Essex County Public Schools

2016-2018 Addendum

July 1, 2016 – June 30, 2018

Educational Technology Plan

http://www.essex.k12.va.us

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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 2010-2016 Educational Technology Plan and 2016-2018 Addendum. 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 2016-2018 Educational Technology Plan Addendum 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. The plan was later reworked from the ground up. An entirely new plan was created in 2013. The new Essex County Public Schools Comprehensive Plan 2013-2019 saw both a change in goals and overall mission. It has been adopted by the School Board with the following goals:

Goal 1: We will ensure the progress of our students.

Goal 2: We will help our students graduate.

Goal 3: We will teach our students to be productive in the 21st century.

Goal 4: We will partner with the community and focus our efforts and available resources.

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*. The 2013 update has continued to model the *Educational Technology Plan for Virginia: 2010-15*, while also targeting specific goals from a change in pedagogy.

Mission
Essex County Public Schools exists to serve the individual educational needs of our students.

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
*In partnership with our students, faculty, staff, parents, and the community, Essex County Public Schools is committed to creating **Pathways to Excellence** by promoting a positive, student-focused culture striving for continuous improvement that meets the academic, athletic, artistic, and career-occupational needs for all our students by guiding, inspiring, celebrating, and teaching our students as we equip them to meet the challenges of a global society.*

Technology is a tool that most of today's students have grown up with. We must teach our students how to develop skills in using technology that will allow them to adapt as technology continues to evolve and that these skills will serve them 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 2010-2016 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.

The desired committee for the 2016-2018 Addendum will consist of many of the same stakeholder roles. We must gather new ideas and re-evaluate the process, plan, goals, and progress made. The committee will meet again in September 2015 once the new school year starts to discuss the 2016-2018 Addendum and evaluate progress. The committee met three times in 2013, four in 2014, and will meet 4 times in 2015.

Summary of the Evaluation Process and Planned Update Cycle

The 2010-2016 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.

The 2016-2018 Addendum will keep many of the evaluation and cycle updates. Differences include the change to Superintendent's Leadership Team (SLT) meeting weekly to discuss technology items, including Superintendent, Assistant Superintendent, Finance, Special Education, Human Resources, and Technology. Administrative Council meetings are held monthly to discuss technology and consist of SLT members, Principals, Directors of Maintenance and Transportation.

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.

Needs Assessment Update for 2014-2016:

- Increase network bandwidth between school buildings and central office from 1GB to 10GB.
- Increase network bandwidth between MDF and IDF locations from 1GB to 10GB.
- Provide power backup to all technology hardware that will last at least 30 minutes.
- Upgrade all network switches to support VoIP communications.
- Upgrade all cabling to support at Cat6 standards.
- Create a standardized technology integration package for all classrooms.
- Provide opportunity for all students to use online curriculum content.

Needs Assessment Update for 2016-2018 Addendum:

The 2016-2018 Technology Plan Addendum is being created in the middle of the current 2014-2016 Technology Plan Update timeline. Due to this fact many of the needs assessment items will be shared. While some have been completed, others will continue to always be ongoing work in progress.

- Increase network bandwidth between school buildings and central office from 1GB to 10GB.
- Increase network bandwidth between MDF and IDF locations from 1GB to 10GB.
- Upgrade all network switches to support VoIP communications.
- Upgrade all cabling to support at Cat6 standards.
- Expand online curriculum content offerings.
- Explore options for a 1 to 1 student computer initiative.
- Support software and content for staff and students

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. 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.	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 1525 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 1525 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. Some switches have been converted to 1Gbps while others are still in the process of being replaced.

1.2.4	Facilitate the implementation of wireless access to the internet in every school.	Wireless Access now blankets the entire campus of the division. In the past year the wireless network was upgraded to put access points in every other room. This was to help prepare for any future one to one initiatives. 802.11 a/b/g/n are currently supported.
1.2.5	Facilitate adequate internet bandwidth to all schools in order to accommodate SOL testing, Web 2.0 and 21st Century Skills.	At the end of the 2014-15 year the division updated to 200Mb internet connection. Over the next 5 years it is our goal to continue to update bandwidth to meet the State/E-rate goals of 1Gbs.
1.2.6	Increase the number of model classrooms equipped with interactive whiteboards, classroom response systems, projectors, laptops, etc. at all grade levels.	A Technology Integration Package was designed by the Technology Committee with the purpose of being installed in all classrooms. Currently installed in 54 classrooms.
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 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. Summer workshops and after school training continue each year. Surveys are conducted before and after training to allow tailoring to individual needs and personal one on one training. Refresher training happens for school based programs and technology during August for preparation of the upcoming school year. This past year saw training for IA, Compass learning, the division's tech packages, and many more. The division continues to utilize the VPSA training match to conduct software training on new programs and methods for instruction.

1.3.2	Continue membership with any regional consortiums which offer training opportunities and allow opportunities to explore a variety of hardware and software.	Compile membership documentation, training documentation, and announcements. Staff members are invited each year to the KGCS Summer Technology Conference.
1.3.3	Continue to make available and use on-line recourses covered in workshops such as wikis, blogs, Google Docs.	ITRT will follow up and document usage of these tools during the school year. Google Apps use has soared over the last two years. This continues to rise with staff and students making use of Google Classroom. Office 365 was just made available in October of 2015. This will allow all staff and students to have the latest Office products for use both at school and home.
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. Surveys have been used to forecast needed training. Reviews of PD360 were needed for professional development and continued training of Interactive Achievement for returning teachers.

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 regional educational consortiums.	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 21st 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.
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	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. Laptop carts continue to be added yearly. The addition of BYOD also gives the opportunity to allow further

		use of non-school resources to bridge this divide. Computer labs continue to be maintained as a secondary option for student use. There are currently over 1200 devices available for use.
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. Data has shown that staff members prefer a more mobile approach to technology. Because of this in late 2013 all staff computers have been slowly changed to mobile laptops. This continues to be the case for students with the addition of laptop carts. "Globally" hosted software has grown due to the need for "access anywhere and uptime".
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. Evaluation and feedback has shown the need to allow each student to have access to a device. Because of this, future research will be done on the possibilities of a one to one program. During this time laptop carts will continue to be added as a resource.
2.2.4	Continue to use web based assessment tools such as Interactive Achievement to measure effectiveness of instruction.	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. During the past year data was collected and presented to the school board. Data will be used during the current year for critical skills assessments and student growth assessments. Student growth assessments are used for teacher evaluations.
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. Special Education continues to utilize iPads for the hands on approach with special needs students. This is supplemented with the addition of a projector and Smartboard or TIP. Kurzweil continues to be utilized for speech and audio capabilities for students in need.

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, Saturday workshops, technology training during teacher workdays.	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 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. Currently all teachers in the division use Interactive Achievement for assessment. Workshops have been done to help staff members learn to provide individualized student assessment based on data.
3.3.2	Continue to use network and web-based tools such as Accelerated Reader and Renaissance Place.	Review usage logs and reading incentives. Tappahannock Elementary School uses a rewards program for those students who reach goals as a way to promote reading. Essex Intermediate promotes the use of these via the school's Library.

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. Ruckus Wireless was selected and currently there are 96 Access Points which blanket the entire division to provide cost effective Wi-Fi access. The division used 802.11x and authenticates Wi-Fi at the enterprise level.
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. BYOD research was done on School, College and Private Business policies. Policies were evaluated and scrutinized to understand what

		was needed for an effective policy. A BYOD policy which covers many aspects of use was crafted and approved by the Essex County School Board.

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 1525 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.	Technology Committee members will report technology findings from school level staff meetings.
4.3.2	Conduct pilot projects on affordable personal computing devices that can perform a variety of functions.	Technology 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. Technology Committee selected to use a windows based tablet for teacher/student interaction through our divisions "Technology Integration Package". Research was gathered from multiple sources and ultimately a windows based tablet offered the most options. More research will need to be conducted on Chromebooks specifically with the information released that TestNav 8 will be supported.

4.3.3	Leverage Online Collaboration Tools such as Wikis, Blogs, Google Docs, Online Classrooms 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. Google Docs has been established as the default method for teacher/student data sharing in Essex. Google Classroom is also being utilized to streamline the data sharing and availability with access at home. Wikis and Blogs continue to be used by individual staff members, but not as a part of a division wide push.
4.3.4	Utilize Technology Integration Packages 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 IA 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 Compass Learning.
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 2014-2015

Salaries and Benefits	$293,098
Training	$9,880
Telecommunications	$86,097
Materials and Supplies	$41,000
Software and On-Line Content	$71,500
Capitalized Hardware	$25,000
Non-Capitalized Hardware	$140,140
VPSA	$167,600
Travel	$1094

Total Budget 2014-2015 **$835,411**

Technology Department Budget 2015-2016

Salaries and Benefits	$307,288
Training	$8,920
Telecommunications	$95,000
Materials and Supplies	$40,785
Software and On-Line Content	$83,000
Capitalized Hardware	$25,000
Non-Capitalized Hardware	$131,760
VPSA	$178,400
Travel	$1100

Total Budget 2015-2016 **$871,253**

Technology Department Budget 2016-2017 (Proposed)

Salaries and Benefits	$316,506
Training	$9,000
Telecommunications	$95,000
Materials and Supplies	$41,000
Software and On-Line Content	$80,000

Capitalized Hardware $25,000
Non-Capitalized Hardware $135,000
VPSA $167,600
Travel $1100

Total Budget 2016-2017 $870,206

Technology Department Budget 2017-2018 (Proposed)

Salaries and Benefits $326,001
Training $9,000
Telecommunications $95,000
Materials and Supplies $41,000
Software and On-Line Content $82,000
Capitalized Hardware $25,000
Non-Capitalized Hardware $139,000
VPSA $167,600
Travel $1100

Total Budget 2017-2018 $885,701

*Please note that proposed budgets are unfunded at this time. These are subject to change throughout the budgetary process for the 2016-17 and 2017-18 school years. Finalized budget information can be found on the [Essex County Public Schools](#) website.

Appendix 2: Division Acceptable Use Policy

ACCEPTABLE COMPUTER SYSTEM USE

The School Board provides a computer system, including access to 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. Each user is responsible for any activity associated with his or her account; so users shall not share network passwords. Users shall not have any expectation of privacy in anything that they create, store, send or receive on the Division's computer system. 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 educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response;
(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; and
(8) a component of 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.

In general, e-mail messages from the Division's email system are public documents under applicable law and, therefore, are not confidential. Under the Virginia Freedom of Information Act, e-mail messages must be produced if a citizen requests them with reasonable specificity. The general public shall have access to Division e-mail messages as provided in Virginia Code § 2.2-3704.

E-mail messages that contain personally identifiable, non-directory information about a Division student or employee are confidential and may be exempt from public disclosure under Virginia Code §§ 2.2-3704(G) and 2.2-3705.4(1). In addition, e-mail messages that contain personally identifiable information about a student are covered by the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. §1232g, and only persons with a legitimate educational interest may have access to them without prior written informed parental consent. Division employees that use the e-mail system to convey information to individuals that do not have a legitimate educational interest may be in violation of FERPA.

The School Board recognizes that e-mail messages may qualify as public records or student records under applicable law, and therefore are governed by the Virginia Public Records Act, Virginia Code § 42.1-76, *et seq.* Record retention schedules, which identify various documents and how long they must be saved, may be accessed at the Virginia Library's website: www.lva.lib.va.us. The Division archives messages from the Division's e-mail server, and shall be responsible for complying with the Library of Virginia's schedules for the retention of electronic messages, based on the categories of documents for which the e-mail messages qualify.

Each teacher and administrator shall sign the Acceptable Computer System Use Agreement, GAB-E1, before using the Division's computer system. The failure of any 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 school board will review, amend if necessary, and approve this policy every two years.

Adopted: April 9, 2012
Revised: December 9, 2013

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.:   GCPD   Professional Staff Discipline
File: GAB/IIBEA

ACCEPTABLE COMPUTER SYSTEM USE

All use of the Essex 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 but is not limited to:

   - Using the network for any illegal or unauthorized activity, including violation of copyright or 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.
   - Using the computer system for private financial or commercial purposes.
   - Wastefully using resources, such as file space.
   - Gaining unauthorized access to resources or entities.
   - Posting material created by another without his or her consent.
   - 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.
- Intimidating, harassing, or coercing others.
- Threatening illegal or immoral acts.

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, lascivious, threatening or disrespectful language is prohibited.
- Users shall not post personal information other than directory information as defined in Policy JO Student Records 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 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 or interference with 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.

In general, e-mail messages from the Division's email system are public documents under applicable law and, therefore, are not confidential. Under the Virginia Freedom of Information Act, e-mail messages must be produced if a citizen requests them with reasonable specificity. The general public shall have access to Division e-mail messages as provided in Virginia Code § 2.2-3704.

E-mail messages that contain personally identifiable, non-directory information about a Division student or employee are confidential and may be exempt from public disclosure under Virginia Code §§ 2.2-3704(G) and 2.2-3705.4(1). In addition, e-mail messages that contain personally identifiable information about a student are covered by the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. §1232g, and only persons with a legitimate educational interest may have access to them without prior written informed parental consent. Division employees that use the e-mail system to convey information to individuals that do not have a legitimate educational interest may be in violation of FERPA.

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 users 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 9, 2012
Revised: December 9, 2013

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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.

        Guidelines and Resources for Internet Safety in Schools, Virginia Department of Education (Second Edition October 2007)

Cross Refs: GCPD   Professional Staff Discipline
        JFC   Student Conduct

JFC-R   Standards of Student Conduct
File: GAB-R/IIBRA-R

ACCEPTABLE COMPUTER SYSTEM USE AGREEMENT

Each employee must sign this Agreement as a condition for using the School Division's computer system. Read this Agreement carefully before signing.

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

I have read this Agreement and Policy GAB and Regulation IIBEA-R/GAB-R. 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.

Employee Signature _____Date _____

Approved: December 9, 2013
File: GAB-E1

ACCEPTABLE COMPUTER SYSTEM USE

The School Board provides a computer system, including access to 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. Each user is responsible for any activity associated with his or her account; so users shall

not share network passwords. Users shall not have any expectation of privacy in anything that they create, store, send or receive on the Division's computer system. 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:

(9) 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;

(10) 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

(d) child pornography as set out in Va. Code § 18.2-374.1:1 or as defined in 18 U.S.C. §2256;

(e) obscenity as defined by Va. Code § 18.2-372 or 18 U.S.C. § 1460; and

(f) 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;

(11) provisions establishing that the technology protection measure is enforced during any use of the Division's computers by minors;

(12) provisions establishing that the online activities of minors will be monitored;

(13) provisions designed to educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response;

(14) provisions designed to prevent unauthorized online access by minors, including "hacking" and other unlawful activities by minors online;

(15) provisions prohibiting the unauthorized disclosure, use, and dissemination of personal information regarding minors; and

(16) a component of 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 student and the parent/guardian of each student shall sign the applicable Acceptable Computer System Use Agreement, IIBEA-E2 or IBEA-E3, before using the Division's computer system. The failure of any student 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 school board will review, amend if necessary, and approve this policy every two years.

Adopted: April 9, 2012
Revised: December 9, 2013

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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: IIBEA

ACCEPTABLE COMPUTER SYSTEM USE AGREEMENT
Grades K-4

With the permission of your parent or guardian, the Essex County School Division offers you the opportunity to use the Division's computer system. We expect you to use the system while at school for educational purposes. This use is a privilege, *not a right*, and we may discipline you or take away your right to use the computer system at school if you misuse this privilege. You are responsible for your own actions while you are on the computer and are also accountable for any activities by others if you allow them to use your account. Any communication, including electronic mail, is subject to the Student Code of Conduct and the Acceptable Computer System Use Policy, and may be monitored or read by school officials.

While using the Essex County School Division's computer system:

I will read the rules for using the computer that are given below and will ask an adult at my school if I do not understand what any of them mean. I also know that if I do not use computers and equipment in the right way, my teacher or principal may need to discipline me. In fact, I may not be allowed to use computers and equipment again at school.

2.   I will only use computers for educational purposes. I know that my teacher and my principal want me to use the computer to learn more about the subjects I am studying in my classroom. I will not use the computers for any other reason.

3.   I understand that I am responsible for any damages that I cause while using the computer

system.

4.   I will be polite to other people when communicating with them while I am using the computer system. I will not use curse words or any language that my teacher or parent would not want me to use in my classroom.

5.   I will never give my name, my home address, any personal information about me or my family, or my telephone number to anyone I write to or communicate with on the computer system. I will never give out private information about others. I know that I should never share personal information with strangers no matter how nice they seem to be.

6.   I will not cyberbully. "Cyberbully" means using the computer to threaten, harass, or intimidate another person. I will tell an adult if I see any cyberbullying, cyberthreats, or inappropriate activity.

7.   I understand that sometimes I may see a site on the Internet that has pictures or words that my teacher or parents would not want me to see. I will not try to find those sites and, if I see one of them by accident, I will leave it as soon as I can.

8.   I will not use the words or pictures I see on an Internet site without giving credit to the person who owns the site. For example, I will not copy information from the Internet and hand it in to my teacher as my own work.

9.   I will tell an adult right away if anything comes up on the screen that makes me feel uncomfortable.

Adopted: December 9, 2013

Student's Agreement

        I agree to follow the rules listed above. If I do not, my computer privileges may be taken away.

Student Name: _____ Student Signature: _____

Date_____

Parent's Agreement

        As the parent or guardian of this student, I have read the Acceptable Computer System Use Agreement as written above. I understand that computer access at school for students of the Essex County School Division is provided for educational purposes only. I understand that employees of the school system will make every reasonable effort to restrict access to all controversial material on the Internet, but I will not hold them responsible for materials my son or daughter acquires or sees as a result of the use of the Division's computer system. I have discussed the terms of this agreement with my student.

I grant permission for my student to use the computer system in accordance with the Essex School Division's policies and regulations.

Parent/Guardian Signature _____ Date _____

Parent/Guardian Name _____
                                    (Please Print)

File: IIBRA-E2

ACCEPTABLE COMPUTER SYSTEM USE AGREEMENT
Grades 5-12

With the permission of your parent or guardian, the Essex County School Division offers you the opportunity to use the Division's computer system which allows access to the Internet, as well as a variety of electronic devices. We expect you to use the computer system while at school for educational purposes. This use is a privilege, *not a right*, and we may discipline you or take away your right to use the computer system at school if you misuse this privilege. You are responsible for your own actions while you are on the Division's system and are also accountable for any activities that occur by others if you allow them to use your account.

Any communication, including electronic mail or other electronic files, is subject to the Student Code of Conduct and the Acceptable Computer System Use Policy and Regulation, and may be monitored or read by school officials. 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.

While using the Essex County School Division's computer system:

1. I will only use the Division's computer system for educational purposes. I understand that I may be held responsible for any or all damage incurred as a result of my negligent or inappropriate behavior.

2. While using the Division's system, I will not use language which may be offensive to other users. I will treat others with respect. The written and verbal messages I send will not contain profanity, obscene comments, sexually explicit material, or expressions of bigotry, racism, or hatred.

3. I will not cyberbully. "Cyberbully" means using the computer to threaten, harass, or intimidate another person using the computer. I will tell an adult if I see any cyberbullying, cyberthreats, or inappropriate activity.

4.   I will not share unlawful information online, nor will I use the Division's system in any way that violates federal, state, or local laws. I will never falsify my identity online.

5. I will not use the Division's system for non-school related activities.

6.   I will not engage in Internet activities that cause congestion on the Division's network.

7.   I will not use the Internet to buy or sell, or to attempt to buy or sell, any service or product.

8. I will not change any computer file that does not belong to me.

9.   I will not use copyrighted materials or software from the Internet without permission of the author. I will cite the source where appropriate.

10.   I will never knowingly give my password to others, nor will I use another person's password.

11.   I will never use the Division's system to send or obtain pornographic or inappropriate material or files.

12.   Except for the usual information contained in the headers of my electronic mail, I will never give out personal information such as name, address, phone number, or gender.

13.   I will never knowingly circumvent, or try to circumvent, security measures on either the Division's computers or on computers at any remote site.

14.   I will never attempt to gain unlawful access to another person's or organization's resources, programs, or data.

15.   I will not make, or attempt to make, any malicious attempt to harm or destroy data of another user on the Division's system, including the uploading, downloading, or creation of computer viruses.

16.   I understand that the Division is not responsible or liable for any harm, damages or charges that result from my use of the system's technology, including loss of data, interruption of services, corruption of files or programs, purchases, hacking or other violations of this Acceptable Computer System Use Agreement.

17.   I will report any violations of this Acceptable Computer System Use Agreement that I have knowledge of to my teacher or principal.

Adopted: December 9, 2013

Student's Agreement

I have read the Acceptable Computer System Use Agreement, as written above, and understand fully and agree to follow the principles and guidelines it contains. If I did not understand the meaning of part of it, I asked an adult to explain it to me. I agree to follow these rules at all times.

Student Name: _____ Student Signature: _____

Date_____

Parent's Agreement

As the parent or guardian of this student, I have read the Acceptable Computer System Use Agreement as written above. I understand that computer access at school for students of the Essex County School Division is provided for educational purposes only. I understand that employees of the school system will make every reasonable effort to restrict access to all controversial material on the Internet, but I will not hold them responsible for materials my son or daughter acquires or sees as a result of the use of the Division's computer system. I have discussed the terms of this agreement with my student.

I grant permission for my student to use the computer system in accordance with the Essex County School Division's policies and regulations and for the School Division to issue an account for my student.

Parent/Guardian Signature _____ Date _____

Parent/Guardian Name _____
                            (Please Print)
File: IIBEA-E3

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. In 2012 many updates and changes were made to the Internet Safety Program. 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.