

Sussex County Public Schools

Technology Plan 2018-2023



Presented to the Sussex County School Board

July 12th, 2018

Sussex County Public Schools
21302 Sussex Drive
Stony Creek, Virginia 23882
Division 091

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Sussex County Public Schools Technology Plan is posted on the web here:

<https://www.sussex.k12.va.us/Page/464>

I. INTRODUCTION

Sussex County Public Schools is located in Southeastern Virginia approximately 45 miles southeast of Richmond. It encompasses a total land area of 496 square miles with about 12,000 citizens. Located on a central campus near the county seat, the school division has three schools; Elementary (K-5), Middle (6-8), and High (9-12) an Administrative Office and an Operations / Maintenance Facility.

The Sussex County Public Schools Technology Plan follows the format of and has been aligned with the VDOE 2018-2023 Educational Technology Plan for Virginia.

The goals in the VDOE Technology Plan appear in this Sussex County Public Schools Technology Plan. Each state goals section has a corresponding Sussex County Public Schools section

This Technology Plan Update calls for Sussex County Public Schools to continue to provide the technologies, services, and support with an eye toward future anticipated technological needs to support instructional programs.

VDOE Technology Plan is available at: http://www.doe.virginia.gov/support/technology/edtech_plan/plan/index.shtml

II. EXECUTIVE SUMMARY

The goals of the Sussex County Public Schools Technology Plan are in alignment with the general objectives of the Sussex County Public School Division Capital Improvement Plan and with the Six-Year Educational Technology Plan for Virginia. Accordingly, the Sussex County Public Schools Technology Plan is based on four main goals surrounding the areas of learning, teaching, leadership and infrastructure:

- Learning - Promote and support student personalized, deeper learning experiences to demonstrate workplace readiness by creatively solving complex problems, thinking critically, collaborating, communicating and demonstrating responsible citizenship.
- Teaching - Promote and support current and emerging technology-based resources that support educators in developing and employing innovative strategies and practices to support student-centric learning models to increase quality of education and equity for students.

- Leadership - Promote leadership that supports deeper learning experiences for students and innovative instructional practices by educators through the use of technology.
- Infrastructure - Promote and support a secure and robust technology infrastructure to support access, adequacy, and equity.

III. MISSION AND VISION

Technology is rapidly transforming the way America lives, works, and learns. An education that does not include the ability to effectively understand and use technology is going to be of very little use in the near future.

Sussex County Public Schools will utilize technology to support all aspects of the instructional program, to deliver and assess instruction in the content areas and to ensure effective school administration. Our mission is to provide the necessary components and instruction to foster technology literacy to promote life-long learning. Our vision is one of a technologically empowered faculty, staff, and student body.

The Sussex County Technology Plan is designed to:

- Follow Federal & State guidelines for Every Student Succeeds Act (ESSA)
- Follow Federal Guidelines for Children’s Internet Protection Act [CIPA]
- Follow Federal guidelines for Universal Service Funds – [E-RATE]
- Follow Virginia guidelines for SOL Online Testing Initiative [ESOL]
- Follow Virginia Department of Education requirements
- Integrate with Sussex County Public Schools Comprehensive Plan
- Support Sussex County curriculum integration and improvement plans
- Establish minimum technology proficiency within the School District
- Build on previous work and prior investments.
- Provide guidelines for future decisions
- Serve as a framework for seeking and applying for technology grants
- Work in tandem with Security Plan best practices, Acceptable Use Policy (AUP) and Internet Safety review processes.

IV. PROCESS

Stakeholders in the Sussex County School Division Technology Plan include: Division Administrators; School Administrators; Faculty; Community Leaders; Parents; and Students.

The Technology Advisory Committee [TAC] members are selected from Division employees based on their relative experience and understanding of technology.

During the course of plan development:

- Research is now continuous to keep abreast of emerging educational technology resources and concepts. Primary sources for research include (but are not limited to): ISTE, VSTE, CoSN, USAC, VODE/KLIP, iNACOL, WHRO, SVRTC
- Technology Team meetings occur weekly (Tuesdays at 2:00 PM)
- Annual needs assessments were conducted for each school.
- Local categorical goals were formulated for Learning, Teaching, Leadership and Infrastructure sections. Existing efforts were organized into this framework to align with new VDOE plan.
- Acquisition and implementation timelines were developed based on needs assessments, budgetary status, anticipated grants, capital improvement planning, and the practical necessities inherent in layered technologies.
- In cases where the technology Plan indicates a timeline for Student skill mastery; such was based upon established age/grade level technology Standards of Learning (SOLs).
- In cases where the Technology Plan indicates a timeline for Faculty and Staff skill mastery; such was based upon acquisition schedules and an acclimation period for training and practice / trials.
- In light of HB1125/SB349; SCPS decided to follow Technology Standards for Instructional Personnel (TSIPs) as outlined by VSTE for Instructional staff until such time as the Code of Virginia has been updated.
<http://lis.virginia.gov/cgi-bin/legp604.exe?000+reg+8VAC20-25-20>
<https://vste.org/vste-releases-refreshed-technology-standards-for-instructional-personnel/>

V. LEARNING:

Promote and support student personalized, deeper learning experiences to demonstrate workplace readiness by creatively solving complex problems, thinking critically, collaborating, communicating and demonstrating responsible citizenship.

Resources/Partnerships:

Local school division Administrators, Teachers, Support Staff, Parents, Students and community educational stakeholders.

Results (What do we want to accomplish?)	Indicators (What evidence will exist of completion?)	Action (What action will be taken?)	Responsible Party/ Timeline (Who conducts and reports? When?)
Students will develop deeper learning skills by leveraging technology as a resource or tool.	Teacher & Student Technology Integration Portfolio assessment and/or survey to analyze technology based resources used by students and innovative learning experiences such as, but not limited to blended learning, project-based learning, and personalized learning.	<p>Research, vet, and develop digital resources for educators to assist in providing innovative, personalized and deeper learning experiences for all students.</p> <p>Communicate to stakeholders throughout school year.</p> <p>Assess Teacher & Student Portfolios and/or conduct survey(s)</p>	<p>Implementation: Director of Instruction, Principals & Teachers guided by Instructional Technologist.</p> <p>Assessment/Survey/Report - Instructional Technologist / Annually by 1 July.</p> <p>Instructional Technologist’s annual Report shall</p>

			summarize technology resources and/or tools used within each school.
Needs Assessment	High School	Middle School	Elementary School
Need: Better storage location needed– Recommendation: Leverage O365 One Drive for OneNote Portfolios Cost: \$0 – Now part of our campus licensing agreement	Begin transition to O365 OneDrive for Student & Teacher OneNote Portfolios – fall 2018	Begin transition to O365 OneDrive for Student & Teacher OneNote Portfolios – fall 2018	Begin transition to O365 OneDrive for Student & Teacher OneNote Portfolios – fall 2018
Results (What do we want to accomplish?)	Indicators (What evidence will exist of completion?)	Action (What action will be taken?)	Responsible Party/ Timeline (Who conducts and reports? When?)
Educators will leverage current and emerging technologies to increase opportunities for students to follow personalized learning pathways.	Same as above with focus on Teacher Technology Integration Portfolio for evidence of individualization and differentiation strategies.	Same as above	Same as above. Instructional Technologist’s annual Report shall summarize personalized learning efforts within each school.
Needs Assessment	High School	Middle School	Elementary School
What technologies do we currently have access to	Study Island	Study Island	Study Island,

that allow for personalized learning?			iStation, Accelerated Reader, Accelerated Math
What should we pursue to enhance our capabilities?	expand PD	expand PD	expand PD
Recommendation(s):	Another software vendor for core areas	Another software vendor for core areas	Another software vendor for core areas
Estimated Cost:			
Estimated Timeline:	To be determined Fall 2019	To be determined Fall 2019	To be determined Fall 2019
Results (What do we want to accomplish?)	Indicators (What evidence will exist of completion?)	Action (What action will be taken?)	Responsible Party/ Timeline (Who conducts and reports? When?)
Students will apply technology effectively to support the construction and application of content knowledge and skills.	Same as above with focus on Teacher Technology Integration Portfolio for evidence of content knowledge and skills analytics documentation.	Same as above. Create & Share instructional resource repositories, including local alternative assessments that can be used to support innovative learning experiences.	Same as above. Instructional Technologist annual Report shall summarize technologies utilized by students within each school.

		Resources & Tools that can be leveraged to accomplish include: sussex.desire2learn.com Edgenuity Proximity Learning Microsoft IT Academy Oracle Academy When the VA CF is finished, this will help with planning: http://www.doe.virginia.gov/testing/sol/standards_docs/computer-science/index.shtml	
Needs Assessment	High School	Middle School	Elementary School
Annual assessments of Teacher Portfolios	Instructional Technologist & Principals	Instructional Technologist & Principals	Instructional Technologist & Principals
Results (What do we want to accomplish?)	Indicators (What evidence will exist of completion?)	Action (What action will be taken?)	Responsible Party/ Timeline (Who conducts and reports? When?)
Students will demonstrate mastery in a variety of ways, including the use of technology through the	Same as above with focus on Student Technology Integration Portfolio for evidence of digital artifacts	Same as above	Same as above. Instructional Technologist annual Report shall

creation of digital artifacts.			summarize types of digital artifacts created by students within each school.
Needs Assessment	High School	Middle School	Elementary School
More Administrative emphasis on student portfolios More Teacher emphasis on student portfolios Portfolio assessment as part of interim & nine weeks reporting	Catalysts: Director of Instruction Principals Teachers Resource Personnel: Instructional Technologist	Catalysts: Director of Instruction Principals Teachers Resource Personnel: Instructional Technologist	Catalysts: Director of Instruction Principals Teachers Resource Personnel: Instructional Technologist
Results (What do we want to accomplish?)	Indicators (What evidence will exist of completion?)	Action (What action will be taken?)	Responsible Party/ Timeline (Who conducts and reports? When?)
Educators will expose all students to career and college opportunities including those in the technical fields to promote workplace and college readiness through advanced coursework, mentorships and internships.	Collect information on the number of students enrolled in advanced coursework (e.g., dual enrollment, AP, IB) internships, and mentorships or receiving industry certifications. (Annual data collection	Develop and revise existing policy and guidance documents to support innovative learning experiences. Document number of Students participating / completing.	Implementation: Director of Instruction, Principals, Guidance Counselors & Teachers guided by Instructional Technologist. Assessment/Survey/Report - Instructional

	<p>from school Guidance Departments)</p> <p>Responsible Parties will maintain records of resources and communications</p>	<p>Research and explore more offerings and opportunities.</p>	<p>Technologist / Annually by 1 July.</p> <p>Instructional Technologist annual Report shall include Information gathered from each school's Guidance Department.</p> <p>Research: Director of Instruction, Principals, Guidance Counselors, Coordinator of Technology & Instructional Technologist</p>
Needs Assessment	High School	Middle School	Elementary School
More offerings / Opportunities	<p>Expand Microsoft IT Academy</p> <p>Consider more technical offering through CTE department (Oracle Academy, Cyber Security, Cisco Academy)</p>	More STEM offerings as feeders for high School Programs	More STEM integration / extension

	Consider hiring additional Highly Qualified CTE staff		
Results (What do we want to accomplish?)	Indicators (What evidence will exist of completion?)	Action (What action will be taken?)	Responsible Party/ Timeline (Who conducts and reports? When?)
Prepare our students for a participatory culture by providing resources related to Internet safety, digital citizenship skills, and student awareness of and skills for personal and data privacy (as specified by the Code of Virginia § 22.1-70.20).	Monthly evidence of Internet Safety, digital citizenship, and online privacy lessons in Teacher lesson plans and Teacher Portfolios.	<p>Director of Instruction and Principals will require a minimum of one Internet Safety, digital citizenship, and online privacy lesson per month.</p> <p>Teachers will include a minimum of one Internet Safety, digital citizenship, and online privacy lesson per month.</p> <p>Instructional Technologist will provide resources for monthly lessons from I-Safe curriculum and/or other sources.</p> <p>Teachers will document their monthly lessons in digital portfolios.</p>	<p>Implementation: Director of Instruction, Principals, & Teachers guided by Instructional Technologist.</p> <p>Assessment/Survey/Report - Instructional Technologist / Monthly.</p> <p>Instructional Technologist annual Report shall include a high level summary of Internet Safety, digital citizenship, and online privacy activities within each school.</p>

		<p>Building Principals will check Teacher portfolios Monthly for such lessons and provide notice of non-compliance to Director of Instruction.</p> <p>Instructional Technologist will share resources via available methods & technologies: Posters, flyers, email, word of mouth, websites (Sussex website, TigerTechBytes website, Sussex Google for Education sites.)</p>	Instructional Technologist
Needs Assessment	High School	Middle School	Elementary School
Administrative Enforcement	Principals need to take over responsibility for monthly checks and reporting of non-compliance as Teachers do not fall under the direct supervision of Instructional Technologist.	Principals need to take over responsibility for monthly checks and reporting of non-compliance as Teachers do not fall under the direct supervision of Instructional Technologist.	Principals need to take over responsibility for monthly checks and reporting of non-compliance as Teachers do not fall under the direct supervision of Instructional Technologist.

Results (What do we want to accomplish?)	Indicators (What evidence will exist of completion?)	Action (What action will be taken?)	Responsible Party/ Timeline (Who conducts and reports? When?)
<p>Provide technology and computer science cross-curricular connections starting in the elementary grades and across all disciplines to promote meaningful, real world applications of knowledge and skills and promote deeper learning opportunities aligned to the Virginia Standards of Learning.</p>	<p>Monthly evidence of Technology / Computer Science cross-curricular lessons in Teacher lesson plans and Teacher Portfolios.</p>	<p>Director of Instruction and Principals will require a minimum of one Technology / Computer Science cross-curricular lesson per month.</p> <p>Teachers will include a minimum of one Technology / Computer Science cross-curricular lesson per month.</p> <p>Instructional Technologist will provide resources for monthly lessons from ISTE, VSTE or other sources.</p> <p>Teachers will document their monthly lessons in digital portfolios.</p> <p>Building Principals will check Teacher portfolios Monthly for such lessons</p>	<p>Implementation: Director of Instruction, Principals, & Teachers guided by Instructional Technologist.</p> <p>Assessment/Survey/Report - Principals Monthly to Director of Instruction (Copy to Instructional Technologist)</p> <p>Instructional Technologist annual Report shall include Information gathered from each school's Guidance Department and Principals. It shall summarize Virtual Learning activities & cross-curricular activities.</p>

		and provide notice of non-compliance to Director of Instruction.	
Needs Assessment	High School	Middle School	Elementary School
Administrative Enforcement	Principals need to take over responsibility for monthly checks and reporting of non-compliance as Teachers do not fall under the direct supervision of Instructional Technologist.	Principals need to take over responsibility for monthly checks and reporting of non-compliance as Teachers do not fall under the direct supervision of Instructional Technologist.	Principals need to take over responsibility for monthly checks and reporting of non-compliance as Teachers do not fall under the direct supervision of Instructional Technologist.

Related Resources from VDOE and Elsewhere

Student Led Ideation Challenge

The [Student Led Ideation Challenge](#) was developed by the Innovative Solutions Consortium (ISC) in partnership with the VDOE and piloted in the 2016-2017 school year. This project, which requires students to work with real-world problems as a team, will be launched statewide in 2017-2018. Read about the 2016-2017 winners: [Loudoun students innovating well beyond their years—U.S. Navy takes notice](#).

College and Career Opportunities for Students

The VDOE provides several programs to assist students in preparing to attend college or pursue a career after graduation. The [Governor’s STEM Academies](#) expand options for the general student population to acquire STEM (Science, Technology, Engineering and Mathematics) literacy and other critical skills, knowledge and credentials that will prepare them for high-demand, high-wage, and high-skill careers in Virginia. Students can

earn Digital Badges after taking and passing the [Workplace Readiness Skills for the Commonwealth assessment](#), which reflects 21 Workplace Skills as identified by a wide variety of businesses and industries located around the state.

Performance Based and Local Alternative Assessments

The VDOE is continuing its work on locally developed assessments with a focus on performance based assessments through 2020. Review the plan and timeline outlined in the April 28, 2017 [Superintendent’s Memo #135-17: Update on the Implementation of Local Alternative Assessments](#). Further information can be found on the [Performance-Based and Local Alternative Assessments](#) page on the VDOE web site.

Virtual Learning

In Virginia, schools can provide [online courses](#) for their students in several different ways. Schools may use their own or division-created online courses, purchase particular courses from state approved [Multidivision Online Providers](#), purchase or otherwise obtain digital material that is delivered by a local teacher as a blended learning course, or enroll students in courses through [Virtual Virginia](#). Students are required to complete a virtual learning experience in order to graduate. See [§ 22.1-253.13:4. Standard 4. Student achievement and graduation requirements](#) (item D:9).

#GoOpenVA

Virginia is participating in the National [#GoOpen](#) campaign through our [#GoOpenVA](#) project. The goals of the project are to increase awareness of the benefits and uses of [Open Educational Resources](#) (OER); establish a community of practice to foster, create, share, and leverage Open Educational Practices (OEP); understand state and division level use of OER and how to support further implementation; encourage alignment of OER efforts with local and state strategies; and, acknowledge school division efforts to implement OER. The project is developing and piloting three OER curriculum resources (for Virginia Studies, World History and Geography to 1500, and Algebra I) during the 2017-2018 school year. These resources will be the models for other resources to be developed in the coming years.

Virginia Cyber Range

A new resource to help students learn important digital skills and also provide the Commonwealth with needed talent, the [Virginia Cyber Range](#) will “provide advanced cybersecurity training exercises for high-school and college students, revolutionize cybersecurity education within the commonwealth, and position Virginia to become a leading source of critical cybersecurity expertise for the nation.” See the article [Virginia Cyber Range to Enhance Cybersecurity Education Across the Commonwealth](#).

i-SAFE

i-SAFE Ventures is a hybrid organization (non-profit and for-profit LLC) focused on helping educational and commercial organizations comply with statutory regulations guarding child privacy. We offer a suite of technology services and solutions which enable identity management, and age-appropriate e-safety instructional programming, which meet and exceed regulatory requirements.

Sussex County Public Schools maintains an annual subscription to i-SAFE and leverages it as a resource for monthly Internet safety lessons.

VI. TEACHING

Support Innovative Professional Learning with Technology

Goal:

Promote and support current and emerging technology-based resources that support educators in developing and employing innovative strategies and practices to support student-centric learning models to increase quality of education and equity for students.

Resources/Partnerships:

Institutions of higher education, educational stakeholder groups, professional organizations, business and industry groups, and local school divisions

Results (What do we want to accomplish?)	Indicators (What evidence will exist of completion?)	Action (What action will be taken?)	Responsible Party/ Timeline (Who conducts and reports? When?)
Educators support personalized, deeper learning experiences that are enhanced through appropriate and meaningful technology integration.	Types and numbers of professional learning opportunities are documented and recorded. Number of professional online courses and resources offered to educators and number of participant completers.	Develop and revise existing policy and guidance documents to support innovative learning experiences. Possibly subscribe to online PD such as TEQ	Director of Instruction, Director of Human Resources, Principals, Instructional Technologist will share resources and set minimum requirements.
Needs Assessment	High School	Middle School	Elementary School

Need adaptive or prescriptive software and leverage current software capabilities	Principal's evaluation how the process occurs within the classroom with support from Instructional Technologist.	Principal's evaluation how the process occurs within the classroom with support from Instructional Technologist.	Principal's evaluation how the process occurs within the classroom with support from Instructional Technologist.
Through the use of technology supports (e.g., learning and/or content management systems, student information systems, and adaptive technologies) educators will monitor students' progress to personalize learning and inform instructional practices.	Current and emerging technology-based resources used by educators as indicated by the Technology Usage Survey responses.	Work collaboratively with teacher and technology stakeholders to create instructional resources that can be used by educators to support innovative learning experiences.	

Results (What do we want to accomplish?)	Indicators (What evidence will exist of completion?)	Action (What action will be taken?)	Responsible Party/ Timeline (Who conducts and reports? When?)
Educators utilize the <u>instructional technology resource teacher</u> model to support student engagement through	Current and emerging technology-based resources used by educators as	Work collaboratively with teacher and technology stakeholders to create instructional	Professional School Counselors, CTE Department, Director of Instruction, Special Education Specialist,

<p>technology in the classroom.</p> <p>Educators understand how to enhance <u>performance-based and alternative assessments</u> through the intentional integration of technology.</p>	<p>indicated by the Technology Usage Survey responses.</p> <p>Collect information on the number of students enrolled in advanced coursework (e.g., dual enrollment, AP, IB) internships, and mentorships or receiving industry certifications.</p>	<p>resources that can be used by educators to support innovative learning experiences.</p> <p>Revised the <u>Technology Standards for Instructional Personnel</u> to support the recruitment, development, and retention of knowledgeable and skilled teachers and school leaders.</p> <p>Promote the use of <u>micro-credentialing</u> to provide avenues teachers can use to pursue individual professional goals in the integration of technology in teaching and learning. TEQ</p> <p>Promote in-school and out-of-school technology-based learning opportunities</p>	<p>Principals, Instructional Technologist</p>
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		<p>(such as pursuit of <u>industry certifications, professional licenses, and dual enrollment courses</u>) along with career exploration, exposure, and planning opportunities. More high qualified CTE teachers that are interested in pursuing industry certificates.</p> <p>Integrate the proficient use of technology into <u>professional learning activities</u> sponsored by the Virginia Department of Education (VDOE). More teacher participation into VDOE provided PD</p> <p>Guide and support <u>teacher education programs</u> for the inclusion of technology skills that promote adaptation and</p>	
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		<p>integration of current and emerging technologies into professional practices, the use of assistive technology, as well as working knowledge of <u>digital citizenship skills and issues</u>. Online Teaching Methodology Cohorts, Creating a Twitter culture in SCPS</p> <p>Provide information about assistive technology availability and uses through the <u>Training and Technical Assistance Centers (TTAC)</u>.</p> <p>Support instruction in the <u>development of rubrics</u> and other evaluation tools for use with performance-based assessment that integrate technology.</p>	
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		Coordinate and collaborate partnerships with professional organizations and local school divisions to align agency professional learning goals to ensure targeted and strategic professional learning experiences in the area of instructional technology for teachers statewide. VSTE, iNACOL, CoSN, WHRO consortium, SVRTC consortium, CodeVA	
Needs Assessment	High School	Middle School	Elementary School
Need adaptive or prescriptive software and leverage current software capabilities	Principal need to evaluate how the process occurs within the classroom with support from Instructional Technologist. Afford students opportunities for dual enrollment, and industry certifications.	Principal need to evaluate how the process occurs within the classroom with support from Instructional Technologist. Continue with career exploration. Brightspace course being developed for middle school career	Principal need to evaluate how the process occurs within the classroom with support from Instructional Technologist. Continue to collaborate with WHRO Education and STEM Van.

	Incorporate assistive technologies if needed.	exploration is being developed. Released date is TBA.	Incorporate assistive technologies if needed.
		Incorporate assistive technologies if needed.	

Related Resources from VDOE and Elsewhere

Resources for Revised SOL

When new Standards of Learning are adopted, the VDOE provides resources and professional development opportunities to support the new approaches to learn embedded in the standards. An example is a 2015 presentation regarding [Supporting the Mathematics Process Goals through Research-based Teaching Practices](#). Teachers can learn about these opportunities through [Teacher Direct](#).

Deeper Learning Workshop Materials

TVDOE partnered with Jobs for the Future’s (JFF) Students at the Center initiative with generous funding from The William and Flora Hewlett Foundation, to convene an all-day forum on September 26, 2016, focused on the use of performance assessments as a lever for transformative teaching and learning. [Materials from the conference](#), *Assessing For Deeper Learning: A Transformative Pathway to Prepare Virginia Students for the Future*, are provided on the VDOE website.

Accountability Terminology Guide

The terminology used in Assessment and Accountability can be confusing. The VDOE has gathered together a list of frequently used terms, the [Accountability Terminology](#).

Guidelines for ITRTs

Although it is almost a decade old, the [Instructional Technology Resource Teachers – Guidelines for Teachers and Administrators](#) still provides guidance regarding the work Instructional Technology Resource Teachers (ITRTs) are designed to do in the school and school division. It includes the results of three studies about how ITRTs impact learning, and offers some recommendations.

CanDo: A Tool to Support CTE in Schools

Virginia's [Career and Technology Education \(CTE\) Resource Center](#) provides information about and support for [CanDo](#) which is web-based tracking developed for teachers by Arlington County – in association with SchoolTool. Using Virginia's state-approved task/competency lists, educators can track students' progress electronically. Administrators have access to real-time scores and reports that satisfy state and federal requirements.

Special Education Resources

Although the resources collected by the eight regional [Training and Technical Assistance Centers \(TTACs\)](#) are directed to Special Education teachers, the resources are helpful for all educators. See their extensive [list of resources](#) on technology.

Innovative Assessments Being Explored

Eleven school divisions from around the state are participating in a grant to explore innovative assessments, [Student-Led Assessment Networked Improvement Community in Virginia](#). After the pilot is completed, the divisions will share their experiences with other school divisions.

USDOE on Teacher Preparation

In December 2016, the U.S. Department of Education published [Advancing Educational Technology in Teacher Preparation: Policy Brief](#). In this document, the US DOE argued that teacher preparation programs need to shift their approach to pre-service teacher preparation so that graduates would be able to “effectively select, evaluate, and use appropriate technologies and resources to create experiences that advance student engagement and learning.” The policy brief “identifies key challenges and solutions to the effective integration of technology in teacher preparation, provides guiding principles on how to move the field toward effective integration of technology in teacher preparation programs, and identifies areas of opportunity and collaboration for stakeholders across the field.

Staying Current with Copyright

Staying up-to-date on copyright is difficult because the law changes with new technologies as well as new judicial decisions. An authoritative resource for all educators is from the [American Library Association \(ALA\) website](#).

Social Media and PLNs

One way that teachers can create their own Personal Learning Network (PLN) is through the social media platform Twitter. Teachers can pursue information or skills that they are interested in learning, and connect with others who are like-minded. [The Complete Guide To Twitter Hashtags For Education](#) can help the novice begin to use twitter for their own professional learning. There are many other ways to connect with other educators, however—Second Life, Pinterest, even Facebook. The [Virginia Society for Technology in Education](#) (VSTE) supports a variety of learning communities. The VDOE provides a [professional learning network database](#) of Virginia division contacts for specific topics such as Integration of Technology and High School Redesign.

VII. LEADERSHIP

Create Cultures of Change through Innovative Leadership Practices

Goal:

Promote leadership that supports [deeper learning](#) experiences for students and innovative instructional practices by educators through the use of technology.

Resources/Partnerships:

Institutions of higher education, educational stakeholder groups, professional organizations, business and industry groups, and local school divisions

Results (What do we want to accomplish?)	Indicators (What evidence will exist of completion?)	Action (What action will be taken?)	Responsible Party/ Timeline (Who conducts and reports? When?)
<p>Educational leaders develop a vision for teaching and learning that includes the appropriate use of technology.</p> <p>Educational leaders are able to communicate and guide the implementation of division and school goals for teaching and learning</p>	<p>Types and numbers of professional learning opportunities are documented and recorded. TEQ and in-house or external (company-led) developed PD</p> <p>Number of professional online courses and resources offered to</p>	<p>Provide guidelines for qualifications and hiring practices for all school leadership positions that reflect the need to have a deep understanding of the use of technology in learning and school operations.</p> <p>Provide opportunities (e.g. pilot projects, requirement waivers,</p>	<p>Superintendent, Director of Instruction, Coordinator of IT, Director of Human Resources, Principals, Professional School Counselors, Instructional Technologist</p>

<p>that integrate technology and promote innovation.</p> <p>Educational leaders model tolerance for risk and experimentation and create a culture of trust and innovation.</p> <p>Educational leaders support, secure and advocate for resources to sustain technology initiatives and goals including those designed to support personalized learning environments.</p> <p>Educational Leaders promote the use of a variety of innovative instructional strategies and practices developed with current and emerging technology-based resources to support the innovative instructional approaches in the classroom.</p>	<p>educators and number of participant completers.</p> <p style="text-align: center;">Continue with Online Teaching Methodology cohorts</p> <p>Current and emerging technology-based resources used by leaders, schools, and/or divisions as indicated by the Technology Usage Survey responses.</p>	<p>resources, etc.), within or between school divisions to implement and evaluate new technologies and instructional approaches.</p> <p>Provide communication on the continued Board of Education work in support of the <u>Profile of a Virginia Graduate</u>, <u>Accreditation Matrix</u>, and the College, Career, and Civic Readiness Index. Promote and provide professional learning opportunities regarding educational technology leadership, research, and innovations in education. Promote the effective and efficient use of <u>Instructional Technology Resource Teachers</u>. Collaborate with other organizations to provide opportunities for leaders to meet, collaborate, and</p>	
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<p>Educational leaders possess the capability to efficiently and effectively use technology in the performance of job duties (data-driven decision making, educator evaluations, communications, and more).</p> <p>Technology is included in technical assistance and school improvement resources provided by to educational leaders based upon school and school division needs as determined by criteria such as <u>Accreditation Matrix Performance Levels</u>.</p>	<p>CCG Leadership Tracking System (Wallace Foundation & Virginia State University) Sussex LTS operational spring 2018</p>	<p>share ideas, resources, and effective practices, and to promote professional learning networks through social networking tools.</p> <p>Support the role of technology in <u>statewide systems</u> to collect, monitor, and report achievement to inform practices surrounding continuous improvement efforts.</p>	
<p>Needs Assessment</p>	<p>High School</p>	<p>Middle School</p>	<p>Elementary School</p>
<p>Keep abreast of innovative practices and acquire up-to-date technology</p>	<p>Continue to use software analytics to drive instructional decision-making.</p>	<p>Continue to use software analytics to drive instructional decision-making.</p>	<p>Continue to use software analytics to drive instructional decision-making.</p>

	Continue to drive the use of technology through instruction.	Continue to drive the use of technology through instruction.	Continue to drive the use of technology through instruction.
	Provide opportunities to pilot and evaluate new technologies, especially in the areas of computer science and STEAM.	Provide opportunities to pilot and evaluate new technologies, especially in the areas of computer science and STEAM.	Provide opportunities to pilot and evaluate new technologies, especially in the areas of computer science and STEAM.
	CodeVA free training.	CodeVA free training.	CodeVA free training.
	Create a Twitter culture to promote PLNs for foster professional learning and 21st century collaboration.	Create a Twitter culture to promote PLNs for foster professional learning and 21st century collaboration.	Create a Twitter culture to promote PLNs for foster professional learning and 21st century collaboration.
	Use technology-driven practices to implement the Profile of the Virginia Graduate		

Related Resources from VDOE and Elsewhere

School Quality Profiles

[School Quality Profiles](#) are a new way to look at the performance of Virginia’s public schools. School Quality Profiles were developed by the state Board of Education in response to the 2015 Virginia General Assembly, which directed the board to redesign online reports for schools and

school divisions to more effectively communicate to parents and the public about the status and achievements of the Virginia's public schools. School Quality Profiles are available for all schools, school divisions, and for the state.

Virginia Tiered Systems of Supports

The [Virginia Tiered Systems of Supports \(VTSS\)](#) aligns academics, behavior and social-emotional wellness into a single decision-making framework to establish the supports needed for schools to be effective learning environments for all students. VTSS partners with school divisions throughout the commonwealth to support the successful implementation of the framework. Implementing the VTSS requires the use of evidence-based, system-wide practices with fidelity to provide a quick response to academic, behavioral, social and emotional needs. The practices are progress-monitored frequently to enable educators to make sound, data-based instructional decisions for students.

Principal Preparation

The Wallace Foundation has selected Virginia State University (VSU) to participate in a [national \\$47-million initiative](#) to develop models over the next four years for improving university principal preparation programs and to examine state policy to see if it could be strengthened to encourage higher-quality training statewide. An independent study will capture lessons from the participating universities and their partners to be shared with policymakers and practitioners across the country. Virginia State University, along with district partners and the Virginia Department of Education, will receive in the first year \$2.41 million to take on this work. [Sussex County Public Schools is leading this initiative in the region. Operational LTS in cooperation with CCG spring 2018.](#)

Model Policy for Data Sharing Agreements with Vendors

Chesterfield County Public Schools has worked with many different providers of digital materials. In order to protect student privacy, they have developed a data sharing agreement that must be signed by any provider. The [Model Standard Terms of Use and Data Sharing Agreement](#) (PDF) is available for any division to adapt for their own use.

Grants for Improving Teacher and Principal Quality

For the 2017-2018 school year, the [State Council of Higher Education for Virginia \(SCHEV\)](#) awarded seven competitive awards. The professional development grants will be used to increase the academic achievement of all students by helping Virginia schools and school districts improve teacher and principal quality and to ensure that all teachers are highly qualified in the core subjects they teach. To grants are listed on their [2017-2018 Awards web page](#).

Virginia Consortiums

The [Southwest Virginia Public Education Consortium \(SVPEC\)](#) was created by the Virginia General Assembly in 1992 to address disparity between Northern Virginia and Southwestern Virginia. The SVPEC provides assistance to the public school systems of Bland, Buchanan, Carroll, Dickenson, Grayson, Lee, Russell, Scott, Smyth, Tazewell, Washington, Wise, and Wythe Counties and the cities of Bristol, Galax, and Norton. Its objectives are to coordinate the region for joint educational initiatives and address common needs.

Future Ready Schools

One of the ways schools and divisions can get assistance in planning is through the [Future Ready Schools national initiative](#). A research-based and reality-tested framework provided on the initiative's web site guides leaders through the process of helping their schools move towards the future. The group also focuses on developing the skills leaders will need in order for them to lead the process successfully. One of the Future Ready partners (EdSurge) has created an online [Guide to Becoming a Future Ready Leader](#).

Creating a Culture of Innovation

The Canadian educational non-profit, [Galileo](#) has created an e-book, *Focus on Inquiry*. One chapter addresses how to lead the development of a culture for innovation, [Creating a Culture of Creativity, Risk-Taking and Innovation](#)

Rural Schools Face Special Challenges

Rural divisions have special issues and problems when trying to develop a plan for personalized learning. The Future Ready initiative has developed the document [A Guidebook for Success: Strategies for Implementing Personalized Learning in Rural Schools](#) specifically to assist these divisions in moving forward.

National Perspectives

When developing a plan, it is helpful to have resources to refer to which provide a national perspective. The annual [Digital Learning Report](#) is one helpful resource for divisions, as is [National Educational Technology Plan](#).

Culture of Data Use

The Institute of Education Sciences: Regional Educational Laboratories (IES: REL) has published a [Culture of Data Use Workshop Toolkit](#) to help school and divisions apply research to the use of data in education. The workshop is team-based with structured activities to help educators understand how data can effectively be used. The toolkit includes materials that can be used by a facilitator in the division.

VIII. INFRASTRUCTURE

Secure and Robust Infrastructure

Goal:

Promote and support a secure and robust technology infrastructure to support access, adequacy, and equity.

Resources/Partnerships:

Institutions of higher education, educational stakeholder groups, professional organizations, business and industry groups, and local school divisions

Results (What do we want to accomplish?)	Indicators (What evidence will exist of completion?)	Action (What action will be taken?)	Responsible Party/ Timeline (Who conducts and reports? When?)
Students, educators, and leaders have equitable access to secure and robust networks that provide high quality, reliable access to the Internet and other networks.	Ongoing task - Incident documentation (Downtime, bottlenecks)	Constant Network Monitoring, UPS and Generator backup power.	Coordinator of Technology, Systems Administrator, Instructional Technologist, PC Technician, Electrician, Mechanic. Ongoing - Incident based reporting
Schools and division use best practices that comply with federal, state, and industry guidelines and recommendations to minimize network threats and	Existence of systems; Firewalls, defense-in-depth, access control policies, Internet filtration, Antivirus & Anti SPAM, security groups, monitoring, logging, and end user education.	Monitoring, life-cycle management, patch management, Policy reviews, End-user-training	Coordinator of Technology, Systems Administrator, Instructional Technologist, PC Technician. Ongoing - Incident based reporting / Daily logging.

vulnerabilities and protect educational data.	Wireless bandwidth protections based on role and function (e.g. BYOD network gets lower priority than Instructional network).		
Students, educators, and leaders have equitable access to computing devices and other digital resources, including assistive technologies.	Needs-based acquisition and deployment or assistive technologies.	<p>Promote equitable access to high quality, effective learning environments for all students by supporting efforts to reduce barriers to technology access.</p> <p>Ensure that assistive technology services and devices are implemented in accordance with the Individuals With Disabilities Education Act (IDEA).</p>	Coordinator of Special Education (Demonstration of need - Request), Director of Instruction, Director of Finance and Operations, Federal Programs Specialist, Principals (Funding) Coordinator of Technology, Systems Administrator, Instructional Technologist, (Specifications, ordering, configuration), PC Technician, SPED Teacher (Deployment , inventory status, upkeep).
School division has access to technical and human resources that enable the effective evaluation of infrastructure costs and other considerations necessary for high quality and reliable access to the Internet and other networks used by students, educators, and leaders in innovative way.	<p>Human Resources- Staff Records</p> <p>Stipends - Documentation of training</p>	<p>Document number of technical staff by role. Must include at least one full time Professional dedicated to Instructional integration.</p> <p>Promote Technology Lead Teachers as “Train the trainer” staff to spread technical proficiency knowledge</p>	Director of Human Resources, Director of Finance & Operations, Director of Instruction, Coordinator of Technology, Instructional Technologist

		School division shall comply with technical support personnel required in the Standards of Quality (§ 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel – see J).	
School division has access to necessary equipment, transmissions media, and services to fund and maintain Internet and other networks used by students, educators, and leaders in innovative way.	Network Documentation, Procurement and life-cycle documentation, E-rate documentation, VPSA documentation, other funding documentation. 1GBps Central Internet bandwidth achieved 7/1/2018	Promote the continual expansion of broadband capability to support digital learning and innovative education using guidance provided by VDOE and relevant stakeholder organizations. Participate in federal (such as e-Rate) and state (such as the Virginia Public School Authority) programs to maximize resources available to students, educators, and school leaders.	Director of Finance & Operations, Director of Instruction, Coordinator of Technology, Instructional Technologist
School division will seek to acquire and install redundant core switching to provide campus failover.		Develop plans and programs that balance safety and security issues while allowing for instructional innovation.	

Related Resources

Building Broadband

Individual school divisions in Virginia are approaching the problem of student access to the Internet outside of the school in differing ways. One approach taken by Albemarle County Public Schools is described in the article [A School District Is Building A DIY Broadband Network](#).

Virginia's KLIP

The [K-12 Learning Infrastructure Program \(KLIP\)](#) is a partnership with the Virginia Department of Education, the governor's office, the EducationSuperHighway (ESH), and the Friday Institute for Educational Innovation. The KLIP supports increased access to affordable, high-speed Internet in every classroom in Virginia. The goals of the KLIP are to: get fiber to schools that need it, ensure classrooms have updated and reliable Wi-Fi, help divisions get more broadband for their budgets, and assist schools with the e-Rate process to get the discounts they need for Internet access and internal connections.

e-Learning Backpack

The purpose of the [Virginia e-Learning Backpack Initiative](#) is to provide every ninth grade student attending a public school that is not fully accredited with a tablet or laptop computer, digital content and applications, and access to content creation tools. While much of the focus of the initiative is currently on the supplemental grants provided through the Virginia Public School Authority (VPSA) for eligible schools, the Virginia e-Learning Backpack Initiative is actually a broader initiative intended to assist all schools in the transition to digital content and tablet or laptop computers.

Accessibility and the Division Web Presence

The VDOE has listed some resources that will be helpful to school divisions as they seek to update their web pages and digital content to comply with ADA regulations. Find links to information, tools and instructions on the [Website Accessibility Resources and Tools for School Divisions](#) page.

Training and Technical Assistance Centers

The Virginia Department of Education (VDOE) supports eight [Training and Technical Assistance Centers \(TTACs\)](#), located at Universities across the Commonwealth of Virginia, to improve educational opportunities and contribute to the success of children and youth with disabilities (birth - 22 years).

Virginia Longitudinal Data System

The [Virginia Longitudinal Data System \(VLDS\)](#) provides state policy makers, authorized researchers and citizens with access to educational and workforce training data from multiple sources while protecting the privacy of Virginia students. VLDS supports critical reporting on the quality of public education – such as accurate graduation and dropout rates for high schools and school divisions – while providing information that can help policy makers improve programs that prepare and connect Virginians with employment opportunities.

Continuity Planning

The Virginia Department of Emergency Management provides resources to assist local governmental entities to create [Continuity of Operations Plans \(COOP\)](#) [↗](#). If your division has not been involved with this process, contact your local government agency and discover how you can participate.

Consortium of School Networking

As K–12 education institutions are increasingly using digital content and related e-learning technologies to meet evolving education needs and goals, division find there are gaps in the integration and interfaces among disparate applications. The [Consortium for School Networking](#) [↗](#) (CoSN) has several resources that assist school divisions tackling this particular problem.

Rapid-Cycle Evaluation Support

The US DOE’s Office of Educational Technology is developing a tool to assist schools in use [Rapid-Cycle Evaluation \(RCE\)](#) [↗](#). The new tool, called the [Coach](#) [↗](#),” is in early pilot. “The Coach, embedded with professional development tools, walks educators through how to craft a research question, set up data, create a match comparison group and analyze the results.” Divisions can sign up to use the beta version of this tool.

IV. Appendix 1: Timetable and Budget

Review of projects from original 2011 Technology Plan:			
Project	Anticipated Implementation Time Frame	Estimated Expenditure Threshold (Based on CIP)	Status as of July 2018
New Elementary School network infrastructure (Bandwidth- 10GB backbone/ 1GB to Desktop), VoIP, & Digital Media System (Consolidation of CES and JES + Grades 4&5)	2012-2013	\$200,000 (Estimated) (if funded by USAC/SLD) (added 2/29/2012)	COMPLETE
Upgrade network infrastructure (Bandwidth- 10GB backbone/ 1GB to Desktop)	2011-2012	\$35,000 (funded by USAC/SLD) (Status updated 2/29/2012)	COMPLETE
Upgrade P2P Microwave links to Elementary Schools	2011-2012	\$11,000 (if funded by USAC/SLD) (Project canceled - New Elementary School negates need (Status updated 2/29/2012)	Project canceled - New Elementary School negates need

Expand / Extend Wireless LAN Access	2011-2012	\$10,280.81 (funded by USAC/SLD) (Status updated 2/29/2012)	COMPLETE
Additional Promethean Boards to meet "One-Per-Classroom"	2011-2012	Grants - TBD	COMPLETE
Digital Media Storage and Delivery System (Safari Montage)	2011-2012	Grants - TBD (Portions included in New Elem USAC application 2012) (Status updated 2/29/2012)	COMPLETE
Upgrade / Extend Security Cameras (PoE - IP)	2012-2013	\$75,000.00 (School security grant funding leveraged spring 2014)	Project expanded in 2014 to include secure entry access (Locked Door Policy) SCHS & SCMS –Additional security cameras and New DVR systems spring 2014. <i>*DVRs for SBO & Operations planned as funding allows</i>
Extend VoIP to all classrooms	2012-2013 (TBD)	TBD (Portions funded in part New Elem USAC application 2012) (Status updated 7/1/2018)	Elementary School VoIP COMPLETE Middle & High Schools - <i>*New phones will be deployed summer 2018</i>
Student & Staff Hardware Refresh	2013-2018	\$240,00.00	Elementary & Middle Schools received tablets 2013.

			<p>Teacher Laptops replaced 2015.</p> <p>Administrative laptops replaced 2016</p> <p>Grade 9-11 received DELL Venue 8 tablets for 1:1 2015</p> <p>High school need remains at Grade 12.</p> <p>*Remainder of project carries over as new project below</p> <p>2018-Backpack Initiative funding may no longer be leveraged</p>
Server Replacement	2014-2018	\$120,000.00	<p>Two (2) replaced July 2013</p> <p>*Two (2) Replaced spring 2018</p>
Network Upgrades (Voice Gateways, Routers, Switches)	2014-2015	\$250,000.00 (funded by USAC/SLD) (HS & MS Status updated 2/29/2012) (ES Status Updated 8/20/2013)	<p>High & Middle School Switches Replaced March 2012</p> <p>Elementary School Switches replaced August 2013</p> <p>*HS & MS redundant core (Meraki) funded June 2018</p> <p>Routers and Voice gateways upgraded 2017</p>
New projects pending:			

Project	Anticipated Implementation Time Frame	Estimated Expenditure Threshold (Based on CIP)	Status as of July 2018
*Additional Promethean Boards to meet "One-Per-Classroom" - High School	2014-2018	Grants - TBD	COMPLETE
*Upgrade Division Internet circuit to 1GBps	2018	USAC (E-Rate) funds	COMPLETE 1 July 2018
*Upgrade / Extend Security Cameras (PoE - IP) to include secure remote entry	2014-2018	Grants - TBD - Project RFP in progress (Dec 2013)	Project will continue as funding allows. Replace CCTV cameras with IP, Add cameras, add secure entry points (card readers)
*Student & Staff Hardware Refresh	2014-2018	\$240,00.00	HS & MS Lab PCs installed 2016 *HS Lab 115 PC Replacement funded June 2018
*Upgrade Firewall	2018-2019	\$35,000.00	Need corresponds to 1GBps internet connection
*Datacenter Server Replacement (2)	2014-2016	\$30,000.00	COMPLETE
*Datacenter Server Replacement (2)	2016-2018	\$30,000.00	COMPLETE
*Extend VoIP to all classrooms	2014-2018 (TBD)	TBD	Procurement and configuration COMPLETE *Equipment to be deployed -

			summer 2018
*Network Upgrades (Voice Gateways, Routers, Switches)	2014-2018	TBD (Before VoIP extension above)	COMPLETE
Replace Bell clock and paging system with InformaCast–High School	2016-2018	CIP	COMPLETE
Replace Bell clock and paging system with InformaCast–Middle School	2016-2018	CIP	COMPLETE

X. Appendix 2: Acceptable Use Policy

File: IIBEA

[Legal Version]

File: IIBEA-GAB

ACCEPTABLE COMPUTER SYSTEM USE

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 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;
- (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 school board will review, amend if necessary, and approve this policy every two years.

Adopted: July 15, 2010

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 Members: Contract Status and Discipline
GDPD Support Staff Members: Contract Status and Discipline

File IIBEA-R
[Behavioral Version]

File: IIBEA-R

ACCEPTABLE COMPUTER SYSTEM USE

All use of the Sussex 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 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 (Hacking / Cracking).
- 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.
- Bullying. 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 message 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 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: August 13, 2009

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 Members: Contract Status and Discipline
GDPD Support Staff Members: Contract Status and Discipline
JFC Student Conduct
JFC-R Standards of Student Conduct

[K-12 Agreement / Example]

File: IIBEA-E2

**SUSSEX COUNTY PUBLIC SCHOOLS
ACCEPTABLE COMPUTER SYSTEM USER AGREEMENT:
STUDENTS/PARENTS
EXAMPLE ONLY
Download printable copy using link above**

Each student and his or her parent/guardian must sign this Agreement before being granted use of the Sussex County School Division's computer system. Read this Agreement carefully before signing.

Prior to signing this Student Agreement, read the attached Policy (IIBEA) and Regulations (IIBEA-R) related to the School Division's Acceptable Computer System Use. If you have any questions about this policy or its regulations, contact your student's principal.

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

Student Name _____ (Please Print)

Date _____ School/Grade _____

I have read this Student Agreement and the Policy (IIBEA) and Regulations (IIBEA-R). I understand that access to the computer system is intended for educational purposes and that Sussex County Public Schools 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 regulations 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 _____

Parent/Guardian _____ (Please Print)

Date _____

[Employee Agreement / Example]

File: IIBEA-E3

**SUSSEX COUNTY PUBLIC SCHOOLS
ACCEPTABLE COMPUTER SYSTEM USER AGREEMENT:
SCHOOL PERSONNEL AGREEMENT**

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

As a representative of Sussex County Public Schools, I realize I have the responsibility to model proper use of educational technology, to follow school division policy and regulations regarding Internet access, network security, and respecting the confidentiality of data, and to counsel others accordingly. I have read the Sussex County Public Schools Acceptable Computer System Use Policy (IIBEA) and the related Regulations (IIBEA-R) and agree to abide by their terms. 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 any violation will be considered insubordination and will be subject to administrative action governed by School Board policy and regulations. Should I commit any violation my access privileges may be revoked and I am liable for any expenses associated with my inappropriate use of the computer system. I understand that violations may be subject to local, state, federal, and international law.

Signature of Staff Member _____

Staff Member _____ (Print Name)

Date _____ School _____

Adopted: April 3, 2007

Revised: June 9, 2008

XI. Appendix 3: Summary of internet Safety Program

Sussex County Public Schools promotes Internet safety through a grade level instructional program that integrates safety, security, and ethics into the curriculum. Instruction is provided by technology coordinators, teachers and assistants, tutors, specialists, ITS/ITRT, or other school personnel, working together to create an effective combination of collaborative resources. Internet safety will be integrated into the K-12 classroom through lesson plans developed to incorporate Internet safety into the curriculum. School Media Centers will include Internet safety guidelines and resources, and similar resources will be posted on the Sussex County Public School's website.

The school division evaluates the Internet Safety Program in five areas. These areas include: accountability, effectiveness, impact, operations, and utility. School and Division Administration will be responsible for evaluations annually through stakeholder feedback, informal responses, and lesson plans. Monitoring of technology operations takes place through the SCPS Technology Department. Any adjustments in the implementation, enforcement, or evaluation will be analyzed as needed and presented to the School Board for approval.

The stakeholders' roles and responsibilities are defined as follows:

- **Parents, Grandparents, and Caregivers** will be aware that the Internet is a valuable learning tool that provides communication and entertainment, but also poses potential dangers and requires monitoring. These stakeholders will be given the opportunity to attend PTA meetings, Back to School Night, Parent/Teacher conferences, and assemblies where Internet safety is addressed.
- **Students** will use the Internet safely and effectively and comply with the regulations stated in the Acceptable Use Policy and the Student Agreement Form.
- **Teachers, ITS/ITRT, Assistants, Tutors, Specialists, Coordinators, Counselors, and other school personnel** will accept responsibility for teaching students that the Internet is a valuable learning, communication, and entertainment method, which also presents potential danger. Staff Development for these stakeholders will take place at the beginning of the school year and will be ongoing as an integral part of incorporating Technology into the K-12 curriculum. These stakeholders will also accept responsibility for staying up-to-date on Internet safety issues; provide accurate information to students and working together to develop lesson plans appropriate for each grade level. Internet safety instruction will be incorporated into the curriculum at the beginning of the school year and continue throughout the year with special emphasis placed on security, ethics, and safety.
- **School and District Administrators** will have knowledge of, oversee, and periodically review the Internet safety program with all staff. These stakeholders will enforce the division's Acceptable Use Policy and the Technology Standards for Instructional Personnel.
- **The School Board** will review and approve the division's revised AUP and implementation plan. The board ensures the policy complies with current federal, state, and local laws relating to Internet safety.

- **The Community** will be given the opportunity to participate in Internet Safety Awareness programs through PTA/PTO/PTSA meetings, assemblies and community outreach programs. These stakeholders will be aware that the Internet is a valuable learning, communication, and entertainment provider that poses potential dangers and requires monitoring.

The school division will review the roles and responsibilities of the stakeholders and provide feedback.

Data and network security is monitored and reviewed on a regular basis. A secure firewall is in place to prevent intrusion from outside the network. Internet access filtering takes place through a CIPA compliant firewall which blocks sexually explicit sites, violent sites, and other inappropriate sites. Anti-virus software is installed and kept up-to-date. Technology staff has access to software which allows workstations to be monitored remotely. Potential problems that may arise with the emergence of new technology are identified and addressed by the Technology Staff. Breaches in security and safety are prevented to the best of our ability through content filtering software, regulating student access to e-mail, monitoring student use, and practicing safe Internet postings.

Employees and students will be held accountable for prohibited use of technology-based applications and hardware within the division. Infractions will be noted as they occur, reported to the building administrator, and may result in loss of computer system privileges, disciplinary procedures, and/or appropriate legal action.

Ongoing Professional Development will be provided to each stakeholder group.

Parents, Grandparents, Caregivers, and Community members will have the opportunity to attend PTA meetings, Back to School Night, Parent/Teacher conferences, and assemblies where Internet Safety will be addressed. Newsletters and postings to the Sussex County Public Schools' web page will also be available to stakeholders. Evaluation will be conducted through feedback, reflections, and/or surveys.

Teachers, ITS/ITRT, Assistants, Tutors, Specialists, Coordinators, Counselors, School Personnel, and Administrators will participate in training, which will include review of the policy, the Internet Instructional Program, teachable moments, and the chain of responsibility. Professional Development will begin during the first workdays of the school year and continue throughout the academic year. Evaluation will be conducted through stakeholder feedback, reflections, and/or surveys.

The School Board will be provided with updates regarding the implementation of the program and its goals. The Board will be given the opportunity to determine areas of needed improvement based on the Technology Committee's recommendations, and/or feedback provided by stakeholders.

Sussex County Public Schools Internet Safety Documentation

Available for download from <https://www.sussex.k12.va.us/Page/445>

- 2016-17 SCPS Internet Safety Brochure.pub
- 2016-17 SCPS Internet Safety Plan.docx
- 2016-17 SCPS Internet Safety Implementation Evaluation Plan.docx

Internet Safety websites for parents and students:	
Sussex Technology Internet Safety	http://www.pen.k12.va.us/VDOE/Technology/OET/internet-safety-guidelines.shtml
http://www.isafe.org	http://www.netsmartz.org
http://www.bewebaware.ca/english/default.aspx http://www.staysafeonline.org	http://kids.getnetwise.org http://safekids.com
http://guest.portaportal.com/netsafety	http://www.safesurfincentral.org
http://ikeepSAFE.org	http://www.nap.edu/netsafekids/index.html
http://www.novadcicac.org/parents.htm	http://www.netfamilynews.org/letterindex4.html
Internet Sites for Students:	Websites for parents:

http://www.netsmartzkids.org/indexFL.htm	http://www.k9webprotection.com
http://www.wiredkids.org/index.html	http://www.familyguidebook.com
http://pbskids.org/license	http://www.fbi.gov/publications/pguide/pguidee.htm
	http://sex-offender.vsp.virginia.gov/sor/
	http://www.missingkids.com
	http://icac.mdsp.org