<b>Program Analysis and Modification Process</b>
<b>End of year 1:</b> 80% of teachers will be trained and implement the “fair and	Staff Development	End of each	The Technology

<p>ethical use” and the “acceptable use” policy for all student work and teacher applications</p> <p><b>End of year 2:</b> 90% of teachers will be trained and implement the “fair and ethical use” and the “acceptable use” policy for all student work and teacher applications</p> <p><b>End of year 3:</b> 100% of teachers will be trained and implement the “fair and ethical use” and the “acceptable use” policy for all student work and teacher applications.</p>	<p>Records: Training sign-in sheets, mentor teacher records, yearly review of ILP and end of the year comments.</p>	<p>semester.</p>	<p>Committee Chair will collect data, review, and identify need for project modification.</p>
<p><b>Objective 2 of 4:</b> 90% of teachers will be trained to teach word processing, electronic publishing, spreadsheet, Internet research and retrieval programs, and PowerPoint.</p> <p><b>End of year 1:</b> 30% of teachers will be trained to teach word processing, electronic publishing, spreadsheet, Internet research and retrieval programs, and PowerPoint.</p> <p><b>End of year 2:</b> 60% of teachers will be trained to teach word processing, electronic publishing, spreadsheet, Internet research and retrieval programs, and PowerPoint.</p> <p><b>End of year 3:</b> 90% of teachers will be trained to teach word processing, electronic publishing, spreadsheet, Internet research and retrieval programs, and PowerPoint.</p>	<p>Staff Development Records: Training sign-in sheets, mentor teacher records, yearly review of ILP and end of the year comments,</p>	<p>End of each semester.</p>	<p>The Technology Committee Chair will collect data, review, and identify need for project modification.</p>
<p><b>Objective 3 of 4:</b> 90% of teachers will be trained and implement information literacy and source citation strategies for students as presented in The Big Six.</p> <p><b>End of year 1:</b> 30% of teachers will be trained and implement information literacy and source citation strategies for students as presented in The Big Six.</p> <p><b>End of year 2:</b> 60% of teachers will be trained and implement information literacy and source citation strategies for students as presented in The Big Six.</p> <p><b>End of year 3:</b> 90% of teachers will be trained and implement information literacy and source citation strategies for students as presented in The Big Six.</p>	<p>Staff Development Records: Training sign-in sheets, mentor teacher records, yearly review of ILP and end of the year comments,</p>	<p>End of each semester.</p>	<p>The Technology Committee Chair will collect data, review, and identify need for project modification.</p>
<p><b>Objective 4 of 4:</b> 90% of teachers will be trained and implement management strategies designed for the use of technology in classrooms and/or labs.</p> <p><b>End of year 1:</b> 30% of teachers will be trained and implement management strategies designed for the use of technology in classrooms and/or labs.</p> <p><b>End of year 2:</b> 60% of teachers will be trained and implement management strategies designed for the use of technology in classrooms and/or labs.</p> <p><b>End of year 3:</b> 90% of teachers will be trained and implement management strategies designed for the use of technology in classrooms and/or labs.</p>	<p>Staff Development Records: Training sign-in sheets, mentor teacher records, yearly review of ILP and end of the year comments,</p>	<p>End of each semester.</p>	<p>The Technology Committee Chair will collect data, review, and identify need for project modification.</p>

**Strategic Goals, Objectives, Benchmarks, and Evaluation Data for Staff Technology Integration**

<b>Goal # 1 of 1:</b> Staff (TJUHSD) will integrate technology into the curriculum using meaningful activities and well-executed strategies.			
<b>Objective 1 of 3:</b> 90% of teachers will be trained and integrate information literacy strategies into their curriculums utilizing available technology tools and applications.	<b>Evaluation Instrument(s): Data To Be Collected</b>	<b>Collection Method</b>	<b>Program Analysis and Modification Process</b>
<p><b>End of year 1:</b> 30% of teachers will be trained and integrate information literacy strategies into their curriculums utilizing available technology tools and applications.</p> <p><b>End of year 2:</b> 60% of teachers will be trained and integrate information literacy strategies into their curriculums utilizing available technology tools and applications.</p> <p><b>End of year 3:</b> 90% of teachers will be trained and integrate information literacy strategies into their curriculums utilizing available technology tools and applications.</p>	Staff Development Records, lesson plans, and observation: Training sign-in sheets, mentor teacher records, department records and classroom observations.	End of each semester.	The Technology Committee Chairperson will collect data, review, and identify need for project modification.
<b>Objective 2 of 3:</b> 80% of teachers will be trained to develop and implement lessons requiring students to communicate orally using appropriate technological tools.	Staff Development records, lesson plans, and observation: Training sign-in sheets, mentor teacher records, department records and classroom observations.	End of each semester.	The Technology Committee Chairperson will collect data, review, and identify need for project modification.
<p><b>End of year 1:</b> 30% of teachers will be trained to develop and implement lessons requiring students to communicate orally using appropriate technological tools.</p> <p><b>End of year 2:</b> 50% of teachers will be trained to develop and implement lessons requiring students to communicate orally using appropriate technological tools.</p> <p><b>End of year 3:</b> 80% of teachers will be trained to develop and implement lessons requiring students to communicate orally using appropriate technological tools.</p>			
<b>Objective 3 of 3:</b> 80% of teachers will be trained to develop and implement lessons requiring the development of higher-order thinking and technology skills in the collection, analysis and presentation of data.			

<p><b>End of year 1:</b> 30% of teachers will be trained to develop and implement lessons requiring the development of higher-order thinking and technology skills in the collection, analysis and presentation of data.</p> <p><b>End of year 2:</b> 50% of teachers will be trained to develop and implement lessons requiring the development of higher-order thinking and technology skills in the collection, analysis and presentation of data.</p> <p><b>End of year 3:</b> 80% of teachers will be trained to develop and implement lessons requiring the development of higher-order thinking and technology skills in the collection, analysis, and presentation of data.</p>	<p>and observation: Training sign-in sheets, mentor teacher records, department records and classroom observations.</p>		<p>Chairperson will collect data, review, and identify need for project modification.</p>
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## ORGANIZATIONAL ISSUES

### **Principal**

1. Provide positive leadership sharing the vision of the TUP plan on a regular basis
2. Provide Budget data to accomplish goals as set by the technology committee
3. Access all available grants which support goals as set by the technology committee
4. Develop the yearly calendar to accommodate all meetings, inservices, and trainings needed to accomplish the goals as set by the technology committee
5. Present findings, goals, and documents to school board for approval as presented by technology committee

### **Director of Technology**

1. Development and maintenance of School Technology infrastructure.
2. Develop and maintain procedures for the operational support of technology.
3. Support the mentor teacher/curriculum consultant in the instructional and administrative use in technology.
4. Encourage and assist in the development of the Technology Use Plan.
5. Research emerging technologies for future expansion and implementation.

### **Technology Committee Responsibilities**

1. Development of District Technology Use Plans, and presentations.
2. Support implementation of technology in classrooms.
3. Provide leadership in the instructional and administrative use of technology.
4. Coordinate the training/in-service of staff and personal.
5. Help organize the technology committee in its efforts to develop the TUP.
6. Work with the community to gather support and direction.
7. Provide leadership for the development of technology specific goals and activities at all grade levels in all curricular areas that meet the current State Board Adopted Standards.



## TECHNOLOGY PROJECTS OVERVIEW

The following technology projects have been identified which support the superintendent/principal's three-year goals and provide a sanctuary for learning for our students.

1. Continue to establish school wide access to electronic research resources and the Internet to support information literacy.
2. Continue to upgrade and expand wiring, power, and security infrastructure in support of our Local Area Network (LAN) and Wide Area Network (WAN) here at Tulare Joint Union High School District.
3. Develop a multipurpose room for large group (community and school) presentations and inservices.
4. Fund school site based technology to assure that effective student support systems are in place. The Technology Project would develop or extend the use of technology to create electronic student portfolios, worldwide communication (fax, e-mail), student attendance, and office automation.
5. Develop a web site community communication system for community access. The Community Access Project will allow the distribution and exchange of relevant information in a timely manner throughout the community.
6. Enhance benchmark test assessments through the use of technology. Every effort should be made to ensure these results are relevant and meaningful to staff and aid in their instruction.
7. Allow students access to advanced computer learning in the form of – computer graphic/layout design, computer programming and a Cisco Academy.



# INFORMATION LITERACY

We at Tulare Joint Union High School District believe that education must always strive to meet the needs of all its students. This program will be developed according to the *Information Literacy Guidelines* as presented by the CTAP Task Force. There are three components as defined by these guidelines:

1. Student Characteristics
2. Types of Information Sources
3. Help and guidance

Each of these components is divided into three stages; beginning, intermediate and advanced. All students fit into one of the three stages. It is the teacher's responsibility to determine which stage each student fits into so that his/her needs are met accordingly in each classroom.

## INFORMATION LITERACY DEVELOPMENT

### Student Characteristics

#### **Beginner:**

- Has little or no experience using a wide variety of information sources
- Requires a great deal of teacher direction and support
- Has limited skill in defining, organizing and carrying out a project
- Has little experience in analyzing and interpreting information
- Lacks critical thinking skills
- Developing as an avid reader
- Requires skill development in technology tools

#### **Intermediate:**

- Takes on a project with enthusiasm, but topic is often too general
- Has experience using a few information sources well
- Is easily frustrated as the project develops
- Lacks skill in gathering relevant information
- Is developing skills at information analysis and interpretation
- Is an independent and interested reader
- Is developing more independent technology tool skills

#### **Advanced:**

- An avid reader
- A critical thinker
- An interested learner
- An organized investigator

- An effective communicator
- A responsible information user
- A skilled user of technology tools

## **Types of Information Sources**

### **Beginner:**

- Guided to a limited number of pre-selected sources
- Simple, straight forward, clear and concise, and readily available
- Appropriate reading, viewing, and listening level for student
- Format and appearance of information is inviting
- Simple searching mechanisms or structure: student can easily find information (one-step lookup)

### **Intermediate:**

- Both simple and a few complex information sources are accessible
- Complex enough that persistence and skill are required to achieve results (may require two-step lookup)
- The conceptual level of the source requires better reading, viewing, listening and thinking skills
- The source may use coding or unfamiliar symbols that must be translated by the user
- Number and variety of information sources and technologies are expanding

### **Advanced:**

- Complex and sophisticated information sources are accessible
- Contain a variety of view points and perspectives
- Persistence in searching exploits the richness of a source
- Complex arrangement, format, appearance, or coding not a barrier
- Emphasizes primary sources as well as secondary sources
- Provide a full range of information technologies

## **Help and Guidance**

### **Beginner:**

- Conduct mini-lessons about using specific sources
- Closely monitor students as they encounter information
- Introduce information literacy components
- Introduce simple presentation models

### **Intermediate:**

- Ensure access to a variety of resources
- Conduct mini-lessons about locating and searching varied information sources
- Assist students in recognizing and filtering for relevant information
- Introduce analysis and interpretation of information

- Support and guide students as they encounter information
- Help students refocus or expand their thinking as they encounter difficulties
- Introduce a wider variety of presentation models

**Advanced:**

- Encourage use of the full range of information sources and technologies
- Provide more sophisticated searching strategies
- Challenge students' critical thinking
- Provide feedback as the project progresses
- Support the creation of quality and sophisticated presentations.

Teachers will develop and present lessons with the usage of technology within the curriculum that support learning according to the following guidelines:

## **Information Literacy**

### **Essential Components of Information Literacy**

- **IDENTIFY A NEED OR PROBLEM**
- **SEEK APPLICABLE RESOURCES**
- **GATHERS INFORMATION**
- **ANALYZES INFORMATION**
- **INTERPRETS & SYNTHESIZES INFORMATION**
- **PRESENTS INFORMATION**
- **EVALUATES THE PROCESS AND PRODUCT**

#### **IDENTIFY A NEED OR PROBLEM**

1. Be inquisitive about a wide range of topics, issues, problems
2. Recognize the need for accurate and complete information
3. Brainstorm to focus topic and formulate research questions

#### **SEEK APPLICABLE RESOURCES**

1. Identify potential sources of information
2. Utilize effective search strategies
3. Access information within resources
4. Evaluate sources for appropriateness

#### **GATHERS INFORMATION**

1. Read, view, and hear a wide variety of appropriate material
2. Build background knowledge in the topic
3. Begin building in-depth knowledge in certain aspects of the topic

#### **ANALYZES INFORMATION**

1. Skim and scan for key words and major ideas
2. Determine accuracy, relevance and reliability of information
3. Differentiate between fact and opinion
4. Identify propaganda, point of view
5. Recognize comprehensiveness
6. Recognize the interrelationships among concepts

### **INTERPRETS & SYNTHESIZES INFORMATION**

1. Create logical format for note taking
2. Summarize and paraphrase information
3. Draw conclusions based on collected information
4. Create new information to replace inaccurate information as needed
5. Logically organize and sequence information
6. Apply information into critical thinking and problem solving to complete a task

### **COMMUNICATES INFORMATION**

1. Select a presentation format appropriate for the audience and purpose
2. Document sources using an appropriate format

### **EVALUATES PROCESS AND PRODUCT**

1. On-going evaluation revising, improving, updating process and product
2. Determine how well the project met the defined need or resolved problem
3. Determine skills or knowledge gained



## **TECHNOLOGY ACCESS FOR SPECIAL NEEDS STUDENTS**

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



# TECHNOLOGY PROJECTS: DESCRIPTION AND RECOMMENDED MODELS

The following models are provided as a guide for the acquisition of new technology at Tulare Joint Union High School District. Technology is changing rapidly and the models should be updated annually. The hardware and software described should be considered essential to providing appropriate technology in every learning environment. Equally important are other elements, such as staff development, infrastructure (wiring and power), and ongoing technical support (all sections in italicized print is still to be purchased or implemented).

## RECOMMENDED MODELS FOR TECHNOLOGY UTILIZATION

### 1. High-Technology Model Classroom

Activities:

Teachers keep records, plan, instruct, manage resources, produce materials, communicate, demonstrate and assess. Students work in small and large groups, access information, prepare materials and present.

Implementation of technology will:

1. Enhance and stimulate student learning through attention-getting, relevant, motivation and interactive learning experiences.
2. Prepare students for the future.
3. Provide flexibility in delivering instruction in all subject areas.
4. Facilitate individual, small group and large group instruction.
5. Provide the teacher with accurate information and modern productivity tools to assist in instruction and classroom management.
6. Improve communications between staff, students and parents.

Specific Outcomes:

- Student Access
- Staff Development
- Test Scores
- State Board Adopted Standards implementation

Technology Recommendations:

1. A high-end multimedia computer, with CD-ROM, connected to a network that enables the teacher to manipulate data and software.
2. 3 networked computers for student use
3. Color printer
4. Telephone with outside access
5. Direct connection to the Internet
6. Large television
7. VCR

## **2. Library-Media Center**

The library-media center houses technology for use in the center as well as for checkout and use in school and home settings.

1. 40 high-level multimedia computers connected to the Internet
2. Bar code scanner hardware and software for library checkout and inventory automation.
3. Telephone
4. Laser printer
5. Digital Camera
6. Video camcorder
7. Video Projector
8. Fax machine

The school has available for staff and student use in the media center or checkout in the media center:

1. Camcorder with microphone and tripod
2. Digital camera
3. Video Projector
4. Projection screens

## **4. Multipurpose Room**

The multipurpose room is used by the staff, students, and the community; for large group presentations and discussions. The multipurpose room has:

- A large projection screen
- A video and computer projection system for large group viewing with a high-end sound system and microphones for use by the audience
- Controllable lighting
- Connections for accessing the school's file server and the Internet
- 12 computers on carts that can be stored in a safe location for inservices

## **5. School Administration**

School administration includes activities related to parent and community communications, attendance, finance, assessment, maintenance, safety, food services, athletics, staff development, resource management and accountability:

- Our school now has Internet access school wide, e-mail systems both for internal e-mail and for serving the community.
- We are currently developing home pages that will progress to promote home-to-school communication and extend the school day.
- The district is able to make available to staff all the needed forms and templates necessary for effective school administration.
- Student record-keeping is done with CDE-approved software, and school site information is shared through a wide area network for District consolidation and intra-District transfers.

## **6. General Specs for Computers and printers**

Future PC purchases at Tulare Joint Union High School District will be Pentium class PC or better. The computer market is in constant change. Current minimum specifications are:

**Computer** - Pentium III 866 Mhz, 128 MB RAM, 6 GB HDD, 10/100 Mbs Intel Ethernet card, 15" monitor, 3 year warranty

**Color Inkjet** – Hewlett Packard 800 series

**Laser Printer** – Hewlett Packard 4000 series

**Video Projector** – SVGA/XGA resolution, 1000 lumens

**Desktop scanners** – Hewlett Packard ScanJet scanners

Although the minimum requirements increase almost monthly, older computers, especially those that have recently been purchased, will continue to support many important applications in school settings.

## **7. Baseline Network Requirements**

We are currently provided with DNS and Internet access through Pac Bell Internet for student access. Our LAN is a 100 Base-T Ethernet network based on a star-topology with backbone speeds of up to 1 Gbs. The effective backbone ranges from 100Base-T to 1 Gbs with switches located at the Main and Intermediate Distribution Facilities (MDF, IDF). Collision domains are minimized by segmenting LAN's using campus servers. Any segment serving over 30 computers should be running at 1Gbs. Each segment should have no more than 120 computers. Internet connectivity will be filtered using CyberPatrol and passed through a single point used as a firewall, with proxy caching services used to minimize repetitive network traffic.

## **8. Network/computer security**

Every effort should be made to safeguard information for teachers, students and administrators. To secure information on our network the following guidelines should be followed:

- Staff should periodically change their password.

- Staff should notify the Technology dept. immediately if they think their network account has been compromised.
- Password-protected screen savers should be installed District wide. Third party screen savers can not be supported and may make the user out of compliance.
- Computers should be turned off if not in use for more than one hour.
- All users should have an individual account with which to access their information and to identify themselves on the network.
- Users should save, or make backup copies, of their **data** to their personal storage space on the network. This area is backed up onto tape to provide extra security.

## **9. Computer Service Policy**

In order to expedite computer service requests the following steps must be followed in the order presented.

1. Computer Work Order must be submitted. The Computer Work Order is available through the network and may be submitted at any machine in the District.
2. Computer technician should contact affected user within 24 hours to arrange a repair time.
3. If the computer is malfunctioning, and will take more than 20 minutes to fix, the technician will reload the computer. Staff are responsible for any software and related data that is not provided over the network.
4. If the computer is still not functioning there is a hardware problem. Hardware problems may require the technician to remove the computer from the classroom. The computer shall be repaired/returned as soon as replacement parts are secured.

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## APPENDIX A: ACCEPTABLE USE POLICY

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The Tulare Joint Union High School District, provides Internet access for the purpose of promoting the use of telecommunication and networking technology as a tool to enhance classroom teaching and learning. All use of the network must be consistent with this purpose and be in accordance with this policy. In addition, the user may connect with another network and be subject to the guidelines of that network.

The purpose of this policy is to ensure that those using the information resources will do so with respect for the public trust and in accordance with the district's mission and educational goals

The Internet links computer networks around the world and provides access to a wide variety of computer and information resources. It is essential for each user on the network to recognize his/her responsibility in having access to vast services, sites, systems and people. Sites accessible via the Internet may contain material that is objectionable, adult-oriented or otherwise inappropriate. The user is responsible for his/her actions and may not access, download, or print from these sites. The District reserves the right to monitor any on-line communication and/or computer activity for improper use. Access to the network is a privilege which requires that each user adhere to the responsibility of acceptable use. Violation of this policy, abuse of the network and/or illegal conduct such as, but not limited to, any form of vandalism to equipment or information, including uploading or creation of computer viruses, will result in disciplinary action including possible expulsion from school, suspension or revocation of access privileges, and/or appropriate legal action.

Transmission of material in violation of any state or federal regulation is prohibited. This prohibition extends to, but is not limited to: copyrighted material, threatening, obscene or any unlawful material, and material protected by trade secret. Use of the network for commercial activities, product advertisement, or political lobbying is prohibited. Use of the network for any illegal activities is prohibited.

### Guidelines for Acceptable Use:

- Do not use offensive or inappropriate language, or language that would promote violence or hatred, and do not respond to such.
- Do not reveal your (or other's) personal address, phone number or credit card information.
- Do not use the network in such a way as to disrupt use of the network by others or abuse access time.
- Do not harass anyone by sending uninvited communication.
- Do not send electronic information from accounts that do not belong to you.
- Do not access unauthorized or inappropriate areas on the network and do not change or interfere with information found on the network.
- Do not misrepresent yourself or your age.
- Do not make unauthorized copies of software or information.
- Do not access the district network without a signed Computer Use Agreement.
- Do not damage computers, computer systems, or computer networks, including the uploading or creation of computer viruses.
- Do not use another's password.
- Do not change or destroy the data of another user.

The Tulare Joint Union High School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The district reserves the right to modify the Acceptable Use Policy at any time. It is the responsibility of the user to check for policy changes. Teachers and /or administrators will determine what is inappropriate use.

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## APPENDIX B: COMPUTER USE AGREEMENT

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The undersigned acknowledges that he/she has read the Acceptable Use Policy of this school district before signing this Computer Use Agreement. The signature(s) at the end of this document is (are) legally binding and indicate(s) the party (parties) who signed has (have) read the terms and conditions of said policy carefully, understand(s) their significance and agree(s) to abide by all provisions of said policy.

User: I understand and will abide by the Acceptable Use Policy of the Tulare Joint Union High School District relating to the use of the Internet and will abide by this Computer Use Agreement. The Tulare Joint Union High School District is not liable for lost, damaged or unavailable information due to technical or other difficulties; and is not responsible for what users do or the information they access. The District reserves the right to monitor any on-line communication and/or computer activity for improper use. I acknowledge that the majority of such information is generated outside of the Tulare Joint Union High School District. I further understand that any violation of the Acceptable Use Policy and/or this Computer Use Agreement may jeopardize my access privileges and certain such violations may constitute criminal offenses. Should I commit any violation, my access privileges may be suspended or revoked, disciplinary action, including my being dropped from class and academic dishonesty penalties up to and including possible expulsion may result, and in some cases appropriate legal action may be taken against me.

---

(User's Name -- Please Print)

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(User's Signature) (Date)

Parent/Guardian: \*If the applicant is under the age of 18, a parent/guardian signature is also required. As the parent or guardian of this student, I have read the Computer Use Agreement for the Tulare Joint Union High School District. I understand that this access is designed for educational purposes. I will not hold the school responsible for materials acquired on the network. I hereby give permission for my child to use the Internet for educational purposes. I recognize that it is impossible for The Tulare Joint Union High School District to restrict and prevent access to controversial materials and I will not hold the District responsible for materials acquired on the network. I understand that there is information on the network that I otherwise might not want to have available to this student. Further, I accept full responsibility for my student's action on the network in school as well as at other locations.

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(Parent/Guardian Name -- Please Print)

\*

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(Parent/Guardian Signature) (Date)

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## **APPENDIX C: COMPUTER USE AGREEMENT - STAFF**

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The undersigned acknowledges that he/she has read the Acceptable Use Policy of this school district before signing this Computer Use Agreement. The signature at the end of this document is legally binding and indicates the party who signed has read the terms and conditions of said policy carefully, understands their significance and agrees to abide by all provisions of said policy.

User: I understand and will abide by the Acceptable Use Policy of the Tulare Joint Union High School District relating to the use of the Internet and will abide by this Computer Use Agreement. The Tulare Joint Union High School District is not liable for lost, damaged or unavailable information due to technical or other difficulties; and is not responsible for what users do or the information they access. The District reserves the right to monitor any on-line communication and/or computer activity for improper use. I acknowledge that the majority of such information is generated outside of the Tulare Joint Union High School District. I further understand that any violation of the Acceptable Use Policy and/or this Computer Use Agreement may jeopardize my access privileges and certain such violations may constitute criminal offenses. Should I commit any violation, my access privileges may be suspended or revoked, and in some cases appropriate legal action may be taken against me.

---

(User's Name -- Please Print)

---

(User's Signature) (Date)

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## **APPENDIX D: CERTIFICATION FORMS**

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The two forms in this section assure that the Technical Use Plan complies with the FCC requirements and California's recommended technology components.

The **Technical Use Plan Assurance Page** is completed by the school or district submitting the plan for approval. The completed page is submitted with the plan to the local County Office of Education.

The **Certification of Technology Plan Approval for Schools and Libraries Universal Service Program** form is sent by the local County Office of Education to the school or district as formal notice that the plan has been approved.

## Technical Use Plan Assurance Page

Tulare Joint Union High School District  
District/Site Name

02-16-2001  
Date

**This is to assure the reader that the following criteria have been met in the plan.**

1. The plan must establish clear goals and a realistic strategy for using telecommunications and information technology to improve education or library services.  
Page(s) 11-14
  
2. The plan must have a professional development strategy to ensure that staff knows how to use these new technologies to improve education or library services.  
Page(s) 8-10
  
3. The plan must include an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education or library services.  
Page(s) 32-34
  
4. The plan must provide for a sufficient budget to acquire and maintain the hardware, software.  
Page(s) 6
  
5. The plan must include an evaluation process that enables the school or library to monitor progress.  
Page(s) 15-23
  
6. The plan must extend at least through June 2003.

\_\_\_\_\_  
District/Site Administrator (signature)

\_\_\_\_\_  
Name printed

\_\_\_\_\_  
Technology Coordinator (signature)

\_\_\_\_\_  
Name printed

Contact name: Trevor Oldham

Address: 426 N. Blackstone

Tulare, CA 93274

Phone: 559-688-2021      E-mail: trevor.oldham@tulare.k12.ca.us

**CERTIFICATION OF TECHNOLOGY PLAN APPROVAL  
for  
SCHOOLS AND LIBRARIES UNIVERSAL SERVICE PROGRAM**

\_\_\_\_\_ is certified by the California Department of Education to approve technology plans for participation in the Schools and Libraries Universal Service Program.

\_\_\_\_\_ has a technology plan that has met the standards and criteria outlined in the following checklist. Said plan has been approved through:

1. The plan must establish clear goals and a realistic strategy for using telecommunications and information technology to improve education or library services.

Page #

COMMENTS:	<input type="checkbox"/> MEETS STANDARD	<input type="checkbox"/> MISSING
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2. The plan must have a professional development strategy to ensure that staff know how to use these new technologies to improve education or library services.

COMMENTS:	<input type="checkbox"/> MEETS STANDARD	<input type="checkbox"/> MISSING
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3. The plan must include an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education or library services.

COMMENTS:	<input type="checkbox"/> MEETS STANDARD	<input type="checkbox"/> MISSING
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4. The plan must provide for a sufficient budget to acquire and maintain the hardware, software.

COMMENTS:	<input type="checkbox"/> MEETS STANDARD	<input type="checkbox"/> MISSING
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5. The plan must include an evaluation process that enables the school or library to monitor progress.

COMMENTS:	<input type="checkbox"/> MEETS STANDARD	<input type="checkbox"/> MISSING
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A. The plan must extend at least through June 2003.

COMMENTS:	<input type="checkbox"/> MEETS STANDARD	<input type="checkbox"/> MISSING
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B. The plan covers a period of 3 years.

COMMENTS:	Plan covers less than 3 years: <input type="checkbox"/> MISSING
<input type="checkbox"/> Plan covers more than 3 years. <u>This is acceptable</u> , providing there is a significant review of progress during the 3 <sup>rd</sup> year.	

\_\_\_\_\_  
Name/Title (typed)

\_\_\_\_\_  
Contact phone/e-mail

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

# Glossary

**10 Mbs** – 10 megabits per second, speed of data on a network

**100 Mbs** – 100 megabits per second, speed of data on a network

**1 Gbs** – 1,000 megabits per second, speed of data on a network

**The Big 6** – Information Problem-Solving Approach

1. Task Definition
  - a. Define the information problem
  - b. Identify the information needed
2. Information seeking strategies
  - a. Determine all possible solutions
  - b. Select the best sources
3. Location and Access
  - a. Locate sources
  - b. Find information with sources
4. Use of Information
  - a. Engage (e.g. read, hear, view, touch)
  - b. Extract relevant information
5. Synthesis
  - a. Organize from multiple sources
  - b. Present the information
6. Evaluation
  - a. Judge the product (effectiveness)
  - b. Judge the process (efficiency)

**Infrastructure** – Wire, fiber, hardware and software to connect electronic devices

**IDF – Intermediate Distribution Facility.** Connects computers and other electronic devices to the MDF.

**Internet** – global network of computers that share information

**LAN – Local Area Network.** Refers to a group of connected computers. LANs normally do not exceed tens of kilometers in size and provide data transmission services for a single entity. A LAN is normally contained in a building or campus.

**MDF - Main Distribution Facility** Central point from which most data communication is generated

**Proxy Server** – Stores frequently accessed Web pages locally, reducing response times from the Internet.

**WAN – Wide Area Network.** Multiple LANs interconnected.

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## **ADDENDUM 1**

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Writing this Technology Use Plan was done without sufficient input from staff due to time constraints. The curricular goals, objectives and evaluations were taken from Western's Digital High School Plan as it was the most current plan and in line with the state requirements for this grant. Now that the Technology Use Plan has form and content, significant revisions are anticipated to make the curricular goals, objectives and evaluations more relevant to each school and department. As these revisions take place they will be added to this plan.