

Riverdale School District 51J

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Educational Technology Plan

2009 - 2012

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Executive Summary and Vision

Technology is a valuable mode of literacy and creative tool for learning. Access to information, electronic collaboration and the ability to communicate clearly using technology are foundational needs for school communities.

The Riverdale School District has traditionally been a leader in providing a technology-rich working environment for its students, staff and community. In order to maintain this role, we need to look toward the future and determine how we can best prepare our community for a global technological world.

The purpose of this plan is to evaluate our current practices and to establish goals and targets for the next three years that will keep us in the forefront of education. Our planning process is cyclical in nature, involving teachers, administrators and community members in planning, assessment and revision. It is an integral part of the overall school and district academic planning process.

Our Primary Technology Mission

- Provide technology and training that will support our students and teachers as workers and learners in a 21st Century environment.
- Provide technology and training for administrative staff that will assist in effective management of our schools.
- Provide technologies such that each child can have the optimum levels of success in school and life

Oregon Educational Technology Standards

Adopted December 2008

Based on the Oregon Educational Technology Standards which parallel the National Educational Technology Standards (NETS), Riverdale students will develop age appropriate skills in the following areas:

1. Creativity and Innovation

Students demonstrate creative thinking and problem solving skills to develop innovative products and processes using (digital) technology. Students:

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

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, across the global community, to support individual learning and contribute to the learning of others. Students:

- a) Interact and collaborate with peers, experts, or others employing a variety of digital environments and media.
- b) Effectively communicate and publish to multiple audiences using a variety of media and formats.
- c) Engage with learners from other cultures to develop cultural understanding and global awareness.
- d) Contribute to project teams. Produce original works or solve problems in a team setting.

3. Research and Information Fluency

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

- a) Plan strategies to guide inquiry.
- b) Locate, organize and use information ethically from a variety of sources and media.
- c) Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d) Analyze, evaluate, and summarize information or data and report results.

4. Critical Thinking, Problem Solving and Decision Making

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

- a) Identify and define authentic problems and significant questions for investigation.
- b) Plan and manage activities to develop a solution or complete a project.
- c) Collect and analyze data to identify solutions and or make informed decisions.
- d) Use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

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

- a) Advocate and practice safe, legal, and responsible use of information and digital technology.
- b) Model and practice a positive attitude toward using digital technology that supports collaboration, learning, and productivity.
- c) Demonstrate personal responsibility for lifelong learning.

6. Technology Operations and Concepts

Students utilize technology concepts and tools to learn. Students:

- a) Select, use, and troubleshoot tools efficiently.
- b) Transfer current knowledge to learning of new technologies.

Technologies Used In Our Schools

Where we are today...

This section describes our current technologies as of 2009.

Hardware

There are two campuses in the Riverdale District. The Riverdale Grade School (RGS) campus serves 320 K-8 students while Riverdale High School (RHS) serves 220 9-12 students. The Grade School enrollment is not likely to grow beyond 350 students, while the High School population will likely grow to 240 students in the next three years before the scope of this plan ends.

Both RGS and RHS have reliable networks installed that provide web, mail, file and printing services to users. Both schools have computer labs with high speed Internet connections. Every classroom in RGS and RHS has at least two computers with Internet connections. Both campuses have wireless mobile labs and wireless networking capabilities.

Grade School Campus – Hardware

RGS has one computer lab with 30 Linux/K12LTSP based thin-client workstations. Classrooms have a mixture of Linux thin-clients or older Windows PCs for student use. Each teacher has either a desktop computer or laptop running Windows XP or Apple OS that is within 3 years of age. Increasingly, classrooms are equipped with overhead projectors, document cameras, data projectors, digital cameras, and printers. There is one laptop cart with 16 computers used for 7/8 science, and one Apple Mac-Mini lab (14 seats) used for 7/8 social studies. In 2008, two interactive whiteboards were purchased for instructional use.

There is one Linux file server to support all file storage, web hosting, and application serving; one Linux application server to support additional thin-clients; one Windows 2003 Terminal Server to service Windows applications to the thin-clients; and one Windows 2003 Server to host the library functions.

High School Campus – Hardware

RHS has 110 Linux/K12LTSP based thin-client workstations consisting of a computer lab with 28 seats; an additional lab in the library with 20 seats; and at least two computers in each classroom. There is one mobile wireless cart with 20 PC laptops. The Linux workstations run off of four fast application servers. All Linux workstations are capable of connecting to a Windows 2003 Terminal Server for running Windows applications. There are several digital still and video cameras, as well as, projector carts equipped with laptops and some Elmo document cameras. In 2008, two interactive whiteboards were purchased for instructional use.

There is one Apple I-Mac computer for digital video editing and two Windows2000 based workstations that run several proprietary software applications. The yearbook lab has ten Apple Mac-Minis running Indesign desktop publishing software for Yearbook.

Communications

Grade School Campus – Communications

RGS has a fiber-optic connection to the Multnomah County Educational Service District (MESD). We have 5 outgoing telephone lines with telephones in every classroom and office. The District business manager and the Grade School office each have one fax machine with its own dedicated line. While the phone lines are busy at certain times of the day, the number of lines is adequate most of the time. The phone system is old and lacking adequate voice-mail capabilities, and the intercom functionality is minimal.

High School Campus – Communications

RHS has a fiber-optic connection to the Internet via the MESD. There are 6 outgoing telephone lines with telephones in every classroom and office. There is one fax machine with a dedicated line.

Electrical Power

Grade School Campus – Electrical Power

The computer lab has its own power service and breaker box. The outlets are protected against voltage surges and spikes. There are four outlets for each workstation. Classrooms have 3 or 4 outlets which are currently meeting technology driven needs. The use of thin-clients and LCD panels in classrooms significantly reduces power consumption needs in classrooms.

High School Campus – Electrical Power

RHS has a purpose built server room with adequate electrical. Both computer labs are well designed with ample outlets. Power to the labs and server room is conditioned and protected from surges. Classrooms have power outlets and data drops on three of four walls.

Network Connections

Grade School Campus – Network Connections

The lab, administrative offices, library and classrooms have a minimum of Cat3 10base ethernet connections. Some updating of this network has occurred since 2006 and Cat5 wiring has replaced the older Cat3, as well as updating hub connections to at least 10/100base. One fiber line was run from the main building to the South wing in 2006 and connected to a 1000 Mbps Netgear switch. There is wireless access in the music building and throughout the main building; no wireless exists in the South wing.

All drops are led to a central wiring room where a 1000 Mbps Tiger switch is located. Six Netgear 24-port, 1000 Mbps switches are connected to this switch along with our servers. Classrooms with more than one computer have multi-port hubs. Most classroom hubs have been upgraded over the last two years to 1 gig speed; there are a few 10/100 based hubs remaining that

will eventually need to be replaced.

The Grade School is connected to the Internet via a 1000 Mbps, fiber-optic connection to the MESD.

High School Campus – Network Connections

Every classroom, lab and office in the high school is wired with Cat5E cable to 48 port 1000 Mbps switches. These switches and servers are connected via a 16 port gigabit switch. The school also has wireless access ports providing access for most of the campus. RHS has 1000 Mbps fiber-optic access to the Internet via the MESD.

Software

Grade School Campus – Software

One Linux server provides Internet access, Web services via the Apache software, file and print services to about 130 Macintosh, Windows and Linux computers. Various Open Source (freeware) applications for education and productivity are also served from this same server plus one additional Linux server.

The library has one Windows Server 2003 machine with two connected Windows workstations running Follett card catalog software. Connections are made via the web based Follett software. One additional Windows Server 2003 serves our keyboarding application, Typing Instructor Deluxe, as well as other Windows-based applications.

Most classrooms have at least one Windows or Apple OS computer. Several classrooms have Linux thin-clients. All have Internet access to the World Wide Web and e-mail. Windows computers also have Microsoft Office 2000. All computers have OpenOffice and several other open source productivity packages. All 1-4 classrooms and 5/6 and 7/8 math classrooms have a dedicated Windows 2000 computer with a scancard reader attached for our Renaissance Accelerated Math curriculum.

High School Campus – Software

The Linux/K12LTSP diskless workstations have full office productivity suites (OpenOffice) as well as graphics, database, web and email clients. All clients are licensed to access our Windows 2003 Terminal Server with MS Office and various curriculum based application software. There are a limited number of licenses for Indesign and several Macromedia software packages used by yearbook staff, graphics design and art electives.

The Riverdale library systems are on-line. Patrons may access the collections from any web browser. Students can place holds on books and collect them on their next visit to the library, all from the web. The Riverdale community also has access to on-line magazine article archives through the Riverdale Library web site.

Instructional Use of Technology

Students in the 1st through 3rd grade learn keyboarding and word processing skills. Renaissance Accelerated Math, a supplemental math program, is used in grades 1-8. 4th grade students learn to do research on the World Wide Web and continue with keyboarding and word processing skills. Grade 5 is introduced to using school e-mail. Starting in 4th grade, students begin using spreadsheets, multimedia presentations, and publish their work as web pages. 5th and 6th grade students begin creating content to post on the Internet, developing web pages and creating multimedia presentations for online collaboration purposes. Students in grades 7 & 8 use MS Office and OpenOffice for most of their core school work, and have opportunities to take computer graphics classes where they use digital cameras, document scanners and photo editing software.

At the High School, computer use centers around the computer labs. Labs are open before and after school and throughout the day. Teachers schedule use for classes and the two labs are in use all day. Students use computers for research, writing, e-mail and graphics. There are courses in publications, yearbook, computer graphics, digital photography, and video technology. Classes in computer programming, network administration, web design, and computer refurbishing are currently suspended pending the addition of computer teaching staff.

Technology is used as a tool at all grade levels, but is increasingly used for higher-order thinking processes rather than "electronic worksheet" reproductions of lower-order skills. Examples include spreadsheet use in math, computer art courses utilizing the GIMP (GNU Image Manipulation Program), video production in a variety of unit work, and frequent student and teacher use of Office presentations for instruction and evaluation. Other technologies that are used by both teaching staff and students include document cameras for in-class instruction and capture of teaching notes; Smartboards for example-based teaching and student interaction; blogs for topical collaboration.

A more complete description of our instructional use of technology is included in our [Technology Curriculum Overview](#) section of this document.

Staff Skills

RGS and RHS share a 1.0 FTE technology director, with the goal of on-site support for half of each day at each building. The Technology Director provides support for students and staff in assisting with their daily use of technology. In addition to basic support, this resource interacts with students on project work requiring new skills, such as, web page development, and also advises teaching staff on how technology can be applied to the classroom instruction.

Both RHS and RGS have homework web sites where students and parents can get current assignments and information. Staffs at both buildings receive training on maintaining their web sites, and do a good job of utilizing the web as a communications vehicle. The District has an on-line calendar with current events. All District and school mailings are available on the District web-site.

We have made good strides toward staff computer literacy over the last 3 years. Our 2006 staff survey gave us this baseline.

- 69% percent of teachers use computers with students daily in their lessons.
- 92% of teachers use computer based projection systems in their classrooms.
- 57% of teachers rate themselves as comfortable using computers and say that they frequently learn new things.
- 61% of teachers regularly use technology to support learning.

Based on our ongoing classroom evaluations, our 2009 survey will show marked improvement in all areas.

Riverdale In The Future

Where we want to be...

This section describes services we want to provide for our students, staff and community.

Where we want to be... [Basic Services]

Students and teachers need ready access to networked computers with a standard suite of applications to help them in their day-to-day work. These applications include:

Integrated applications suite: (MS Office, OpenOffice) (Google Apps)

E-mail application: (Outlook, Web Mail Client) (gmail client)

World Wide Web browser: (Firefox, Internet Explorer, Safari)

Web Presence for Communication with students and community

Reference materials: (Web based research tools and subscriptions)

Presentation software: (Power Point, Impress, HTML) (iLife)

The story of the next few years in technology planning at Riverdale is one of a duality of focus: on maintaining currently established and highly efficient "thin client" networks on the one hand, and of promoting the use of "mobile" and "cloud" computing aimed at project-based learning, collaboration, and media presentation on the other. Increasingly, "native" applications are less important, with web-based applications more than filling the void. Not only do web-based applications like Google's "docs" and "videos" provide secure data storage -- relieving local servers -- but they also expand the potential for collaboration and content generation by students, important 21st Century skills. Wherein hardware is important, it is the ability to maintain mobility and flexibility that become a primary concern. Laptops and smaller mobile computing devices are increasingly more relevant and affordable. This is not to say that the "thin-client" network currently in use throughout the district is irrelevant. Indeed, maintaining lab environments in which guided modeling and direct instruction techniques, and in which assessment opportunities are efficiently and expediently undertaken, continues to be an important facet of the district's technology planning.

Network access will include the use of a central server for providing file storage, centralized printing, and web access. Our network design will support "roaming users". This means that students and teachers will have access to their files, e-mail, web bookmarks, and printing from any computer in the school and from home. Where possible, applications and access to services will be platform independent. Cloud computing takes the "roaming" concept to the next level. While we will still have the ability to store and retrieve information locally from any workstation, files stored in the "cloud" will be accessed much easier when outside the confines of the District network.

In addition to the standard suite of applications, computers will also be able to run grade level

and subject specific applications as required. (Examples: Accelerated Math, Geometer's Sketchpad, Typing Instructor, reading enhancements, science probe software, etc.)

School administrators and support staff have similar needs in terms of application suites and access to files, printers, e-mail, calendars, and the web. Effective communication between our two school buildings will be supported by conferencing abilities and sharing of documents over WAN links. We have established goals to modify the way we accomplish this need through the use of Google Apps for Education. Through these tools, we will have centralized and collaborative access to documents, calendars, and email.

We are currently successful in meeting the basic service needs of students and staff. We have made significant strides in utilizing our web site as an instructional tool and a means of communication with the broader community. We need to focus on new areas where we can use technology to enhance the educational experience. For instance, as user-generated content becomes a larger and more relevant portion of existing web content, training staff and students to generate reliable and useful material, as well as to synthesize and filter less traditionally "sourced" content, becomes extremely important.

In our last technology plan we stated a desire to incorporate technology in art and music. This is happening to some extent as a part of our curriculum at both schools. Riverdale students at all levels are using technology in creative ways in their art classes. Where appropriate, technology applications are implemented in the art and music curricula. In the next triennium we would like to see further increases in the fusion of technology and the arts.

In addition to the computer related services above are other "basic" technologies such as telephone and fax access, overhead projection, televisions, cable programming, copy machines, video projection equipment and audio-video playing and recording equipment. These are standard tools used daily in our schools.

Where we want to be... [Extended Applications]

The services described above represent a basic or "foundational" level of technologies required by our schools. We also want to take advantage of extended applications of technology in other fields of study. We have done well in the use of technology in art, but we need to take greater advantage of opportunities in music, science and math.

Both Riverdale schools use the Electronic Student Information System (eSIS) for managing student records. This eSIS offers a wide range of additional services and access to student information for administrative staff. eSIS also provides help with attendance and grading needs, however, an alternate District-wide grading tool should be considered.

Where we want to be... [Network Services]

Riverdale High School has a fiber optic connection to our service provider (MESD). The building has wired access to every classroom through 1000Mbps switches and wireless access throughout the building. As more demand is placed on our wireless access, we will continue to enhance this capability to meet the needs.

Riverdale Grade School has been updating its wired infrastructure as the need arises, but needs to

upgrade services to 100Mbps connections to all classrooms. There is wireless connectivity in most areas on campus. Many classrooms have a minimum of 10base Ethernet, which is now inadequate for our needs. There is one fiber run from the main building to the south wing. Riverdale Grade School has a fiber optic connection to our service provider (MESD). There is a plan in place to rebuild the Grade School which will satisfy all network deficiencies. However, with a possible year delay in construction, we will need to upgrade those areas of the current campus that do not meet the 100Mbps minimum.

Projected Expenditures for the Next three Years

All of the funding for technology expenditures, repairs and professional development comes from the annual operating budget. E-rate discounts and additional support may be used to supplement general budget funds, but the District does not rely on these additional funds in budget planning. No part of this plan is dependent on E-rate discounts. The Riverdale School District does not currently qualify for Oregon EdTech funding.

Following are major expense categories for each school. With the exception of funds from parent contributions, all funding is from the annual operating budget. Riverdale currently receives E-rate discounts for telecommunications fees. The District has never qualified for hardware or infrastructure level discounts. E-rate discounts are used to help pay for telecommunication costs, but the District does not rely on E-rate discounts when budgeting. Put in simple terms, we have to pay the phone bills whether we have E-rate discounts or not.

Grade School Budget Projections

Riverdale Grade School (RGS) has a combination of Windows based traditional workstations, Apple Mac workstations, both Windows and Apple laptops, and thin-clients. While the thin-clients are low-cost and long-lived, the remainder of traditional workstations have a shorter life expectancy. Assuming the thin-clients are a continued solution, using a five-year replacement cycle, we should budget to purchase 6 computers each year. With software licenses and distributed costs for printers and other hardware the target cost for one PC is \$800.

Projected expenditures RGS 2009-2010:

Code/Category	Amount	Description
<i>Repairs and Maintenance</i>	\$8,000	General maintenance of our laptops, thin-clients, pcs, projectors, and servers.
<i>Supplies and Materials</i>	\$5,500	Printer toner and ink, cables, cds, memory cards, etc. Approximately 50% is “double contingency,” for move to Smith on the one hand, and for deferred patchwork on the other.
<i>Non-Consumable Items</i>	\$1,000	Keyboards, mice, reference books, and replacement lab chairs.
<i>Computer Software</i>	\$7,000	We use a number of subscription based software packages that have annual renewals – the Follett library catalog and World Book; Accelerated Math; Raz-Kids Reading; Science/Physics software; Spanish tools. It is also necessary to upgrade most of our Microsoft licenses.

<i>Computer Hardware</i>	\$12,000	We are on a 20% annual replacement cycle with our desktop computers; this includes the “mac-mini” lab used in middle school. This accounts for the vast majority of the sum. Other large ticket items are digital video cameras (2), wireless router, document cameras and data projectors.
Total:	\$33,500	

Projected expenditures RGS 2010-2011:

Code/Category	Amount	Description
<i>Repairs and Maintenance</i>	\$8,000	General maintenance of our laptops, thin-clients, pcs, projectors, and servers.
<i>Supplies and Materials</i>	\$3,000	Printer toner and ink, cables, cds, memory cards, etc. Approximately 50% is “double contingency,” for move to Smith on the one hand, and for deferred patchwork on the other.
<i>Non-Consumable Items</i>	\$1,000	Keyboards, mice, reference books, and replacement lab chairs.
<i>Computer Software</i>	\$4,500	We use a number of subscription based software packages that have annual renewals – the Follett library catalog and World Book; Accelerated Math; Raz-Kids Reading; Science/Physics software; Spanish tools. It is also necessary to upgrade most of our Microsoft licenses.
<i>Computer Hardware</i>	\$11,000	We are on a 20% annual replacement cycle with our desktop computers; this includes the “mac-mini” lab used in middle school. This accounts for the vast majority of the sum. Other large ticket items are digital video cameras (2), wireless router, document cameras and data projectors.
Total:	\$27,500	

Projected expenditures RGS 2011-2012:

Code/Category	Amount	Description
<i>Repairs and Maintenance</i>	\$8,000	General maintenance of our laptops, thin-clients, pcs, projectors, and servers.

<i>Supplies and Materials</i>	\$3,000	Printer toner and ink, cables, cds, memory cards, etc. Approximately 50% is “double contingency,” for move to Smith on the one hand, and for deferred patchwork on the other.
<i>Non-Consumable Items</i>	\$1,000	Keyboards, mice, reference books, and replacement lab chairs.
<i>Computer Software</i>	\$4,500	We use a number of subscription based software packages that have annual renewals – the Follett library catalog and World Book; Accelerated Math; Raz-Kids Reading; Science/Physics software; Spanish tools. It is also necessary to upgrade most of our Microsoft licenses.
<i>Computer Hardware</i>	\$11,000	We are on a 20% annual replacement cycle with our desktop computers; this includes the “mac-mini” lab used in middle school. This accounts for the vast majority of the sum. Other large ticket items are digital video cameras (2), wireless router, document cameras and data projectors.
Total:	\$27,500	

High School Budget Projections

Riverdale High School (RHS) does not replace workstations on a rotating basis as diskless terminals do not have a limited life span. Instead we budget funds for server upgrades and only ½ the amount for repairs as there are fewer parts to maintain in terminals. Updating just the servers has the effect of making all the workstations faster.

It's interesting to note that the yearly operating budget for a school using Linux/K12LTSP workstations is about ½ that of a school running the same number of traditional PC's running Windows. Support costs are also about ½ as well. We don't have a large software budget as all Linux software is free.

Projected expenditures RHS 2009-2010:

Code/Category	Amount	Description
<i>Repairs and Maintenance</i>	\$6,500	General maintenance of our laptops, thin-clients, pcs, projectors, and servers.
<i>Supplies and Materials</i>	\$2,000	Printer toner and ink, cables, cds, memory cards, etc.
<i>Non-Consumable Items</i>	\$750	Keyboards, mice, reference books, and replacement lab chairs.

<i>Computer Software</i>	\$11,000	We use a number of subscription based software packages that have annual renewals – the Follett library catalog; World Book and Britannica tools; Athletic Dept Schedule Star; Naviance college counseling; Band/Choir music database; SPED Apex. We are adding a new course offering in Flash Animation requiring new software. This year we need to do a major upgrade for our Yearbook software. It is also necessary to upgrade some of our Microsoft licenses.
<i>Computer Hardware</i>	\$6,000	We will need to replace a few of our aging thin client computers. Monitor replacement makes up 50% of this amount. The SPED department is also in need of a printer. Addition of 6 ceiling mounted projectors.
Total:	\$26,250	

Projected expenditures RHS 2010-2011:

Code/Category	Amount	Description
<i>Repairs and Maintenance</i>	\$6,500	General maintenance of our laptops, thin-clients, pcs, projectors, and servers.
<i>Supplies and Materials</i>	\$2,000	Printer toner and ink, cables, cds, memory cards, etc.
<i>Non-Consumable Items</i>	\$750	Keyboards, mice, reference books, and replacement lab chairs.
<i>Computer Software</i>	\$3,000	We use a number of subscription based software packages that have annual renewals – the Follett library catalog; World Book and Britannica tools; Athletic Dept Schedule Star; Naviance college counseling; Band/Choir music database; SPED Apex. We are adding a new course offering in Flash Animation requiring new software. This year we need to do a major upgrade for our Yearbook software. It is also necessary to upgrade some of our Microsoft licenses.
<i>Computer Hardware</i>	\$3,000	We will need to replace a few of our aging thin client computers. Monitor replacement makes up 50% of this amount. Addition of 4 ceiling mounted projectors
Total:	\$15,250	

Projected expenditures RHS 2011-2012:

Code/Category	Amount	Description
<i>Repairs and Maintenance</i>	\$6,500	General maintenance of our laptops, thin-clients, pcs, projectors, and servers.
<i>Supplies and Materials</i>	\$2,000	Printer toner and ink, cables, cds, memory cards, etc.
<i>Non-Consumable Items</i>	\$750	Keyboards, mice, reference books, and replacement lab chairs.
<i>Computer Software</i>	\$3,000	We use a number of subscription based software packages that have annual renewals – the Follett library catalog; World Book and Britannica tools; Athletic Dept Schedule Star; Naviance college counseling; Band/Choir music database; SPED Apex. We are adding a new course offering in Flash Animation requiring new software. This year we need to do a major upgrade for our Yearbook software. It is also necessary to upgrade some of our Microsoft licenses.
<i>Computer Hardware</i>	\$2,000	We will need to replace a few of our aging thin client computers. Monitor replacement makes up 50% of this amount. The SPED department is also in need of a printer
Total:	\$14,250	

District Budget Projections

Projected expenditures District Office 2009-2010:

Code/Category	Amount	Description
<i>Repairs and Maintenance</i>	\$240	General maintenance of printers.
<i>Supplies and Materials</i>	\$360	Printer toner
<i>Computer Software</i>	\$6,500	We use a number of subscription based software packages that have annual renewals – Web Site hosting; Curriculum Maps. It is also necessary to upgrade some of our Microsoft licenses.
<i>Computer Hardware</i>	\$1,200	Laptop computer
Total:	\$8,300	

Projected expenditures District Office 2010-2011:

Code/Category	Amount	Description
<i>Repairs and Maintenance</i>	\$240	General maintenance of printers.
<i>Supplies and Materials</i>	\$360	Printer toner
<i>Computer Software</i>	\$6,500	We use a number of subscription based software packages that have annual renewals – Web Site hosting; Curriculum Maps. It is also necessary to upgrade some of our Microsoft licenses.
<i>Computer Hardware</i>	\$1,200	Laptop computer
Total:	\$8,300	

Projected expenditures District Office 2011-2012:

Code/Category	Amount	Description
<i>Repairs and Maintenance</i>	\$240	General maintenance of printers.
<i>Supplies and Materials</i>	\$360	Printer toner
<i>Computer Software</i>	\$6,500	We use a number of subscription based software packages that have annual renewals – Web Site hosting; Curriculum Maps. It is also necessary to upgrade some of our Microsoft licenses.
<i>Computer Hardware</i>	\$1,200	Laptop computer
Total:	\$8,300	

Given our investment in making technology a useful tool in our instructional program, setting aside funds for training is imperative. The current 1.0 FTE devoted to technology in the District is sufficient to maintain the network, but leaves little time for training. This technology plan calls for funds to promote and provide for increased teacher training -- which is carried under "Instructional Staff Development" in the General Fund.

Technology Goals for the Future

Our primary goals are:

- Provide technology and training that will support our students and teachers as workers and learners in a 21st Century environment.
- Provide technology and training for administrative staff that will assist in effective management of our schools.

Survey data from staff shows that teachers in both schools desire additional training in technology. This technology plan makes provision for support and funding of these goals for both of our schools.

Technologies Will Enhance Student Achievement and Support District Goals

Curriculum, Instruction, and Assessment

The District stated one of its curriculum, instruction and assessment goals to be the integration of technology as a learning tool in the classroom. In addition to technology being a goal of its own, technology can also be used to support the Certificate of Initial Mastery (CIM) and Certificate of Advanced Mastery (CAM) goals of the District. The District expects that students will demonstrate their proficiency in the use of technology in locating, using and applying information and ideas. This Technology Plan identifies staff development in technology as one of the main objectives of the District to support these goals. The goal of training, as stated in the Plan, is to increase the computer skills of teachers and their ability to work with students in these areas.

Technology infrastructure, which supports these goals, must be maintained both at RGS and RHS. Both schools have modern computer labs, which are well utilized by staff and students. The focus of this document, then, is on staff training, curriculum development, assessment of student progress and on-going hardware upgrades.

The Grade School will purchase before the 2009-2010 school year, three mobile labs with student Macbooks (10 each) distributed at different levels throughout the campus, one each for K-4, 5-6, and 7-8. In addition, the purchase of digital still and video recorders will add to the capacity for student-generated multimedia content to play a greater role in teaching and learning at the grade school.

Riverdale High School continues to add multimedia assignments to its curriculum, and looks for new methods to encourage student collaboration. Included in budget planning is the addition of digital camcorders, projectors, and video editing tools. The adoption of Google Apps for Education and an increased use of classroom blogging will support the RHS collaboration emphasis.

Implementation of the Principles of the Coalition of Essential Schools

The Riverdale School District supports the principles of the Coalition of Essential Schools in the design and organization of its schools. The principles support their ultimate goal of developing high achieving, independent thinkers who use their minds well. Technology is a tool, which can directly support the Coalition of Essential Schools Principles. Although the following explanation of how technology can support the principles is not comprehensive, it does identify ways in which technology can support “high achieving, independent thinkers who use their minds well.”

Technology is a tool which can support education and the learning process. Computers today are an integral part of an information based society. Technology is a tool, which can support our curriculum in many ways. For example, technology can be used to search for information on the World Wide Web, to communicate with others via e-mail and a Web 2.0 presence, and to design presentation materials to use in exhibiting work. Acquiring and using these skills in productive ways form the basis of technical literacy skills required in an information based society.

Our goal is to have all students become discriminating users of information. Students will use technology to exhibit work to small groups as well as to a broader audience on the Web. Computer technology will allow students to research topics, collaborate and communicate with others. Students, through the Internet, will have access to information outside the classroom. Multimedia and presentation software will allow students to increase their audience for their work.

All students will meet the District's benchmarks. But students will also have the opportunity to develop skills beyond the required benchmarks.

Communication

The Riverdale Strategic Plan identifies communication with constituents as one of the main goals of the District. The Riverdale web site provides information about current happenings in the District with students, staff, parents, and other District residents. E-mail is used as a means of communication within the District as well as outside the District.

Riverdale teaching staff maintain web space where homework assignments and support materials are posted for student and parent access. Online newsletters and blogs are used to communicate current events in the classroom and around the District.

Goal Specifics

Goal #1: Convert our current e-mail system to District-wide use of Google gmail

SMART Goal Statement: 100% of staff e-mail will be transitioned to gmail accounts by September 2009

Strategy: Create a migration path for staff to transition from their current e-mail account to a gmail account allowing for mail forwarding for a seamless transition.

Rationale: Our current email system has a poor web interface and is not in line with the District direction of distributed computing. A move to gmail also supports our adoption of Google Apps for Education as outlined in Goal #2

Evaluation Procedure: Roll out will initially be conducted at the Administration level and the implementation will be evaluated and adjusted prior to full staff roll out. Staff feedback will be requested and reviewed by the Administration team.

Strategy/Activity	Evidence of Implementation	Evidence of Impact	Person Responsible	Start Date	End Date	Estimated Costs	Fund Source
What evidence-based strategy/activity will be implemented?	What are the outcomes of implementation of this strategy? Evidence of Impact	Evaluation of the effectiveness of the strategy-includes the evidence that the strategy is producing the desired change.	Who will provide oversight for implementation, monitoring and evaluation of the strategy?	What is the projected start date?	What is the projected end date?	What are the anticipated costs?	What sources of funding will be used for the activity (more than one source may be listed)?
Discuss implications with admin team	Buy-in from all	Determination that the goal is solid	Superintendent, Principals, Tech Director	6/15/09	6/15/09	none	n/a
Work with MESD to map current mail addresses to gmail accounts	Old and new email addresses produce same results	Test runs will prove out the success of this activity	Tech Director	6/20/09	6/22/09	none	n/a
Test run with administrators	Electronic communication is working as desired	Satisfaction from administration is key to moving forward	Superintendent, Principals, Tech Director, Support Staff	7/1/09	8/15/09	none	n/a
Roll-out to staff	Traffic through old email addresses ceases	Survey of staff showing an acceptance of the new methods will bear out the effectiveness of this goal	Tech Director	9/1/09	9/30/09	none	n/a

Goal #2: Adopt Google Apps for Education as a platform for collaboration for students and staff

SMART Goal Statement: Google Apps for Education will be made available District-wide by September 2009. During the school year 2009-2010 we will identify 3 current teaching units that will be tailored to use these collaboration tools as a pilot. Following an evaluation of their effectiveness, we will determine our goals in this area for years 2010-2012.

Strategy: Create the opportunity for collaboration and centralized data storage with the introduction of Google Apps. Develop specific project-based classroom activities that will utilize these tools.

Rationale: Students, teachers and staff can share ideas more quickly and effectively when they have access to the same powerful communication and sharing tools. Google Apps Education Edition lets tech administrators provide email, shareable online calendars, instant messaging tools, and even a dedicated website to faculty, students and staff for free.

Evaluation Procedure: The unit work using these tools will be evaluated for enhancement of the classroom and educational experience. Teaching staff will determine the value of these tools in the classroom over more traditional approaches, and make recommendations to this committee.

Strategy/Activity	Evidence of Implementation	Evidence of Impact	Person Responsible	Start Date	End Date	Estimated Costs	Fund Source
What evidence-based strategy/activity will be implemented?	What are the outcomes of implementation of this strategy? Evidence of Impact	Evaluation of the effectiveness of the strategy-includes the evidence that the strategy is producing the desired change.	Who will provide oversight for implementation, monitoring and evaluation of the strategy?	What is the projected start date?	What is the projected end date?	What are the anticipated costs?	What sources of funding will be used for the activity (more than one source may be listed)?
Contact Google and establish an account	Account established and applications are functioning	Access to Google Apps Education	Tech Director	6/1/09	6/5/09	none	n/a
Meet w/ David Douglas IT to discuss issues centered around setup and implementation	Action plan resultant from conversation	Action Plan results in successful pilot of product suite in classroom setting	Tech Director	6/15/09	6/15/09	none	n/a
Research examples of successful implementation in the classroom	A list of potential projects and methods is developed	Faculty are able to use the list as a springboard for generative process for backwards-planning a unit of study.	Principals, Tech Director	7/1/09	8/15/09	none	n/a
Identify pilot units/teachers	We have buy-in from targeted teachers and a plan for specific project implementation	Three faculty at each school develop unit plans incorporating the Google Apps as a main driver of collaboration and resource compilation.	Principals	8/15/09	9/15/09	none	n/a
Pilot Projects	Teacher and students complete an effectiveness survey	Results of survey demonstrate general satisfaction with the Google Applications. Three more teachers at each school begin developing similar units of study.	Teachers, Tech Director	9/15/09	Ongoing	none	n/a

Goal # 3: Provide On-Going Technology-Centric Staff Development Opportunities for Faculty

SMART Goal Statement: Staff Development Opportunities will be linked with data derived from self-diagnosed technology skill development needs over time. During the 2009-2010 school year opportunities for training will be made available via "Early-Release" Wednesday events as well as off-site trainings and conferences.

Strategy: Survey staff to determine needs and priorities and link development opportunities explicitly and proportionately.

Rationale: Without the data derived from surveys, any training risks missing the mark without a proper context.

Evaluation Procedure: Site Councils track the number, scope, and quality of opportunities made available.

Strategy/Activity What evidence-based strategy/activity will be implemented?	Evidence of Implementation What are the outcomes of implementation of this strategy? Evidence of Impact	Evidence of Impact Evaluation of the effectiveness of the strategy-includes the evidence that the strategy is producing the desired change.	Person Responsible Who will provide oversight for implementation, monitoring and evaluation of the strategy?	Start Date What is the projected start date?	End Date What is the projected end date?	Estimated Costs What are the anticipated costs?	Fund Source What sources of funding will be used for the activity (more than one source may be listed)?
Survey staff to determine needs and priorities for technology-related staff development.	A prioritized list, differentiated by school, and by faculty member will exist.	Staff development opportunities made available are explicitly linked to data.	Site Councils, principals, Tech. Director	8/1/2009	ongoing, annual	none	none
Provide staff development opportunities linked explicitly to data above.	End-of-year summary linked to data provide	End-of-year faculty feedback bears out effectiveness of staff development opportunities.	Principals, Tech. Director, Site Councils.	8/1/2009	on-going, annual	Staff development costs.	School site budgets for staff development.

Goal # 4: Provide explicit instruction in "21st Century Technology Skills" to students at both schools.

SMART Goal Statement: It is imperative that, as part of a well-rounded educational experience, children are exposed to technologies and skill-development opportunities relevant for the world in which they are growing up. Riverdale will offer its students direct and explicit instruction in "21st Century Skills" and technologies, as well as contextual opportunities for application and synthesis of these skills.

Strategy: Provide elective opportunities in emerging technologies (blogging, wikis, cloud computing, etc.) as well as opportunities for application within "core" courses.

Rationale: Both are necessary. It is important to develop skills through direct instruction, as well as activate higher-order thinking skills.

Evaluation Procedure: Student-generated content production will increase annually over the course of the next three years.

Strategy/Activity What evidence-based strategy/activity will be implemented?	Evidence of Implementation What are the outcomes of implementation of this strategy? Evidence of Impact	Evidence of Impact Evaluation of the effectiveness of the strategy-includes the evidence that the strategy is producing the desired change.	Person Responsible Who will provide oversight for implementation, monitoring and evaluation of the strategy?	Start Date What is the projected start date?	End Date What is the projected end date?	Estimated Costs What are the anticipated costs?	Fund Source What sources of funding will be used for the activity (more than one source may be listed)?
Elective courses will be offered at both schools in 21st Century technological skills.	Students will enroll in these courses and receive assessment commensurate with the individual course.	Student-generated content using emerging technologies increases annually.	Faculty	9/1/2009	ongoing, annual	Increase in FTE, undetermined.	Existing funds.
Emerging technologies will increasingly be used as means to an end within "core" courses.	Faculty will include emerging technologies within the scope of their existing courses.	Student-generated content using emerging technologies increases annually.	Faculty	9/1/2009	ongoing, annual	Staff development training opportunities for faculty -- see goal #3.	School site budgets for staff development.

Maintaining a Technology Plan

A committee composed of teachers, administrators and community members will review the District Technology Plan on an annual basis. Members meet face to face, but also participate via email, Google Docs, and a technology planning blog.

The District Technology Director is responsible for updating the Technology Plan. Students, teachers, administrators and community members will be surveyed annually to determine if the plan is successful in meeting the District goals. Direct responses are also encouraged at public meetings, through email and via participation on the planning blog.

The Technology Committee plans to conduct a survey at the end of the 2008-2009 school year based on the new Oregon Technology Standards for schools (adopted December 2008). These standards fit well with our District goals and give us a research based, objective lens to use in evaluating our progress. These results will act as a benchmark in evaluating the overall plan and progress in meeting our technology goals.

We use www.surveymonkey.com to conduct our surveys. This has proven to be an effective tool. Below is an example of the data we get from the survey:

12. What kinds of technologies would improve learning in your classroom or help you as an educator?			
		Response Percent	Response Total
Computer presentation tools (laptop, projector, other display tools)		71.4%	10
Electronic white board		57.1%	8
Amplified sound		21.4%	3
Easier ways to update web pages like Homework Central		50%	7
School web based calendar system		28.6%	4
Laptops for teachers		57.1%	8
Another computer lab		50%	7
Another mobile computer lab cart		35.7%	5
More computers in classrooms		21.4%	3
DVD/VCR/TV systems in more classrooms		50%	7
Subscription to web based educational film libraries		35.7%	5
<input type="button" value="View"/> Other (please specify)		28.6%	4
Total Respondents			14

Although there are no commercial entities within our small district boundaries, businesses will be represented in our plan through community member input. Residents in our community represent several major technology based companies. These community members will be invited to participate in the review meetings along with representatives of the Multnomah County Educational Service District and Multnomah County Library.

Timetable for Updating and Assessing the Plan

The District Technology Plan is updated yearly. It will maintain a three year scope for planning purposes. A review committee is formed every January and charged with assessing and updating

the Plan. The committee will submit the plan to the Board in April in time for consideration during the budgeting process.

Committee meetings are public and users may also participate via a specialized blog. Survey data used in plan assessment is published on the tech plan blog.

Professional Development for Staff

This section describes how the District will provide technology training for its teachers and staff.

The District will implement a variety of strategies to ensure professional development that furthers the use of technology. Our approach to teaching technology to the student is by integration into our standard curriculum. Therefore, our focus is on educating the educator on the tools and trends in technology.

Dedicated Staff (Teaching Generalist / Technology Specialist)

The District will continue technology support for both RGS and RHS by funding the 1.0 FTE technology director position. This position will be dedicated to the ongoing support and education of our teaching staff in the area of technology. In addition to maintaining the technology within the schools, this staff member will:

- Team teach and/or support the teaching of technology rich courses in all content areas
- Create and organize professional development opportunities for teachers
- Coordinate the incentive and cadre systems
- Manage support resources
- Research and coordinate additional uses of technology within the District
- Provide direct training for teachers and students through team teaching, web resources, participation in student assessments, exhibitions and other related projects

Staff In-service and Training

A variety of in-service opportunities will be provided for staff. These include, but are not limited to, full or part-day technology seminars run by District staff or outside consultants on dedicated training days, after school courses on hardware and software use or other technology issues, and release time for special sessions with consultants or technology exhibitions given by students.

Opportunities for Developing Skills and Knowledge

The District allows for continuing education for teachers to gain skills and knowledge that will aid in developing technology literacy in their students. The District will support several avenues for teachers to develop skills, including:

- Outside in-services & conferences
- Graduate level courses on technology
- Virtual courses or on-line tutorials
- Video training

Technical Literacy as Part of the Staff Evaluation Program

Technological literacy and the implementation of technology in the classroom will be examined as criteria for evaluation in the District evaluation program. Recognizing that teachers are at varying technological levels, goals will be set during evaluation to assist staff members in furthering their knowledge of technical areas. A hierarchy of appropriate technical skills and uses will be coordinated with this program.

Development of a Cadre System for Teacher Training

A cadre system will be maintained where mentor teachers would help less proficient users. Lead technology teachers are identified in each curriculum area or grade level, and these teachers serve as a resource for the other members of their team, as well as leading team meetings to investigate the ways in which technology can be better used in their classrooms.

Support Resources Required For Successful Implementation

This section will describe the supporting resources, such as services, software and print resources, which will be acquired and/or provided to ensure successful and effective use of technologies within the District.

Outside Resources

There are many local resources for ongoing training and technical assistance. These include:

- Riverdale Community School
- Multnomah Educational Service District
- Multnomah County Library School corps.
- Oregon Department of Education
- Oregon Public Education Network
- Northwest Regional Educational Lab
- Lewis & Clark College
- E-mail listserves: OEMA, MACEP, LMNet, ICONNECT (examples...)
- Local business represented in the District

Hardware and Software Tools

Staff will have access to current technologies which will afford them the ability to implement the elements of this technology plan. At a minimum, each teacher will have a personal workstation and printing ability. Each workstation will be equipped with Internet access, Office productivity tools, and e-mail. As needed, teachers will also have access to document cameras, projectors, electronic whiteboards, digital cameras and camcorders, and laptop carts for instructional use.

District Technology Curriculum Overview

The District revised technology content benchmarks, standards and curriculum during the 2007-2008 school year. Through a process of curriculum mapping conducted by teaching staff, and efforts from building site councils, the District has created a Technology Scope & Sequence to guide our integration of technologies. Detailed Curriculum Maps may be found at this web address: <http://riverdale.rubiconatlas.org/c/maps/browse.php>

Technology skills are taught in the following areas:

<p>Kindergarten:</p> <ul style="list-style-type: none"> • Circle Center times (choice time) • Free exploration • Literacy Centers • Whole group instruction using interactive whiteboard <p>1st Grade:</p> <ul style="list-style-type: none"> • Weekly computer lab visit • Dinosaur unit • Life Cycles unit <p>2nd Grade:</p> <ul style="list-style-type: none"> • Weekly computer lab visit • Writers' Workshop • Native American unit • Ocean unit <p>3rd Grade:</p> <ul style="list-style-type: none"> • Computer lab visit • Writers' Workshop • Egypt unit research • African-American History unit • Bridge design research <p>4th Grade:</p> <ul style="list-style-type: none"> • Computer lab class • Writers' Workshop • Invention Convention • Biographies • Oregon project • States project 	<p>5th Grade:</p> <ul style="list-style-type: none"> • Keyboarding class (lab time) • Library time • SS – Biography, Slavery mini-essay • LA/SS – writing assignments, essays, research papers • Science – Planets, Earthquakes/Volcanoes • Independent student presentations <p>6th Grade:</p> <ul style="list-style-type: none"> • Keyboarding class (lab time) • LA/SS – research papers • Science – Biome project, Simple Machines project, Atmosphere/Environmental unit • Math • Independent student presentations <p>7th/8th Grades:</p> <ul style="list-style-type: none"> • LA – Book Reviews, Research, Essays • SS – Current Events research project, Diary entries, Research project of choice, Political Party, Revolutionary War, Weather project • Science – Travel Brochure, Genetics research project, Body Systems, Bacteria project, Work samples, Experiments • Math – Graphing • Spanish – Calaca project, Before/After project, Cultural activity, Spring project (changes year to year) • Art – Digital photography, Art elective • All Classes - Homework <p>Grades 9-12:</p> <ul style="list-style-type: none"> • Mastery of technology skills are developed through standard coursework
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Technology Scope and Sequence

Riverdale Grade School

February, 2007

Key: I = Introduce
 P = Practice
 M = Master
 A = Apply

	K	1	2	3	4	5	6	7	8
ETHICS:									
Recognize ownership of own work, copyright laws, and respect the work of others.		I	I	I	P	P	M	A	A
Demonstrate proper care and treat all equipment with respect.	I	I	P	P	P	M	M	M	A
LITERACY:									
Name basic computer components.	I	I	P	P	M	A	A	A	A
Use CD ROMS, DVD's, and Flash drive.					I	P	M	A	A
Use a keyboard and mouse.	I	I	P	P	M	A	A	A	A
Troubleshoot malfunctions.					I	P	P	M	M
KEYBOARDING:									
Become familiar with relative position of keys on a keyboard.			I	P	P	P	P	M	M
Practice using home row and control keys with proper finger placement.			I	P	P	P	P	M	M
Demonstrate the use of special key functions: enter/return, space bar, directional arrows, backspace keys, caps lock, delete, shift, escape, number lock, tab, control keys, numerical key pad.		I	I	P	P	P	P	M	M
Type words per minute, according to grade level: 4th – 12 wpm 5th – 15 wpm 6th – 18 wpm 7th – 20 wpm 8th – 25 wpm					P	P	P	P	P
Use proper keyboarding techniques with proficiency and accuracy without looking at the keyboard.				I	P	P	P	P	P
WORD PROCESSING & DESKTOP PUBLISHING:									
Open, use, and close a file.			I	P	P	M	A	A	A
Edit a document.			I	P	P	M	A	A	A
Format text and files.					I	P	A	A	A
Edit using spell check.				I	P	M	A	A	A
Use drawing tools.								I/P	I/P
Copy and paste within same document.				I	P	M	A	A	A
Use graphics programs.								I/P	I/P
Use scanner and scanner software.								I/P	I/P
Create and insert tables.						I/P	P	M	A
Plan, design, and produce desktop publishing projects.						I/P	P	M	A

	K	1	2	3	4	5	6	7	8
INTERNET:									
Email:									
Open email program.						I	P	M	A
Send, retrieve, and reply email.						I	P	M	A
Attach document.						I	P	M	A
Compose message.						I	P	M	A
Web browsing:									
Know/open various browsers.			I	P	P	A	A	A	A
Enter URL.			I	P	P	M	M	A	A
Use hyperlinks.			I	P	P	M	A	A	A
Use toolbar.			I	P	P	M	M	A	A
Use search engines.			I	P	P	M	A	A	A
Download information.						I	P	M	A
Web page:									
Use web page editor.						I	P	M	M
Add links.						I	P	M	M
Add images.						I	P	M	M
Add background colors/graphics.						I	P	M	M
RESEARCH:									
Use electronic reference materials, such as encyclopedia, thesaurus, dictionary, atlas, periodicals, and news sources.			I	P	P	P	P	A	A
Use an on-line card catalog in a library media center.			I	P	P	M	M	A	A
Rewrite information from an electronic source into a personal document complete with proper citation.						I	P	M	M
Use Boolean and truncation searching techniques to select research information.						I	I	I	I
Assess, identify, and apply specific criteria for evaluating computerized electronic resources.						I	P	P	P
View, download, decompress, and open documents and programs from Internet sites and other electronic sources of information.		I	I	P	P	P	P	M	M
MULTIMEDIA & PRESENTATIONS:									
Plan, produce, and present a multimedia presentation with a tailored audience and clear purpose.						I	P	P	M
Insert text into a blank document of a presentation screen.						I	P	P	P
Paste a graphic copied from clip art into a blank document.						I	P	P	M
Create a graphic using graphic tools and place it into a blank document screen.						I	P	P	P
Add photos, from a variety of sources (including scanners, camera, internet, download, hard drive, flash drive) into a simple screen.						I	P	P	P
Create a series of screens complete with text, graphics, and buttons for simple navigation.							I	P	P
Video.								I	I
SPREADSHEET/DATABASE:									
Use simple spreadsheets.						I	I	P	P
Edit data on spreadsheets.						I	I	I	P
Build a formula into a cell.						I	I	I	P
Create, modify, interpret charts and graphs from spreadsheets.						I	P	M	A

Children's Internet Protection Act (CIPA) Information

Technology Protection Measures

The District has elected to use web content filtering software at the MESD level to block Internet access to inappropriate web sites. Web sites with pornography, gambling, weapons and other materials not appropriate or legal for minors are blocked. At this time we specifically block the social networking site, MySpace. This software is working at the infrastructure level and may not be circumvented or disabled without a request to the network administrator for an individual site. The District actively monitors online activities of students by supervising student use of computers while on campus.

Internet Acceptable Use Policy

All students and staff must agree to acceptable use policies. These policies address CIPA required issues including:

- Access to inappropriate material
- Safety and security when using email, chat rooms and web sites
- Cyberbullying
- “Hacking” or other unlawful and inappropriate usages of the network
- Safeguards for and protection against unauthorized release of student personal information

Public Notice and Hearing

We post information on our web site for parents to review regarding Internet safety and the use of social sites. The District holds an “Internet Safety Night” in September. This public meeting is where we discuss the resources that our students may access and District policies. This is also a forum where we discuss practical measures parents can take home to secure their own computers and protect their children from inappropriate Internet content. We take this opportunity to point out current technology trends for youth, such as, social networking, cyberbullying, sexting, etc.

Addendums

Electronic Communication Policy

<http://policy.osba.org/riverdal/i/iibga%20r%20g1.pdf>

Student Internet Use Policy

http://www.riverdale.k12.or.us/152710626181935800/lib/152710626181935800/student_policy.pdf

Riverdale School District

Student Internet Policy Handbook



A. Educational Purpose

1. *The Network* has been established for a limited educational purpose. The term "educational purpose" includes classroom activities, career development, and limited high-quality personal research.
2. *The Network* has not been established as a public access service or a public forum. Riverdale School District has the right to place reasonable restrictions on the material you access or post through the system. You are also expected to follow the rules set forth in the district student conduct regulations and the law in your use of *the Network*.
3. You may not use *the Network* for commercial purposes. This means you may not offer, provide, or purchase products or services through *the Network*.
4. You may not use *the Network* for political lobbying. But you may use the system to communicate with elected representatives and to express your opinion on political issues.

B. Student Internet Access

1. Elementary students will have access only under their teacher's direct supervision using a classroom account. Elementary students may be provided with individual e-mail accounts, at the request of their teacher and with the approval of their parent.
2. Secondary students may obtain an individual account with the approval of their parent and the school.
3. You and your parent must sign an Account Agreement to be granted an individual account on *the Network*. This Agreement must be renewed on an annual basis. Your parent can withdraw their approval at any time.

C. Unacceptable Uses

1. Personal Safety

- a. You will not post personal contact information about yourself or other people. Personal contact information includes your address, telephone, school address, work address, etc.
- b. You will not agree to meet with someone you have met on-line without your parent's approval. Your parent should accompany you to this meeting.
- c. You will promptly disclose to your teacher or other school employee any message you receive that is inappropriate or makes you feel uncomfortable.

2. Illegal Activities

- a. You will not attempt to gain unauthorized access to *the Network* or to any other computer system through *the Network* or go beyond your authorized access. This includes attempting to log in through another person's account or access another person's files. These actions are illegal, even if only for the purposes of "browsing."

- b. You will not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. These actions are illegal.
- c. You will not use *the Network* to engage in any other illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of person, etc.

3. System Security

- a. You are responsible for your individual account and should take all reasonable precautions to prevent others from being able to use your account. Under no conditions should you provide your password to another person.
- b. You will immediately notify a teacher or the system administrator if you have identified a possible security problem. Do not go looking for security problems, because this may be construed as an illegal attempt to gain access.
- c. You will avoid the inadvertent spread of computer viruses by following the standard virus protection procedures if you download software.

4. Inappropriate Language

- a. Restrictions against Inappropriate Language apply to public messages, private messages, and material posted on Web pages.
- b. You will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
- c. You will not post information that could cause damage or a danger of disruption.
- d. You will not engage in personal attacks, including prejudicial or discriminatory attacks.
- e. You will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If you are told by a person to stop sending them messages, you must stop.
- f. You will not knowingly or recklessly post false or defamatory information about a person or organization.

5. Respect for Privacy

- a. You will not repost a message that was sent to you privately without permission of the person who sent you the message.
- b. You will not post private information about another person.

6. Respecting Resource Limits.

- a. You will use the system only for educational and career-development activities and limited, high-quality, personal research.
- b. You will not post chain letters or engage in "spamming." Spamming is sending an annoying or unnecessary message to a large number of people.
- c. You will check your e-mail frequently, delete unwanted messages promptly, and stay within your e-mail quota.

- d. You will subscribe only to high-quality discussion group maillists that are relevant to your education or career development as determined by your instructor.

7. Plagiarism and Copyright Infringement

- a. You will not plagiarize works that you find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours.
- b. You will respect the rights of copyright owners. Copyright infringement occurs when you inappropriately reproduce a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, you should follow the expressed requirements. If you are unsure whether or not you can use a work, you should request permission from the copyright owner. Copyright law can be very confusing. If you have questions ask a teacher.

8. Inappropriate Access to Material

- a. You will not use *the Network* to access material that is profane or obscene (pornography), that advocates illegal or dangerous acts, or that advocates violence or discrimination towards other people (hate literature). A special exception may be made if the purpose of your access is to conduct research and both your teacher and parent have approved.
- b. If you mistakenly access inappropriate information, you should immediately tell your teacher or another District employee. This will protect you against a claim that you have intentionally violated this Policy.
- c. Your parents should instruct you if there is additional material that they think it would be inappropriate for you to access. The district fully expects that you will follow your parent's instructions in this matter.

D. Your Rights

1. Free Speech

- a. Your right to free speech, as set forth in the district student conduct regulations, applies also to your communication on the Internet. *The Network* is considered a limited forum, similar to the school newspaper, and therefore the District may restrict your speech for valid educational reasons. The District will not restrict your speech on the basis of a disagreement with the opinions you are expressing.

2. Search and Seizure.

- a. You should expect only limited privacy in the contents of your personal files on the District system and records of your on-line activity. The situation is similar to the rights you have in the privacy of your locker.
- b. Routine maintenance and monitoring of *the Network* may lead to discovery that you have violated this Policy, the district student conduct regulations or the law.
- c. An individual search will be conducted if there is reasonable suspicion that you have violated this Policy, the district student conduct regulations or the law. The investigation will be reasonable and related to the suspected violation.
- d. Your parents have the right at any time to request to see the contents of your e-mail files.

3. Due Process

- a. The District will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through *the Network*.
- b. In the event there is a claim that you have violated this Policy or the district student conduct regulations in your use of *the Network*, you will be provided with notice and opportunity to be heard in the manner set forth in the district student conduct regulations.
- c. If the violation also involves a violation of other provisions of the district student conduct regulations it will be handled in a manner described in the district student conduct regulations. Additional restrictions may be placed on your use of your Internet account.

E. Limitation of Liability

- 1. The District makes no guarantee that the functions or the services provided by or through the District system will be error-free or without defect. The District will not be responsible for any damage you may suffer, including but not limited to, loss of data or interruptions of service. The District is not responsible for the accuracy or quality of the information obtained through or stored on the system. The District will not be responsible for financial obligations arising through the unauthorized use of the system. Your parents can be held financially responsible for any harm to the system as a result of intentional misuse.

Riverdale School District

Student Internet Account Agreement



Student Section

Student Name _____ Grade _____
School: Riverdale High School

I have read the District's **Student Internet Policy Handbook**. I agree to follow the rules contained in this Policy. I understand that if I violate the rules my account can be terminated and I may face other disciplinary measures.

Student Signature _____ Date _____

Parent or Guardian Section

I have read the District's **Student Internet Policy Handbook**. (I will supervise my child's use of the system if my child is accessing the system from home.)

I hereby release the district, its personnel, and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from my child's use of, or inability to use, the District system, including, but not limited to claims that may arise from the unauthorized use of the system to purchase products or services. I understand that I can be held liable for damages caused by my child's intentional misuse of the system.

I will instruct my child regarding any restrictions against accessing material that are in addition to the restrictions set forth in the District Acceptable Use Policy. I will emphasize to my child the importance of following the rules for personal safety.

I give permission to issue:

an **Internet** account for my child (allows information searching, file transfer and electronic mail)

Parent Signature _____ Date _____

Parent Name _____

Home Address _____ Phone _____

I also give the school permission to publish photographs of my child in school publications and web sites. I understand that my child's full name will never be associated with a published photograph on the Internet.

___ Yes, you may publish photos of my child. ___ No, do not publish photos of my child.

This space reserved for System Administrator

Network User Name: _____
_____@riverdale.k12.or.us

E-mail Address: