TECHNOLOGY PLAN
2010-15

TABLE OF CONTENTS

EXECUTIVE SUMMARY

The primary objective of the Rockbridge County Public School system is to develop and unleash the powers of every student's mind. We believe that every student, as an individual, deserves an education which empowers the student to become an active participant in society, facilitates the development of 21st century skills, and provides access to a wide range of learning opportunities. Education should exist as a dynamic force of positive change. We require excellence from students. We strive for a sense of community and common purpose, while recognizing the diversity of interests and abilities. Although we urge students to develop their own faculties, we never underestimate the importance of teachers in nurturing and guiding this development. In order to achieve a sense of community, we must know each other and care for the children under our supervision.

To achieve this mission, the Rockbridge County School Board has adopted the following goals:
- All schools will be fully accredited.
- By 3rd grade, students will be independently reading and comprehending "on grade level".
- The system will be able to attract and retain quality instructional personnel.
- Instruction in each classroom will be designed to meet the learning needs of all students.
- All school facilities will be clean, inviting, and updated.
- Character development will be addressed systematically and intentionally throughout the grades.
- Alternatives to suspensions will be used to teach responsibility and accountability.
- Health and wellness will be promoted throughout the system.
- Graduates will be prepared to be successful in work or college experiences.

Technology has taken an important and critical role in supporting the educational processes in instruction and administration. This plans serves multiple purposes: 1) the plan provides a framework for developing technology-rich environments in instruction and administration; 2) the plans acknowledges the need for professional development activities for staff members and students in order to facilitate the development of 21st Century skills; 3) the plan provides a basis for access to learning for all students; and 4) the plan supports the goals of the Rockbridge County School Board. In doing this, the use of technology will enable teachers and administrators to engage students and provide opportunities for communication and collaboration that can maximize the instructional process and help students become active participants in society.

In order to provide this level of integration, strategies must be developed to best implement technology use for improving student achievement and providing opportunities for students to develop key 21st century skills. Teachers and students must have access to current technologies, training in its effective integration, and support in both the technical and administrative use of technology in their classes and classrooms. A modern infrastructure is

critical for access to local, state, and worldwide educational resources and to support full integration of technology. Funding must be adequate to support the goals and objectives of the plan. This plan outlines strategies to be used in Rockbridge County Public Schools to meet the goals and objectives of the plan while focusing on factors that support effective technology use: 1) an appropriately and adequately designed environment; 2) meaningful engagement for students and teachers; 3) well-considered application of technology tools for enhancing the learning and administrative processes; 4) well-aligned and meaningful assessments; and 5) the use of data derived from assessments to inform instructional and administrative decisions.

Critical issues to be considered in planning for technology in Rockbridge County Public Schools include: 1) the need to support instruction for students in schools which are not meeting NCLB Adequate Yearly Progress benchmarks; 2) the need to plan for equity in the access and use of technology; 3) the need to upgrade our Internet service to meet increasing demands; and 4) the need to facilitate collaboration and communication inside and outside the division. This plan provides the structure for our schools to move forward over the next five years, while acknowledging that technology changes so rapidly that it is necessary to review and amend the plan on a yearly basis.

 To help schools and school divisions implement technology in a consistent and meaningful way, the Virginia Department of Education has provided the following list of state-level goals and objectives. In the Rockbridge County Public Schools six-year technology plan, strategies are presented which will enable the schools and the school division to implement and meet these goals and objectives. These strategies will drive both the long-term planning and the day-to-day implementation and use of technology as teachers, administrators, and students move forward in the process of integrating technology into the instructional and administrative processes.

Goals and Objectives
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.
- Objective 1.2: Provide the technical and human infrastructure necessary to support real, blended, and virtual learning environments.
- Objective 1.3: Provide high-quality professional development to help educators create, maintain, and work in a variety of learner-centered environments.

Goal 2: Engage students in meaningful curricular content through the purposeful and effective use of technology.
- Objective 2.1: Facilitate the development or use and delivery of innovative professional development that promotes collaboration.
- Objective 2.2: Actualize the ability of technology to individualize learning and provide equitable opportunities for all learners.
- Objective 2.3: Facilitate the implementation of high-quality Internet safety programs in schools.

Goal 3: Afford students with opportunities to apply technology effectively to gain knowledge, develop skills, and distribute artifacts that reflect their understanding.
- 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.
- Objective 3.2: Ensure that students, teachers, and administrators are ICT literate.
- Objective 3.3: Implement technology-based formative assessments that produce further growth in content knowledge and skills development.

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 understanding.
- Objective 4.1: Provide resources and support to ensure that every student has access to a personal computing device.
- Objective 4.2: Provide technical and pedagogical support to ensure that students, teachers, and administrators can effectively access and use technology tools.
- 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.

Goal 5: Use technology to support a culture of data-driven decision making that relies on data to evaluate and improve teaching and learning.
- Objective 5.1: Use data to inform and adjust technical, pedagogical, and financial support.
- Objective 5.2: Provide support to help teachers disaggregate, interpret, and use data to plan, improve, and differentiate instruction.
- Objective 5.3: Promote the use of technology to inform the design and implementation of next-generation standardized assessments.

PLANNING PROCESS – CURRENT STATUS

Introduction

The Rockbridge County School System serves about 2,500 students in kindergarten through 12th grade. Currently in the division, there are four elementary schools serving students in grades kindergarten through five, two middle schools serving students in grades six through eight, and one comprehensive high school for grades nine through twelve which includes a wide variety of challenging academic, technical, and vocational programs, and also serves high schools students from Lexington City. All schools are accredited by the State Department of Education.

The school division employs approximately 275 professional educators who are in daily contact with students. Over 50% of these teachers hold masters' degrees (or higher). Over half of the teachers in the division have 14 or fewer years of experience teaching. All teachers have demonstrated a minimum level of technology literacy for administrative and record-keeping processes. Attendance, grade records, and parent portal information are updated on-line on a daily or weekly basis by all teachers. All teachers have school-division-provided email accounts and access to division- and school-level electronic conferences. The division and schools are in the process of going "paperless" for informational and reporting processes.

Teachers and administrators in Rockbridge County Public Schools have access to and use a variety of educational technologies to enhance teaching and student learning options and to perform administrative tasks. These technologies include hardware solutions, such as workstations, laptops, netbooks, and handheld devices which can connect to local- and wide-area computer networks; document cameras and LCD projectors which are used in conjunction with interactive whiteboards; and assistive technologies for students with special needs. A wide range of application solutions is also available, such as productivity suites; specialized software programs; on-line applications; and virtual classrooms. Through these solutions, students, teachers, and administrators have access to educational and administrative resources which provide rich opportunities for collaborative work and enhanced learning activities.

Access to the Internet for students, administrators, faculty, and staff of the Rockbridge County Public Schools is provided in the computer labs, libraries, classrooms, and administrative offices in our school division. Internet resources have changed the ways members of the Rockbridge County Public Schools community access, evaluate, and use information and have increased ways in which communication can occur. Through Internet access, vast, diverse, and unique opportunities for students, teachers, and administrators in all our schools are made available on a daily basis. The very nature of education is changing as the school division looks at ways to move beyond the boundaries of the physical walls and locations of the schools and administrative offices.

Technology Equipment

Currently, there are over 1200 networked computers available for student use, as well as those computers in use for administrative purposes. Most of these computers are less than five years old. A specific replacement schedule is not currently in place, but is in the development process. Elementary schools are mixed platform, having both Apple Macintosh computers and Windows-based Dell computers. Middle and High schools are almost exclusively in a Windows-based platform operating on Dell computers. Administrative offices all operate using Windows-based Dell computers.

Computer labs are available in all schools. All elementary schools, which range in size from 130 students to 420 students, have at least one "fixed" computer lab with a minimum of 24 stations and one rolling cart lab with a minimum of 24 laptops. Two of the elementary schools also have labs of 24 netbook stations. Middle schools, which have approximately 200 and 350 students in the two locations, have a minimum of three fixed computer labs with a minimum of 20 stations in each lab and one rolling cart with a minimum of 24 laptops or netbooks, with an additional 12 workstations in each of the school libraries. The high school has nine full computer labs and three rolling cart labs, with an additional 12 workstations in the library. In the middle and high schools, several of the computer labs are dedicated to specialized classes for business, CTE, or vocational programs – but each school has one or more resource labs available for class use on a signup basis. All rolling cart computers connect to the Internet through wireless access points and can be connected to the Internet in every classroom in the school division.

Every classroom in the school division has a minimum of one networked computer. Most elementary classrooms have at least four computers – one dedicated "teacher" computer and three computers for student use. Middle and high school classrooms may have multiple computers available for student use – dependent on the needs of the teacher and the curricular requirements for the programs.

Handheld devices and small tablet computers hold great promise for providing one to one solutions for each student to have direct access to on-line resources. Each elementary school has a mobile cart with 20 Apple iPod Touch handheld devices. These devices are in use daily on a signup basis and are attached to the Internet by way of wireless access points located on the carts. There is also a cart of 20 Touches which rotates between the two middle schools. As staff members become more familiar with these devices and more aware of the ways in which these may be used to enhance instructional and administrative practices, more emphasis will be placed on acquiring larger numbers of the handheld and tablet computers.

Each school has a wide variety of networked HP laser printers – both black print and color print models. Each school has at least one networked Xerox copier with duplexing capabilities for use with large print jobs. Ink-jet printers, while inexpensive in the initial purchase, are not efficient for use in classrooms and administrative offices. Because of the high cost of ink-jet cartridge replacements, the school division no longer supports the use of ink-jet printers.

Almost 100% of all elementary classrooms have interactive screen displays – either by way of interactive projectors which are wall-mounted or ceiling-mounted LCD projectors used in conjunction with interactive white boards, such as SmartBoards. Approximately 70% of the classrooms in the two middle schools have interactive screen displays, while less than 50% of the classrooms at the high school have interactive displays. There is a high cost for acquiring and maintaining interactive screen displays. However, their use for whole-classroom and small-group settings can be very effective. Document cameras are available at the elementary and middle school levels; however, the availability is limited.

Software and On-line Applications
The school division continues to standardize certain software and on-line applications across school sites. Examples of this include:

- Microsoft Office is the productivity suite in use across the division for both educational and administrative uses. However, OpenOffice is being tested in many locations as an open-source replacement for Microsoft Office.
- Mozilla Firefox browser is the web-browser of choice within the school division.
- Tyler Education's TEMS is the web-based student information system which is used in the division.
- School Improvement plans are being created using Indistar™ to record, track, and report school improvement activities.
- On-line courses and programs are being provided primarily through Class.com and Virtual Virginia to expand opportunities for students and to engage at-risk students.
- On-line assessment and analysis resources are available through Interactive Achievement. This resource allows the division to deliver, score, and analyze SOL-style, benchmark assessments, as well as teacher-made assessments.
- TeachFirst™ is an on-line resource which is used to provide targeted professional development at all school sites.
- VaWizard is an on-line resource which is used to provide career planning information for students.
- United Streaming is available at all school sites to provide teachers and students with access to a wide range of video clips and streams pertinent to teaching and learning.

The school division is currently exploring ways to utilize other on-line resources, such as the Moodle electronic course management system to create and provide other opportunities to students and GoogleApps for collaboration and communication.

Network Infrastructure/Telecommunication Access
Currently, all school and administrative sites are wired with Category 5/5e/6 cabling and local area networks are running at a maximum speed of 100 megabits per second. Each classroom and administrative office area has multiple drops for use with computers and networked printers. For most sites, the limit has been reached for the total number of wired connections which are available. To expand beyond this will require the addition of network switches at

each school and administrative site, or the implementation of enterprise-level wireless access solutions.

Wide-area network and Internet access is provided by way of DS-1 connections between the central site – Rockbridge County High School – and all other school and administrative offices. Each building has at least one full DS-1 connection; two sites – the larger middle school and the largest elementary school – are running multiplexed DS-1 lines, in effect doubling the bandwidth. The main trunk into the high school providing access to the "outside world" is a DS-3 line. School sites other than the high school are already at, or close to, maximum capacity for transmission through the wide-area-network.

Each school is equipped with a phone system which supports voice mail. Each school has access to the Honeywell Instant Alert system and has the ability to support autodial activities to inform parents of essential information. Cell phones are provided to key central office personnel.

Wireless networking is in place in limited capacity for use with laptop/netbook and iPod carts. During the 2009-10 school year, research was done for providing a full, enterprise-level, wireless solution for one of our elementary schools. However, due to funding limitations, the plan was not implemented. Wireless networking solutions will continue to be evaluated and planning will be done for implementation at all schools over the next five years.

Staffing

With the recent downturn of the economy, staffing has been reduced across all personnel categories for Rockbridge County Public Schools. Currently, the division supports three full-time technology technicians, one full-time data manager, and one full-time instructional technology resource teacher. The assistant superintendent oversees the day-to-day operations of the technology staff.

Funding

Even with the recent downturn, the funding commitment to technology has remained strong. Discretionary funding is in excess of $350,000 annually. This funding supports recurring costs of almost $120,000 to support Internet and WAN connectivity, and approximately $100,000 in related costs for annual purchased services for maintenance and on-line or server-based applications. The remainder of the budget is used to provide hardware replacements and to upgrade aging equipment.

PLANNING PROCESS – PLANNING COMMITTEE

The Technology Planning Committee consists of a small number of individuals who provide technology leadership throughout the school division. Many of the members have multiple roles in the committee, reflecting the multiple roles that most have across the school division. Each individual is a strong technology user and is considered a model for those with whom they interact. It is also through daily interactions that ideas and concerns for technology uses have been disseminated and shared with other members of the school community, including students, parents, teachers, and administrators.

Name	Role
Twila Brown	Director of Special Education
Cindy Crance	Director of Instruction Director of Federal Programs Supervisor of Nurses
Jack Donald	Director of Technology Assistant Superintendent
Tom Drake	Director of Facilities and Maintenance
Scott Hannah	Director of CTE Director of Transportation
Scott Lemmer	Technology Technician Parent
Susan Leonard	Technology Technician
Paul Leonhard	Director of Technology (ret.)
Jeff Mason	Data Manager ITRT Parent
Mike Patterson	Network Manager Parent
Nathan Straub	Technology Technician
Phillip Thompson	School Administration Parent

The Technology Committee team had two "organizational" meetings to initiate the planning process for the 2010-15 Technology Plan. The first of these meetings occurred on Wednesday, November 24, 2009. The second meeting took place on Thursday, December 2, 2010. Discussions at these two meetings focused on: 1) a review of the technology plan currently in place at that time; 2) a review of documentation available from the Virginia Department of Education for the 2010-15 State technology plan; 3) a review of the planning process to be used; and 4) determining ways to identify priorities within the division for technology needs.

Additional meetings for the full committee were scheduled; however, the frequency of school closings due to inclement weather, and the need for increased planning time in other areas as a result of budget reductions and the unanticipated closing of one elementary school site for the 2010-11 school year kept the full committee from meeting again as planned. It was decided that email communications and frequent meetings of smaller subgroups of the full committee would provide the information necessary for the foundation of the technology plan. In addition, data and information would be gathered from other school community members through a variety of meetings.

Subgroup and other school community member meetings included:

- Librarians' Meeting – June 9, 2010
  This meeting was held to discuss a plan for implementing a new library system, as well as plans for updating computers and technology equipment in the school libraries.
- Administrative Staff Meetings – these monthly meetings took place on the third Wednesday of the month. A brief monthly update was available on technology planning and to provide input for school administrators.
- Instructional Leadership Team Meetings – these meetings took place every other month on the third Wednesday of the month and allowed the directors of instruction, career and technical education, special education and technology to meet to discuss instructional issues. Technology needs were discussed at these meetings.
- Technology Team Meetings – these weekly meetings took place each Monday morning and included the computer technicians, the network manager, the director of technology, and the data manager. The focus of the meetings was on current technology needs, as well as planning for future needs.
- Parents were also able to provide limited feedback through the *Parent Portal* feature of the student management system. The focus of this feedback was primarily on ways technology could be used as a communication tool between school administrators/ teachers and parents.

As this plan is implemented, frequent communication between committee members and the general school community will continue to occur. In addition to face-to-face meetings, a dedicated email account and technology conferences within the FirstClass email system will be used to provide for an easy exchange of ideas, concerns, needs, and general information.

PLANNING PROCESS – EVALUATION & UPDATE CYCLES

Implementation of any plan requires understanding the goals and objectives of the plan, along with developing procedures for evaluating the progress of the implementation in order to make necessary adjustments in the plan. The oversight of the implementation plan falls to the division-level Technology Committee; however, success in implementing the plan depends heavily on the involvement of the school administrators and teachers. Collecting and evaluating regular feedback from school users is a critical component in determining both the level of technology integration and the effectiveness of technology in teaching and learning. Feedback will be collected in many forms, including: 1) direct observation of teachers and students using technology by school administrators and technology staff members; 2) frequency and types of requests for hardware, software, and associated trainings; 3) review of network and Internet usage logs; 4) review of technology work order request needs; and 5) continued meetings with user groups, such as librarians, guidance counselors, etc.

In order to provide opportunities for evaluation of the feedback received from school users and updating the technology plan the following timeline will be used:

Month	Activities	Persons Responsible
July/August	• New/replacement hardware ordered based on replacement needs or identified needs • New/replacement hardware delivered and installed for use • New/upgraded software/on-line applications are ordered • New/upgraded software/on-line applications are made available for use • Professional development activities for technology integration begins	• Director of Technology • Technology Technicians and Network Manager • Director of Technology • Technology Technicians and Network Manager • Director of Instruction, Director of CTE, Director of Special Education, and ITRT
August/September	• Technology inventories are reviewed and updated • Administrative staff meeting dedicated for discussing current status of technology implementation and to begin to address needs not yet met • Division Technology Committee meets to discuss current plans for implementation of technology plan, ways to address other identified needs not yet met, and division priorities	• Technology Technicians • Directory of Technology and school administrators • Technology Committee
November/December	• Budget planning process for next school year begins	• Directors and school administrators
January/Feburary	• Division Technology Committee meets to review and discuss the current status of the technology plan implementation, ways to address needs not yet met, emerging needs, and division priorities	• Technology Committee
March/April	• Administrative staff meeting dedicated for discussing current status of technology	• Directors and school administrators

	implementation and to begin to address needs not yet met, as well as emerging needs • School level surveys on technology usage and equipment needs • Planning for professional development activities for continuing technology integration	• Director of Technology • Director of Instruction, Director of CTE, Director of Special Education, and ITRT
May/June	• Technology inventories are reviewed and updated in preparation for new/replacement hardware orders • Technology plan updated based on current implementation status and needs which have been identified through observation, review of frequency logs, requests, and feedback	• Technology Technicians • Technology Committee, Technology Technicians, and Director of Technology

Additionally, the following opportunities for evaluation and feedback will occur:

- Twice a year (once per semester), the Director of Technology will prepare a technology report to be presented to the School Board. This report will provide an overview of technology planning, implementation, and progress in integration. Budget needs will be provided as part of this report.
- School administrators will receive frequent updates and have opportunities to provide additional feedback during monthly administrative staff meetings.
- Technology technicians meet on a weekly basis to review work requests and to provide feedback from observations of technology use in school settings by students, teachers, and administrators.

Review of the status of implementation of the Technology Plan, and suggestions for changes or additions to the plan, will take place twice a year – once in the fall and again the spring. The Technology Committee will be responsible for reviewing information collected through observation, frequency logs, requests, and feedback. The Director of Technology will be responsible for any written changes to the division technology plan.

The following table will be used in reviewing the status of implementation of the technology plan for the school division:

STRATEGIES - ENVIRONMENT	IMPLEMENTATION STATUS
1.1.1: Expand course offerings for students by providing on-line courses at the high school, middle school, and elementary school levels, when feasible. Utilize and expand current subscriptions in Class.com, CompassLearning, and Virtual Virginia.	
1.1.2: Provide collaborative learning environments for students and staff members.	
1.2.1: Increase bandwidth capacity to schools and administrative sites with the goal being gigabit connections between sites.	
1.2.2: Provide each classroom with interactive whitespace, either through the use of interactive projectors or LCD projector/interactive whiteboard combinations.	
1.2.3: Ensure each building has a minimum of five document cameras to be	

STRATEGIES - ENVIRONMENT	IMPLEMENTATION STATUS
used within classrooms as needed.	
1.2.4: Ensure each building has the necessary number of workgroup quality black print laser printers, at least one workgroup quality color laser printer, and network connections for printing and scanning with all copy machines in the building.	
1.2.5: Provide necessary applications (computer-based, server-based, and web-based) for use in real, blended, and virtual learning environments.	
1.2.6: Provide on-going evaluation, installation, and repair/replacement of network-capable hardware and appropriate software.	
1.2.7: As feasible, implement enterprise level wireless solutions for network and Internet access.	
1.2.8: Fund network administrator and technician positions equivalent to one per 1,000 students to provide timely and effective support and ensure that technology and infrastructure is operational, secure, and properly maintained.	
1.3.1: Provide local technology professional development activities for instructional personnel on ways to effectively integrate and utilize technology.	
1.3.2: Provide resources to support the curricula, address the needs of all learners, and extend student learning opportunities.	
1.3.3: Provide training on effective technology integration for administrators.	
1.3.4: Utilize partnerships, such as those in place with the Rockbridge County Public Schools Foundation, Boxerwood Education Association, and Washington & Lee University Teacher Education Program, to provide professional development activities and resources focused on technology integration strategies and the development of 21st Century Skills for both teachers and administrators.	
1.3.5: Support pilot projects to help educators better understand the impact of new and emerging technologies on the learning environment and develop strategies to integrate them effectively into schools.	
1.4.1: Provide students and teachers with an understanding of effective ways in which to remain safe when working in a virtual or on-line learning environment.	
1.4.2: Utilize existing on-line resources, such as Moodle Services and GoogleApps, to provide platforms for developing and delivering on-line instruction and content which promote collaborative student-teacher environments.	
1.4.3: Utilize effective teacher monitoring and specialized Internet filtering appliances to minimize access to inappropriate websites.	

STRATEGIES - ENGAGEMENT	IMPLEMENTATION STATUS
2.1.1: Provide after-school programs for teachers in the use of technology tools and resources which promote communication and collaboration.	
2.1.2: Plan appropriate professional development opportunities that focus on effective technology integration use in core curricula areas (Math, Language Arts/English, Science, and History and Social Science) as guided by user needs and division priorities.	
2.1.3: Provide a wide range of delivery methods to meet the needs of our staff and enhance professional collaboration.	
2.1.4: Utilize partnerships, such as those in place with the Rockbridge County Public Schools Foundation, Boxerwood Education Association, and Washington & Lee University Teacher Education Program, to provide professional development activities and resources focused on technology integration strategies which promote collaboration and communication between teachers and students.	

STRATEGIES - ENGAGEMENT	IMPLEMENTATION STATUS
2.2.1: Expand course offerings for students by providing on-line courses at the high school, middle school, and elementary school levels, when feasible. Utilize and expand current subscriptions in Class.com, CompassLearning, and Virtual Virginia.	
2.2.2: Provide collaborative learning environments for students and staff members.	
2.2.3: Provide students and staff with reasonable access to Internet-connected devices, including computer lab and classroom computers, laptops/netbooks, and handheld and tablet computers.	
2.2.4: Evaluate assistive technologies which are available to help students with special needs and implement use when deemed appropriate.	
2.3.1: Provide students and teachers with an understanding of effective ways in which to remain safe when working in a virtual or on-line learning environment.	
Strategy 2.3.2: Maintain up-to-date Acceptable Use Policies for all network users and publish the policies annually.	

STRATEGIES - APPLICATION	IMPLEMENTATION STATUS
3.1.1: Provide after-school programs for teachers in the use of technology tools and resources which promote problem-solving activities, communication and collaboration, and the use of real-world skills.	
3.1.2: Plan appropriate professional development opportunities that focus on effective integration of technology use in core curricula areas (Math, Language Arts/English, Science, and History and Social Science) as guided by user needs and division priorities.	
3.1.3: Identify and communicate teaching and learning resources that effectively support the SOL and promote creativity, collaboration, and problem-solving.	
3.1.4: Promote the use of web-based collaborative tools in classes and for teacher and administrative use.	
3.2.1: Require completion of technology activities for all professional staff members – teachers and administrators – which demonstrate competency in the Technology Standards for Instructional Personnel.	
3.2.2: Provide after-school programs for teachers in the use of technology tools and resources which will build competency and mastery of usage.	
3.2.3: Support teacher participation in local -, regional -, and state-provided activities to become NETS*T certified.	
3.2.4: Assess student technology skills annually through grade level technology benchmarks and project-based assessments in Grades K- 8.	
3.3.1: Provide teachers with professional development activities in developing formative and summative assessments utilizing TeachFirst activities delivered in a virtual environment.	
3.3.2: Provide teachers with access to Interactive Achievement – an on-line assessment delivery and data analysis system – to utilize in preparing, delivering, and analyzing teacher made assessments.	
3.3.3: Continue to develop and implement division-level benchmark assessments for the four core curricula areas (Math, Language Arts/English, Science, and History and Social Science). Delivery and analysis of these assessments will be done by way of Interactive Achievement.	

STRATEGIES - TOOLS	IMPLEMENTATION STATUS
4.1.1: Provide students with access to networked, multimedia computers – desktops and laptops/netbooks in classrooms, computer labs, and library media centers.	
4.1.2: Provide students with access to handheld, "personal" computing devices, such as Apple iPod Touch or iPad and e-book readers.	

STRATEGIES - TOOLS	IMPLEMENTATION STATUS
4.1.3: Provide students with opportunities to learn and apply technology skills across ranges of content areas.	
4.1.4: Expand course offerings for students by providing on-line courses at the high school, middle school, and elementary school levels, when feasible. Utilize and expand current subscriptions in Class.com, CompassLearning, and Virtual Virginia.	
4.2.1: Require completion of technology activities for all professional staff members – teachers and administrators – which demonstrate competency in the Technology Standards for Instructional Personnel.	
4.2.2: Provide after-school programs for teachers in the use of technology tools and resources which will build competency and mastery of usage.	
4.2.3: Support teacher participation in local -, regional -, and state-provided activities to become NETS*T certified.	
4.2.4: Assess student technology skills annually through grade level technology benchmarks and project-based assessments in Grades K- 8.	
4.2.5: Plan appropriate professional development opportunities that focus on effective integration of technology use in core curricula areas (Math, Language Arts/English, Science, and History and Social Science) as guided by user needs and division priorities.	
4.2.6: Fund network administrator and technician positions equivalent to one per 1,000 students to provide timely and effective support and ensure that technology and infrastructure is operational, secure, and properly maintained.	
4.3.1: Identify and communicate teaching and learning resources which support the SOL and promote creativity, collaboration, and problem-solving.	
4.3.2: Identify and review hardware and software for applicability and effectiveness.	
4.3.3: Coordinate purchases of software and on-line applications across the school division to provide similar opportunities for students and resources for teachers.	
4.3.4: Utilize partnerships, such as those in place with the Rockbridge County Public Schools Foundation and Washington & Lee University Teacher Education Program, to fund pilot projects which can be used to evaluate a variety of technology devices, as well as specific software and on-line applications.	

STRATEGIES - RESULTS	IMPLEMENTATION STATUS
5.1.1: Conduct an annual review to determine the level of implementation of the recommendations of this plan; use data collected to revise the process and strategies that reflect the changing priorities of the division, align with the Virginia Educational Technology Plan, and drive funding requests.	
5.1.2: Monitor the use of classroom computers, computer lab computers, and handheld devices to determine extent of use and need for additional acquisitions.	
5.2.1: Provide training and support to help teachers interpret data and use technology effectively to support data driven needs.	
5.2.2: Provide teachers with access to Interactive Achievement – an on-line assessment delivery and data analysis system – and training needed to utilize data reports provided to disaggregate, interpret, and use data to plan, improve, and differentiate instruction.	
5.3.1: Provide teachers with access to Interactive Achievement – an on-line assessment delivery and data analysis system – to utilize in preparing, delivering, and analyzing teacher made assessments.	
5.3.2: Explore innovative ways to provide technology-based assessments.	

PLANNING PROCESS - NEEDS ASSESSMENT

A technology status survey has been used over each of the past two years to determine needs across the school division. Based on the results of these surveys, the following issues have emerged:

- Computer Replacement and Inventory: A computer replacement schedule needs to be developed and fully implemented. While computer equipment in use currently meets all required standards, many of these machines are at the end-of-life cycle and need to be replaced soon. A systematic way of tracking replacement needs must be developed and implemented. Schools are responsible for school-level inventories, but a centralized inventory is also in the process of being developed to facilitate this replacement process.
- Classroom Projectors and Interactive Boards: All classrooms do not have access to projectors/interactive white boards for instructional purposes. This is being addressed during the 2010 school year. Over 40 wall-mounted, interactive projectors have been installed since the beginning of the 2010 school year. Over the past two years, over 40 LCD projectors – most ceiling-mounted – have been installed; frequently replacing existing projectors which were not being used as a result of no longer being functional. At this point, almost 100% of elementary classrooms have interactive projectors or projector/ interactive white board combinations. Approximately 70% of middle school classrooms have interactive projectors or projector/ interactive white board combinations. Less than 50% of the high school classrooms are equipped with projectors and interactive boards.
- Laptop/Netbook Computer Access: Laptop computers are available in the schools, but are not fully utilized across all content areas. This issue has several aspects. At the high school, only one cart had been available for use – and use was being monopolized by the Language Arts department. The addition of one additional laptop cart, along with the addition of a full netbook cart, has increased the availability of carts and access. At the middle schools, a similar issue existed. Each middle school has received a full netbook cart during the 2010 school year. One has also received another laptop cart. At the elementary schools, the use of the carts is varied and is dependent on the level of comfort for use by the teachers rather than availability. While additional carts could be beneficial, training in more effective ways in integrating technology is probably the primary need.
- Internet/Network Bandwidth: Lack of sufficient bandwidth capacity for Internet access is quickly becoming a major issue. With the addition of a web-based student management system, further implementation of on-line classes, and increasing use of other on-line resources and applications, our limit is close to being reached with the bandwidth available at our sites. Bandwidth usage is regularly running at 65 to 75% of capacity. As a result, the Internet filter has been used to prevent access to sites which are not educational in nature, in addition to those filter uses required by state and Federal legislation. However, such aggressive filtering does require much greater pre-

planning for teachers in order for sites to be unblocked in advance of use in order to avoid frustration. A significant increase in bandwidth will be necessary soon in order to fully utilize the communication and collaboration components available through on-line applications and resources.

- Network Connections: Lack of sufficient network connections in classrooms is becoming an issue. As more classroom computers are put into place, connectivity for the existing infrastructure needs to be expanded. Currently this is handled either with temporary fixes, such as small switches located within classrooms, or permanent wiring installations. However, the addition of network jacks has caused us to reach our limit of connections for existing main switches. To continue adding physical connections will require purchase and installation of additional main switches at all schools. Wireless access is a potential solution and has been fully evaluated at one of our seven school sites. Wireless access would also permit expanded use of both laptop/netbook computers and handheld devices.

- Student Information System: A new student information system was put into place two years ago. As is the case with any new system, changes and adaptations have been made along the way. Additional training is still needed to further implement remaining modules which would allow teachers and administrators to fully utilize the system.

- Communication and Collaboration: The division continues to implement technology based solutions for furthering communication between school staff members and parents. The division website has been redesigned and updated during the spring of 2010 – but additional information could be available through the website. The parent portal for the student information system came on-line during the first few weeks of the 2010-11 school year. Honeywell Instant Alert is in place and in use at all schools for providing mass messaging through email and phone contacts. Teachers have the ability to develop personal/class webpages – however, few teachers have been trained and are utilizing this method of communication. Blogs are not currently in use in any capacity within the division. The division needs to continue to expand opportunities for communication by way of technology and to provide the training necessary to fully utilize these opportunities.

- On-line Courses: On-line courses were first made available four years ago. Since then the number of students participating in on-line courses has grown considerably. The program has evolved from an after-school program to one that is part of the regular school day. However, more work needs to be done to guide further development and implementation of on-line opportunities and to determine how these can best be utilized and blended into a traditional instructional program.

- Handheld and Tablet Computers: Handheld devices were first introduced at all elementary school sites at the beginning of the 2008-09 school year through a pilot project utilizing 20 iPod Touches provided by the Rockbridge County Public Schools Foundation. In conjunction with activities developed and provided by the elementary school Instructional Technology Resource Teacher, students and teachers were presented with a wide range of educational applications which could be incorporated into classroom instruction. For the 2009-10 school year, the program was expanded to provide school sets of 20 iPod Touches for each of the elementary schools. For the

2010-11 school year, a cart of 20 iPod Touches was provided for use between the two middle schools. The potential for technology integration with handhelds is huge. However, the school division needs to continue to examine best practices in utilizing these devices and determine the most effective way to provide greater numbers of handheld devices, including Apple iPad and e-book readers, as well as training to teachers and students in the uses of these devices.

- Assistive Technologies: As educators realize the impact of technology in instructing students with special needs, more emphasis is being placed on developing a greater variety of assistive tools. Currently the school division utilizes technology to provide touch screens for identified students with fine-motor skill deficiencies or communication difficulties, large screen monitors for identified students who have visual deficiencies, and laptops for identified students who have difficulties with handwriting. For the first time, iPads have been made available to aid identified students who have communication difficulties. Opportunities for the use of assistive technologies continue to grow and the two biggest challenges the division face are gaining knowledge of the emerging technologies and providing funding for the purchase and use of these technologies.

- Training Needs: In previous years, the two full-time, division-level ITRTs have provided much in the way of "as-needed" training to teachers. Systematic trainings for division-wide applications, such as the TEMS student management system or the FirstClass email application, have also been provided for teachers and administrators. The loss of one full-time ITRT has put a strain on the ability to provide training during the day in schools. In response to this, after school trainings are being developed to meet continued requests for training in new technologies, such as the interactive projectors being installed across the division, and new applications, such at MoodleRooms and CompassLearning. The division will continue to develop other ways to meet the training needs of teachers and administrators, including the development of a library of podcasts to provide asynchronous training opportunities for common topics.

- Staffing Needs: The budget cuts within the school division over the 2009-10 and 2010-11 school years have had a serious impact across all phases of the educational program. While the budget for discretionary spending has not been heavily impacted, the budget for personnel has been. Two valuable positions have been lost over the past two years - that of an Instructional Technology Resource Teacher, as well as the Director of Technology position. The loss of the ITRT has been partially absorbed by increasing the training responsibilities of the division Data Manager. The loss of the Director of Technology position has been absorbed by a restructuring of responsibilities of the Assistant Superintendent. While neither of these is desirable, this restructuring has allowed critical services to continue to be provided.

ACTIONS – GOALS AND OBJECTIVES

By 2015 the integration of technology into education in Rockbridge County Public Schools should be so seamless that no one will give it a second thought – it will be considered a given rather than an "add-on". Schools should be connected by way of gigabit connections; students and teachers will be interacting in real, blended, and virtual environments which support a multitude of learning and teaching styles; buildings should be totally wireless, giving students, teachers, and administrators easy access for communicating and collaborating using handheld and tablet computers; students will have access to a wide range of academic, technical, and vocational programs which will be accessible through a range of technology applications; and students will be graduating from high school prepared with proficiency in the skills needed to enter the workforce or continue with higher education and to contribute to society in a positive and meaningful way.

ENVIRONMENT
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.**

  Strategy 1.1.1: Expand course offerings for students by providing on-line courses at the high school, middle school, and elementary school levels, when feasible. Utilize and expand current subscriptions in Class.com, CompassLearning, and Virtual Virginia.
  Evaluation Strategy: Review each semester the frequency counts of students enrolled in on-line courses. Compare success rates for students in on-line courses with those students in traditional courses with respect to grade and SOL test performances.

  Strategy 1.1.2: Provide collaborative learning environments for students and staff members.
  Evaluation Strategy: Document the implementation and use of collaborative environments, such as GoogleApps, blog spaces provided for educational uses, student and teacher email accounts used to enhance teaching and learning, and interactive collaborative exchanges by way of video conferencing through applications such as Skype.

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

  Strategy 1.2.1: Increase bandwidth capacity to schools and administrative sites with the goal being gigabit connections between sites.

Evaluation Strategy: Document efforts and results in improving bandwidth capacity and describe extent of implementation.

Strategy 1.2.2: Provide each classroom with interactive whitespace, either through the use of interactive projectors or LCD projector/interactive whiteboard combinations.
> *Evaluation Strategy:* Document the addition of projectors/whiteboards until 100% of the classrooms are equipped.

Strategy 1.2.3: Ensure each building has a minimum of five document cameras to be used within classrooms as needed.
> *Evaluation Strategy:* Document the addition of document cameras to school based inventories.

Strategy 1.2.4: Ensure each building has the necessary number of workgroup quality black print laser printers, at least one workgroup quality color laser printer, and network connections for printing and scanning with all copy machines in the building.
> *Evaluation Strategy:* Document numbers and locations of all laser printers and copiers in the building. Maintain a record of which computers print to which printers and copiers.

Strategy 1.2.5: Provide necessary applications (computer-based, server-based, and web-based) for use in real, blended, and virtual learning environments.
> *Evaluation Strategy:* Document applications which are needed to support the different learning environments and the progress made in obtaining and implementing the use of these applications.

Strategy 1.2.6: Provide on-going evaluation, installation, and repair/replacement of network-capable hardware and appropriate software.
> *Evaluation Strategy:* Document progress in efforts to develop and implement replacement/upgrade schedules for hardware and software.

Strategy 1.2.7: As feasible, implement enterprise level wireless solutions for network and Internet access.
> *Evaluation Strategy:* Document efforts and results for reviewing wireless solutions and describe extent of implementation.

Strategy 1.2.8: Fund network administrator and technician positions equivalent to one per 1,000 students to provide timely and effective support and ensure that technology and infrastructure is operational, secure, and properly maintained.
> *Evaluation Strategy:* Maintain records in an on-line service request database.

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

    Strategy 1.3.1: Provide local technology professional development activities for instructional personnel on ways to effectively integrate and utilize technology.
    Evaluation Strategy: Describe and document the professional development opportunities offered and the numbers of participants involved.

    Strategy 1.3.2: Provide resources to support the curricula, address the needs of all learners, and extend student learning opportunities.
    Evaluation Strategy: Describe resources that are available.

    Strategy 1.3.3: Provide training on effective technology integration for administrators.
    Evaluation Strategy: Describe and document professional development opportunities, the times offered, and the participants in the events.

    Strategy 1.3.4: Utilize partnerships, such as those in place with the Rockbridge County Public Schools Foundation, Boxerwood Education Association, and Washington & Lee University Teacher Education Program, to provide professional development activities and resources focused on technology integration strategies and the development of 21st Century Skills for both teachers and administrators.
    Evaluation Strategy: Describe professional development provided by partnerships and document attendance.

    Strategy 1.3.5: Support pilot projects to help educators better understand the impact of new and emerging technologies on the learning environment and develop strategies to integrate them effectively into schools.
    Evaluation Strategy: Document the new and emerging technologies and strategies for technology integration in schools.

- **Objective 1.4: Provide students and teachers with an understanding of how to work safely in virtual and on-line collaborative environments.**

    Strategy 1.4.1: Provide students and teachers with an understanding of effective ways in which to remain safe when working in a virtual or on-line learning environment.
    Evaluation Strategy: Document the forms of Internet safety training in use, the grade levels addressed, and the frequency of presentations for such training.

    Strategy 1.4.2: Utilize existing on-line resources, such as Moodle Services and GoogleApps, to provide platforms for developing and delivering on-line instruction and content which promote collaborative student-teacher environments.

Evaluation Strategy: Document the courses and programs which are utilizing Moodle and GoogleApps, the grade levels addressed, and the frequency of use for such activities.

Strategy 1.4.3: Utilize effective teacher monitoring and specialized Internet filtering appliances to minimize access to inappropriate websites.
Evaluation Strategy: Review filter logs and requests for sites to be blocked on a weekly basis to determine extent of requests to access inappropriate websites.

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

- **Objective 2.1: Facilitate the development or use and delivery of innovative professional development that promotes collaboration.**

  Strategy 2.1.1: Provide after-school programs for teachers in the use of technology tools and resources which promote communication and collaboration.
  Evaluation Strategy: Describe and document professional development opportunities, the times offered, and the participants in the events.

  Strategy 2.1.2: Plan appropriate professional development opportunities that focus on effective technology integration use in core curricula areas (Math, Language Arts/English, Science, and History and Social Science) as guided by user needs and division priorities.
  Evaluation Strategy: Describe and document professional development opportunities, the times offered, and the participants in the events.

  Strategy 2.1.3: Provide a wide range of delivery methods to meet the needs of our staff and enhance professional collaboration.
  Evaluation Strategy: Describe the delivery methods professional development and document the frequency of use.

  Strategy 2.1.4: Utilize partnerships, such as those in place with the Rockbridge County Public Schools Foundation, Boxerwood Education Association, and Washington & Lee University Teacher Education Program, to provide professional development activities and resources focused on technology integration strategies which promote collaboration and communication between teachers and students.
  Evaluation Strategy: Describe professional development provided by partnerships and document attendance.

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

Strategy 2.2.1: Expand course offerings for students by providing on-line courses at the high school, middle school, and elementary school levels, when feasible. Utilize and expand current subscriptions in Class.com, CompassLearning, and Virtual Virginia.
> ***Evaluation Strategy:*** Review each semester the frequency counts of students enrolled in on-line courses. Compare success rates for students in on-line courses with those students in traditional courses with respect to grade and SOL test performances.

Strategy 2.2.2: Provide collaborative learning environments for students and staff members.
> ***Evaluation Strategy:*** Document the implementation and use of collaborative environments, such as GoogleApps, blog spaces provided for educational uses, student and teacher email accounts used to enhance teaching and learning, and interactive collaborative exchanges by way of video conferencing through applications such as Skype.

Strategy 2.2.3: Provide students and staff with reasonable access to Internet-connected devices, including computer lab and classroom computers, laptops/netbooks, and handheld and tablet computers.
> ***Evaluation Strategy:*** Document numbers of Internet-connected devices available for student use and frequency of access.

Strategy 2.2.4: Evaluate assistive technologies which are available to help students with special needs and implement use when deemed appropriate.
> ***Evaluation Strategy:*** Document evaluations of assistive technologies and keep inventories of assistive technology equipment in use within the school division.

- **Objective 2.3: Facilitate the implementation of high-quality Internet safety programs in schools.**

Strategy 2.3.1: Provide students and teachers with an understanding of effective ways in which to remain safe when working in a virtual or on-line learning environment.
> ***Evaluation Strategy:*** Document the forms of Internet safety training in use, the grade levels addressed, and the frequency of presentations for such training.

Strategy 2.3.2: Maintain up-to-date Acceptable Use Policies for all network users and publish the policies annually.
> ***Evaluation Strategy:*** Document the dates of publication of all AUP.

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

- **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.**

  Strategy 3.1.1: Provide after-school programs for teachers in the use of technology tools and resources which promote problem-solving activities, communication and collaboration, and the use of real-world skills.
  > *Evaluation Strategy:* Describe and document professional development opportunities, the times offered, and the participants in the events.

  Strategy 3.1.2: Plan appropriate professional development opportunities that focus on effective integration of technology use in core curricula areas (Math, Language Arts/English, Science, and History and Social Science) as guided by user needs and division priorities.
  > *Evaluation Strategy:* Describe and document professional development opportunities, the times offered, and the participants in the events.

  Strategy 3.1.3: Identify and communicate teaching and learning resources that effectively support the SOL and promote creativity, collaboration, and problem-solving.
  > *Evaluation Strategy:* Describe resources that are available to students and staff and document frequency of use.

  Strategy 3.1.4: Promote the use of web-based collaborative tools in classes and for teacher and administrative use.
  > *Evaluation Strategy:* Describe collaborative tools that are available and document frequency of use.

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

  Strategy 3.2.1: Require completion of technology activities for all professional staff members – teachers and administrators – which demonstrate competency in the Technology Standards for Instructional Personnel.
  > *Evaluation Strategy:* Document the dates of achievement for the various technology activities.

  Strategy 3.2.2: Provide after-school programs for teachers in the use of technology tools and resources which will build competency and mastery of usage.
  > *Evaluation Strategy:* Describe and document professional development opportunities, the times offered, and the participants in the events.

Strategy 3.2.3: Support teacher participation in local -, regional -, and state-provided activities to become NETS*T certified.
Evaluation Strategy: Document participation and progress in reaching NETS*T certification.

Strategy 3.2.4: Assess student technology skills annually through grade level technology benchmarks and project-based assessments in Grades K- 8.
   Evaluation Strategy: Maintain records of student progress in meeting grade-level benchmarks.

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

   Strategy 3.3.1: Provide teachers with professional development activities in developing formative and summative assessments utilizing TeachFirst activities delivered in a virtual environment.
      Evaluation Strategy: Describe and document professional development opportunities, the times offered, and the participants in the events.

   Strategy 3.3.2: Provide teachers with access to Interactive Achievement – an on-line assessment delivery and data analysis system – to utilize in preparing, delivering, and analyzing teacher made assessments.
      Evaluation Strategy: Document the types and frequencies of use by teachers in schools of Interactive Achievement and the ways in which instruction is being modified based on assessment results.

   Strategy 3.3.3: Continue to develop and implement division-level benchmark assessments for the four core curricula areas (Math, Language Arts/English, Science, and History and Social Science). Delivery and analysis of these assessments will be done by way of Interactive Achievement.
      Evaluation Strategy: Document the results of the assessments and the ways in which instruction is being modified based on assessment results.

TOOLS
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 understanding.

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

Strategy 4.1.1: Provide students with access to networked, multimedia computers – desktops and laptops/netbooks in classrooms, computer labs, and library media centers.

> *Evaluation Strategy:* Describe and document numbers and locations of computers available for student access. Document the frequency of usage in locations.

Strategy 4.1.2: Provide students with access to handheld, "personal" computing devices, such as Apple iPod Touch and iPad.

> *Evaluation Strategy:* Describe and document numbers and locations of handheld devices available for student access. Document the frequency of usage in locations.

Strategy 4.1.3: Provide students with opportunities to learn and apply technology skills across ranges of content areas.

> *Evaluation Strategy:* Describe and document student progress in meeting technology benchmarks within content areas.

Strategy 4.1.4: Expand course offerings for students by providing on-line courses at the high school, middle school, and elementary school levels, when feasible. Utilize and expand current subscriptions in Class.com, CompassLearning, and Virtual Virginia.

> *Evaluation Strategy:* Review each semester the frequency counts of students enrolled in on-line courses. Compare success rates for students in on-line courses with those students in traditional courses with respect to grade and SOL test performances.

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

    Strategy 4.2.1: Require completion of technology activities for all professional staff members – teachers and administrators – which demonstrate competency in the Technology Standards for Instructional Personnel.

    > *Evaluation Strategy:* Document the dates of achievement for the various technology activities.

    Strategy 4.2.2: Provide after-school programs for teachers in the use of technology tools and resources which will build competency and mastery of usage.

    > *Evaluation Strategy:* Describe and document professional development opportunities, the times offered, and the participants in the events.

    Strategy 4.2.3: Support teacher participation in local -, regional -, and state-provided activities to become NETS*T certified.

Evaluation Strategy: Document participation and progress in reaching NETS*T certification.

Strategy 4.2.4: Assess student technology skills annually through grade level technology benchmarks and project-based assessments in Grades K- 8.
>   *Evaluation Strategy:* Maintain records of student progress in meeting grade-level benchmarks.

Strategy 4.2.5: Plan appropriate professional development opportunities that focus on effective integration of technology use in core curricula areas (Math, Language Arts/English, Science, and History and Social Science) as guided by user needs and division priorities.
>   *Evaluation Strategy:* Describe and document professional development opportunities, the times offered, and the participants in the events.

Strategy 4.2.6: Fund network administrator and technician positions equivalent to one per 1,000 students to provide timely and effective support and ensure that technology and infrastructure is operational, secure, and properly maintained.
>   *Evaluation Strategy:* Maintain records in an on-line service request database.

- **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.**

    Strategy 4.3.1: Identify and communicate teaching and learning resources which support the SOL and promote creativity, collaboration, and problem-solving.
    >   *Evaluation Strategy:* Document resources that are available to students and staff.

    Strategy 4.3.2: Identify and review hardware and software for applicability and effectiveness.
    >   *Evaluation Strategy:* Develop and maintain hardware and software review databases.

    Strategy 4.3.3: Coordinate purchases of software and on-line applications across the school division to provide similar opportunities for students and resources for teachers.
    >   *Evaluation Strategy:* Develop and maintain software and application inventory database.

    Strategy 4.3.4: Utilize partnerships, such as those in place with the Rockbridge County Public Schools Foundation and Washington & Lee University Teacher Education Program, to fund pilot projects which can be used to evaluate a variety of technology devices, as well as specific software and on-line applications.

> ***Evaluation Strategy:*** Describe the pilot projects being implemented and the ways in which the tools will be evaluated.

<u>RESULTS</u>

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

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

  Strategy 5.1.1: Conduct an annual review to determine the level of implementation of the recommendations of this plan; use data collected to revise the process and strategies that reflect the changing priorities of the division, align with the Virginia Educational Technology Plan, and drive funding requests.
  > ***Evaluation Strategy:*** Collect and review pertinent data reflecting implementation of the technology plan.

  Strategy 5.1.2: Monitor the use of classroom computers, computer lab computers, and handheld devices to determine extent of use and need for additional acquisitions.
  > ***Evaluation Strategy:*** Collect and review pertinent data reflecting use of computers and handheld devices.

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

  Strategy 5.2.1: Provide training and support to help teachers interpret data and use technology effectively to support data driven needs
  > ***Evaluation Strategy:*** Document training and support provided by the division data manager, ITRT, school administrators, and other Central Office staff.

  Strategy 5.2.2: Provide teachers with access to Interactive Achievement – an on-line assessment delivery and data analysis system – and training needed to utilize data reports provided to disaggregate, interpret, and use data to plan, improve, and differentiate instruction.
  > ***Evaluation Strategy:*** Document the types and frequencies of use by teachers in schools of Interactive Achievement and the ways in which instruction is being modified based on assessment results.

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

Strategy 5.3.1: Provide teachers with access to Interactive Achievement – an on-line assessment delivery and data analysis system – to utilize in preparing, delivering, and analyzing teacher made assessments.

    Evaluation Strategy: Document the types and frequencies of use by teachers in schools of Interactive Achievement and the ways in which instruction is being modified based on assessment results.

Strategy 5.3.2: Explore innovative ways to provide technology-based assessments.

    Evaluation Strategy: Describe resources that have been explored and whether or not they were implemented.

APPENDIX 1: TIMELINE & BUDGET

TIMELINE
<u>ENVIRONMENT</u>
Goal 1: Provide a safe, flexible, and effective learning environment for all students.

OBJECTIVES	STRATEGIES	TIMELINE
1.1: Deliver appropriate and challenging curricula through face-to-face, blended, and virtual learning environments.	1.1.1: Expand course offerings for students by providing on-line courses at the high school, middle school, and elementary school levels, when feasible. Utilize and expand current subscriptions in Class.com, CompassLearning, and Virtual Virginia.	Review annually; add on-line courses as needed
	1.1.2: Provide collaborative learning environments for students and staff members.	On-going; add blog and wiki environments by Fall 2012
1.2: Provide the technical and human infrastructure necessary to support real, blended, and virtual learning environments.	1.2.1: Increase bandwidth capacity to schools and administrative sites with the goal being gigabit connections between sites.	Updates completed by Spring 2015
	1.2.2: Provide each classroom with interactive whitespace, either through the use of interactive projectors or LCD projector/interactive whiteboard combinations.	All classrooms completed by Spring 2014
	1.2.3: Ensure each building has a minimum of five document cameras to be used within classrooms as needed.	Completed by Spring 2013
	1.2.4: Ensure each building has the necessary number of workgroup quality black print laser printers, at least one workgroup quality color laser printer, and network connections for printing and scanning with all copy machines in the building.	Completed by Fall 2013
	1.2.5: Provide necessary applications (computer-based, server-based, and web-based) for use in real, blended, and virtual learning environments.	On-going; added as necessary based on available funds
	1.2.6: Provide on-going evaluation, installation, and repair/replacement of network-capable hardware and appropriate software.	On-going; added as necessary based on available funds
	1.2.7: As feasible, implement enterprise level wireless solutions for network and Internet access.	Middle school completed by Fall 2013; Elementary schools completed by Spring 2015
	1.2.8: Fund network administrator and technician positions equivalent to one per 1,000 students to provide timely and effective support and ensure that technology and infrastructure is operational, secure, and properly maintained.	On-going; added as necessary based on available funds
1.3: Provide high-quality professional development to help educators create, maintain, and work in a variety of learner-centered environments.	1.3.1: Provide local technology professional development activities for instructional personnel on ways to effectively integrate and utilize technology.	On-going; needs reviewed twice per year
	1.3.2: Provide resources to support the curricula, address the needs of all learners, and extend student learning opportunities.	On-going; added as necessary based on

OBJECTIVES	STRATEGIES	TIMELINE
		available funds
	1.3.3: Provide training on effective technology integration for administrators.	On-going; needs reviewed twice per year
	1.3.4: Utilize partnerships, such as those in place with the Rockbridge County Public Schools Foundation, Boxerwood Education Association, and Washington & Lee University Teacher Education Program, to provide professional development activities and resources focused on technology integration strategies and the development of 21st Century Skills for both teachers and administrators.	Annually; programs and resources added as available through support from Partnerships
	1.3.5: Support pilot projects to help educators better understand the impact of new and emerging technologies on the learning environment and develop strategies to integrate them effectively into schools.	On-going; added as necessary based on available funds; target of one pilot per year
1.4: Provide students and teachers with an understanding of how to work safely in virtual and on-line collaborative environments.	1.4.1: Provide students and teachers with an understanding of effective ways in which to remain safe when working in a virtual or on-line learning environment.	On-going; annual review of practices
	1.4.2: Utilize existing on-line resources, such as Moodle Services and GoogleApps, to provide platforms for developing and delivering on-line instruction and content which promote collaborative student-teacher environments.	On-going; needs reviewed twice per year
	1.4.3: Utilize effective teacher monitoring and specialized Internet filtering appliances to minimize access to inappropriate websites.	On-going; Internet logs reviewed on a daily basis

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

OBJECTIVES	STRATEGIES	TIMELINE
2.1: Facilitate the development or use and delivery of innovative professional development that promotes collaboration.	2.1.1: Provide after-school programs for teachers in the use of technology tools and resources which promote communication and collaboration.	On-going; added as necessary based on identified needs and teacher interest
	2.1.2: Plan appropriate professional development opportunities that focus on effective technology integration use in core curricula areas (Math, Language Arts/English, Science, and History and Social Science) as guided by user needs and division priorities.	On-going; annual review of practices and training needs
	2.1.3: Provide a wide range of delivery methods to meet the needs of our staff and enhance professional collaboration.	On-going
	2.1.4: Utilize partnerships, such as those in place with the Rockbridge County Public Schools Foundation, Boxerwood Education Association, and Washington & Lee University Teacher Education Program, to provide professional development activities and resources focused on technology integration strategies which promote collaboration and communication between teachers and students.	Annually; programs and resources added as available through support from Partnerships
2.2: Actualize the ability of technology to individualize learning and provide equitable opportunities for all learners.	2.2.1: Expand course offerings for students by providing on-line courses at the high school, middle school, and elementary school levels, when feasible. Utilize and expand current subscriptions in Class.com, CompassLearning, and Virtual Virginia.	Review annually; add on-line courses as needed
	2.2.2: Provide collaborative learning environments for students and staff members.	On-going; add blog and wiki environments by Fall 2012
	2.2.3: Provide students and staff with reasonable access to Internet-connected devices, including computer lab and classroom computers, laptops/netbooks, and handheld and tablet computers.	On-going; additional added as necessary based on available funds
	2.2.4: Evaluate assistive technologies which are available to help students with special needs and implement use when deemed appropriate.	On-going; added as necessary based on identified student needs
2.3: Facilitate the implementation of high-quality Internet safety programs in schools.	2.3.1: Provide students and teachers with an understanding of effective ways in which to remain safe when working in a virtual or on-line learning environment.	On-going; needs reviewed twice per year
	Strategy 2.3.2: Maintain up-to-date Acceptable Use Policies for all network users and publish the policies annually.	Review annually; update as needed

APPLICATION

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

OBJECTIVES	STRATEGIES	TIMELINE
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.	3.1.1: Provide after-school programs for teachers in the use of technology tools and resources which promote problem-solving activities, communication and collaboration, and the use of real-world skills.	On-going; added as necessary based on identified needs and teacher interest
	3.1.2: Plan appropriate professional development opportunities that focus on effective integration of technology use in core curricula areas (Math, Language Arts/English, Science, and History and Social Science) as guided by user needs and division priorities.	On-going; annual review of practices and training needs
	3.1.3: Identify and communicate teaching and learning resources that effectively support the SOL and promote creativity, collaboration, and problem-solving.	On-going; added to resources database as identified
	3.1.4: Promote the use of web-based collaborative tools in classes and for teacher and administrative use.	On-going; add blog and wiki environments by Fall 2012
3.2: Ensure that students, teachers, and administrators are ICT literate.	3.2.1: Require completion of technology activities for all professional staff members – teachers and administrators – which demonstrate competency in the Technology Standards for Instructional Personnel.	On-going; annual review of technology integration practices
	3.2.2: Provide after-school programs for teachers in the use of technology tools and resources which will build competency and mastery of usage.	On-going; added as necessary based on identified needs and teacher interest
	3.2.3: Support teacher participation in local -, regional -, and state-provided activities to become NETS*T certified.	On-going
	3.2.4: Assess student technology skills annually through grade level technology benchmarks and project-based assessments in Grades K- 8.	Annually; evaluate effectiveness through integration within curricula
3.3: Implement technology-based formative assessments that produce further growth in content knowledge and skills development.	3.3.1: Provide teachers with professional development activities in developing formative and summative assessments utilizing TeachFirst activities delivered in a virtual environment.	On-going; part of monthly school improvement activities
	3.3.2: Provide teachers with access to Interactive Achievement – an on-line assessment delivery and data analysis system – to utilize in preparing, delivering, and analyzing teacher made assessments.	On-going; training available as needed
	3.3.3: Continue to develop and implement division-level benchmark assessments for the four core curricula areas (Math, Language Arts/English, Science, and History and Social Science). Delivery and analysis of these assessments will be done by way of Interactive Achievement.	On-going; review of assessments done annually

<u>TOOLS</u>

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 understanding.

OBJECTIVES	STRATEGIES	TIMELINE
4.1: Provide resources and support to ensure that every student has access to a personal computing device.	4.1.1: Provide students with access to networked, multimedia computers – desktops and laptops/netbooks in classrooms, computer labs, and library media centers.	On-going
	4.1.2: Provide students with access to handheld, "personal" computing devices, such as Apple iPod Touch or iPad and e-book readers.	On-going; all schools will have at least one mobile iPod Touch lab by Fall 2012; iPad labs or e-book readers by Fall 2015
	4.1.3: Provide students with opportunities to learn and apply technology skills across ranges of content areas.	On-going; annual review of integration of technology skills across curricular areas
	4.1.4: Expand course offerings for students by providing on-line courses at the high school, middle school, and elementary school levels, when feasible. Utilize and expand current subscriptions in Class.com, CompassLearning, and Virtual Virginia.	Review annually; add on-line courses as needed
4.2: Provide technical and pedagogical support to ensure that students, teachers, and administrators can effectively access and use technology tools.	4.2.1: Require completion of technology activities for all professional staff members – teachers and administrators – which demonstrate competency in the Technology Standards for Instructional Personnel.	On-going; annual review of technology integration practices
	4.2.2: Provide after-school programs for teachers in the use of technology tools and resources which will build competency and mastery of usage.	On-going; added as necessary based on identified needs and teacher interest
	4.2.3: Support teacher participation in local -, regional -, and state-provided activities to become NETS*T certified.	On-going
	4.2.4: Assess student technology skills annually through grade level technology benchmarks and project-based assessments in Grades K- 8.	Annually; evaluate effectiveness through integration within curricula
	4.2.5: Plan appropriate professional development opportunities that focus on effective integration of technology use in core curricula areas (Math, Language Arts/English, Science, and History and Social Science) as guided by user needs and division priorities.	On-going; annual review of practices and training needs
	4.2.6: Fund network administrator and technician positions equivalent to one per 1,000 students to provide timely and effective support and ensure that technology and infrastructure is operational, secure, and properly maintained.	On-going; added as necessary based on available funds

OBJECTIVES	STRATEGIES	TIMELINE
4.3: Identify and disseminate information and resources that assist educators in selecting authentic and appropriate tools for all grade levels and curricular areas.	4.3.1: Identify and communicate teaching and learning resources which support the SOL and promote creativity, collaboration, and problem-solving.	On-going; added to resources database as identified
	4.3.2: Identify and review hardware and software for applicability and effectiveness.	On-going; added as necessary based on identified needs
	4.3.3: Coordinate purchases of software and on-line applications across the school division to provide similar opportunities for students and resources for teachers.	On-going; added as necessary based on identified needs and available funds
	4.3.4: Utilize partnerships, such as those in place with the Rockbridge County Public Schools Foundation and Washington & Lee University Teacher Education Program, to fund pilot projects which can be used to evaluate a variety of technology devices, as well as specific software and on-line applications.	Annually; programs and resources added as available through support from Partnerships

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

OBJECTIVES	STRATEGIES	TIMELINE
5.1: Use data to inform and adjust technical, pedagogical, and financial support.	5.1.1: Conduct an annual review to determine the level of implementation of the recommendations of this plan; use data collected to revise the process and strategies that reflect the changing priorities of the division, align with the Virginia Educational Technology Plan, and drive funding requests.	Annually; evaluate and update as necessary
	5.1.2: Monitor the use of classroom computers, computer lab computers, and handheld devices to determine extent of use and need for additional acquisitions.	On-going; added as necessary based on identified needs and available funds
5.2: Provide support to help teachers disaggregate, interpret, and use data to plan, improve, and differentiate instruction.	5.2.1: Provide training and support to help teachers interpret data and use technology effectively to support data driven needs.	On-going; training available as needed
	5.2.2: Provide teachers with access to Interactive Achievement – an on-line assessment delivery and data analysis system – and training needed to utilize data reports provided to disaggregate, interpret, and use data to plan, improve, and differentiate instruction.	On-going; added as necessary based on identified needs
5.3: Promote the use of technology to inform the design and implementation of next-generation standardized assessments.	5.3.1: Provide teachers with access to Interactive Achievement – an on-line assessment delivery and data analysis system – to utilize in preparing, delivering, and analyzing teacher made assessments.	On-going; added as necessary based on identified needs
	5.3.2: Explore innovative ways to provide technology-based assessments.	On-going; added as option when determined to be viable

BUDGET

TECHNOLOGY BUDGET INFORMATION	DESCRIPTION	07-08 BUDGET	08-09 BUDGET	09-10 BUDGET	10-11 BUDGET
Division Level	SCHOOL MATERIALS & SUPPLIES	$25,000	$25,000	$25,000	$25,000
Division Level	TECH RESOURCE INSTRUCTION	$99,493	$103,762	$103,762	$52,869
Division Level	COMPUTER TECHNICIANS SALARIES	$126,751	$141,132	$143,466	$157,866
Division Level	FICA	$17,308	$18,734	$18,913	$16,121
Division Level	VRS	$34,615	$32,908	$34,142	$18,819
Division Level	HOSPITALIZATION	$9,300	$14,640	$20,265	$22,575
Division Level	GROUP LIFE INSURANCE	$2,262	$1,954	$2,027	$590
Division Level	HEALTH CARE CREDIT	$2,624	$2,574	$2,571	$1,264
Division Level	PURCHASED SERVICES	$54,804	$76,800	$76,800	$76,800
Division Level	EQUIPMENT REPAIR & MAINTENANCE	$4,500	$4,500	$4,500	$4,500
Division Level	TELECOMMUNICATIONS	$88,833	$88,833	$88,833	$88,833
Division Level	MILEAGE	$0	$0	$0	$0
Division Level	IN-SERVICE	$18,000	$3,000	$3,000	$3,000
Division Level	MISCELLANEOUS	$0	$0	$0	$0
Division Level	MATERIALS & SUPPLIES	$2,150	$8,500	$8,500	$8,500
Division Level	TECH-SOFTWARE/ONLINE CONTENT	$0	$14,500	$14,500	$55,500
Division Level	NON-CAP TECH HARDWARE	$11,384	$27,500	$27,500	$35,362
Division Level	NON-CAP TECH INFRASTRUCTURE	$6,908	$5,000	$5,000	$5,000
Division Level	TECH-HARDWARE REPLACEMENTS	$14,500	$26,500	$26,500	$36,500
Division Level	TECH-INFRASTRUCTURE REPLACEMENTS	$0	$5,500	$5,500	$5,500
Division Level	TECH-HARDWARE ADDITIONS	$17,500	$0	$0	$0
Division Level	TECH-HARDWARE INFRASTRUCTURE ADDITIONS	$0	$0	$0	$0
Division Level	DIRECTION & MANAGEMENT SALARIES	$70,199	$73,007	$20,272	$20,272
Division Level	CLERICAL SALARIES & WAGES	$7,500	$7,500	$7,500	$7,500
Division Level	TECHNOLOGY SALARIES & WAGES	$72,136	$76,997	$82,961	$82,961
Division Level	FICA	$11,462	$12,049	$8,471	$8,471
Division Level	VRS	$21,777	$20,716	$15,292	$9,888
Division Level	HOSPITALIZATION	$9,300	$10,980	$4,053	$0
Division Level	GROUP LIFE INSURANCE	$1,423	$1,230	$908	$310
Division Level	HEALTH CARE CREDIT	$1,651	$1,620	$1,152	$664
Division Level	PURCHASED SERVICES	$13,701	$24,701	$24,701	$24,702
Division Level	REPAIR & MAINTENANCE	$0	$0	$0	$0
Division Level	TELECOMMUNICATIONS	$15,676	$19,122	$19,122	$19,122
Division Level	MILEAGE	$0	$0	$0	$0
Division Level	IN-SERVICE	$2,000	$0	$0	$0
Division Level	MISCELLANEOUS	$0	$0	$0	$0
Division Level	MATERIALS & SUPPLIES	$3,850	$3,850	$3,850	$3,850
Division Level	TECH-SOFTWARE/ONLINE CONTENC	$0	$0	$0	$0
Division Level	NON-CAP TECH HARDWARE	$0	$0	$0	$0
Division Level	NON-CAP TECH INFRASTRUCTURE	$0	$0	$0	$0
Division Level	TECH-HARDWARE REPLACEMENTS	$43,500	$0	$25,191	$25,191
Division Level	TECH-INFRASTRUCTURE REPLACEMENTS	$0	$0	$0	$0
Division Level	TECH-HARDWARE ADDITIONS	$0	$0	$0	$0
Division Level	TECH-HARDWARE INFRASTRUCTURE ADDITIONS	$0	$0	$0	$0
School Level	TECHNOLOGY MATERIALS & SUPPLIES	$1,000	$1,000	$500	$500
School Level	TECHNOLOGY MATERIALS & SUPPLIES	$600	$1,000	$500	$1,000
School Level	TECHNOLOGY MATERIALS & SUPPLIES	$500	$1,000	$800	$800
School Level	TECHNOLOGY MATERIALS & SUPPLIES	$1,000	$1,000	$800	$1,000
School Level	TECHNOLOGY MATERIALS & SUPPLIES	$600	$600	$0	$0
School Level	TECHNOLOGY MATERIALS & SUPPLIES	$546	$550	$600	$600
School Level	TECHNOLOGY MATERIALS & SUPPLIES	$2,174	$2,204	$1,500	$1,500
TOTALS		**$816,527**	**$860,463**	**$828,952**	**$822,933**

The budget information provided shows a detailed listing of funds allocated for technology over the past four school years. Even with drastic cuts in the operating budget over the past two

years, and the need to close one elementary school, these numbers show an unwavering commitment to technology spending. While the status for future budgets is unknown, and additional budget cuts are likely, the administrators and school board members of the Rockbridge County Public Schools recognize the need and value for funding technology programs. The expectation for funding for technology programs over the next three years is that at least "level" funding will continue. It is understood that the need for developing a manageable replacement schedule for technology equipment, as well as the need for substantial improvements in the network infrastructure, will require a continued commitment of the current level of funding, plus additional levels of funding in the very near future.

APPENDIX 2: DIVISION ACCEPTABLE USE POLICY

File: GAB/IIBEA

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 on-line activities of minors will be monitored;
  (5) provisions designed to educate students about appropriate on-line 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 on-line access by minors, including "hacking" and other unlawful activities by minors on-line;
  (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.

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: June 7, 2010

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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.:   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

File: GAB-R/IIBEA-R

ACCEPTABLE COMPUTER SYSTEM USE

All use of the Rockbridge 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.
   - 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.

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 on-line 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: July 7, 2009

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

File: GAB-E1/IIBEA-E2

ACCEPTABLE COMPUTER SYSTEM USE AGREEMENT

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

READ THIS AGREEMENT CAREFULLY BEFORE SIGNING.

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

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

Please check: Student: _____
                    Employee: _____

Student/Employee Signature: _____   Date _____

Student/Employee Name: _____
                             (Please Print)

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

I grant permission for my student to use the computer system in accordance with Rockbridge 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)

SAMPLE LETTER TO PARENTS:
ACCEPTABLE COMPUTER SYSTEM USE

Dear Parent/Guardian:

The Rockbridge School Board offers your student the use of electronic communications through the Rockbridge School Division's computer system. Your student will be able to communicate with other schools, colleges, organizations and individuals around the world through the internet and other electronic information systems/networks.

Part of the School Division's responsibility in preparing students for the 21st century is to provide them access to the tools they will be using as adults. The internet will be one of these tools. Through the Division's computer system your student will have access to databases, libraries and computer services from all over the world. We accept the responsibility of teaching your student about his/her role as a "network" citizen and the code of ethics involved with this new community.

With this educational opportunity also comes responsibility on the part of your student. It is important that you and your student read the enclosed division policy, administrative regulation and agreement form and discuss these requirements. The Division takes precautions to prevent access to inappropriate material. However, it is impossible to control access to all material and a user may access inappropriate material.

In order for your student to take advantage of this educational opportunity, your authorization is needed. Attached to this letter are the Acceptable Computer System Use Policy GAB/IIBEA and Regulation GAB-R/IIBEA-R and the Acceptable Computer System Use Agreement GAB-E/IIBEA-E2 which both you and your student must sign before your child may use the computer system. Please review these materials carefully with your student before signing the required agreement.

Sincerely,

File: EDC

AUTHORIZED USE OF SCHOOL-OWNED MATERIALS

To ensure the security of school property, the superintendent shall develop regulations governing the use of all school owned property. The regulation shall address the use of school division facilities, supplies, materials, equipment by employees and outside organization.

Employees are prohibited from utilizing school property for personal use or gain.

Adopted: July 7, 2009

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Legal Ref.:   Code of Virginia, §§ 22.1-70, 22.1-131, 22.1-132.

Cross Refs.:   DN   Disposal of Surplus Items
                GBEC/JFCH   Tobacco-Free School for Staff and Students
                IIBEA/GAB   Acceptable Computer System Use
                KF   Distribution of Information/Materials
                KG   Community Use of School Facilities
                KGA   Sales and Solicitations in Schools
                KGC   Tobacco Use on School Premises

File: EGAA

REPRODUCTION OF COPYRIGHTED MATERIALS

The reproduction and use of copyrighted materials, including computer software, electronic materials, video tapes, compact discs, laser discs and other non-print materials, are controlled by federal law. In general, copyright owners have the exclusive right to use, reproduce, and modify their materials. Federal law does provide limited exceptions to this general rule which permit the reproduction and use of copyrighted materials in some circumstances. The superintendent is responsible for promoting an understanding of the applicable law among staff members and students.

The division encourages its staff and students to enrich the educational experience by making proper use of supplementary materials. However, each staff member and student is responsible for complying with copyright law and with any regulations or procedures developed by the Superintendent. Any employee or student who is uncertain as to whether reproducing or using copyrighted materials complies with the division procedures or is permissible under law should contact the Director of Instruction who will provide clarification and assist staff members and students in obtaining proper authorization to copy or use protected material when such authorization is required.

At no time will it be necessary for a staff member to violate copyright laws in order to properly perform his or her duties. At no time will it be necessary for a student to violate copyright laws in order to complete any assigned work. For staff members, violation of copyright laws or division requirements may result in discipline up to and including termination of employment. For students, violation of copyright laws or division requirements may result in discipline up to and including suspension or expulsion.

Adopted: August 4, 2008

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Legal Refs: 17 U.S.C § 101 et seq.

Cross Ref: JFC-R   Standards of Student Conduct
                GAB/IIBEA   Acceptable Computer System Use
                GCPD   Professional Staff Members: Contract Status and Discipline
                GDPD   Support Staff Members: Contract Status and Discipline

ROCKBRIDGE COUNTY PUBLIC SCHOOLS

SEARCH AND SEIZURE

To maintain order and discipline in the schools and to protect the health, safety and welfare of students and school personnel, school authorities may search a student, student lockers or student automobiles under the circumstances outlined below and may seize any illegal, unauthorized, or contraband materials discovered in the search.

As used in this policy, the term "unauthorized" means any item dangerous to the health or safety of students or school personnel, or disruptive of any lawful function, mission or process of the school, or any item described as unauthorized in school rules available beforehand to the student.

Student desks and lockers are the property of the school, and may be used for the storage of permitted student belongings only. School officials retain locker combinations and reserve the right to search desks and lockers as well as to open lockers at any time for repairs. A general search of lockers or desks may be conducted to repossess school property or to locate illegal materials.   A random, systemic, non-selective search of student classrooms, desks, lockers or automobiles may be conducted by school officials in accordance with a pre-determined search formula. Students are responsible for the content of their assigned locker at all times. The student's individual right to privacy and freedom from unreasonable search and seizure is balanced by the school's responsibility to protect the health, safety, and welfare of all persons within the school community. Should illegal materials be found during a search, law enforcement officials should be notified.

The locations at which searches of students and student property may be conducted are not limited to the school building or school property, but may be conducted wherever the student is involved in a school-sponsored function.

PERSONAL SEARCHES
A student's person and/or personal effects (e.g. purse, book bag, etc.) may be searched by a school official whenever the official has reasonable suspicion to believe that the student has violated or is about to violate the law or a school rule and that the search will yield evidence of the violation.

A personal search may include requiring a student to be scanned with a metal detector.

A pat down search of a student may only be conducted if a school administrator has established a high level of reasonable suspicion that evidence will be found to corroborate suspicion that a law or school rule has been broken. If a pat down search of a student's person is conducted, it will be conducted in private by a school official of the same sex and with an adult witness of the same sex present.

Strip searches may only be used when an extremely serious situation exists requiring immediate action. Such a search should be used only in the context of imminent threat of death or great bodily injury to a person or persons. If a strip search is necessary the school official should contact the appropriate law enforcement official, and the search should be conducted by a sworn law enforcement officer of the same sex, in the presence of a same sex adult witness. School officials may only conduct a strip search in cases where it is necessary to avoid the imminent threat of death or great bodily injury to the student or another person. If a strip search must be conducted by a school official, it must be by a same sex official with a same sex adult witness, and the school official must have the prior approval of the superintendent or his designee, unless the health or safety of the student is endangered by the delay.

LOCKER SEARCHES
Student lockers are school property and remain at all times under the control of the school; however, students are expected to assume full responsibility for the security of their lockers and are responsible for the content of their assigned locker at all times. Periodic general inspections of lockers may be conducted by school authorities for any reason at any time without notice, without student consent, and without a search warrant.

AUTOMOBILE SEARCHES
Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of student parking lots and inspections of the exteriors of student automobiles on school property. The interiors of student vehicles may be inspected whenever a school official has reasonable suspicion to believe that the student has violated or is about to violate the law or a school rule and that the search will yield evidence of the violation, or that illegal or unauthorized materials or other evidence of illegal or otherwise prohibited activities are contained inside the automobile. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

SEIZURE OF ILLEGAL MATERIALS
If a properly conducted search yields illegal or contraband materials, such findings shall be turned over to proper legal authorities for ultimate disposition.

COMPUTER SEARCHES
School computers, software and internet access are school property. Students are only authorized to use school computers and other similar educational technology consistent with the educational mission of the school. School officials may search school computers, software and internet access records at any time for any reason and without student consent.

CONSENT SEARCHES
If a student gives a school official consent for a search the school official does not need to demonstrate reasonable suspicion. A student's consent is only valid if given willingly and with knowledge of the meaning of consent. Students should be told of their right to refuse to be

searched, and students must not perceive himself at risk of punishment for refusing to grant permission for the search.

SEIZURE OF ILLEGAL MATERIALS
If a properly conducted search yields illegal or contraband materials, such findings shall be turned over to proper legal authorities for ultimate disposition.

Adopted: May 2, 2005

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Legal Refs.:   New Jersey v. T.L.O., 469 U.S. 325 (1985).
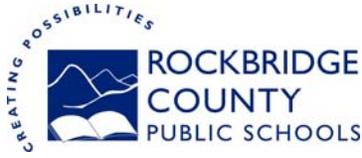
Constitution of the United States, Amendment IV.

Constitution of Virginia, Article I, section 10.

Code of Virginia, 1950, as amended, § 22.1-279.7.

Board of Education Guidelines for Student Searches in Public Schools, (12/21/99).

Cross Refs.:   GAB/IIBEA   Acceptable Computer System Use

ROCKBRIDGE COUNTY PUBLIC SCHOOLS EMAIL ACCOUNT APPLICATION/COMPUTER USE AGREEMENT

E-mail accounts are available for all employees of Rockbridge County Public Schools. These accounts are a privilege, not a right, and users are expected to abide by guidelines established by Rockbridge County Public Schools. A listing of the Rockbridge County Public Schools Acceptable Computer Use guidelines (AUP) is included on the reverse side of this application. Please read these guidelines; your signature at the bottom of this application form signifies acceptance and understanding of the computer use agreement. Return this completed form to the Human Resources office for Rockbridge County Public Schools. Your email account request will be processed once this signed form has been returned.

Typically, applications are processed and accounts established within five working days. A letter will be sent informing you that your account is active. The letter will also include your account name and an initial password, and will provide some basic instructions on how to access and use your account. Please change your initial password once you have accessed your account.

Email accounts are provided using the FirstClass® communication system, which includes conferences and other communication tools. Additional training is generally available in the use of FirstClass® at the beginning of the school year. Help with FirstClass® may also be provided by the school division Instructional Technology Resource Teacher. Contact your school principal if you have questions.

Please realize that email is <u>not</u> a secure form of correspondence. The possibility always exists for your messages to be intercepted and read by others. Keep this in mind when corresponding by email.

Rockbridge County Public Schools owns and controls the electronic mail system in use for faculty and staff members. The School Division provides electronic mail as an aid in fulfilling duties and to be used as an educational tool. Do <u>not</u> use the division email as a private email account. Email of faculty and staff members may be monitored and accessed by authorized representatives of the School Division, if necessary. Unauthorized access to an email account by any student or employee is prohibited. Users shall be held personally liable for the content of any electronic message created in their school division accounts. Downloading any file attached to an electronic message should not be done unless the user is certain of that message's authenticity and the nature of the file.

In the event that you leave the Rockbridge County School system, your email account will be terminated within 30 days of your last day of employment.

EMAIL APPLICATION INFORMATION

NAME	SCHOOL	POSITION

The Internet Acceptable Use Policy contains guidelines for proper use of Rockbridge County Public Schools computer resources. My signature below indicates I have read the guidelines and agree to abide by them.

SIGNATURE	DATE

ROCKBRIDGE COUNTY PUBLIC SCHOOLS - ACCEPTABLE COMPUTER USE GUIDELINES

All use of the Rockbridge 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, removable media devices, tape drives, servers, mainframe and personal computers, the internet and any other internal or external network.

Computer 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:
   - Violating any federal, state, or local statute;
   - Accessing, uploading, downloading, or distributing obscene, pornographic, or sexually explicit material;
   - Using the computer system for private financial or commercial gain;
   - Transmitting obscene, abusive, sexually explicit, or threatening language;
   - Installing viruses, malware, keyloggers, etc. with intent to compromise the integrity or security of data;
   - Damaging, vandalizing, or disabling the property of another individual or group;
   - Accessing another individual's files, materials, or information without permission;
   - "Hacking into" or otherwise accessing data not intended for the user including, but not limited to, other users' files and administrative data; and
   - Violating copyright law by: using network resources to commit plagiarism; unauthorized use, copying, or forwarding of copyrighted material; unauthorized installation, use, storage, or distribution of copyrighted software and/or multimedia material.
4. **Network Etiquette.** Each user is expected to abide by generally accepted rules of etiquette, including the following. Users shall:
   - Be polite.
   - Not forge, intercept or interfere with electronic mail messages.
   - Use appropriate language. The use of obscene, lewd, profane, threatening or disrespectful language is prohibited.
   - Not post personal contact information, including names, home, school or work addresses, telephone numbers, or photographs, about themselves or others.
   - Respect the computer system's resource limits.
   - Not post chain letters or download large files.
   - Not use the computer system to disrupt others.
   - Not read, modify or delete data owned by others.
   - Not use streaming content. Streaming content for classroom use should be downloaded during non-school hours and saved for later use.
   - Make every attempt to minimize computer usage during heavy use times, e.g., during the SOL testing windows. These times will be announced through appropriate means.
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/malware protection procedures.
7. **Vandalism.** Intentional destruction of any part of the computer system through creating or downloading computer viruses/malware 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.
9. **Electronic Mail.** The School Division's electronic mail system is owned and controlled by the School Division. The School Division may provide electronic mail to aid students and staff in fulfilling their duties and as an education tool. Electronic mail is not private. Students' electronic mail will be monitored. The electronic mail of staff may be monitored and accessed by the School Division. Unauthorized access to an electronic mail account by any student or employee is prohibited. Users shall be held personally liable for the content of any electronic message they create. Downloading any file attached to an electronic message is prohibited unless the user is certain of that message's authenticity and the nature of the file.
10. **Enforcement.** Software will be installed on the division's computers having Internet access to filter or block internet access through such computers to obscene or inappropriate content, e.g., pornography. The on-line activities of minors may also be monitored manually. **Any violation of these regulations shall result in loss of computer system privileges and may also result in appropriate disciplinary action, as determined by School Board policy, or legal action.**

Rockbridge County Public Schools Web Page Guidelines

<u>Introduction</u>
The World-Wide-Web provides Internet users around the world with opportunities to collect and share information. In this global information network, Rockbridge County Public Schools are provided access to the Internet and the ability to develop school web pages to be "published" . Recognizing that web pages are potentially accessible by millions of users around the world, a set of guidelines for developing school web pages has been established. The purpose for these guidelines is to help ensure that school web pages are appropriate and do not violate the rights of individuals, yet allow each school to showcase features and information unique to the school community.

<u>Guidelines</u>
The school webperson is responsible for the development and maintenance of all school web pages. The webperson is expected to verify the accuracy of all information and links included in school web pages.

Web pages should be easy to navigate and quick to load. Paths to information should be clearly defined, while permitting non-sequential browsing. Web pages should follow a consistent format within a "group" structure. Each web page should identify the school and location, and provide a date of development.

Web pages should not be overcrowded. Full screen images and multiple images per page should be avoided whenever possible. Pages should not "dead-end" -- links should exist that return the viewer to a previous level or common starting point. All school web pages will be stored on the county school's web server, and subject to any regulations and restrictions as established by the Department of Technology.

All school web pages must adhere to the requirements of the Internet Acceptable Use Policy for Rockbridge County Public Schools. Web pages are also subject to approval by the building principal, the division technology director, and the Central Office administrative staff.

Web pages may be used to highlight features and information for each school. Suggestions for web pages include: 1) greeting message, 2) school history, 3) classroom news and events, 4) clubs and organizations, and 5) school calendar.

Web pages may be used to highlight student achievement. However, individual students should not be identified by name, or by classroom association. Identification for samples of student work should be done using first names and ages.

Web pages may contain photographs of groups of students and/or teachers. The group may be identified, but individual students should be identified by first names only. Web pages should not contain photographs of individual students.

Web pages may contain links to other web sites appropriate for an educational environment. Links should not be made to sites which are potentially offensive or to sites that exist primarily for the purpose of advertisement. Before linking to any site other than Rockbridge County School pages, please obtain email permission from the webmaster of the site to which you wish to link. A copy of this email should be sent to the Division Technology Services office. Please be judicious in your use of links -- keep the number of links small and verify the validity of all links incorporated into your pages on a regular basis.

Web pages may contain materials subject to copyright restrictions provided written permission is first obtained from the copyright holder. A copy of this consent letter should be sent to the Division Technology Services office.

APPENDIX 3: SUMMARY OF INTERNET SAFETY PROGRAM

Over the past several years, Internet Safety programs have been developed and implemented at the school level. A variety of programs exist at the different schools – all of which utilize classroom instruction, student assemblies, parent programs, and extensive use of on-line resources which provide guidance on proper on-line behaviors. The programs are provided in accordance with policies updated and approved by the School Board for Rockbridge County Public Schools. However, as technology use continues to increase and evolve, the administrators of the school division recognize the need for a division-level, comprehensive safety program which addresses bullying, cyber-bullying, and Internet safety issues. Please note that in this context, Internet safety includes computer-based and handheld-based devices and would include texting behaviors, as well as other cyber-behaviors.

The first level of Internet safety is provided through Internet filtering. All student and teacher computers, as well as administrative computers, must pass through a Barracuda appliance filter proxy in order to access Internet resources. Filter logs are reviewed frequently and adjustments are made as needed in order to minimize access to inappropriate or questionable websites.

Teachers are expected to monitor student use of computers in classrooms, computer labs, and libraries. Inappropriate or questionable websites are reported to the network manager for review. Sites which are deemed inappropriate or questionable are added to the database to be filtered in the future.

Beginning in the Fall of 2010, a committee was formed to review and address the need for clear policies and strong programs which focus on the identification and reduction of bullying behaviors, including cyber-bullying, as well as identifying and promoting safe practices in utilizing Internet resources. With regards to Internet Safety, the committee will be examining the following questions to be addressed through policies and programs:

Safety
- What personal information should students share on the Internet?
- When should students share personal information over the Internet?
- How can students share personal information safely on the Internet?
- Why could interactions with strangers be dangerous on the Internet?
- When should students consult with a trusted adult for help with Internet "relationships" or issues?
- What should be done if students receive inappropriate information, posts, or text messages, or are aware of inappropriate information, posts, or text messages being sent to others?
- What are the roles of administrators, teachers, support personnel, and parents in providing safe access to the Internet for students?

Ethics
- What is cyberbullying and how can students be protected against it?
- Why it is important for students to respect the rights of others, including the use of on-line resources developed by others?
- What ways can students use resources on the Internet without plagiarizing?
- What are the roles of administrators, teachers, support personnel, and parents in helping students understand how to respect the rights of others in using Internet resources?

Security
- What is a secure and responsible website?
- What can students do to avoid downloading viruses and malware onto a computer on network system?
- What is the role of a strong password for protecting "private" directories, email accounts, and other personal spaces which exist on the Internet?
- What are the roles of administrators, teachers, support personnel, and parents in helping students learn to make good decisions involving the use Internet resources and understand the consequences of poor decisions?

The committee will also examine roles and responsibilities for all school community members with respect to Internet safety. Currently, the roles and responsibilities are as follows:

- School Board
    - approve policy
- Division- and School-Level Administrators
    - provide leadership and support for safety programs
    - provide necessary staff development opportunities
    - work collaboratively to develop presentations for students, teachers, and parents on bullying, cyber-bullying, and Internet Safety
- Teachers
    - provide instruction on Internet safety practices
    - monitor student use of Internet resources
    - participate in staff development opportunities
    - work collaboratively to develop presentations for students, teachers, and parents on bullying, cyber-bullying, and Internet Safety
- PE/Health Teachers
    - provide instruction on bullying/cyber-bullying as part of Family Life Education
    - work collaboratively to develop presentations for students, teachers, and parents on bullying, cyber-bullying, and Internet Safety
- Library Media Specialists
    - provide instruction on safe searching, evaluating on-line resources, and ways to avoid plagiarizing of materials
    - work collaboratively to develop presentations for students, teachers, and parents on bullying, cyber-bullying, and Internet Safety

- Guidance Counselors
    - provide instruction on bullying/cyber-bullying
    - work collaboratively to develop presentations for students, teachers, and parents on bullying, cyber-bullying, and Internet Safety
- School Resource Officers
    - provide materials for teacher and student use
    - be available to classroom discussions and instruction
    - work collaboratively to develop presentations for students, teachers, and parents on bullying, cyber-bullying, and Internet Safety
- Students
    - abide by guidelines for computer use
    - recognize and use good practices which support safe use of the Internet

Finally, the committee will provide students, parents, teachers, and community members with opportunities to participate in annual surveys which will address bullying, cyber-bullying, and Internet safety issues and concerns. The committee will review results from these surveys, along with annual reviews of existing policies and practices, to determine better ways to improve safety for students in both real and virtual environments.