

Technology Handbook



District Technology Related Job Descriptions

- Instructional Technology
- Information Systems
- Maintenance and Operations
- Office of Business Services

Instructional Technology

Debbie Youngblood, Director Categorical Services – 6491
Mark Mariola, Supervisor, Instructional Technology - 6258
Lisa Elliott, Carole Jones, Technology Facilitators – 6258
Chelli Vosseler, Computer Resource Assistant - 6258

Responsibilities

- Assist, train, and support teachers in the implementation of technology integration
 - Implement the SSTP
- Assist in the development of a school based technology plan
- Training of school technology representatives
- Coordinate and provide guidance for district technology trainers (mentors)
- Provide staff development in:
 - Practical application of technology as a tool across the curriculum
 - Support for new strategies, equipment, software, and technology
- Evaluation/recommendation of technology hardware
 - Computers
 - Printers, scanners, digital cameras, digital camcorders
- Software evaluation and recommendations
- Research and identify technology trends that enhances learning through the effective and appropriate use of technology
- Research, Identify and recommend online educational recourses
- Coordinate with outside vendors the purchase, installment and maintenance of various technology tools including LCD projectors, audio systems, and interactive boards
- Provide support and training for Discovery Steaming
- Provide support and training for district sponsored Encyclopedia Britannica
- Purchase, maintain and distribute various technology tools including; laptop computers, LCD projectors, overhead projectors, DVD players, projection screens, PA systems, and wireless mice
- Offer support and guidance to school site CRA's
- Offer support and guidance to school site library-media personnel
- Conduct bi-monthly workshops for school site technology representatives
- Maintain, coordinate, and schedule district instructional technology lab
- District Technology Representatives to the OCDE Technology Coordinators meetings

District Instructional Technology Lab Offerings

- Daily schedule
 - Monday-Friday 8:00 Am-5:00 PM
 - Schools can reserve lab for training
- Equipment and Services Provided
 - 30 network/Internet connected computer workstations
 - All training is cross platform (PC/Mac)

Garden Grove Unified School District
K-12 Educational Services

- In-service training in Technology integration
 - Subject specific technology integration
 - Using technology as an assessment tool
 - Utilizing technology to help assist in meeting current content standards
- Software Titles on all computers
 - iWork suite (word processing, spreadsheet, presentation)
 - Microsoft Office (word processing, spread sheet, PowerPoint)
 - PowerPoint (multimedia/presentation), KidPix (K-6 multimedia), iMovie (video editing), iPhoto (digital image editing)
 - Inspiration (graphic organizer)

Information Systems

Ricardo Rodriguez
Director Information Systems - 6592

WIRING INFRASTRUCTURE, NETWORK EQUIPMENT & PC RECOMMENDATIONS

Design:

- Design and engineer appropriate locations for school's fiber and copper cabling plant
- Design and configuration of network equipment: router, switches, hubs, and other related equipment
- Itemized list of costs- make ultimate decision on feasibility of connection to portable buildings to include wireless (802.1x) technology
- Design and engineer of IP addressing scheme district wide

Installation

- Installation of Siemon cat6 workstation and patch cables
- Installation of all fiber optic connectivity of all LAN and WAN network equipment.
- Configuration of all IP addresses for all type of nodes per district LP standard (Mac's, PC's, wireless base stations and network printers)
- Installation of all business emulation applications related to the district servers
- Installation of all anti virus software

Recommendations:

- LAN/WAN network equipment standards and purchasing of WAN/LAN related equipment
- PC hardware and printer standards (color and black/white printers)
- Recommendation and site survey of all wireless equipment depending on the needs of the schools district wide
- Publication of technology and services through the publication of the Information Systems Bulletin

Expansion:

- Recommends wiring, cabling, fiber optics on new, expansion, or upgrades of school projects
- LAN/WAN and wireless (802.1x) LAN expansions
- Investigate new potential technologies for the district to consider, such as Voice Over IP (VoIP), and **Content Delivery Networks (CDN)**
- **Investigate wireless technology (to include Power Over Ethernet (POE), such as cell phones**
- Investigate a local long distance carrier to provide Inter-Lata and Inter-State service

Support

- Technical support for the LAN/WAN network once it is connected
- Troubleshoot district Business software applications for manage desktops (Reflections, Internet Explorer, Novell GroupWise, Novell Netmail, Microsoft Application Suite)
- Support of District file servers connected to WAN

Security

- District wide LAN/WAN anti virus security
- District wide Internet Filtering

Maintenance and Operations

Casey Pijl, Director of Maintenance, Operations and Transportation – 6185
Dennis Dutt, Supervisor Equipment Repair

Electrical wiring and infrastructure

- Determine feasibility, conduct site survey, and itemize costs for electrical infrastructure improvements
- Itemize costs for electrical wiring of computer labs and installation

LAN and Desktop Responsibilities:

- Installation of:
 - Apple System software
 - File Server software (*work with mac-fusion SE services*)
 - Security software
- Apple Computer programs – Coordination with the instructional technology department
 - File server software
 - Security software that runs with the file server
 - Backup software (*retrospect*)
- Desktop Apple Computers (out of warranty work)
 - Mac hardware
 - Mac Memory
- General Printer support
 - Hp
 - Xerox
- General Multimedia Projector support
 - Bulb replacement
 - Out of warranty service
- Apple LAN connectivity
- Apple Repair of LAN network

Office of Business Services

Purchasing Department– 6330

Listed below is a partial list of the buyers involved in technology purchases and the commodities they are responsible for:

- **Sharon Weddle, Acting Purchasing Supervisor, ext. 6330**
 - Computers and Peripherals
 - Printers and Supplies (ink cartridges, paper, etc)
 - Software (including library book check systems)
 - Maintenance Contracts for outside repairs (for items M&O do not or cannot maintain)
 - Furniture (Computer Carts, Tables, etc.)
 - Leasing
 - Photography
 - Equipment, including Digital Cameras

- **Stacy Alfonso, Buyer, ext. 6269**
 - Audio Visual Equipment, including TV's, VCR's, LCD Projectors, overhead projectors

Infrastructure

- Basic Technology Guidelines
 - Hardware recommendations
 - Online Student Assessment and Student Information (*DataDirector, Aries Eagle*) hardware/software requirements
 - Software recommendations
 - Server Guidelines

- District Technology Support Procedures

- Technology Expansion Checklist
 - Procedure
 - Form

- Request for Network Access

Basic Technology Guidelines

Hardware

- Student/Teacher work station (minimum one per classroom)
 - Multimedia computer minimum requirements
 - 2-4 GB of ram
 - 120 GB or larger hard drive
 - Processor speed; 600 MHz or faster (Apple G3, G4, G5, running OSX), 1GB or faster (Pentium, Wintel, running Windows 2000 or XP)
 - 20X CD ROM
 - 10base T or 100 base T fast Ethernet card
 - Networked to local area and wide area networks
 - E-mail ready
 - AV connection
 - RCA, S-video ports, USB, Firewire
 - VGA (RGB) port
 - Ability to mirror computer screen to classroom monitor and or LCD projector (requires video card)
 - 15-20 inch color monitor
 - LCD projector
 - Various manufactures and models (check with Instructional Technology, 6258 for current recommendations and pricing)
 - Printer (teacher workstation and or classroom)
 - Options
 - Color ink jet (no longer recommended due to consumables cost)
 - Connected directly to the computer (non-networkable)
 - Black/White and/or Color Laser printer (network ready) (more cost effective than inkjet)
 - Can be used for all computers in the classroom
 - Recommended printer to computer ratio 18:1
 - **NOTE: Must have a drop for network printers**

Laptop Computers/Portable Lab (wireless technology)

- Suggested for use in drop and/or electrically challenged school sites
- Recommendations
 - Mobil cart containing 10 to 30 laptop computers running wireless network connection
 - Laser printer (connected to wireless network)
 - LCD projection system

Online student assessment, student information, report card, attendance systems

- Hardware/Software requirements for Apple/Macintosh computers
 - iMac slot loading or newer computer with 600 MHz or faster processor
 - 512 MB RAM
 - 3-4 GB free hard drive space
 - System OSX 10.4.11 or newer
 - Most current version of Safari or FireFox Internet browser and Acrobat Reader
- Hardware/Software requirements for PC (Windows) computers
 - Computer capable of running Windows 2000 or XP system
 - Most current versions of Internet Explorer or FireFox and Acrobat Reader

Special Education

- Laptop computers
- Touch screen computer adaptors
- Large key adaptive keyboards
- Input microphones

Miscellaneous Hardware

- Document camera (Elmo or other brands)
- Interactive boards (SmartBoard or other brands)
- Digital camera
- Digital Camcorder (DV)
- Digital tablet
- LCD Projector
- Laser printer
- External storage devices (USB Flash Drives)
- Science probes

Protective Equipment

- Surge protectors (used to connect all technology hardware to electrical source)

Software Guidelines

Points to consider before choosing software applications

- Does the software company offer a 30-day evaluation period?
- Is the software version the most recent and how long has it been since its last update?
- Will the software run on your computers (MAC/PC, hybrid)?
- What system requirements does the software need to run at full efficiency (memory, hard drive space, processor speed)?
- Can the software be integrated into the existing curriculum?
- Does the software align with the current State Content Standards?
- Is the software meant to enhance a district-adopted textbook or is it a stand-alone program?
- Does the software offer a means for student assessment?

- Is there easy to follow documentation included with the software?
- Is there a tech support number or Web site for assistance?
- How long has the company selling or developing the software been in business?
- Is there possibly an online version of the software that might be more cost effective?

Note: All recommended software is available in both Windows (PC) and Apple (Macintosh) platforms. It is important when ordering software to specify which platform the software will be running on. **Keep in mind that all “new” software titles will need district approval before purchase.**

Student/Teacher Workstations (classrooms)

- Microsoft Office
 - Integrated software program with; word processing (Word), presentation software (PowerPoint), spreadsheet (Excel) and Access (database, PC only)
 - Recommended for all grades
- Inspiration/Kidspiration (used to generate concept maps, graphic organizers, outlines)
- Test generating software (various titles to choose from, normally part of new textbook digital resources)
- PowerPoint, KidPix, iMovie, Pinnical (multimedia applications)
- Virus protection software (contact IS department for district license)

Note: Starting with the 2001-02 school year the Garden Grove Unified School District has standardized on software application used for all administrative correspondence between the district and school sites. **The following programs are to be used:**

- Microsoft Word for word processing documents
- Microsoft Excel for spreadsheet documents
- Adobe Acrobat Reader PDF

Special Education

- Voice recognition software

Miscellaneous Software

- Web authoring software if needed to create an original Web page
- Integrated learning software: Accelerated Reader, Accelerated Math, various other titles currently being researched such as, Study Island, FASTT Math, Earobics
- Contribute, a Web Page altering application

Server Guidelines

- District schools have been moving away from using servers due to initial costs and maintenance
- Please contact Instructional Technology x6258 prior to upgrading or purchasing a new server for a discussion of alternative options

Garden Grove Unified School District
K-12 Educational Services

Extended Computer Warranty Procedure

Beginning October 2001, all computers purchased have been required to include a 3-year extended protection plan.

To receive support and repair for under warranty computers contact the district help desk ext. 6598. Once the three-year warranty period has expired, support services will be provided through district Maintenance and Operations (Apple/Macintosh only).

The following is a list of steps to follow if support or repair is needed for any computer under warranty:

1. If possible, appoint one school site individual who will act as the contact for tech support.
2. Prior to contacting the district help desk, locate and copy the serial number for computer in question. The district help desk will need to have this information to verify the computer in question is still under warranty.
3. Contact the district help desk at 663-6258.
4. The help desk personnel will check the Apple/PC database to make sure the computer in question is still under the protection plan. At this point the district help desk technician will try to guide you through a series of troubleshooting procedures over the phone. **IMPORTANT:** You must be at the computer in question.
5. If it is determined the problem cannot be solved with a phone call (most likely a hardware issue), the district help desk technician will make arrangements for either mac-fusion (Apple/Macintosh) or a PC vendor (to be named) to contact your school for an appointment to either make a service call or pick up the computer for repair
6. If a replacement part that is covered under the extended warranty like a keyboard or mouse is needed, please contact the district help desk for directions for replacement
7. Follow the same procedure as above for laptop computers

Technology Expansion Check List Procedure

Note: The Expansion Check List is to be completed whenever new wiring, and or electrical are required to expand or update your current technology.

To initiate the technology expansion process the principal will start by contacting **Information Systems** (x6591) to have a *Technology Expansion Check List* generated and sent out to the school site.

Follow the procedures below in completing the Technology Expansion Check List:

1. The principal will briefly explain the school's plan for technology expansion. This is # (1) on the technology expansion checklist.
 - a. Refer to the district technology plan and/or contact K-12 Instructional Technology Services (x6258) for assistance if needed.
 - b. When # (1) is completed, the principal will sign and date the Technology Expansion Check List and send it to K-12 Instructional Technology Services (attention Mark Mariola).
2. The explanation for technology expansion will be reviewed by Technology Services and if needed the principal will be contacted for further clarification.
 - a. When approved, # (2) on the checklist is signed (Mark Mariola) and sent to Maintenance and Operations.
3. Maintenance and Operations will schedule a meeting with the principal to survey the site's electrical needs with regard to the technology expansion.
 - a. When M&O completes the electrical survey, # (3) on the technology expansion check list will be signed (Casey Pijl) and a cost estimate will be attached and sent to Information Systems.
4. Information Systems will schedule a meeting to survey the school site with regard to wiring and network connectivity (hardwire and wireless).
 - a. Information Systems will combine Maintenance and Operation's survey assessment; along with their assessment of the school site technology expansion needs and will generate a price proposal.
 - b. Information Systems will then sign (Ricardo Rodriguez) and complete # (4) and # (6) on the technology expansion check list, attach the price proposal and send it back to the principal.
5. The principal will evaluate the price proposal and list the funding sources on # (6) (and # (7) if necessary) and return the completed Technology Expansion Check List to Information Systems.
6. When the funds are verified, Information Systems will generate a work order and determine a start date for the expansion.

Note: As indicated on # (5) of the Technology Expansion Check List, if any district departments (I.S., M&O, I.T.), determine that it is necessary to discuss a particular school site expansion in greater detail, the expansion request will be referred to the District Technology Committee for evaluation (the principal may be asked to attend this meeting to give further clarification of the requested technology expansion).

Garden Grove Unified School District
K-12 Educational Services

Garden Grove Unified School District
Information Systems Department

TO:
FROM:
DATE:

Sample

RE: **Technology Expansion Check List**

This memo outlines considerations and the cost for WAN expansion (i.e. adding or updating computers, a lab, or server). Please answer or initial each section.

1. Please explain your plan for technology expansion. (Refer to the "District Guide for Technology Resources" and contact Technology Services for assistance.)

a. _____

Principal's Signature: _____ Date: _____

2. Technology Services has been consulted. Server consulting has been contracted as appropriate.

(Mariola)

3. Inspection of electrical infrastructure by the Department of Maintenance and Operations has been completed.

(Pijl)

4. Information Systems has been contacted for price proposal.

(Rodriguez)

5. Referred to District Technology Committee for evaluation

Please fill in the funding sources you are planning to use and sign on the signature line. If categorical funds such as SI or Title I are specified, you will also need to complete the justification section (item #7) and send this memo to Debbie Youngblood, Department of Categorical Services, for approval. If API or DHS funds are being used, please send this memo to the Office of Elementary or Secondary Education, as appropriate. If categorical, API or DHS funds are not specified, please send this memo to Information Systems.

6. **WAN Wiring:**

Site Cost for WAN wiring only: _____

Funding	Manager Code	Pseudo Object	Amount
_____	_____	_____	_____
_____	_____	_____	_____

WAN Equipment:

Cost of added Equipment: _____

Funding	Manager Code	Pseudo Object	Amount
_____	_____	_____	_____
_____	_____	_____	_____

7. If categorical funds are being used, please enter the justification from the school plan, and include the page number and item number. _____

Check one: SWP TAS SI only DHS API

Site Administrator's Signature

Director, Department of Categorical Services

Office of Elem. or Sec. Education

IS/MEMOS/Technology Expansion Check List - rev. 4/10/02

Garden Grove Unified School District
K-12 Educational Services

The following form must be completed and submitted to Information Systems for all devices connected to the district network (printers, computers). *Blank forms can be ordered through the district print shop.*

SAMPLE

GARDEN GROVE UNIFIED SCHOOL DISTRICT
REQUEST FOR NETWORK ACCESS

SAMPLE

Instructions: For administrative access, please fill out all sections that apply.
To connect a classroom/lab computer or printer to the network, fill out only section 1.
To request an e-mail account, fill out only sections 2 and 3.
For name, position or work location change, please fill out section 3.
Please print clearly. Administrative signature required.

Section 1

Site/School: _____ Computer Location _____

Check ONE box ONLY! One Computer OR Printer per form.

____ Move Computer Type (PC or MAC)/Model _____
____ Add Mfg. Serial # _____ District Prop. # _____
 Check if you want to connect to your existing wireless network
____ Change Printer [network printer ONLY] Type/Model _____
Mfg. Serial # _____ District Prop. # _____

Section 2

Check this box if you would like an E-mail account
Please fill out section 3.

Section 3

Please print clearly. Name: _____
 Change Position: _____ Employee # _____
Site/School: _____ Work Phone # _____

Section 4

Authorization for Administrative Staff Only

Check Accesses Requested: Internet District Inventory (FACTS/plus) Bi-Tech HR
 Business (Bi-Tech) Thomas Bros. Guide Digital Map
 Mainframe (Principal must e-mail Operations Supervisor the specific mainframe access requested)
 Other Server Access (AE/ROP, POS, Worker's comp., Pers-Trac, Perseus)
(Please circle the access requested)

Administrator Signature (required) _____ Date _____

INFORMATION SYSTEMS USE ONLY:
Network (IP) Address _____ E-mail Address _____
Switch _____ Port _____ Station Jack _____ MAC Address _____
Software Loaded _____ GW NET domain AE/ROP
Date Completed _____ Verified _____

Distribution: White - Information Systems, Canary - Return Upon Completion, Pink - I.S. Operations, Goldenrod - Site Administrator
Form No. 9709.47 (Rev. 6/06)

Software License Guidelines

Software License Guidelines

Software publishers file complaints against businesses and schools regarding the legality of copying software on multiple computers. These complaints have resulted in millions of dollars in fines. Following is important information regarding licensing of computer applications.

Computer software is intellectual property that is owned by the people who create it. Without express permission, it is illegal to use software no matter how it was obtained. That permission usually takes the form of a license from the owner that accompanies authorized copies of the software. When you buy software, what you are really doing, in nearly every case, is purchasing a license to use it. You do not have the rights to reproduce and distribute it unless it is spelled out in the license agreement.

Normally a licensed copy of a program can be installed and used on only one computer at a time, although there are usually provisions allowing you to make a backup copy for archival or disaster recovery purposes.

Operating systems, like Windows XP, or Macintosh OS X need licenses too. If you have upgraded your operating system you or your school must have a licensing agreement form Apple, Microsoft or other owner for the operating system upgrade.

- The Garden Grove Unified School District has not purchased any licenses for any individual title that allow for the unlimited loading of software.
- Some publishers do not require you to purchase full sets of software for every computer on which you will load their software. However, you must purchase a license for every station on which the software resides.
- Staff may use software that they and/or a parent have purchased and/or donated. However, they must have the original license that came with the software and they may not load it on more than one computer.
- Shareware is software, which is normally downloaded from the Internet and is free for review. However, a fee must be paid to the publisher for “each” computer the program remains loaded on.

It is illegal to maintain unlicensed copies of software on your computer. Administrators, teachers and classified personnel need to review the software, which is loaded on their systems to make sure that they have licenses for every application. Please make sure all of your staff has received and read this information and are following the specifications.

District Web Page Standards

Teacher Web Pages

1. The site administrator must ensure that all teachers who author school-sponsored web pages agree to follow the district Web Page Standards as indicated by signing the Acceptance of Terms card. The school must forward the signed Acceptance of Terms Card to the Office of Personnel Services for placement in the teacher's permanent employment record file.
2. The teacher prepares the web page.
3. Web page is submitted to school's designated personnel for publishing on the school web page.

Suggestions for Teacher Web Page Content

- Assistance for parents
- Classroom goals and objectives
- Examples of student work (must adhere to requirements governing the identification of students – “Student and Staff Safeguards” - Page 24)
- Grading policy
- Homework assignments
- Links to curriculum related web sites
- Practice tests
- Projects, field trips
- Suggested reading in support of class objectives

Note: Publishing a web page brings legal responsibilities governing libel, privacy, and copyright laws. Any personal content published on the district web server, by association, is approval of such content by the school district. Non-educational personal publishing is prohibited.

Student Participation

Although students, under careful supervision, may be utilized in creating web page content, they cannot post information or pages about themselves on the district web server. No confidential usernames and passwords are to be divulged to students.

Web Page Content Standards

- Web pages hosted by the district must be compatible with the educational goals of the GGUSD.
- Web pages must relate to curriculum, official departmental functions, instruction, school-authorized activities, and general information appropriate for the public.
- All web pages must be free of spelling, punctuation, and grammatical errors.
- Only authorized individuals can publish items on a district-sponsored web page.
- Documents may not contain objectionable material or link to inappropriate material (Internet, Intranet, or Extranet). Inappropriate material is defined as material that does not meet the standards for resources specified in the GGUSD Acceptable Use Policy and Board Policy No. 6142 (Use of Internet and Other On-Line Information Services). (attached)
- The principal or the appropriate district department head is responsible for content on web pages.
- Electronic transmission of materials is a form of copying. No unlawful copies of copyrighted materials may be knowingly produced or transmitted via district equipment, including the web server.
- Any links to web pages that are not specifically curriculum or department related must meet the criteria established in the Acceptable Use Policy. Any non-curricular materials must be limited to information about other youth activities, agencies, or organizations that are known to be exclusively devoted to community interests or child welfare, are non-profit, and non-discriminatory.
- Web pages may not link to sites containing political advertising.
- Any student information communicated via GGUSD web pages will comply with the district's policies on data privacy and public use of records (Board Policy No. 5120 and Administrative Regulation No. 5120.1).
- Any deliberate tampering with or misuse of district internet/intranet/extranet network services or equipment will be considered vandalism and will be handled in accordance with district policy.
- District-hosted web pages may not be utilized as a forum for personal beliefs, commercial endorsements, or opinions, nor should their content reflect policies contrary to those of the GGUSD.
- When a school provides links to web pages hosted on an independent server (not school or district operated), the linked pages must conform to the GGUSD Web Page Content Standards.
- Links from district and school web sites to web pages containing commercial or sponsored depictions or written information are prohibited.

Web Page Technical Standards

- At the bottom of the web page, there must be an indication of the date of the last update to that page and the name or initials of the person(s) responsible for the page or update. If the page contains time sensitive material, an expiration date must be indicated. It shall be the school/department web representative's responsibility to ensure published material is current.
- At the bottom of the web page, there must be a link that returns the user to the appropriate point(s) in the school or department's web pages.
- The principal, prior to publishing, must review all web pages and subsequent updates.
- Care should be taken to limit size of files to conserve server space and shorten user access time. Files with large images, audio clips, or videos should be avoided as much as possible.
- Web pages may not contain links to other web pages not yet completed. If additional pages are anticipated, but not yet developed, the text that will provide such a link should be included. However, the actual link to said page(s) may not be made until the final page is actually in place on the server(s).
- All web pages must be given titles that clearly identify them.
- Web pages may not contain any student e-mail address links, any survey-response links, or any other type of direct-response links.
- Final decisions regarding web page for content or organization will rest with the principal or district department head.

Copyright Policy on the Use of Material in Web Pages

Web page authors should assume that materials on the web are copyrighted unless a disclaimer or waiver is expressly stated. Web page publishers may not place any materials owned by others, i.e., copyrighted works, on web page(s) without the expressed permission of the copyright owner. (Examples: graphic images from other web pages, articles, video, audio, photographs, software, or images scanned from published works.) Web page authors may include short quotations of text provided they are identified in an obvious way (e.g., in a footnote) including the author and the work from which the quotations are taken.

If authors want to include something from another web page, it should be linked rather than copied. The occurrence of plagiarism on any web page is subject to the same sanctions as applied to plagiarism in any other media. Clip art images provided with licensed software may be used if permitted in the license agreement for such software. Pictures and videos may not be used on a web page without the expressed permission of the people in the picture or video. Every person has a right to privacy, which includes the right to restrict the use of his/her own image. In addition, the picture or video may be protected by copyright.

When formal permission is granted to use material owned by another, web authors are to place the following notice on the page that contains the copied material:

- Copyright 2001 by <name of the copyright owner>. Used with permission.

Although a copyright notice is not required to have rights to original material, authors may want to include a minimal notice of copyright in a Web page footer when appropriate. When used, the copyright notice should appear as follows:

Individual web pages:

- Copyright 2001 <author name>. All rights reserved.

Organization web pages (examples):

- Copyright 2001 Cornell Law Review. All Rights Reserved.
- Copyright 2001 Nova Southeastern University. All Rights Reserved.
- Copyright 2001 The School of Computer and Information Sciences. All Rights Reserved.

Student and Staff Safeguards

- Web page documents may include only the first name and the initial of a student's last name.
- Documents may not include a student's telephone number, individual photo, address, or last names of other family members or last names of friends. Group photos may be included if the subjects are not easily identifiable.
- Web page documents may not include any information that indicates the physical location of a student.
- Published e-mail addresses are restricted to staff members or to a general group e-mail address where arriving e-mail is forwarded to a staff member.
- Employees shall not be compelled to have their photograph or personal information published on web pages hosted by the GGUSD web server.

District Internet Guidelines

- Board Policy
- Teacher or Instructional Aide Network Agreement
- Student Internet Contract
 - Guidelines for Student Internet Contract
- District Filtering Software

BOARD POLICY

Internet, and Other On-Line Information Services, Use of

The Garden Grove Unified School District maintains and provides access to the Internet, educational web sites, and other online information services to students and employees. The Board of Education believes in the educational value of such services to develop the technological skills of students, support the curriculum, and assist in administrative responsibilities.

The district provides access to the Internet and other on-line information services as a privilege, not a right. As a condition of receiving access privileges, users must sign a contract in which they acknowledge the benefits and the risks of on-line access and the consequences for misuse. Parents/guardians are provided the opportunity to deny permission for their student to have access privileges in district schools.

It is recognized that neither the district nor individual schools can fully control the content of information available on the Internet and other on-line information services. Electronic information resources are invaluable for classroom use and study; however, some of the content is controversial and offensive in nature. It is the intent of the Board to protect students from access to inappropriate material and harmful matter on the Internet or other on-line services. To this end, the superintendent shall establish the administrative regulation for Internet safety and technology use governing the following:

1. Access by users to harmful matter and other inappropriate material.
2. The safety and security of users when using electronic mail, chat rooms, and other forms of direct electronic communications.
3. Unauthorized access, including so-called "hacking," and other activities prohibited by law and/or district policy.
4. Unauthorized disclosure, use, and dissemination of personal identification information.
5. Measures designed to restrict access to material harmful to minors and that the operation of such measures is enforced.
6. Monitoring on-line activities.
7. Access for publishing information on district and school-sponsored web sites.

6142 Board Policy (Continued)

6142

Parents/guardians shall be given annual notification of the district's Internet Policy as part of the annual notification pursuant to Education Code Section 48980.

Ref: EC Sections 48980(h), 51870.5; Penal Code Section 313(a); P.L. 106-554, 2000; 47 CFR 54.520; 47 USC 254

Adopted: May 19, 1998

Reviewed: July 1, 2000

Revised: June 4, 2002

6142.1

GARDEN GROVE UNIFIED SCHOOL DISTRICT

6142.1

Administrative Regulation

Internet, and Other On-Line Information Services, Use of

Technological resources provided by the district shall be used in a responsible and proper manner in support of the instructional program and for the advancement of student learning. The use of district equipment to access the Internet or on-line services shall be in accordance with user obligations and responsibilities specified below and in a manner consistent with Board policy, district Web Page Standards, and the district Internet Contract for students and employees.

The principal or designee shall oversee the maintenance of each school's technological resources and may establish additional guidelines and limits for their use.

A. Internet Safety

1. While teachers and other authorized personnel supervise classroom use of the Internet and other on-line information services, it is impossible to guarantee that students will not encounter, view, or read harmful matter as defined by Penal Code Section 313(a) or inappropriate material. Inappropriate material is content that is considered threatening, obscene, disruptive, sexually explicit, or that could be construed as harassment or a disparagement of others. If a student is observed posting, viewing, reading, or utilizing such material, disciplinary action will be taken, including the revocation of Internet access privileges.

2. In compliance with law, students shall not disclose, use, or disseminate personal identification information about themselves or others when using electronic mail, chat rooms, or other forms of direct electronic communication. Students are also cautioned not to disclose such information by other means to individuals located through the Internet.

The district, however, does not issue student e-mail accounts, nor does it permit students to engage in Internet "chat" activities, or access, observe, or participate in chat rooms.

3. Students shall not upload, download, or create computer viruses and/or maliciously tamper with district equipment or materials; or manipulate the data of any other user, including so-called "hacking;" or engage in other forms of unauthorized access to other computers, networks, or information systems.

Any use of district computers and information networks which violates state or federal law relating to copyright, trade secrets, the distribution of obscene or pornographic materials, or which violates any other applicable statute, is strictly prohibited.

6142.1 Administrative Regulation (Continued)

6142.1

4. All district computers with Internet access shall 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 a measure is enforced. While an Internet filter can be one instrument in blocking harmful content, no single technology or method can guarantee complete protection from such material online.
5. The Internet activities of students will also be monitored through direct supervision, by a review of Internet use history, and/or other technological means to ensure students are not accessing content, which is inappropriate for minors. Any breach of security or misuse of the services are to be reported to the teacher or other authorized personnel.
6. To ensure proper use of the system, the district reserves the right to monitor, inspect, copy, review, and store at any time and without prior notice any and all useage of the computer network and Internet access, and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of the district and no user shall have any expectations of privacy regarding such materials.

B. Web Page Publishing Access

District-sponsored web sites and the related network infrastructure are the property of the district intended as a closed forum, and are maintained by the district for the express purpose of disseminating district educational and administrative information. The district maintains full authority to regulate content and control access to site and departmental web pages.

Information may not be published on district and school web sites without authorization of the appropriate administrator or designee.

Ref: EC Sections 48980(h), 51870.5; Penal Code Section 313(a); P.L. 106-554, 2000; 47 CFR 54.520; 47 USC 254

Approved: June 4, 2002

GARDEN GROVE UNIFIED SCHOOL DISTRICT

TEACHER OR INSTRUCTIONAL AIDE NETWORK AGREEMENT

Print: **Name:** _____
Position: _____ **Social Security #** _____
Site/School: _____ **Work Phone #** _____

While electronic information resources offer tremendous opportunities and value, the following list represents inappropriate uses:

- Using the network for commercial advertising
- Using copyrighted material in reports without permission
- Using the network to lobby for votes
- Using the network to access a file that contains inappropriate material
- Using the network to send or receive messages that are racist or inflammatory
- Creating or introducing a computer virus and placing it on the network
- Using the network to send or receive a message with someone else's name on it
- Using the network to send or receive a message that is inconsistent with the school's code of conduct
- Using the network to send or receive a message that is sexist and/or contains obscenities

If a staff member tampers or alters existing network configurations and connections, or accesses, views, reads, or utilizes materials that are inappropriate or inconsistent with district policies, disciplinary action will be taken, which may include revocation of the staff member's network access privileges. Staff member agrees to follow the District's use and security procedures. Any unauthorized access is prohibited without prior approval.

Although the Garden Grove Unified School District considers the use of e-mail to be direct communication between sender and receiver(s), the use of the district network, including e-mail and the Internet, should not be considered to be a secured, confidential method of communication. The network system is the property of the district and, as such, may be accessed by authorized district employees if necessary.

I have read and understand the above restrictions.

Check this box if you would like an Internet **E-mail** account.

Signatures required (please sign name):

Staff Member Signature

Date

Principal Signature

Date

OFFICE USE ONLY:	
E-Mail Account Name _____	Date Completed _____

Distribution: White & Canary - Information Systems; Pink - Site Administrator; Goldenrod - Originator

Student Internet Contract Guidelines

1. All district students must complete and maintain (in their cum) a “Student Internet Contract”. All **new** students must complete the form upon entry into the district.
2. The Student Internet Contract should follow the student as he/she is promoted to intermediate/high School. However it is **encouraged** that the form be requested again at the intermediate and high school levels.
3. Principals may require the form to be completed on an annual basis. Annual completion of the form is not mandatory. (Schools not requesting the form on an annual basis do not need to include it in the opening packet for returning students.)
4. It is **strongly recommended** the Internet guidelines outlined in the Student Internet Contract be revisited every year with students prior to their first access to the Internet.

District Filtering Software

On July 1, the Information Systems Department activated Internet filtering software (Websense) for all classroom, school office, and district office computers connected to the Internet in compliance with the Children’s Internet Protection act. CIPA implementation regulations require schools receiving E-rate universal service discounts for Internet service to certify they are enforcing a policy of Internet safety that includes the use of a “technology protection measure” to filter or block on-line access to materials that are “obscene, child pornography, or harmful to minors.”

Grade Level Technology Proficiency Standards

Grade Level Technology Proficiency Standards

Kindergarten

I. On completion of kindergarten students will demonstrate knowledge in the following areas:

The student will:

- Identify the computer as a machine that helps people work and play
- Demonstrate respect for the computer work of others
- Identify and define the following parts of a computer: monitor, keyboard, disk drive, printer, and mouse
- Contribute to a class discussion to create a list of class rules on computer care
- Identify letters, numbers, symbols, and other commonly used keys
- Will start, use, and exit software programs properly using the keyboard and mouse
- Will use software to draw and paint pictures

II. English Language Arts Content Standards for California Public Schools (Embedded Information Literacy Skills)

Kindergarten

Reading

- 1.3 Understanding that printed materials provide information

Grade Level Technology Proficiency Standards

First Grade

I. On completion of first grade students will demonstrate knowledge in the following areas:

The student will:

- Identify uses of technology at home and school
- Demonstrate respect and rights of peers by sharing and taking turns while using the computer
- Identify and define the following parts of a computer: monitor, keyboard, disk drive, printer, mouse, and CD
- Contribute to a class discussion to create a list of class rules on computer care
- Identify letters, numbers, symbols, and other commonly used keys
- Start use and exit software programs properly using the keyboard and mouse
- Use software to draw and paint graphics and to do simple word processing

II. English Language Arts Content Standards for California Public Schools (Embedded Information Literacy Skills)

First Grade

Reading

- 1.3 Understand that printed materials provide information.

Grade Level Technology Proficiency Standards

Second Grade

I. On completion of second grade students will demonstrate knowledge in the following areas:

The student will:

- Identify uses of technology in the community
- Describe why an individual's creation is personal property
- Identify and define the following parts of a computer: monitor, keyboard, disk drive, printer, mouse, CD, desktop, hard drive, folder, and trash can
- Contribute to a class discussion to create a list of class rules on computer care
- Identify letters, numbers, symbols, and other commonly used keys
- Demonstrate the use of special function keys and mouse skills. (i.e.. return key, space bar, shift key, escape key, delete key, dragging, clicking, click, and drag, click and hold)
- Create personal projects using technology
- Type, print, and save documents
- Use CD-ROMs and the Internet to retrieve electronic information
- Use software to draw and paint graphics, word processing, and basic multimedia

II. English Language Arts Content Standards for California Public Schools (embedded Information Literacy Skills)

Second Grade

Writing

- 1.1 Group related ideas and maintains a consistent focus.
- 1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas).

Grade Level Technology Proficiency Standards

Third Grade

I. On completion of third grade students will demonstrate knowledge in the following areas:

The student will:

- Identify the ways technology has changed the lives of people in communities
- Explain how copyright laws protect what a person or a company has created demonstrate an understanding of the GGUSD Acceptable Use Policy and have a signed AUP form on file
- Identify and define the following parts of a computer: monitor, keyboard, disk drive, printer, mouse, CD, desktop, hard drive, folder, menus, chooser, and trash can
- Contribute to a class discussion to create a list of class rules on computer care
- Identify letters, numbers, symbols, and other commonly used keys
- Demonstrate the use of special function keys and mouse skills. (i.e.. return key, space bar, shift key, escape key, delete key, dragging, clicking, click, and drag, click and hold)
- Create personal projects using technology
- Type, print, and save documents
- Use CD-ROMs and the Internet to retrieve electronic information
- Use software to create simple tables and graphs representing data
- Use software to draw and paint graphics, place, graphics in a document, word processing, and create multimedia presentations

II. English Language Arts Content Standards for California Public Schools (Embedded Information Literacy Skills)

Third Grade

Writing

- 1.3.1 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).

Reading

- 2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.
- 2.6 Extract appropriate and significant information from the text, including problems and solutions.

Grade Level Technology Proficiency Standards

Fourth Grade

I. On completion of fourth grade students will demonstrate knowledge in the following areas:

The Student will:

- Identify ways in which technology has changed the lives of people in California
- Explain how copyright laws protect what a person or a company has created
- Demonstrate an understanding of the GGUSD Acceptable Use Policy and have a signed AUP form on file
- Identify and define the following parts of a computer: monitor, keyboard, disk drive, printer, mouse, CD, desktop, hard drive, folder, menus, chooser, and trash can
- Contribute to a class discussion to create a list of class rules on computer care
- Identify letters, numbers, symbols, and other commonly used keys
- Demonstrate the use of special function keys and mouse skills. (i.e.. return key, space bar, shift key, escape key, delete key, dragging, clicking, click, and drag, click and hold)
- Create personal projects using technology
- Type, print, and save documents
- Use CD-ROMs and the Internet to retrieve electronic information
- Use spreadsheet and database software to create simple tables and graphs
- Use software to draw and paint graphics, place, graphics in a document, word processing, and create multimedia presentations
- Explain the uses and limitations of computer technology

II. English Language Arts Content Standards for California Public Schools (Embedded Information Literacy Skills)

Fourth Grade

Reading

2.4 Evaluate new information and hypotheses by testing them against known information and ideas.

Writing

- 1.5 Quote or paraphrase information sources, citing them appropriately.
- 1.6 Locate information in reference texts by using organizational features (e.g., prefaces, appendices).
- 1.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, on line information) as an aid to writing.
- 1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.
- 1.9 Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive)

Grade Level Standards
Technology Proficiency

Fifth Grade

I. On completion of fifth grade students will demonstrate knowledge in the following areas:

The student will:

- Identify ways in which technology has changed the lives of people in the United States
- Create a time line showing technological inventions and discuss how these events have influenced life in the United States
- Explain how copyright laws protect what a person or a company has created
- Demonstrate an understanding of the GGUSD Acceptable Use Policy and have a signed AUP form on file
- Identify and define the following parts of a computer: monitor, keyboard, disk drive, printer, mouse, CD, desktop, hard drive, folder, menus, chooser, and trash can
- Contribute to a class discussion to create a list of class rules on computer care
- Identify letters, numbers, symbols, and other commonly used keys
- Demonstrate the use of special function keys and mouse skills. (i.e.. return key, space bar, shift key, escape key, delete key, dragging, clicking, click, and drag, click and hold)
- Create personal projects using technology type, print, and save documents
- Use CD-ROMs and the Internet to retrieve electronic information
- Use spreadsheet and database software to create simple tables and graphs
- Use software to draw and paint graphics, place, graphics in a document, word processing, and create multimedia presentations
- Explain the uses and limitations of computer technology

**II. English Language Arts Content Standards for California Public Schools
(Embedded Information Literacy Skills)**

Fifth Grade

Reading

- 2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.
- 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.

Writing

- 1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.
- 1.4 Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, the thesaurus, spell checks).
- 1.5 Use a thesaurus to identify alternative word choices and meanings.

Grade Level Technology Proficiency Standards

Sixth Grade through Eight Grades

I. On completion of eighth grade students will demonstrate knowledge in the following areas:

The student will:

- Identify technology skills required for college and careers
- Explain how copyright laws, privacy issues, and ethics in the use of computers and the Internet.
- Demonstrate an understanding of the GGUSD Acceptable Use Policy and have a signed AUP form on file.
- Explain and the parts of a computer and their function: monitor, keyboard, disk drive, printer, mouse, CD, desktop, hard drive, folder, menus, chooser, and trash can
- Demonstrate proper care of a computer and computer peripherals
- Recognize, understand and use technology vocabulary
- Identify letters, numbers, symbols, and other commonly used keys
- Demonstrate the use of special function keys and mouse skills. (i.e.. return key, space bar, shift key, escape key, delete key, dragging, clicking, click, and drag, click and hold)
- Create personal projects using technology
- Use CD-ROMs and the Internet to retrieve electronic information
- Use spreadsheet and database software to create simple tables and graphs
- Use software to draw and paint graphics, place, graphics in a document, word processing, and create multimedia presentations
- Keyboard using correct fingers on keys while keeping eyes on copy
- Use word processing in the writing process
- Produce a completed, published piece demonstrating the use of the utilities of word processing software (i.e. spell check, thesaurus, font changes, cut, copy, paste)
- Learn software applications in order to support curricular activities in all content areas
- Conduct research using a variety of technology reference tools such as the Internet, CD ROMS, laser discs, instructional television, video tapes

II. English Language Arts Content Standards for California Public Schools (Embedded Information Literacy Skills)

Grade Six

Reading

- 2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.

Writing

- 1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.
- 1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).
- 2.3 Write research reports:
 - a) Pose relevant questions with a scope narrow enough to be thoroughly covered.
 - b) Support the main idea or ideas with facts, details, examples, and explanation from multiple authoritative sources (e.g., speakers, periodicals, online information searches).
 - c) Included a bibliography.

Grade Seven

Reading

- 2.2.1 Locate information by using a variety of consumer, workplace, and public documents.
- 2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

Writing

- 1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
- 1.5.1 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.
- 2.3 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.
- 1.5.1 Write research reports:
 - a) Pose relevant and tightly drawn questions about the topic.
 - b) Convey clear and accurate perspectives on the subject.
 - c) Include evidence compiled through the formal research process (e.g., use of a card catalog, *Reader's Guide to Periodical Literature*, a computer catalog, magazines, newspapers, dictionaries).

Grade Eight

Reading

- 2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).
- 2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.

Writing

- 1.4 Plan and conduct multiple-step information searches by using computer networks and modems.
- 1.5 Achieve an effective balance between researched information and original ideas.
- 1.6 Write research reports:
 - a) Define a thesis.

- b) Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate.
- c) Use a variety of primary and secondary sources and distinguish the nature and value of each.
- d) Organize and display information on charts, maps, and graphs.

Grade Level Technology Proficiency Standards

Ninth through Twelfth Grades

I. On completion of twelfth grade students will demonstrate knowledge in the following areas:

The student will:

- Identify technology skills required for college and careers
- Explain how copyright laws, privacy issues, and ethics in the use of computers and the internet
- Demonstrate an understanding of the GGUSD Acceptable Use Policy and have a signed AUP form on file
- Explain the parts of a computer and their function
- Demonstrate proper care of a computer and computer peripherals
- Recognize, understand and use technology vocabulary
- Demonstrate the use of special function keys
- Keyboard using correct fingers on keys while keeping eyes on copy
- Use word processing in the writing process from origination to publication
- Produce a completed, published piece demonstrating the use of the utilities of word processing software (i.e. spell check, thesaurus, font changes, etc)
- The student will use a variety of software applications in order to support curricular activities and to reinforce concepts in all content areas
- Understand and use telecommunications
- Conduct research using a variety of technology reference tools such as the Internet, CD ROMS, laser discs, instructional television, video tapes

II. English Language Arts Content Standards for California Public Schools (Embedded Information Literacy Skills)

Grades Nine and Ten

Reading

- 2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

Writing

- 1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
- 1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).
- 1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

- Integrate quotations and citations into a written text while maintaining the flow of ideas.
- Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g. *Modern Language association Handbook*, *The Chicago Manual of Style*).

Speaking

2.2 Deliver expository presentation

Grades Eleven and Twelve

Reading

- 2.3.1 Verify and clarify facts presented in other types of expository text by using a variety of consumer, workplace, and public documents.
- 2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion.)
- 1.6 Develop presentations by using clear research questions and creative strategies (e.g., field studies, oral histories, interviews, experiments, and electronic sources).

Writing

- 1.7.1 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).
- 1.7.2 Integrate databases, graphics, and spreadsheets into word-processed documents.
- 2.4c Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.

Garden Grove Unified School District
K-12 Educational Services

Garden Grove Unified School District
K-12 Educational Services