

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

**Philosophy, Goals, Objectives and Comprehensive Plans
TECHNOLOGY PLAN**

Development of Plan

The County Superintendent's technology plan shall be developed by a planning team which may include, but is not limited to, the County Superintendent, curriculum and technology administrators, site administrators, teachers, library media teachers, classified staff, parents/guardians, students, and community members, including members of the business community.

The County Superintendent or designee shall present the planning team with its specific duties and responsibilities and a timeline for completing its recommendations and for reporting to the County Superintendent.

Plan Components

The County Superintendent's technology plan shall address, at a minimum, all of the following components:

1. Curriculum
 - a. Teachers' and students' current access to technology tools both during the school day and outside of school hours.
 - b. The current use of hardware and software to support teaching and learning.
 - c. Curricular goals and academic content standards as presented in various school site comprehensive planning documents.
 - d. A list of clear goals and a specific implementation plan to:
 - (1) Use technology to improve teaching and learning by supporting curricular goals and academic content standards.
 - (2) Delineate how and when students will acquire technological and information literacy skills needed to succeed in the classroom and the workplace.
 - (3) Ensure appropriate access for all students.
 - (4) Use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.
 - (5) Use technology to make teachers and administrators more accessible to parents/guardians.
 - e. Benchmarks and a timeline for implementing planned strategies and activities.

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- f. The process that will be used to monitor whether the strategies and methodologies using technology are being implemented according to the benchmarks and timeline.
2. Professional development
 - a. Teachers' and administrators' current technology skills and needs for professional development.
 - b. Clear goals and a specific implementation plan for providing professional development opportunities based on the needs assessment and on the curriculum goals, benchmarks, and timeline described in item #1 above.
 - c. Benchmarks and a timeline for implementing planned strategies and activities.
 - d. The process that will be used to monitor whether the professional development goals are being met and the planned professional development activities are being implemented according to the benchmarks and timeline.
3. Infrastructure, hardware, technical support, and software.
 - a. The technology hardware, electronic learning resources, networking, and telecommunications infrastructure, physical plant modifications, and technical support needed by teachers, students, and administrators to support the activities in items #1 and 2 above.
 - b. The existing hardware, Internet access, electronic learning resources, infrastructure, and technical support currently in place which could be used to support the components described in items Nos. 1 and 2 above.
 - c. Benchmarks and a timeline for obtaining the hardware, infrastructure, electronic learning resources, and technical support required to support the other components of the plan.
 - d. The process that will be used to monitor whether the goals and benchmarks are being reached within the specified time frame.
4. Funding and budget
 - a. All costs and the current budget associated with implementing each component of the plan.
 - b. Existing and potential funding sources.
 - c. Options for reducing costs.
 - d. Annual budgets for the term of the plan.
 - e. Provision of ongoing technical support.

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- f. A policy for replacing obsolete equipment.
- g. A process for monitoring progress and updating funding and budget decisions.
- 5. Appropriate and ethical use of technology (Education Code 51871.5).
 - a. Appropriate and ethical use of information technology in the classroom.
 - b. Internet safety.
 - c. The manner in which to avoid committing plagiarism.
 - d. The concept, purpose, and significance of copyright so that students are equipped with the skills necessary to distinguish lawful from unlawful online downloading.
 - e. The implications of illegal peer-to-peer network file sharing.
- 6. Monitoring and evaluation
 - a. A process for evaluating the impact of technology on student learning using the goals and benchmarks for each component of the plan.
 - b. A schedule for evaluating the effect of plan implementation on student achievement.
 - c. How and when the results of the monitoring process and evaluation will be used.

Adopted: 06/21/2012

Amended: 11/17/2016

0440, 12/2014; Doc# 79741-2, rev. 11/2016