

## ***Appendix J – Technology Plan Contact Information (Required)***

### Education Technology Plan Review System (ETPRS) Contact Information

County & District Code: 49-70698

School Code (Direct-funded charters only): \_ \_ \_ \_ \_

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**FORT ROSS SCHOOL DISTRICT**

**EDUCATION TECHNOLOGY PLAN**

**JULY 1, 2009 – JUNE 30, 2012**

**APPROVED BY THE**  
**FORT ROSS SCHOOL BOARD JUNE 2009**

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## **Fort Ross School District Technology Plan July 1, 2009 – June 30, 2012**

### **District Overview**

Fort Ross Elementary School District is a small, rural, one-school district founded in 1885. Fort Ross School has 3 classrooms, grades K-8, with an enrollment of 40 students.

Students will use technology for effective communication, problem solving, critical thinking, decision making; and for developing social responsibility and personal accountability for life-long learning. We envision that technology for the students, staff and community will:

- Be ongoing in its growth, access, training and use
- Create an active and interactive working/learning environment that approaches innovation ethically, thoughtfully and enthusiastically.

The Board of Trustees has adopted the following goal:

- To maintain quality instruction that meets state standards, provides needed instructional materials for an articulated K-8 curriculum integrating technology and the arts.

### **1. PLAN DURATION**

The benchmarks and timelines in this technology plan will guide our district's use of technology from July 1, 2009 to June 30, 2012.

### **2. STAKEHOLDERS**

The Technology Plan was reviewed by the School Technology Committee. The committee consisted of:

- 1 administrator
- 1 teacher
- 1 parent
- 1 technology consultant
- 1 community volunteer
- 1 Site Council representative parent

### **3. CURRICULUM COMPONENT**

#### **3a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.**

All students have Internet access and a minimum of one Internet ready computer in each classroom and the library. The school has one computer lab with Internet ready multimedia computers. All computers are connected to the network. All staff and students have access in the

classrooms and students use the computers in the lab weekly. GATE students have computer lab access for special projects. The Special Ed students utilize the lab with the Special Ed teacher present. The ratio of student to computers in the lab is 1:1. Teachers and students have access to the computer lab on a drop in basis during school, and teachers may sign up to use the lab with their class daily.

### **3b. Description of the district's current use of hardware and software to support teaching and learning.**

Our teachers utilize the computers for skill development and reinforcement, such as internet research for social science subjects, keyboarding, typing book reports, power-point presentations.

K-2	Internet:	National Geographic Kids (weekly) Support Social Studies material Word processing stories On-line educational sites
3-5		Brain Pop - for Science enrichment Free Rice.com
6-8		Bookmarked curriculum websites Ed Helpers

Special Services:

Read Naturally Support  
Learning to read websites  
Living Books  
Lesson Plans

### **3c. Summary of the district's curricular goals that are supported by the this tech plan.**

The Technology Plan was reviewed by the School Site Council consisting of three parents and three staff members. This document reflects the Board adopted technology standards for students, needs of the staff, the state guidelines for technology and the state content standards. The District Strategic Plan, the Single Plan for Student Achievement, and the Local Education Plan for Fort Ross Elementary School District address an articulated K-8 curriculum, integrating technology ,the arts, and professional development opportunities for staff and administration.

Students will use technology for effective communication, problem solving, critical thinking, decision making; and the development of social responsibility and personal accountability for life-long learning. We envision that technology for the students, staff and community will:

- Be ongoing in its growth, access, training and use
- Create an active and interactive working/learning environment that approaches innovation ethically, thoughtfully and enthusiastically.

The Board of Trustees has adopted the following goal:

- Maintain quality instruction that meets state standards, provides needed instructional materials for an articulated K-8 curriculum integrating technology and the arts.

**3d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals and academic content standards.**

Goal 3d: Technology will be used to support the district's academic content standards to improve learning in core curricular areas.
Objective 3d.1: All 1-5 grade students, including special populations will use technology to increase literacy skills and meet district content standards.
Year 1 Benchmark: By June 2010 85% of students will increase their "Read Naturally" level by 1 full level above their baseline determined by placement exam done in August of previous year.
Year 2 Benchmark: By June 2011 90% of students will increase their "Read Naturally" level by 1 full level above their baseline determined by placement exam done in August of previous year.
Year 3 Benchmark: By June 2012 95% of students will increase their "Read Naturally" level by 1 full level above their baseline determined by placement exam done in August of previous year.

**3e. . List of clear goals, measurable objectives, annual benchmarks, and an implementation plan as to how and when students will acquire technology and information literacy skills needed to succeed in the classroom and the workplace.**

<b>Goal 3e:</b> All students will acquire functional technological and information literacy skills to enhance learning.			
<b>Objective 3e.1: Basic Computer Operation</b>			
<b>Year 1 Benchmark:</b>	<b><u>K-2 Levels</u></b> Students will turn on, turn off, log on, and log off a computer. Students will use the keyboard, mouse, basic shortcuts and printing.	<b><u>3-5 Levels</u></b> Students will learn new programs on their own; teach others; move around the desktop; navigate the desktop; learn computer vocabulary, type 15-20 WPM	<b><u>6 – 8 Levels</u></b> Students will learn new programs on their own; move around the desktop; navigate the desktop; type 25awpm – 30wpm at 80% <sup>th</sup> accuracy (8 <sup>th</sup> grade graduation requirement).
<b>Year 2 Benchmark:</b>	Continue previous year's activities.	Continue previous year's activities.	Continue previous year's activities.
<b>Year 3 Benchmark:</b>	Continue previous year's activities.	Continue previous year's activities.	Continue previous year's activities.

<b>Objective 3e.1: File Management</b>			
<b>Year 1 Benchmark:</b>	<b><u>K-2 Levels</u></b> Students will select, open and save documents on different drives; load CD-ROM; load software. Students will learn vocabulary having to do with hardware and software.	<b><u>3-5 Levels</u></b> Students will create own folders to keep files organized; understand the importance of back-up system.	<b><u>6 – 8 Levels</u></b> Students will create their own folders to keep files organized; understand the importance of back-up system.
<b>Year 2 Benchmark:</b>	Continue previous year's activities.	Continue previous year's activities.	Continue previous year's activities.
<b>Year 3 Benchmark:</b>	Continue previous year's activities.	Continue previous year's activities.	Continue previous year's activities.

<b>Objective 3e.1: Word Processing</b>			
<b>Year 1 Benchmark:</b>	<b><u>K-2 Levels</u></b> Students will use a word processor for basic keyboarding tasks; use templates or wizards to create a published document.	<b><u>3-5 Levels</u></b> Students will use the edit tools of the word processor, such as cut, copy and paste to edit written work, spell-check.	<b><u>6 – 8 Levels</u></b> Students will use the word processor to improve their previous drafts and publish a final document.
<b>Year 2 Benchmark:</b>	Continue previous year's activities.	Continue previous year's activities.	Continue previous year's activities.
<b>Year 3 Benchmark:</b>	Continue previous year's activities.	Continue previous year's activities.	Continue previous year's activities.

<b>Objective 3e.1: Spreadsheet Use</b>			
<b>Year 1 Benchmark:</b>	<b><u>K-2 Levels</u></b> Not used.	<b><u>3-5 Levels</u></b> Students will use a spreadsheet to make pie charts and histogram (5 <sup>th</sup> or 6 <sup>th</sup> grade level).	<b><u>6 – 8 Levels</u></b> Students will enter data in a spreadsheet and create charts.
<b>Year 2 Benchmark:</b>	Continue previous year's activities.	Continue previous year's activities.	Continue previous year's activities.
<b>Year 3 Benchmark:</b>	Continue previous year's activities.	Continue previous year's activities.	Continue previous year's activities.

<b>Objective 3e.1: Graphics Use</b>			
<b>Year 1 Benchmark:</b>	<b><u>K-2 Levels</u></b> Students will create pictures with painting and drawing programs; use clip art.	<b><u>3-5 Levels</u></b> Students will create pictures with painting and drawing programs; use clip art.	<b><u>6 – 8 Levels</u></b> Students will create, select and use graphics in order to make a point or illustrate what they have learned.
<b>Year 2 Benchmark:</b>	Continue previous year's activities.	Continue previous year's activities.	Continue previous year's activities.
<b>Year 3 Benchmark:</b>	Continue previous year's activities.	Continue previous year's activities.	Continue previous year's activities.

<b>Objective 3e.1: Internet Use</b>			
<b>Year 1 Benchmark:</b>	<b><u>K-2 Levels</u></b> Students will access web sites on CD and sites stored on school hard drives; access bookmarked sites only.	<b><u>3-5 Levels</u></b> Students will use staff bookmarked web sites only: perform appropriate searches; conduct search for library book access catalog.	<b><u>6 – 8 Levels</u></b> Students will learn to use search tools efficiently to locate information; perform appropriate research and library search.
<b>Year 2 Benchmark:</b>	Continue previous year's activities.	Continue previous year's activities.	Continue previous year's activities.
<b>Year 3 Benchmark:</b>	Continue previous year's activities.	Continue previous year's activities.	Continue previous year's activities.

<b>Objective 3e.1: Research</b>			
<b>Year 1 Benchmark:</b>	<b><u>K-2 Levels</u></b> Student will conduct simple searches with electronic encyclopedia and library software for major topics.	<b><u>3-5 Levels</u></b> Student will conduct simple searches with electronic encyclopedia and library software for major topics, will learn to navigate the Internet efficiently.	<b><u>6 – 8 Levels</u></b> Student will conduct simple searches with electronic encyclopedia and library software for major topics. Student will select, gather and save information from these electronic sources to answer a question.
<b>Year 2 Benchmark:</b>	Continue previous year's activities.	Continue previous year's activities.	Continue previous year's activities.
<b>Year 3 Benchmark:</b>	Continue previous year's activities.	Continue previous year's activities.	Continue previous year's activities.

<b>Objective 3e.1: Video Production</b>			
<b>Year 1 Benchmark:</b>	<b><u>K-2 Levels</u></b> Not used	<b><u>3-5 Levels</u></b> Not used	<b><u>6 – 8 Levels</u></b> Students will learn to use a digital video camera and download movies to the computer, edit and record on DVDs.
<b>Year 2 Benchmark:</b>	Continue previous year's activities.	Continue previous year's activities.	Continue previous year's activities.
<b>Year 3 Benchmark:</b>	Continue previous year's activities.	Continue previous year's activities.	Continue previous year's activities.

<b>Objective 3e.1: Presentation Skills</b>			
<b>Year 1 Benchmark:</b>	<b><u>K-2 Levels</u></b> Not used	<b><u>3-5 Levels</u></b> Not used	<b><u>6 – 8 Levels</u></b> Students will design a multimedia presentation employing audio, video and/or still graphics to share ideas.
<b>Year 2 Benchmark:</b>	Continue previous year's activities	Continue previous year's activities.	Continue previous year's activities.
<b>Year 3 Benchmark:</b>	Continue previous year's activities.	Continue previous year's activities.	Continue previous year's activities.

<b>Objective 3e.1: Ethical and Appropriate Use</b>			
<b>Year 1 Benchmark:</b>	<b><u>K-2 Levels</u></b> Students will learn that copyright restrictions apply to computer software; follow District rules concerning harassment, language, passwords, copyright, privacy, appropriate use of resources, etc.	<b><u>3-5 Levels</u></b> Students will learn District rules concerning student and adult use of e-mail and internet; understand the school board policy on the use of copyright materials.	<b><u>6 – 8 Levels</u></b> Students will learn and follow District rules concerning harassment, language, passwords, copyright, privacy, appropriate use of resources, etc.
<b>Year 2 Benchmark:</b>	Continue previous year's activities.	Continue previous year's activities.	Continue previous year's activities.
<b>Year 3 Benchmark:</b>	Continue previous year's activities.	Continue previous year's activities.	Continue previous year's activities.

**3f. List of goals and an implementation plan that describe how the district will address ethical use of information technology so they can distinguish lawful from unlawful uses of copyrighted works, including: the concept and purpose of copyright and fair use; lawful and unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism.**

**Student Use Of Technology (BP 6163.4)**

The Governing Board intends that technological resources provided by the district be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

The Superintendent or designee shall notify students and parents/guardians about authorized uses of district computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities in accordance with district regulations and the district's Acceptable Use Agreement.

The Superintendent or designee shall provide age-appropriate instruction regarding the district's acceptable use agreement, including instruction on the safe use of social networking sites and other Internet services including, but not limited to, the dangers of posting personal information online, misrepresentation by online predators, and how to report inappropriate or offensive content or threats.

The Superintendent or designee, with input from students and appropriate staff, shall regularly review this policy, the accompanying administrative regulation, and other relevant procedures to help ensure that the district adapts to changing technologies and circumstances.

The Superintendent or designee shall ensure that all district computers with Internet access have a technology protection measure that blocks or filters Internet access to visual depictions that are obscene, child pornography, or harmful to minors, and that the operation of such measures is enforced.

The Board desires to protect students from access to inappropriate matter on the Internet. The Superintendent or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet. He/she also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

Student use of district computers to access social networking sites is prohibited. To the extent possible, the Superintendent or designee shall block access to such sites on district computers with Internet access.

Before using the district's technological resources, each student and his/her parent/guardian shall sign and return an Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and his/her parent/guardian shall agree to not hold the district or any district staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or users' mistakes or negligence. They shall also agree to indemnify and hold harmless the district and district personnel for any damages or costs incurred.

Staff shall supervise students while they are using online services and may ask teacher aides, student aides, and volunteers to assist in this supervision.

**Student Use Of Technology (AR 6163.4)**

The principal or designee shall oversee the maintenance of each school's technological resources and may establish guidelines and limits on their use. He/she shall ensure that all students using

these resources receive training in their proper and appropriate use.

### **Online/Internet Services: User Obligations and Responsibilities**

Students are authorized to use district equipment to access the Internet or other online services in accordance with Board policy, the user obligations and responsibilities specified below, and the district's Acceptable Use Agreement.

1. The student in whose name an online services account is issued is responsible for its proper use at all times. Students shall keep personal account numbers, home addresses, and all telephone numbers private. They shall only use the account to which they have been assigned.
2. Students shall use the district's system safely, responsibly, and primarily for educational purposes.
3. Students shall not access, post, submit, publish, or display harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs.
4. Unless otherwise instructed by school personnel, students shall not disclose, use, or disseminate personal identification information about themselves or others when using email, chat rooms, or other forms of direct electronic communication. Students are also cautioned not to disclose such information by other means to individuals contacted through the Internet without the permission of their parents/guardians. Personal information includes the student's name, address, telephone number, Social Security number, or other individually identifiable information.
5. Students shall not use the system to encourage the use of drugs, alcohol, or tobacco, nor shall they promote unethical practices or any activity prohibited by law, Board policy, or administrative regulations.
6. Students shall not use the system to engage in commercial or other for-profit activities.
7. Students shall not use the system to threaten, intimidate, harass, or ridicule other students or staff.
8. Copyrighted material shall be posted online only in accordance with applicable copyright laws. Any materials utilized for research projects should be given proper credit as with any other printed source of information.
9. Students shall not intentionally upload, download, or create computer viruses and/or maliciously attempt to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called "hacking."
10. Students shall not attempt to interfere with other users' ability to send or receive email, nor shall they attempt to read, delete, copy, modify, or use another individual's identity.
11. Students shall report any security problem or misuse of the services to the teacher or principal.

The district reserves the right to monitor the system for improper use.

The principal or designee may cancel a student's user privileges whenever the student is found to have violated Board policy, administrative regulation, or the district's Acceptable Use Agreement. Inappropriate use also may result in disciplinary action and/or legal action in accordance with law and Board policy.

**3g. . List of clear goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators.**

<b>Goal 3g: Teach the students how to be safe on the Internet.</b>			
<b>Implementation Plan</b>			
<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Smartkidz.com	At the beginning of each school year	Computer Teacher	Computer teacher will report to the classroom teacher at the end of each session.
Cyber Bully	At the beginning of each school year	Computer Teacher	Computer teacher will report to the classroom teacher at the end of each session.
Project Alert	Throughout the school year	3-5 Teacher	Teachers will discuss at teacher meetings.

**3h. Describe district policy, practices or goals that ensure equitable technology access for all students.**

All students will have access to technology to support learning.

All classrooms will have a minimum of 6 Internet accessible computer connections and the site will maintain a ratio of no less than one computer for every 2 students.

**Special Education Skills**

1. Creative writing by using word processing
2. Phonics, identifying words
3. Reading
4. Use of Internet for researching topics

Resources are:

- Living Books – following at their own pace.
- Read Naturally
- Various math games including Math Blasters

**English Language Learners**

All teachers use the California Department of Education English Language Development Standards for their ELL students and the Handbook of Goals and Objectives Related to the Essential State of California Content Standards when working with special education students.

**3i. List clear goals, measurable objectives, annual benchmarks, and an implementation plan to utilize technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.**

<b>Goal 3i:</b> Provide staff and administration a method of accessing real-time information on attendance, grades and academic progress.
<b>Objective 3i.1:</b> Teachers will utilize the school's web site for schedules, homework, class academic progress to meet student academic needs by making student record keeping and assessment more efficient. The site will be password protected.
<b>Year 1 Benchmark:</b> Utilize the selected program and train staff how to use it.
<b>Year 2 Benchmark:</b> Continue training.
<b>Year 3 Benchmark:</b> Continue training.

**3j. List clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.**

<b>Goal 3j:</b> Utilize record keeping program such as Power School, etc.) to strengthen home-school communications about student progress.
<b>Objective 3j.1:</b> Provide parents and students with real-time information on attendance, grades and academic progress.
<b>Year 1 Benchmark:</b> Continue training staff on developing appropriate class and student information, records, and maintaining accurate student records.
<b>Year 2 Benchmark:</b> Create a process for advertising and communicating the Internet-based data sharing system to parents.
<b>Year 3 Benchmark:</b> Provide parent training to net-based data sharing system. Train new staff in the use of software components for net-based data sharing system.

**3k. Description of the process that will be used to monitor whether the strategies and methodologies utilizing technology are being implemented according to the benchmarks and timeline.**

The School Board will address the monitoring and evaluation of the goals, objectives and benchmarks for 3d-j, with recommendations from the Technology Committee. and the findings will be revealed in the School Accountability Report Card.

**4. PROFESSIONAL DEVELOPMENT COMPONENT**

**4a. Summary of the teachers' and administrators' current technology skills and needs for professional development.**

Staff development activities are planned during the staff meetings and Site Council meetings. Staff is surveyed for interests and needs for learning software programs.

The teachers will sign up with EdTech Profile and the findings will be addressed by the Technology Committee.

**4b. List clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component objectives (sections 3d – 3j).**

**Goal 4b:** Develop and implement district-funded staff development program to ensure all personnel effectively and efficiently use technology to support standards-based instruction.

**Objective 4b.1:** Train staff to use appropriate software to support grade level/content area instruction.

**Year 1 Benchmark:** Site technology staff will train others to use and integrate site software and online resources with standards based lessons.

All staff will be trained in the following skills: word processing, presentation and graphics software, Internet and electronic research, use of scanner, digital camera, and the projector.

**Year 2 Benchmark:** Teachers will be trained to use available software to support student understanding of the CA content standards in English Language Development Standarts, math, Language & Arts, and science within classroom and lab settings.

**Year 3 Benchmark:**

Continue previous year's activities. Train teacher teams to collaboratively create cross-curricular, technology-infused thematic projects.

**4c. Description of the process that will be used to the Professional Development (Section 4b) goals, objectives, benchmarks and planned implementation activities including roles and responsibilities.**

Our school receives pertinent information from Sonoma County Office of Education in terms of professional growth activities. Please refer to their programs.

**5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE COMPONENT**

**5a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support support the Curriculum and Professional Development Components (sections 3 & 4) of the plan.**

**Hardware**

The technology that is needed to implement the curriculum and professional development for staff and students is already established at Fort Ross. The technology is placed in the Computer Lab where there can be a concentration of students with one teacher. The technology in place is: 10 computers (512 MB Ram 2 GHz speed processor, with Windows XP Professional operating system, 40 Gigabyte Hard Drive, CD RW, integrated 10/100 ethernet network card), one printer, one scanner, one digital camera, one DVD player and one video projector. One of the computers has DVD R/RW in addition to CD RW. The video projector is being used in the computer lab for weekly computer classes and is transportable to the classrooms and to the multi purpose room when needed. Throughout the school, including classrooms, there are also 4 IMACs, 7 printers, 3 EMACs, 3 PC computers, , 4 TV-VCRs, 1 TV, 2 photocopiers, 1 laminator, and 3 non-digital overhead projectors.

The cost of ownership of the hardware is addressed on an annual basis. The funding of the technology program and the implementation of the technology comes from parcel tax and REAP monies. The use of technology is accessible to all students. The classroom technology hardware is maintained and upgraded.

Fort Ross maintains an annual inventory of all hardware in the school. Equipment that does not meet the school site needs is donated to students and community members.

**Electronic Learning Resources**

The school district has adopted student technology standards. The electronic resources are available through the lab software library and sharing data through the network that connects all the PC's in the classrooms and the lab. The resources that are available online are search engines. Sample of software used with students include:

Kindergarten – Second Grade: Mavis Beacon Typing, Online Websites, Flying Colors, Office 2000

Grades 3-4-5: Office 2000, Photoshop, Mavis Beacon Typing, Internet Sites, and Search Engines, Reading Counts, Digital Camera

Grades 6-7-8: Same as grades 3-5 plus video camera, scanner.

Gate Students: Q Basic, Geometers Sketchpad.

The technology in the lab is used once a week and daily in the classrooms. The library computer has been upgraded to EMAC with Follett cataloging program. The license the school currently owns allows for the use of software by multiple users.

### **Networking and Telecommunications Infrastructure**

Fort Ross has implemented a local area network that is 10/100 Ethernet based. For security we are currently using Schools Connect firewall. Schools Connect provides filtering software to filter out inappropriate internet sites. A written internet use agreement signed by students and parent/guardians annually is necessary for students to access the Internet.

### **Physical Plant**

The infrastructure is secured in the administrative office. The layout of hardware is configured in a way that is safe for the students. A Fire Marshall and a Building Inspector have been consulted to ensure code compliance. At present there is no access to the lab after hours unless by special arrangement.

### **Technical Support**

Fort Ross technical support required for hardware, LAN and printers as well as questions regarding technical support for teachers are addressed by the Technology Consultant and computer consultant volunteers at the Technology Committee meetings. The target ratio of hardware to technical support personnel is 1 to 20. The general response time of is one week to one month. This level of support generally meets the needs of the teachers. A goal for the school would be to contact other schools regarding their software and technology curriculum and to have available industry members that contribute the latest information and equipment. The expertise of the parents and the community are utilized through the classrooms and staff in-service.

## **5b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plan modifications, and technical support needed by the district's teachers, students, and administrators to support the Curriculum and Professional Development Components of the plan.**

Learning resources are determined by the Technology Committee. Maintain and upgrade hardware.

Purchase technology as appropriate.

Any purchases for technology will periodically be re-evaluated to assure up-to-date equipment and software.

## **5c. List of clear annual benchmarks for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components.**

<b>Items to be Acquired</b>	<b>Schedule/Timeline</b>	<b>Person Responsible</b>
Goal 1: Laptop for each teacher	2009	Tech Committee
Goal 2: Digital Cameras	2011	Tech Committee
Goal 3: Wi-Fi Network	2009	Tech Committee

Goal 4: Leap Pads	2010	Tech Committee
Goal 5: Audio Stories	2010	Tech Committee
Goal 6: Media/Videos	2010	Tech Committee
Goal 7: Digital Video Camera.	2011	Tech Committee
Goal 9: Projectors for each classroom and the Science Lab	2011	Tech Committee

**5d. Description of the process that will be used to monitor whether the annual benchmarks including roles and responsibilities.**

<b>Process for Monitoring</b>	<b>Schedule for Evaluation</b>	<b>Program Analysis and Modification Process</b>
Take inventory, enter hardware and software acquisitions.	Annually in June.	Annually in June. District Technology Committee will analyze data and make recommendations.

## **6. FUNDING AND BUDGET COMPONENT**

**6a. List of established and potential funding sources and cost savings, present and future.**

Annually funds are budgeted from unrestricted and restricted accounts for in-service and training. For the past few years the District has allocated \$1,500 in restricted Educational Technology funds for this purpose. The District allocates \$1,500 from unrestricted, general funds each year for the purpose of on-going maintenance, equipment and system upgrades, service related issues, software and supplies including print cartridges and headphones.

Additional District funds from local parcel tax and federal REAP funds are set aside for connection fees, instructional materials and supplies, and for the technology consultant/instructor position. The District also actively pursues appropriate grants and donations. In 2003-04 over \$6,000 was spent on acquiring new computers for the computer lab with matching funds donated from the Parents' Club. In addition, the local community voted in August 2004 to continue for eight years the parcel tax which helps fund the computer lab. Volunteers from the community provide in-kind donations through their technical assistance throughout the year.

The District consistently attempts to make maximum use of any available funds. The Technology Assistant aggressively searches for the best price on all items acquired. She has developed a working relationship with many different suppliers so she is able to get the best price possible for hardware and software. The District invests in servicing of equipment so as to get "the most for

the money” and make the equipment last as long as possible. Over time we have found that getting service through an outside provider on an “as needed basis” is much more cost effective than signing a contract for on-going service. As the Technology Assistant has received more training, she has been able to complete more of the servicing herself, thus saving the District significant money.

**6b. Estimate implementation costs for the term of the plan (3-5 years).**

<b>Component</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Possible Funding Source</b>
<b>Curriculum</b>	2,500	3,000	3,500	SIP
				REP
				Sp Ed
				IMF
<b>Professional Development</b>	1,000	1,000	1,000	NCLB
				PAR
<b>Infrastructure</b>	1,500	1,500	1,500	FREF
				REAP
				SIP
<b>Hardware</b>	2,500	3,000	3,500	FREF
				REAP
				SIP
<b>Electronic Resources</b>	500	500	500	FREF
				SIP
<b>Technical Support</b>	9,500	9,500	9,500	REAP
				NCLB

**6c. Description of the district’s replacement policy for obsolete equipment.**

Obsolete equipment will be discarded by recycling.

**6d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.**

The school Board will monitor Ed Tech funding with recommendations from the Technology Committee.

**7. MONITORING AND EVALUATION COMPONENT**

**7a. Describe the process for evaluating the plan’s overall progress and impact on teaching and learning.**

The Technology Committee meets bi-monthly to assess the efficacy of the Educational Technology Plan, the adequacy of the technology, its coordination and acquisition and to find solutions or make adjustments when necessary to enable progress for students and staff.

The Plan will be re-evaluated at least once during each school year for its ability to meet with the changing requirements from the state and the classrooms. To facilitate these requirements, a checklist may be kept in each classroom which will be used to monitor in-class student progress, enabling ongoing support for individual needs which may be met both in the classroom and where requested, by the Technology Consultant. The regular staff meeting discussions between the Superintendent and the teachers will be another way in which the topic of technology will be monitored. The Technology Committee’s annual report to the School Site Council and the District Board of Trustees will be the final part of the process. Any identified problems with infrastructure, hardware, technical support and software will be addressed, prioritized and scheduled for solution. The evaluation and monitoring sessions the following year will be used to see that needs were appropriately met.

Student progress toward achieving grade level standards with the District’s computer/technology curriculum will also be addressed. The Technology Consultant will work with the applicable classroom teacher to evaluate the success of the students toward meeting District expectations. In addition, the District’s “partner high school” will be contacted to attain assurance that Fort Ross students are coming to them adequately prepared in computer skills and technology-based curriculum. All of this information will be shared with the Technology Committee.

**7b. Schedule for evaluating the effect of plan implementation.**

The plan will be reviewed annually by the Technology Committee.

**7c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.**

The plan will be reviewed annually by the Technology Committee.

## **8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY**

### **8a. If the district has identified adult literacy providers, there is a description of how the program will be developed in collaboration with those providers.**

## **9. EFFECTIVE, RESEARCHED-BASED METHODS AND STRATEGIES**

### **9a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.**

Fort Ross School District, in its commitment to academic success for all students, acknowledges the ongoing need to provide all students access to computers and related technologies in order to support the curricular goals driven by student needs. Further, it embraces research based strategies to drive curricular planning and goals that address a wide variety of learners.

The District Technology Plan addresses the need to improve literacy skills through instruction in a balanced reading program including computer programs that assist in skill development, opportunities to use on-line resources for reading, and appropriate evaluation and assessment tools which drive reading instruction. It's first goal stating *Technology will be used to support the district's academic content standards to improve learning in core curricular areas* is founded on research stating that "using technology within the curriculum framework can enhance important skills that will be valued in the workplace such as locating and accessing information, organizing and displaying data, an creating persuasive arguments."

*Critical issue: Using technology to improve student achievement. (1999). Retrieved March 12, 2001, from North Central Regional Educational Laboratory Web site:  
<http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/te800.htm>*

The District's curricular goals for enhancing student learning and addressing State content standards in all curricular areas through the use of multimedia presentational tools is implemented through a series of project based learning experiences detailed in section 3D of the Plan. This model has been embraced by the District because of its positive impact on teaching and learning, and its ability to be woven throughout the curriculum and grade levels. Moreover, project based learning and the use of multi-media tools can enhance skill levels and academic needs for all students, including those learning English those in special education

#### **Relating to Staff Development Goals:**

Fort Ross School District professional development needs, as taken from CTAP2 indicate that staff is at intermediate skill levels with regards to Internet use, publishing and use of presentational software tools. There is a critical need for credentialed staff to have extensive professional development opportunities to increase their skills in the overall use of instructional technologies, particularly to support District curricular and achievement goals.

The District's first goal is to develop and implement district-funded staff development program to ensure all personnel effectively and efficiently use technology to support standards-based instruction and to specifically train staff to use appropriate software to support grade level/content

area instruction (Pg.10 Dist. Tech. Plan). This goal is based on research that indicates “the greatest gains in student achievement happen when teachers were trained in the use of technology.”

Schacter, J. (1999). The impact of education technology on student achievement: What *the most current research has to say*. Retrieved from the Milken Family Foundation Web site: <http://www.mff.org/pubs/ME161.pdf>

All teachers will be trained in the following skills:

Word processing, presentation software, Internet and electronic research, use of scanner and digital camera and projector.

This kind of approach supports a powerful concept in successful staff development. That is, that adult learning and collaboration are best fostered through engaging and meaningful contexts. Research states that “...when teachers are learning to integrate technology into their classrooms, the most important staff-development features include opportunities to explore, reflect, collaborate with peers, work on authentic learning tasks, and engage in hands-on, active learning.”

*Schacter, J. (1999). The impact of education technology on student achievement: What the most current research has to say. Retrieved from the Milken Family Foundation Web site: <http://www.mff.org/pubs/ME161.pdf>*

**9b. Describe the district’s plans to use technology to extend or supplement the district’s curriculum with rigorous academic courses and curricula, including distance learning technologies (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).**

At present Fort Ross School District is not in a position to provide distance technology to overcome rural needs for PD and communication. Should the funding and need present itself in the future, Fort Ross will develop a plan for implementation and a budget.

## Appendix C – Criteria for EETT Funded Technology Plans

*In order to be approved, a technology plan needs to have “Adequately Addressed” each of the following criteria:*

- For corresponding EETT Requirements, see the EETT Technology Plan Requirements (Appendix D).
- Include this form (Appendix C) with “Page in District Plan” completed at the end of your technology plan.

<b>1. PLAN DURATION CRITERION</b>	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
<i>The plan should guide the district’s use of education technology for the next three to five years. (A new plan, can include technology planning development in the first year)</i>	<b>4</b>	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length.  Plan duration is 2009-12.
<b>2. STAKEHOLDERS CRITERION</b> <b>Corresponding EETT Requirement(s): 7 and 11 (Appendix D).</b>	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Not Adequately Addressed</b>
<i>Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.</i>	<b>4</b>	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
<b>a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.</b>	4	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
<b>b. Description of the district's current use of hardware and software to support teaching and learning.</b>	5	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
<b>c. Summary of the district's curricular goals that are supported by this tech plan.</b>	5	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
<b>d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.</b>	6	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
<b>e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.</b>	7	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.

<p><b>f. 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; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism (AB 307 requirement for all Tech Plans)</b></p>	<p><b>11</b></p>	<p>The plan describes or delineates clear goals outlining how students will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading (as stated in AB 307).</p>	<p>The plan suggests that students will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.</p>
<p><b>g. 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 requirement for all tech plans)</b></p>	<p><b>13</b></p>	<p>The plan describes or delineates clear goals outlining how students will be educated about Internet safety (as stated in AB 307).</p>	<p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals.</p>
<p><b>h. Describe goals about the policy or practices that ensure equitable technology access for all students.</b></p>	<p><b>13</b></p>	<p>The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.</p>	<p>The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p><b>i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.</b></p>	<p><b>14</b></p>	<p>The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>

j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.	14	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
<b>k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</b>	15	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.

4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. <b>Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.</b>	15	The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include CTC Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. <b>List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d through 3j) of the plan.</b>	15	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d through 3j) of the plan.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. <b>Describe the process</b>	16	The monitoring process,	The monitoring process

<p>that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</p>		<p>roles, and responsibilities are described in sufficient detail.</p>	<p>either is absent, or lacks detail regarding who is responsible and what is expected.</p>
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<p>5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>
<p>a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 &amp; 4) of the plan.</p>	<p>16</p>	<p>The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.</p>	<p>The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.</p>
<p>b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.</p>	<p>17</p>	<p>The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development Components.</p>	<p>The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.</p>
<p>c. List of clear annual</p>	<p>17</p>	<p>The annual benchmarks</p>	<p>The annual benchmarks and</p>

<b>benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.</b>		and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
<b>d. Describe the process that will be used to monitor Section 5b &amp; the annual benchmarks and timeline of activities including roles and responsibilities.</b>	<b>18</b>	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

<b>6. FUNDING AND BUDGET COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
<b>a. List established and potential funding sources.</b>	<b>18</b>	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
<b>b. Estimate annual implementation costs for the term of the plan.</b>	<b>19</b>	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
<b>c. Describe the district's replacement policy for obsolete equipment.</b>	<b>20</b>	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.

<p><b>d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.</b></p>	<p><b>20</b></p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>
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7. <b>MONITORING AND EVALUATION COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
<b>a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.</b>	20	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
<b>b. Schedule for evaluating the effect of plan implementation.</b>	20	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
<b>c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.</b>	20	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

8. <b>EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION</b> Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
<b>If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)</b>	21	At this time Fort Ross School District does not have a program for Adult Literacy, but should the opportunity present itself in the future, the district will partner to provide classes for adult literacy.	

9. <b>EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA</b> Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Not Adequately Addressed</b>
<b>a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.</b>	21	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
<b>b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.</b>	21	At present Fort Ross School District is not in a position to provide distance technology to overcome rural needs for PD and communication. Should the funding and need present itself in the future, Fort Ross will develop a plan for implementation and a budget.	