



Essex County Public Schools

2010 – 2015

Educational Technology Plan

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Executive Summary

At Essex County Public Schools, the tools that our students use for learning continue to change. In our 2003-2009 Educational Technology Plan, we focused on integrating the use of Information Technology seamlessly into our classrooms and teaching our students the 21st century skills that we felt our students needed to learn to learn effectively in our modern world. We had to rethink our methods of delivering this technology and measuring its effectiveness. That plan was a continuous work in progress that had to be readjusted as necessary to meet the goals outlined in the plan. The same holds true in our 2010-2015 Educational Technology Plan. It is a continuation of the previous plan in that it is still a work in progress that will need to be evaluated and adjusted periodically to insure that our students continue to learn the 21st century skills needed to succeed in our global economy. Technology continues to evolve at a staggering rate, and we need to shift our thinking to evolve with it. We need to provide our students with authentic technology tools that will continue to serve them long after they leave our schools to venture into this world, and we need to teach them how best to use those tools effectively and safely. This will be difficult, given the state of our economy, and the fact that we are a rural school division with very limited financial resources. We therefore are challenged to come up with more creative methods to achieve our school division's educational goals and objectives, and to continuously measure our effectiveness of the methods chosen. The goals for the 2010-2015 Educational Technology Plan for Essex County Public schools will model the *Educational Technology Plan for Virginia: 2010-15*, particularly focusing on information and communications technology literacy. These goals are as follows:

Goal 1: Provide a safe, flexible, and effective learning environment for all students

Goal 2: Engage students in meaningful curricular content through the purposeful and effective use of technology.

Goal 3: Afford students with opportunities to apply technology effectively to gain knowledge, develop skills, and create and distribute artifacts that reflect their understandings.

Goal 4: Provide students with access to authentic and appropriate tools to gain knowledge, develop skills, extend capabilities, and create and disseminate artifacts that demonstrate their understandings.

Goal 5: Use technology to support a culture of data-driven decision making that relies upon data to evaluate and improve teaching and learning.

Process

Summary of Connections to the Essex County Public Schools Mission, Vision, and Academic Standards

The Essex County Public Schools Academic Comprehensive Plan was adopted in 2004 and updated in 2010. The Division is organized into five areas of responsibility. These areas are Curriculum and Instruction, School Climate and Safety, Communications, Capital Improvement, and Technology. The chairperson and committee of each area developed each part of the plan. It has been adopted by the School Board with the following goals:

Goal 1: Establish a safe environment which assures high levels of learning for all students and employees.

Goal 2: Increase parental and community involvement and support through varied and timely communications.

Goal 3: Employ and retain and exemplary workforce.

The Technology Planning Committee developed the technology portion of the Academic Comprehensive Plan. The 2010 update has been modeled after the *Educational Technology Plan for Virginia: 2010-15*.

Mission

In an environment conducive to learning, we will educate all students to be literate problem solvers; reflective thinkers; and self-directed, healthy and productive citizens.

At Essex County Public Schools, we understand the need to establish excellent schools that will serve as a place to educate our students to be highly competent and more competitive in the ever-changing 21st Century. Additionally, we understand that students must obtain skills that will ensure success in higher education and ultimately, the workforce. Most of all, it is necessary that our students become productive citizens and an asset to our global economy. To do this, it is imperative that students learn 21st Century skills, becoming information and communication technology literate and becoming proficient in using technology tools which will enhance their adaptability to the constant changes in our global society.

Vision

All students will use technology responsibly and in an appropriate manner when communicating, problem solving, integrating, and creating information in order to enhance and improve learning at all levels.

Technology is a tool that most of today's students have grown up with. It is our hope that our students develop skills in using technology that will allow them to adapt as technology continues to evolve and that these skills will serve them well throughout their lifetime.

Summary of Work of the Planning Committee and Its Benchmarks

The Division Technology Planning Committee at Essex County Public Schools meets several times during the school year. The committee consists of a variety of stakeholders, including a school board member, a local business owner, students, parents, teachers, library media specialists, school building administrators, central office administrators, and technology staff. Since the committee is quite large and diverse, it is only able to meet quarterly to evaluate the progress of the Educational Technology Plan. Since the 2003-2009 Educational Technology Plan is being updated and replaced by the 2010-2015 Educational Technology Plan, it was necessary to meet more frequently this past year. The Director of Technology also met with sub-committees on a regular basis to discuss the new plan and to assess the technology needs of the school division. The School Division Leadership Team meets monthly with many of the teams also serving on the Technology Planning Committee. The current status of technology is a standing agenda item at each Leadership Team meeting and because of this, information on the plan is discussed and distributed at each meeting.

Vision and strategies for the new plan were developed in the summer and fall of 2010. Information on key strategies of the plan was discussed during the annual leadership team retreat in August of 2010. Data from needs assessment surveys were collected in the spring and fall of 2010 with additional data collected in the spring of 2011. A draft of the plan was created in December of 2010 and continually updated in the ensuing months. Alignment and approval of the new plan occurred in the spring of 2011. Implementation will occur in the summer of 2011 and the effectiveness of the plan will be evaluated and adjusted monthly at the leadership team meetings and quarterly by the planning committee.

Summary of the Evaluation Process and Planned Update Cycle

The 2010-2015 Educational Technology Plan for Essex County Public Schools will be evaluated quarterly by the Division Technology Planning Committee based on data collected by the committee and local building level committees. The building level committees will include stakeholders from the division committee as well as school personnel. The technology portion of the quarterly School Climate Surveys will also be used to gather data on technology effectiveness and reliability in each school. Central Office Administration will also assess technology usage and effectiveness during the bi-monthly school building walk-through and report their findings at the School Division Leadership Team meetings. Changes in any of the division level focus areas and budget changes that may affect the technology plan will be forwarded to the Division Technology Planning Committee. An annual report on the division status of technology and any recommended changes to the plan will be made to the School Board in the spring of each year.

Conclusions from Needs Assessment

Needs assessment data was collected using various methods. Building level surveys, walk-through, interviews with staff, help desk requests, building and division technology meetings, and division leadership team meetings as well as a variety of other methods were used. All data was collected, reviewed by the Technology Planning Committee and compared to the local as well as the state goals and objectives. Unfortunately, due to severe budget cuts, local funding for technology will be extremely limited. The Essex County School Board strongly supports technology, but with local funding being so limited, other sources of funding will need to be pursued.

The summary of the data results for Needs Assessment are as follows:

- Develop a division level mid-quarter/quarterly assessment model using content curriculum pacing through the use of data record technology.
- Obtain technology to provide timely reporting of data results to teachers for effective instruction adjustment and remediation.
- Increase technology literacy for all students, staff, and administration.
- Develop a more individualized method of instruction using classroom technology.
- Continue to obtain low cost professional development in technology and assist teachers with applying the knowledge using classroom technology.
- Continue to increase awareness for internet safety and security for all students, staff, and parents.
- Increase the usage of internet based applications and services using cloud computing.
- Provide interactive whiteboards and laptop computers for every classroom in the school division.
- Implement wireless networking at all schools to support laptop computers and handheld devices as they become available.
- Increase network bandwidth between school buildings and central office from 100MB to 1GB.
- Replace all Ethernet switches with 1GB models to increase network bandwidth within each school.
- Upgrade DS-3 internet connection to at least 100MB to support cloud computing services.
- Encourage more participation in on-line classes, remediation and training.
- Improve the communications between administrators, teachers, students, parents, and community.
- Upgrade to a division VOIP communications system.
- Update applications to latest versions and keep consistency of software titles and versions at all sites (e.g. Microsoft Office 2010).
- Obtain funding to replace aging technology hardware within the stated 5 year cycle. (Unfortunately lack of funding has prevented this, teacher computers are outdated and slow).
- Increase network capacity and conserve energy by replacing aging physical servers with a smaller number of virtualized servers and shared storage.
- Research alternative funding to enable deployment of new technologies.

Actions

State Goals and Objectives with Local Strategies and Measures

Goal 1: Provide a safe, flexible, and effective learning environment for all students

Objective 1.1: Deliver appropriate and challenging curricula through face-to-face, blended, and virtual learning environments.

	Strategies	Measures/Evaluation Strategy
1.1.1	Continue and expand on virtual learning course offerings, particularly Virtual Virginia and NovaNET. Research and collect information on additional on-line and blended course offerings.	Monitor enrollment data on course offerings. Student schedule data in SIS. Analyze data collected from course offering research.
1.1.2	Encourage increased participation in dual enrollment courses offered at Rappahannock Community College. Research additional methods of courseware delivery.	Monitor enrollment data on course offerings. Student schedule data in SIS. Analyze data collected from research.
1.1.3	Continue to offer, expand, and encourage participation in dual enrollment courses at Essex High School. (Currently Business Management and Web Design are offered.)	Monitor enrollment data and student schedules.
1.1.4	Continue and increase participation with the Chesapeake Bay Governor's School. Research possible virtual course offerings.	Monitor CGBS enrollment data. Analyze data on virtual course partnerships.
1.1.5	In addition to CTE classes at Essex High School, we will continue partnership and participation with the Northern Neck Technical Center.	Monitor enrollment data on course offerings. Student schedule data in SIS.

Objective 1.2: Provide the technical and human infrastructure necessary to support real, blended, and virtual learning environments.

	Strategies	Measures/Evaluation Strategy
1.2.1	Provide resources and support for one instructional technology resource teacher per 1,000 students to assist teachers in integrating technology into teaching and learning.	Division enrollment is 1650 students. Staff records reflect that we have one ITRT employed.
1.2.2	Provide resources and support for one technical support person per 1,000 students to ensure that technology and infrastructure is operational, secure, and properly maintained.	Division enrollment is 1650 students. Staff records reflect that we have one technical support person employed. We also have one part-time Data/SIS Coordinator employed.
1.2.3	Facilitate the implementation of fiber and 100Mbps to 1Gbps Ethernet to every school.	Each school has fiber connections between buildings on each campus and between wiring closets. Category 5e and 6 Ethernet cable is installed from the closets to the desktop. However, the switches in each closet are only

		100Mbps and are scheduled to be upgraded to 1Gbps in the future using VPSA funding. All campuses are connected together with leased wireless 100Mbps with plans to upgrade to 1Gbps fiber when the contract expires in 2012. Data is currently being gathered and analyzed.
1.2.4	Facilitate the implementation of wireless access to the internet in every school.	Data is being gathered from several vendors and will be analyzed. Bids will be available. Essex High School will be renovated in 2012-13. Wireless infrastructure implementation is being planned as part of the Ethernet network.
1.2.5	Facilitate adequate internet bandwidth to all schools in order to accommodate SOL testing, Web 2.0 and 21 st Century Skills.	Data is being gathered from vendors proposing an upgrade from the current 45mb DS-3 leased from Network VA to 100mb.
1.2.6	Increase the number of model classrooms equipped with interactive whiteboards, classroom response systems, projectors, laptops, etc. at all grade levels.	Evaluate based on the number of model classrooms equipped at each grade level.
1.2.7	Maintain a 5:1 student to computer ratio. Currently we are at less than 2:1.	Monitor inventory levels.
1.2.8	Replace all computer hardware on a 5 year cycle. Replace servers with a virtual server/shared storage model at replacement cycle.	Monitor inventory. All replacement hardware will be purchased with a minimum 5 year warranty. Licenses will be managed and purchased as needed when servers are virtualized. Storage will be increased as needed. Alternative sources of funding will be researched and data collected/analyzed.
1.2.9	Update operating systems and applications to current versions to optimized effectiveness and security.	Monitor software inventory. Pursue various sources of funding.

Objective 1.3: Provide high-quality professional development to help educators create, maintain, and work in a variety of learner-centered environments.

	Strategies	Measures/Evaluation Strategy
1.3.1	Continue to provide summer training workshops for all staff on new and emerging technologies as well as updates and refreshers in a variety of learner-centered environments.	Document attendance lists. Collect comments and notes on the workshops by the facilitators.
1.3.2	Continue membership with the Regional Consortium which offer training opportunities and allow opportunities to explore a variety of hardware and software.	Compile membership documentation, training documentation, and announcements.
1.3.3	Continue to make available and use on-line recourses covered in workshops such as wikis, blogs, Google Docs, and Tappedin.org.	ITRT will follow up and document usage of these tools during the school year.

1.3.4	Conduct periodic surveys and needs assessments related to professional development for staff which includes training on instructional technology.	Data collected will be reviewed by instructional leaders and administrators.
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Goal 2: Engage students in meaningful curricular content through the purposeful and effective use of technology.

Objective 2.1: Support innovative professional development practices that promote strategic growth for all educators and collaboration with other educators, content experts, and students.

Strategies		Measures/Evaluation Strategy
2.1.1	Utilize training opportunities for staff which are offered by the Regional Educational Consortium.	Document training attendance lists. Collect data from training documentation received by attendees.
2.1.2	Encourage staff members to attend area educational conferences and professional development classes.	Gather data on availability of local in-state conferences/professional development opportunities. Collect data from conference/professional development attendance documentation.
2.1.3	Encourage staff members to participate in webinars and eLearning opportunities (such as University of Virginia's 21 st Century eTeacher Skills courses).	Gather data on availability of training/learning opportunities. Documentation on attendance/completion of training.

Objective 2.2: Actualize the ability of technology to individualize learning and provide equitable opportunities for all learners.

Strategies		Measures/Evaluation Strategy
2.2.1	Provide reasonable access to Internet-connected devices for students.	A 2:1 ratio of students to computers exists in all schools. Laptops on carts are available to be signed out at each school. Sign out records are available at Library Media Centers.
2.2.2	Continue to evaluate all hardware and software per division policy. Emphasis will be given to intervention and assessment software and websites.	Data collected on usage and effectiveness will be discussed at building and division level meetings throughout the school year. Based on the data, decisions will be made to continue or replace.
2.2.3	Evaluate classrooms and resource rooms to see if adequate technology exists to effectively accommodate individualized instruction.	Classroom walk-through will be conducted and availability needs will be addressed. Clusters of computers have recently been added in grades 1-4 at Tappahannock Elementary School as a result of these evaluations.
2.2.4	Continue to use web based assessment tools such as Interactive Achievement to measure effectiveness of instruction. The iStation reading program will be implemented at the Elementary and Intermediate schools.	Pre and Post data will be collected and evaluated. Lesson plans will be modified and Instruction will be individualized with the appropriate tools to improve assessments for each student.

2.2.5	Provide technology tools to provide equitable learning opportunities for students with special needs. Continue to use personalized touch screens, interactive whiteboards, and audio/reading software such as Kurzweil.	Evaluate the effectiveness of assistive devices for special needs students. Research the availability and cost effectiveness of emerging technologies for these devices. Report findings at SPED, Technology and Division Leadership meetings.
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Objective 2.3: Facilitate the implementation of high-quality Internet safety programs in schools.

Strategies		Measures/Evaluation Strategy
2.3.1	Review the current Internet Safety Plan annually and update as necessary.	Discuss and collect feedback from division leadership and school staff meetings. Post changes on website.
2.3.2	Evaluate the current Division Acceptable Use Policy annually, particularly with regard to Internet usage and safety.	Collect feedback from leadership meetings and make adjustments if necessary. Verify that all staff, students, and parents have understood and signed the AUP.
2.3.3	Continue to provide resources and support for staff and parents to ensure Internet Safety.	Technology Department/ITRT will make web sites and classroom materials available to assist teachers and parents with Internet Safety.

Goal 3: Afford students with opportunities to apply technology effectively to gain knowledge, develop skills, and create and distribute artifacts that reflect their understandings.

Objective 3.1: Provide and support professional development that increases the capacity of teachers to design and facilitate meaningful learning experiences, thereby encouraging students to create, problem-solve, communicate, collaborate, and use real-world skills by applying technology purposefully.

Strategies		Measures/Evaluation Strategy
3.1.1	Continue to offer summer institutes, technology training during teacher workdays, and Intel Teach training for staff.	Document and review training attendance lists and feedback forms.
3.1.2	Administrators will adopt new models in conducting teacher evaluations, particularly in classroom integration of technology to individualize instruction.	Administrators will be trained on using the new state aligned model. Data on technology effectiveness on the impact of technology in instruction will be collected.
3.1.3	Leadership staff will attend regional and state level conferences with a focus on professional development presentations to be shared at the division and school level.	Successful models will be observed and data collected will be shared at leadership and school board meetings.

Objective 3.2: Ensure that students, teachers, and administrators are ICT literate.

Strategies		Measures/Evaluation Strategy
3.2.1	Ensure that all teachers and building administrators are certified by the Technology Standards for Instructional Personnel (TSIP).	TSIP Certificate or proof from college transcript will be kept in personnel file. The percentage of teachers and administrators achieving TSIP certification will be monitored.

3.2.2	Continue to encourage NETS*T certification for all teachers.	Continue to offer training such as Intel Teach. Collect data on the number of teachers that attend various trainings and achieve NETS*T certification.
3.2.3	Distribute and review NETS*A, NETS*S, and NETS*T standards with administrators annually.	Data will be collected on the number of meetings, information reviewed, and outcomes of meetings.

Objective 3.3: Implement technology-based formative assessments that produce further growth in content knowledge and skills development.

Strategies		Measures/Evaluation Strategy
3.3.1	Continue to use PALS and expand the use of Interactive Achievement as assessment tools.	Compile test usage. Review and update Implementation Plan for Interactive Achievement several times during the school year.
3.3.2	Continue to use network and web-based tools such as Accelerated Reader and Renaissance Place.	Review usage logs and reading incentives.
3.3.3	Pilot new assessment technologies as they become available.	Discussions during monthly Leadership Team Meetings. Administrators, ITRT, and staff will discuss and document strategies for utilizing new assessment technologies.

Goal 4: Provide students with access to authentic and appropriate tools to gain knowledge, develop skills, extend capabilities, and create and disseminate artifacts that demonstrate their understandings.

Objective 4.1: Provide resources and support to ensure that every student and staff member has access to a personal computing device.

Strategies		Measures/Evaluation Strategy
4.1.1	Continue to replace desktop computers at the end of life and purchase additional laptops for all grade levels in order to provide flexibility in personalized instruction.	Monitor and maintain 2:1 student to computer ratio. Follow plan goals on 5 year replacement cycle.
4.1.2	Implement and expand wireless network systems, access points, and security systems to accommodate current and future wireless devices.	Research and gather data on obtaining cost effective wireless infrastructure to expand existing network.
4.1.3	Conduct pilot projects on affordable hand held devices that can perform a variety of functions (e.g. textbook replacement) to integrate instruction.	Research and collect information on personal devices. Evaluate data and make recommendations on which devices to pilot.
4.1.4	Make allowances for students and staff to use personal devices such as personal laptops and hand held devices.	Research polices to amend AUP. Evaluate and research availability to allow access, management and network security for devices.

Objective 4.2: Provide technical and pedagogical support to ensure that students, teachers, and administrators can effectively access and use technology tools.

Strategies		Measures/Evaluation Strategy
4.2.1	Continue to offer summer institutes, technology training during teacher workdays, and after school/evening trainings on current and emerging technology tools.	Document and collect data on effectiveness, participation, attendance, and feedback. Research and discuss new training offerings at Leadership Meetings.
4.2.2	Maintain on-line help desk system to facilitate timely and efficient response/communication to technology issues.	Review data regularly. Train new staff on proper usage of system. Observe trends to assist in purchasing/replacement decisions.
4.2.3	Maintain local/wide area networks, internet bandwidth/filtering, and hardware through the continued use of hardware and software monitoring tools to assure quality of service.	Data and reports collected from monitoring tools will be used to evaluate network, internet, and hardware performance. Emerging monitoring tools will be researched and evaluated.
4.2.4	Continue to meet or exceed Standards of Quality support staffing requirements.	Division enrollment is 1650 students. Staff records reflect that we have one technical support, one ITRT, and one part-time Data/SIS Coordinator employed.

Objective 4.3: Identify and disseminate information and resources that assist educators in selecting authentic and appropriate tools for all grade levels and curricular areas.

Strategies		Measures/Evaluation Strategy
4.3.1	Identify and disseminate information on new and emerging technologies.	Building Level Technology Committees will report findings to Division Technology Planning Committee.
4.3.2	Conduct pilot projects on affordable personal computing devices that can perform a variety of functions.	Technology Planning Committee will form a focus group to research and collect data on these devices. (e.g. iPads, Android Tablets, Kindle, Nook, Smart Phones) Projects will be pursued to discover ways that these devices can individualize student learning.
4.3.3	Leverage Online Collaboration Tools such as Wikis, Blogs, Google Docs, Online Classrooms (e.g. Tappedin) to assist in developing learning centers in the classroom.	Document participation, information obtained, and application of these tools. Information will be collected to be presented to the Technology and Leadership Committees.
4.3.4	Utilize interactive whiteboards to participate in web quests, virtual field trips, Discovery Education, Google Earth, and other web activities.	Building Level Technology Committees will collaborate with the ITRT to research and disseminate appropriate content for different grade levels as well as suggestions on how to add to the curriculum. Cost savings versus traditional methods will also be compared and reported to the Leadership Team.

Goal 5: Use technology to support a culture of data-driven decision making that relies upon data to evaluate and improve teaching and learning.

Objective 5.1: Use data to inform and adjust technical, pedagogical, and financial support.

Strategies		Measures/Evaluation Strategy
5.1.1	Utilize data from hardware/software inventories and the school division help desk database to help drive replacement and purchasing decisions. Evaluate available funding sources to support purchases.	Monitor funding availability from local budget, grants, and donations annually. Use inventory/help desk data to monitor replacement cycle status. Local Technology Plan will be reviewed to comply with replacement cycle.
5.1.2	Enable teacher access to EIMS data to assist in driving pedagogical support and decision making.	Data will be collected periodically throughout the school year by instructional support teams and reported the division leadership team. Student achievement trends will be tracked and instruction strategies will be modified.
5.1.3	Collect data on enrollment and services provided to Special Education, Gifted, and CTE students to drive decisions on instruction strategies and technology tools.	Review Special Education, Gifted and Technology Plans will be reviewed periodically for evidence of data driven decision making.

Objective 5.2: Provide support to help teachers disaggregate, interpret, and use data to plan, improve, and differentiate instruction.

Strategies		Measures/Evaluation Strategy
5.2.1	Provide professional development and support to enable ITRT to interpret data and assist teachers in effective use of technology to differentiate instruction.	Collect information on available on-site, web training and conferences. Interpret and evaluate quality of training completed by ITRT.
5.2.2	Identify and disseminate available resources to assist ITRT in training teachers to disaggregate, interpret and use data for instructional planning and improvement.	Data from resources will be collected, analyzed, and documented. These resources will enable ITRT to train teachers how to use effectively use data to develop strategies to target remediation and instructional improvement strategies.

Objective 5.3: Promote the use of technology to inform the design and implementation of next-generation standardized assessments.

Strategies		Measures/Evaluation Strategy
5.3.1	Expand the usage of "cloud based" student assessment tools.	Evaluate existing assessment plans and help design evolving programs with Interactive Achievement and iStation.
5.3.2	Design and pilot new and innovative ways to use existing technology such as interactive whiteboards and student response systems.	Collect data on available and upcoming add-ons for existing devices. Observe and document student acceptance of new devices as well as effectiveness.
5.3.3	Continue to send Leadership Team members to conferences such as the Educational Technology Leadership Conference, VSTE, ISTE, and NECC to gain exposure to the newest and upcoming technology assessment tools and trends.	Pertinent information will be collected and shared with Leadership Team Administrators. Potential new assessment methods will be explored and piloted.

Appendix 1: Timetable and Budget for goals, objectives, strategies, and measures.

Technology Department Budget 2011-2012

Salaries and Benefits	\$220,754
Purchased Services	\$6,500
Telecommunications	\$100,000
Materials and Supplies	\$26,000
Software/On-Line Content	\$60,000
Infrastructure	\$55,000
VPSA	\$128,000
Total Budget 2011-2012	\$596,254

Appendix 2: Division Acceptable Use Policy

ACCEPTABLE COMPUTER SYSTEM USE POLICY

The School Board provides a computer system, including the internet, to promote educational excellence by facilitating resource sharing, innovation and communication. The term computer system includes hardware, software, data, communication lines and devices, terminals, printers, CD-ROM devices, tape drives, servers, mainframe and personal computers, the internet and other internal or external networks.

All use of the Division's computer system must be (1) in support of education and/or research, or (2) for legitimate school business. Use of the computer system is a privilege, not a right. Any communication or material used on the computer system, including electronic mail or other files deleted from a user's account, may be monitored or read by school officials.

The Division Superintendent shall establish administrative procedures, for the School Board's approval, containing the appropriate uses, ethics and protocol for the computer system. The procedures shall include:

1. a prohibition against use by division employees and students of the division's computer equipment and communications services for sending, receiving, viewing or downloading illegal material via the Internet;
2. provisions, including the selection and operation of a technology protection measure for the division's computers having Internet access to filter or block Internet access through such computers, that seek to prevent access to
 - a. child pornography as set out in Va. Code § 18.2-374.1:1 or as defined in 18 U.S.C. § 2256;
 - b. obscenity as defined by Va. Code § 18.2-372 or 18 U.S.C. § 1460; and
 - c. material that the school division deems to be harmful to juveniles as defined in Va. Code § 18.2-390, material that is harmful to minors as defined in 47 U.S.C. § 254(h)(7)(G), and material that is otherwise inappropriate for minors;
3. provisions establishing that the technology protection measure is enforced during any use of the Division's computers by minors;
4. provisions establishing that the online activities of minors will be monitored;
5. provisions designed to protect the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;
6. provisions designed to prevent unauthorized online access by minors, including "hacking" and other unlawful activities by minors online;
7. provisions prohibiting the unauthorized disclosure, use, and dissemination of personal information regarding minors;
8. a component on Internet safety for students that is integrated in the division's instructional program.

Use of the School Division's computer system shall be consistent with the educational or instructional mission or administrative function of the Division as well as the varied instructional needs, learning styles, abilities and developmental levels of students. The Division's computer system is not a public forum.

Each teacher, administrator, student and parent/guardian of each student shall sign the Acceptable Computer System Use Agreement, GAB-E1/IIBEA-E2, before using the Division's computer system. The failure of any student, teacher or administrator to follow the terms of the Agreement, this policy or accompanying regulation may result in loss of computer system privileges, disciplinary action, and/or appropriate legal action.

The School Board is not responsible for any information that may be lost, damaged or unavailable when using the computer system or for any information retrieved via the Internet. Furthermore, the School Board will not be responsible for any unauthorized charges or fees resulting from access to the computer system.

The Division Superintendent shall submit to the Virginia Department of Education this policy and accompanying regulation biennially.

Adopted:

Legal Refs: 18 U.S.C. §§ 1460, 2256.
47 U.S.C. § 254.

Code of Virginia, 1950, as amended, §§ 18.2-372, 18.2-374.1:1, 18.2-390, 22.1-70.2, and 22.1-78.

File: IIBEA/GAB

File: GAB-R/IIBEA-R

ACCEPTABLE COMPUTER SYSTEM USE

All use of the Essex County School Division's computer system shall be consistent with the School Board's goal of promoting educational excellence by facilitating resource sharing,

innovation and communication. The term computer system includes hardware, software, data, communication lines and devices, terminals, printers, CD-ROM devices, tape drives, servers, mainframe and personal computers, the internet and any other internal or external network.

Computer System Use-Terms and Conditions:

1. **Acceptable Use.** Access to the Division's computer system shall be (1) for the purposes of education or research and be consistent with the educational objectives of the Division or (2) for legitimate school business.

2. **Privilege.** The use of the Division's computer system is a privilege, not a right.

3. **Unacceptable Use.** Each user is responsible for his or her actions on the computer system. Prohibited conduct includes:

- using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any federal, state or local law.
- sending, receiving, viewing or downloading illegal material via the computer system.
- unauthorized downloading of software.
- downloading copyrighted material for unauthorized use.
- using the computer system for private financial or commercial gain.
- wastefully using resources, such as file space.
- gaining unauthorized access to resources or entities.
- posting material authorized or created by another without his or her consent.
- using the computer system for commercial or private advertising.
- submitting, posting, publishing or displaying any obscene, profane, threatening, illegal or other inappropriate material.
- using the computer system while access privileges are suspended or revoked.
- vandalizing the computer system, including destroying data by creating or spreading viruses or by other means.

4. **Network Etiquette.** Each user is expected to abide by generally accepted rules of etiquette, including the following:

- Be polite.
- Users shall not forge, intercept or interfere with electronic mail messages.
- Use appropriate language. The use of obscene, lewd, profane, threatening or disrespectful language is prohibited.
- Users shall not post personal contact information, including names, home, school or work addresses, telephone numbers, or photographs, about themselves or others.
- Users shall respect the computer system's resource limits.
- Users shall not post chain letters or download large files.
- Users shall not use the computer system to disrupt others.
- Users shall not read, modify or delete data owned by others.

5. **Liability.** The School Board makes no warranties for the computer system it provides. The School Board shall not be responsible for any damages to the user from use of the computer system, including loss of data, non-delivery or missed delivery of information, or service interruptions. The School Division denies any responsibility for the accuracy or quality of information obtained through the computer system. The user agrees to indemnify the School Board for any losses, costs or damages incurred by the School Board relating to or arising out of any violation of these procedures.

6. **Security.** Computer system security is a high priority for the school division. If any user identifies a security problem, the user shall notify the building principal or system administrator immediately. All users shall keep their passwords confidential and shall follow computer virus protection procedures.

7. **Vandalism.** Intentional destruction of any part of the computer system through creating or downloading computer viruses or by any other means is prohibited.

8. **Charges.** The School Division assumes no responsibility for any unauthorized charges or fees as a result of using the computer system, including telephone or long-distance charges.

9. **Electronic Mail.** The School Division's electronic mail system is owned and controlled by the School Division. The School Division may provide electronic mail to aid students and staff in fulfilling their duties and as an education tool. Electronic mail is not private. Students' electronic mail will be monitored. The electronic mail of staff may be monitored and accessed by the School Division. Unauthorized access to an electronic mail account by any student or employee is prohibited. Users shall be held personally liable for the content of any electronic message they create. Downloading any file attached to an electronic message is prohibited unless the user is certain of that message's authenticity and the nature of the file.

10. Enforcement. Software will be installed on the division's computers having Internet access to filter or block internet access through such computers to child pornography and obscenity. The online activities of minors may also be monitored manually. **Any violation of these regulations shall result in loss of computer system privileges and may also result in appropriate disciplinary action, as determined by School Board policy, or legal action.**

Adopted: April 11, 2005

Legal Refs: 18 U.S.C. §§ 1460, 2256.

47 U.S.C. § 254.

Code of Virginia, 1950, as amended, § 18.2-372, 18.2-374.1:1, 18.2-390, 22.1-70.2 and 22.1-78.

Cross Refs: JFC Student Conduct

JFC-R Standards of Student Conduct

File: GAB-E1/IIBEA-E2

ACCEPTABLE COMPUTER SYSTEM USE AGREEMENT

Each employee must sign this Agreement as a condition for using the School Division's computer system. Each student and his or her parent/guardian must sign this Agreement before being granted use of the School Division's computer system. Read this Agreement carefully before signing.

Prior to signing this Agreement, read Policy and Regulation GAB/IIBEA, Acceptable Computer System Use. If you have any questions about this policy or regulation, contact your supervisor or your student's principal.

I understand and agree to abide by the School Division's Acceptable Computer System Use Policy and Regulation. I understand that the School Division may access and monitor my use of the computer system, including my use of the internet, e-mail and downloaded material, without prior notice to me. I further understand that should I violate the Acceptable Use Policy or Regulation, my computer system privileges may be revoked and disciplinary action and/or legal action may be taken against me.

Student/Employee Signature _____ Date _____

I have read this Agreement and Policy and Regulation GAB/IIBEA. I understand that access to the computer system is intended for educational purposes and the Essex County School Division has taken precautions to eliminate inappropriate material. I also recognize, however, that it is impossible for the School Division to restrict access to all inappropriate material and I will not hold the School Division responsible for information acquired on the computer system. I have discussed the terms of this agreement, policy and regulation with my student.

I grant permission for my student to use the computer system and for the School Division to issue an account for my student.

Parent/Guardian Signature Date _____ Parent/Guardian Name

(Please Print)

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Appendix 3: Summary of Internet Safety Program

Our Internet Safety curriculum was first conceived during the 2007-2008 school year. Guidance was utilized by the VDOE on the various resources that were available with which to build a successful curriculum. The Division Leadership Team, ITRT, Library Media Specialists, and school departmental teams gathered various informational sources and the data collected was disseminated and analyzed. Internet Safety was also extensively discussed during our regional consortium and regional Technology Leadership Meetings. All information was shared with the School Board.

It was decided that all teachers, K-12, are expected to incorporate elements of safe Internet use and adherence to the school division's AUP, as a part of regular classroom instruction. Teachers should take advantage of any correlations of their classroom curriculum the "teachable moments" for discussing issues in technology use. There are many connections that can be made between SOL curricula in English and Social Studies, especially, but also in other disciplines. At all grade levels, the primary focus of *direct* Internet Safety instruction should be to teach students the productive, safe and age-appropriate use and understanding of computer technology. Various resources were used. Depending on the age group, videos, games, web sites devoted to Internet Safety, Public Television and visits by law enforcement officials were utilized. For example, basic concepts and dangers were introduced to primary and elementary students. Pokémon and Garfield safety programs were used. The dangers of social networking, Cyber-bullying, and on-line gaming were discussed at the middle school level. Internet predators, Internet fraud, security, identity theft, as well as a continuation of the topics introduced in previous grades. These concepts are continued at the high school level with topics such as computer hardware vulnerabilities, fraud, Plagiarism, Copyright, and fair use. We had several speakers visit our students. For example, the Attorney General came and spoke to our students on the dangers of sexting.

Summer Institutes were held in the summer of 2008, with full implementation of the curriculum commencing at the start of the 2008-2009 school year. The ITRT coordinated with the Director of Instruction and Technology Department to deliver web-based content. Periodic surveys were conducted by the ITRT and data collected shared with the Division Leadership Team. Initially, the focus was on the education of our students during classroom instruction and computer lab time. At the elementary and middle schools, curriculum was also taught by the Library Media Specialists. At the end of each school year, adjustments were made to modify the program based on the feedback from teachers, administrators, and the ITRT. Some of the changes were to shift the awareness of the need for Internet safety from the classroom to the home. We are able to protect our children from the dangers on the Internet while they are in our charge, but parents were largely unaware of the dangers to their children while at home, the public library, or public places where the Internet can be accessed. This information was shared during parent-teacher conferences, information sent home with the child, and evening information sessions at school. In recent months, the shift has been to include the dangers from using hand held devices such as tablets and smart phones. Programs such as "It's your call" were viewed and discussed at length. Going forward, we will continue to teach our new students and to reinforce the lessons for our returning students, as well as monitor new dangers that continue to appear as technology changes.