PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

COMPREHENSIVE PLANS

DISTRICT EDUCATIONAL TECHNOLOGY PLAN

The Governing Board recognizes that technological resources can enhance student achievement by increasing student access to information, supporting teacher effectiveness, and facilitating the administration of student assessments. Effective use of technology can also increase the efficiency of the district's non-instructional operations and governance.

The Superintendent or designee shall develop, for Board approval, a comprehensive three-year educational technology plan based on an assessment of current uses of technology in the district and an identification of anticipated future needs. The Superintendent or designee may appoint advisory committees consisting of a variety of staff and community stakeholders to assist with the development of the educational technology plan.

The educational technology plan shall be integrated into the district's vision and goals for student learning and shall contain research-based strategies and methods for the effective use of technology. When required for state or federal grant programs in which the district participates, the plan shall also address all components required for receipt of such grants.

The Superintendent or designee shall ensure that any use of technological resources in the district protects the private and confidential information of students and employees in accordance with law.

Legal References: Business and Professions Code 22584-22585
                      Education Code 10550-10555, 11800, 49060-49085, 51006, 51007, 60010
                      Penal Code 502
                      United States Code, Title 20, 1232g, 1232h
                      Code of Federal Regulations, Title 16, Part 312
                      Code of Federal Regulations, Title 34, Part 99
                      Code of Federal Regulations, Title 47, 54.500-54.523

Adopted: June 13, 2017

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Corona-Norco Unified School District embraces the 14 essential conditions from the International Society for Technology in Education (ISTE). These conditions are the umbrella that guides our vision for educational technology implementation across the district.

A. **Shared Vision:**

1. The Superintendent or designee may establish an Educational Technology Advisory Committee, comprised of teachers, administrators, and community stakeholders, as an advisory body, whose role is to consider and recommend items to move forward to cabinet and the school board for final approval.

2. The Superintendent or designee may establish an Educational Technology Steering Committee, comprised of teachers and administrators, as an advisory body, whose role is to provide insight to the Educational Technology Advisory Committee. In a collaborative format, input is given and shared regarding the implementation of the educational technology vision across the district.

B. **Empowered Leaders:** In an effort to sustain and support change at all levels regarding educational technology, the district believes in the importance of empowering teacher leaders. As such, teachers are included as members in the Educational Technology Steering Committee and Educational Technology Advisory Committee. In addition, school sites are empowered to develop their own site champions to provide support for teachers in implementing the educational technology vision of the district. Site champions serve as a communication link between teachers and the members of the Educational Technology Steering Committee and Educational Technology Advisory Committee, in order to provide meaningful support and feedback regarding educational technology implementation at school sites.

C. **Implementation Planning:** The Educational Technology Steering Committee may be tasked with identifying and recommending goals regarding the implementation of educational technology. These recommended goals and an accompanying action plan may be outlined in a multi-year educational technology plan. Plan drafting, implementation, and evaluation may be overseen by the Educational Technology Steering Committee.

D. **Consistent and Adequate Funding:** Educational technology funding should include costs for updates, technical support, and professional development. A plan for assessment of the effectiveness of educational technology should be in place at time of purchase, lease, and/or license of educational technology.

E. **Equitable Access:** To ensure equitable access, as funding becomes available, district infrastructure should have sufficient bandwidth for wired and wireless networks at all school sites. This infrastructure should be adaptable and scalable for a "bring your own device" (BYOD) environment. Professional development for teachers should include instruction on how to use educational technology to enhance learning.

F. **Skilled Personnel:** Employees should model technology use at all levels. The Educational Services division may provide ongoing professional development opportunities to model how to use educational technology to enhance learning. Knowledge and skill level may be measured by the amount of completed educational technology professional development hours in a school year and/or competency-based achievements and digital badging. IT Technicians providing technical support may also complete ongoing professional development to familiarize themselves with the various educational technologies used in the classroom setting.

G. **Ongoing Professional Learning:** The Educational Technology team may provide various professional learning opportunities for teachers and administrators emphasizing pedagogy-based instruction regarding the Substitution Augmentation Modification Redefinition (SAMR) model for Educational Technology integration, 21st Century Learning Design model and rubrics, and Blended/Personalized Online learning models. All pedagogy-based lessons will be aligned with the ISTE and International Association for K-12 Online Learning (iNACOL) standards for quality educational technology and online education. The professional learning opportunities may also include technical training on specific devices, including tablets, projectors, document cameras, interactive whiteboard, and touchboards.

H. **Technical Support:** At every level, staff members should feel empowered to request and receive technical support. All teachers may input a work order directly to the Information Technology Department. As technology increases and funding becomes available, an IT Tech may be available at each one of our five comprehensive high schools. The IT department may work with schools to train teachers and students who would like to learn the basic troubleshooting skills to assist with technical support at their school.

I. **Curriculum Framework:** Current curriculum frameworks being adopted by the California Department of Education include an emphasis on 21st Century Skills aligned with Common Core State Standards. In addition to educational technology skills, the district has also provided professional learning on the ISTE Standards for Teachers and Students as well as the iNACOL National Standards for Quality Online Programs. The

Educational Technology team may work collaboratively with curriculum committees to integrate these standards and best practices into curriculum maps and curriculum guides.

J.   **Student-Centered Learning:** As educational technology continues to be introduced and implemented, teachers are encouraged to find opportunities to engage students in the content, differentiate, and, ultimately, personalize instruction in order to meet each student's learning needs.

K.   **Assessment and Evaluation:** The Educational Technology Steering Committee may be responsible for the continuous assessment of the implementation of the Educational Technology Plan, including teaching, learning, leadership, and evaluation of the use of educational technology and digital resources.

L.   **Engaged Communities:** To keep the community engaged, the district may use a variety of tools to communicate. The district may communicate information regarding events for parents and students using phone calls, text messages, emails, and social media. The Parent Center may host hands-on parent training opportunities, and parents may be invited to attend various district education expos throughout the school year.

M.   **Support Policies:**

1.   Policies: Multiple policies including the acceptable use policy, social media policy, and BYOD recommendations are available to guide all staff and students on best practices for using educational technology at school.

2.   Financial plans: Consistent and adequate funding for technology infrastructure will form the base for the increase of technology-enhanced learning in the classroom.

3.   Accountability measures: As part of the long-term plan, teachers are encouraged to increase the amount of lessons that use educational technology to enhance learning, using the SAMR model as a guideline.

4.   Incentive structures: Additional classroom devices and priority infrastructure may be made available to teachers and school sites that consistently use technology in the classroom to enhance learning.

N.   **Supportive External Context:** The district may continue to collaborate with neighboring school districts on best practices. Educational Technology team members and Education Technology Steering Committee members are encouraged to stay informed about educational technology policy updates at the national level and leverage information from outside organizations, including ISTE and iNACOL.

With a Bring Your Own Device (BYOD) Program, personal computing devices may be brought to school to assist with student learning. Devices need to meet the Device Specifications that are outlined below. The district strongly recommends that students choose recommended devices that will maximize their learning experiences.

	PC/Laptop Compatible Windows	Mac	Windows Tablets	iPad Tablets (May not have the compatibility to run demanding education applications)
OS	Windows 7 or higher	OS X 10.8 or higher	Windows 7 or higher or Windows RT	iOS 7 or higher,
Processor	2GHz or higher	2 GHz or higher	2 GHz or higher	2 GHz or higher
RAM	2GB or higher (4GB is strongly recommended)	2GB or higher (4GB is strongly recommended)	2 GB or higher	2 GB or higher
Wi-Fi adapter	5GHz (802.11a or ac)	5GHz (802.11a or ac)	5GHz (802.11a or ac)	5GHz (802.11a or ac)
Hard Disk	20 GB free space or higher	20 GB free space or higher		
Browser	Internet Explorer 11 or higher	Safari	Internet Explorer 11 or higher	Safari
Free applications	Java, Flash Microsoft Office365 online and Microsoft Office 2016 are offered to students for free! *	Java, Flash Microsoft Office365 online and Microsoft Office 2016 are offered to students for free! *	Java, Flash Microsoft Office365 online and Microsoft Office 2016 are offered to students for free! *	Java, Flash Microsoft Office365 online is offered to students for free!
Antivirus/ Malware	Must have an up to date Antivirus and Anti-Malware installed	Must have an up to date Antivirus and Anti-Malware installed	Must have an up to date Antivirus and Anti-Malware installed	

* This suite of online web apps will provide OneDrive cloud storage along with web app versions of Word, Excel, PowerPoint, OneNote, and Access.

iPhone, Android, and other cell phones are not recommended for classroom use.

While most Android phones and tablets support Flash, they may still have other issues with plug-ins and supplementary applications. Web-based tools develop and evolve rapidly, so the full version of Flash must be supported for devices used as part of classroom learning.

References:

Staff Acceptable Use Policy BP 4370, AR 4370

Use of Copyrighted Material BP 6343, AR 6343

Electronic Signaling Devices BP 5334, AR 5334
Student Acceptable Use Policy BP 6774, AR 6774

Social Media Policy BP 1114, AR 1114

District and School Websites BP 1113, AR 1113

Suggested Requirements for BYOD 2016-2017 School Year

Board Policy Adopted: June 13, 2017