

Technology Plan

Southern Humboldt Joint Unified

July 1, 2013 - June 30, 2018

05/30/2013

This plan is for E-Rate.

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I. Plan Duration

July 1, 2013 - June 30, 2018

II. Goals and Strategies

List goals and realistic strategy for using telecommunications and information technology to improve education services.

The goals for using technology to improve teaching and learning are based on the central idea that computerized technology is a necessary skill to perform current and future work on academic subject matter and vocational skills for all lifelong learners (students and adults). As we move towards implementation of the Common Core Curriculum use of technology will become even more critical.

This plan will broaden the existing program outlined in the Elementary (K-7) and High School (8-12) Technology Based Education Program & Standards.

Goal 1: SHJUSD will integrate technology so it enhances teaching, training and student achievement, supporting the implementation of the Common Core curriculum. Appropriate software and technology uses that enhance delivery of the curriculum will be selected and implemented.

Objective 1.1: Sites will incrementally replace older, less efficient learning methods with technology-enhanced methods, which both the instructor and learner value as improvements.

Benchmarks:

- Year 1: In 60% of learning environments, technology-enhanced methods of instruction will be employed.
- Year 2: In 70% of learning environments, technology-enhanced methods of instruction will be employed.
- Year 3: In 80% of learning environments, technology-enhanced methods of instruction will be employed.
- Year 4: In 90% of learning environments, technology-enhanced methods of instruction will be employed.
- Year 5: Continued employment of technology-enhanced methods of instruction in 90% of learning environments.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
As modernization through the bond goes on, purchase current equipment to allow improved instruction	Ongoing	Superintendent, Business Manager		Presence of new equipment

List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use

The district will provide educational material to each school site that addresses the appropriate and ethical use of technology in the classroom, including distinguishing lawful from unlawful uses of copyrighted works.

Goal 1: Review existing board policy, Internet Use Agreement and Discipline Codes to ensure that district polices are in alignment with current law and practice.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Convene committees at the high school to review the discipline matrix and revise the matrix to reflect new state laws around cyber bullying and use of internet.	Fall 2013	High School Principal, high school staff committee, Superintendent	A new matrix will be available for the staff and students in the fall of 2013.	The existence of a revised board approved and implemented discipline matrix will be evident.
Review Internet Use Agreement	Spring of 2014	Technology Committee	The existence of an updated, board approved Internet Use Agreement reflecting current law will bring us into compliance.	existence of an updated, board approved Internet Use Agreement.
Review board policies around internet usage and discipline for both students and staff to ensure legal compliance.	Ongoing	superintendent, Board of Trustees		Board minutes

List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307)

The Acceptable Use Policy and Internet Use contract, signed by parents and students at the time of enrollment in SHJUSD, explains the perils that exist with the irresponsible and/or unsupervised use of the Internet. SHJUSD recognizes that Internet safety extends to the safe and responsible use of Internet resources both inside and outside the classroom.

Goal 1: SHJUSD will offer parent workshops that focus on supervising their children in the safe and responsible use of the Internet.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Research on parent workshops on Internet safety in other districts will be completed. Workshop curriculum will be developed and presented to SHJUSD Site Councils for feedback and review, with final approval by the District Board of Trustees.	Spring of 2014	Technology Committee		Site Council Minutes Board of Trustees Minutes
Volunteer presenters will be recruited from among the staff, parents, or the community. Parent workshop will be presented at South Fork High School within the first four weeks of each semester and at the Redway Elementary School within the first four weeks of the school year. Workshops will be announced and promoted through school newsletters and/or the PTA.	Ongoing	Technology Committee		school newsletters promoting workshops

III. Professional Development

Provide a professional development strategy to ensure that staff understands how to use these new technologies to improve education services.

Goal 1: The Technology Committee will develop and revise a form in the district Google Domain to solicit feedback from staff regarding needs for professional development for implementation in the classroom as well as to improve communication with parents.

Objective 1.1: The Technology Committee will develop and revise a form in the district Google Domain to solicit feedback from staff regarding needs for professional development for implementation in the classroom as well as to improve communication with parents.

Benchmarks:

- Year 1: Develop a survey in Google Forms and pilot the form. Determine what changes or revisions are necessary.
- Year 2: Implement use of survey to determine staff development needs and plan for appropriate trainings.
- Year 3: Based on data collected in the Professional Development survey, develop Professional Development plan for the entire district.
- Year 4: Based on data collected in the Professional Development survey, develop Professional Development plan for the entire district.
- Year 5: Continue process annually to provide effective staff development.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Develop survey in Google Forms	Fall 2013	Technology Committee	Survey Results	Survey Survey Results
Pilot survey to determine effectiveness	Spring 2014	Technology Committee	Technology Committee will review results and analyze effectiveness of survey tool	Survey results
Use survey results to plan professional development.	annually	Technology Committee, Admin Team		Calendar of professional development

IV. Infrastructure, Hardware, Technical Support, and Software

Provide an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education services.

Existing Hardware: Five school sites use the Humboldt County Office of Education (HCOE) for its Internet Service Provider. Current technology infrastructure includes T1 digital connections at three of seven school sites. The high school site has a fiber optic backbone Local Area Network (LAN) with a minimum of 3 drops in each learning environment using Unshielded Twisted Pair Category 5. The continuation high school and independent study school site is connected to the high school LAN via 54 Mbps wireless directional antenna connection. These LANs run 10/100 enhanced managed-switched Ethernet. There are two established computer labs at the high school networked for up to 30 drops each, and one established computer lab networked at each of the two largest elementary schools, Redway and Agnes J. Johnson. A smaller lab of 8 computers is in place at Casterlin Elementary. A variety of servers provide file, print and communications services. Two outlying school sites have dial-up connections with Internet connection speeds of 26.4 kbps. There are no LANS at those sites with dial-up connections. SHJUSD maintains a dual-platform network servicing approximately 196 Internet accessible computers, with another 29 machines accessing the Internet at very low speeds. The CA School Technology Survey inventory data is included for each site in Appendix A. *Note: While the CA School Technology Surveys correctly show computer equipment location for each site, the Ed-Tech generated reports compiled for this plan show that there are no computers installed in labs or in library media centers.*

Existing SHJUSD Technical Support is accomplished via a standing contract with Network Management Services (NMS), with NMS employees providing support for maintenance of the network and desktop machines. The District Office coordinates requests from all school sites for technical support and allocates 16 hours per month among 6 school sites. Technology support requests are submitted by email and prioritized by the District Office. A separate contract is maintained with HCOE for Internet access, Internet filtering technology, and technical support for the District financial management system. Another contract is maintained with SchoolWise Technologies for the district-wide student information system, SchoolWise.

Existing Internet Access: As part of this technology plan, SHJUSD will examine its de facto competency standards in technology infrastructure and hardware for all sites. Those standards will be examined and compared with each school site's desired technology infrastructure. If a site falls below the competency standards established, the site will work in conjunction with SHJUSD staff to develop a timeline to meet the standard in the School Site Plan for Student Achievement. The competency standards define a basic level of technology hardware, electronic learning resources, telecommunication infrastructure and technical support necessary at each site to accommodate each school site's plans for technology integration and use.

Existing Electronic Learning Resources: In the aggregate, 5% of the district classrooms have Smart Boards. There is 1 Smartboard in at least each of 5 sites in the district, 1 site has more than 1 Smartboard on campus due to there PTSA purchasing these for some of the classrooms.

In the aggregate, 56% of all district computers used for instruction are over four years old, and the district-wide student to computer ratio is 4:1. With on-going declining enrollment and the subsequent budget restrictions, hardware refreshment can be managed by a two-pronged approach. In many situations, most older computers already in place are adequate for Internet research and word processing tasks. The change in our strategy is that these computers will not be repaired or upgraded, but simply replaced when inoperable. In those situations, replacement technology needs can be met by cycling in computers from other locations that have been replaced by newer hardware. In situations where educators need current software and hardware to support their curriculum, technology upgrades are needed – SHJUSD school sites are already engaged in a process of refreshing hardware and software.

Existing Technical Support: While the above data shows that every district classroom is an Internet-connected classroom. The district lacks technical support personnel with sufficient expertise to determine whether existing plans for physical plant modifications will meet electrical needs, needs for upgraded and encased LAN and WAN wiring or needs for critical elements for locations housing servers. It may be that wireless networking may prove a better investment, but the lack of in-house technical expertise and technical support are clear obstacles for which there are no immediate mitigations. Both wired and wireless networking are sufficiently complex that technologically-savvy educators are not appropriate assessors of network readiness. SHJUSD will need to prioritize and fund a networking assessment as part of the process to establish competency standards in technology infrastructure and hardware for all sites.

To mitigate the lack of technical support for each school site, this technology plan seeks to make use of off-the-shelf solutions wherever possible, such as using the TechSets' MyTechDesk order management system. School site councils will be asked to add a specific technology update component to each SPSA document, so that whenever funds are available, site councils and principals will have current data to help with resource allocation decisions. Professional development necessary to create a cadre of technology- savvy staff at each site will also help in mitigating the lack of dedicated staff. Site knowledge binders that document passwords, networking solutions, software solutions, etc will also help in providing some sense of continuity of technical support and knowledge.

A de facto, district-wide competency standard for technology infrastructure already exists, but there is no consensus whether it is sufficient. In every school, in at least the main classroom, there are computers with productivity software with Internet access, file, email and printing capability. At the school sites with computer labs (the high school and three elementary schools), the labs are the primary venue in providing all curricular areas the ability to integrate technology. These computer labs are used for whole class instruction as well as delivery of staff development. Pods of computers exist in some library media centers and are also distributed

throughout some student classrooms. Students, teachers, administrators, clerical and custodial staff all have access to the Internet. Students and staff sign an Acceptable Use Policy and Internet access is filtered through 8e6 Technologies. All classrooms are equipped with a telephone and intercom, a television and a VCR or DVD player.

Provide an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education services.

Hardware Needed: As part of the technology plan, SHJUSD will examine its de facto competency standards in technology infrastructure and hardware for all sites. Those standards will be examined and compared with each school site's desired technology infrastructure. If a site falls below the competency standards established, the site will work in conjunction with SHJUSD staff to develop a timeline to meet the standard in the School Site Plan for Student Achievement. The competency standards define a basic level of technology hardware, electronic learning resources, telecommunication infrastructure and technical support necessary at each site to accommodate each school site's plans for technology integration and use.

In the aggregate, as shown in these equipment status charts from the SHJUSD School Technology Survey, 56% of all district computers used for instruction are over four years old, and the district-wide student to computer ratio is 4:1. With on-going declining enrollment and the subsequent budget restrictions, hardware refreshment can be managed by a two-pronged approach. In many situations, most older computers already in place are adequate for Internet research and word processing tasks. The change in our strategy is that these computers will not be repaired or upgraded, but simply replaced when inoperable. In those situations, replacement technology needs can be met by cycling in computers from other locations that have been replaced by newer hardware. In situations where educators need current software and hardware to support their curriculum, technology upgrades are needed – SHJUSD school sites are already engaged in a process of refreshing hardware and software.

Electronic Learning Resources Needed: Newer computers as well as current technology is needed at all sites.

Networking and Telecommunications Infrastructure Needed: Our most remote site only obtained the internet via a satellite less than one year ago. This is an ongoing concern. However, there are no other options available at this time.

Physical Plant Modifications Needed: Most of the sites wiring has been done informally by unqualified staff. As part of our current modernization project, we are using Bond sales to upgrade the infrastructure at all sites. It is the goal to have schools be wi-fi ready to address the needs of student use of technology for the Common Core.

Technical Support Needed: We need to increase our level of technical support at all sites. Our current contractual system is not adequate to meet the needs of the entire district. Given current funding, it is unclear how this will be achieved.

Provide an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education services.

As previously stated, given current levels of funding, it is unclear how our technology needs will be addressed. Modernization will not occur at all sites for many years.

Year 1 Benchmark: As funding permits, we will address our needs in this area.		
Recommended Actions/Activities	Timeline	Person(s) Responsible

Year 2 Benchmark: As funding permits, we will address our needs in this area.		
Recommended Actions/Activities	Timeline	Person(s) Responsible

Year 3 Benchmark: As funding permits, we will address our needs in this area.		
Recommended Actions/Activities	Timeline	Person(s) Responsible

Year 4 Benchmark: As funding permits, we will address our needs in this area.		
Recommended Actions/Activities	Timeline	Person(s) Responsible

Year 5 Benchmark: As funding permits, we will address our needs in this area.

Recommended Actions/Activities	Timeline	Person(s) Responsible
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V. Monitoring and Evaluation

Describe the evaluation process that enables the school to monitor progress toward the specific goals and make mid-course corrections in response to new developments and opportunities as they arise.

Our District recognizes the importance of maintaining the accuracy and relevancy of our Technology Plan, and it will be continually monitored. The Southern Humboldt District Technology Committee will be responsible for evaluating each of the plan's identified objectives outlined in the curriculum, professional development, and infrastructure components. This team will include the mentor teachers from each site, administrative staff, parents, and community members. Individual site evaluations will occur using the evaluation instruments identified for each benchmark specified in the goal statements, with results submitted to the Technology Committee for creation of a district wide summary.

Students will be evaluated as part of the technology plan. Data collected will be used to drive a continuous cycle of improvement and program modification. This includes, but is not limited to, a district developed Student Technology Use Survey, CBEDS, district assessment data, teacher interviews, staff development records, district and site technology plans, student information system, attendance records of targeted students, and Technology Committee reports.

Describe the evaluation process that enables the school to monitor progress toward the specific goals and make mid-course corrections in response to new developments and opportunities as they arise.

Embedded in the text of each component of this plan are timelines and criteria for achieving the objectives. The methods for evaluation are stated as an element of each objective. As progress is evaluated and new needs are identified, adjustments will be made to better achieve the objectives. The impact of technology on student learning is monitored and measured through multiple criteria on a yearly basis. Results from site surveys of students and staff are reported to the District Technology Committee yearly. The summary of surveys and other data collected are reported to the superintendent and governing board on a yearly basis by the Technology Committee.

The plan must include an evaluation process that enables the school to monitor progress toward the specific goals and make mid-course corrections in response to new developments and opportunities as they arise.

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Annual Review of Goals Year One:

Annual Review of Goals Year Two:

Annual Review of Goals Year Three:

Annual Review of Goals Year Four:

Annual Review of Goals Year Five:

**Contact Information
(Required)**

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: 12 - 63040

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