Amherst County Public Schools

Educational Technology Plan

2010 ~ 2016

Table of Contents

Table of Contents

Executive Summary

"The Amherst County Public School Division will be recognized as an educational leader in Central Virginia and its mission is to provide an appropriate education in an environment that ensures success in the classroom and in future endeavors."

---- The Amherst County Public Schools' Vision & Mission Statements

The Amherst County Public Schools desires to ensure that _all_ Amherst County students meet and or exceed local division curriculum requirements in addition to the Standards of Learning requirements and are prepared to excel in a technology driven world. In order to make this a reality, adequate resources, both technological and human, must be funded and implemented. This plan is instrumental to that process.

The 2010 – 2016 Technology Plan for Amherst County Public Schools is designed with the knowledge that business cannot be done as usual. Our children are immersed with technology from birth. Technology devices are as much a part of their life and communications as paper and pencils once were. As a result, it is understood that technology is not something that is added on top of today's educational experience; rather it must be tightly woven into the curricula.

In today's high tech world, technology must be integrated into and play an integral role in all aspects of teaching and learning. It is to this end that the technology plan for the Amherst County Public Schools is designed to provide guidance for the allocation and utilization of technology and technology resources based on their impact on:

- providing a safe, flexible, and effective learning environment for all students
- engaging students in meaningful curricular content through the purposeful and effective use of technology
- affording students with opportunities to access and apply technology effectively to gain knowledge, develop skills, extend capabilities, and create and disseminate artifacts that reflect their understanding
- using technology to support a culture of data-driven decision making that relies upon data to evaluate and improve teaching and learning

Technology chosen to be integrated into instruction must have a pedagogical purpose if it is to be used as an effective tool in the 21st Century Classroom. It must be carefully planned and implemented. It is for this reason that Professional Development combined with Professional Learning Communities is a focus for all staff-members.

Amherst County Public Schools technology plan follows the guidelines set forth in the Virginia Department of Education 2010-2015 Educational Technology Plan for Virginia and encompasses all five goals and underlying objectives. An outline of this alignment follows:

Educational Technology Plan for Virginia: 2010-2015	National Educational Technology Plan 2010
Goal 1: Provide a safe, flexible, and effective learning environment for all students.	**4.0 Infrastructure:** All students will have access to a comprehensive infrastructure for learning when and where they need it.
Goal 2: Engage students in meaningful curricular content through the purposeful and effective use of technology.	**3.0 Teaching:** Professional educators will be supported individually and in teams by technology that connects them to data, content, resources, expertise, and learning experiences that enable and inspire more effective teaching for all learners.
Goal 3: Afford students with opportunities to apply technology effectively to gain knowledge, develop skills, and create and distribute artifacts that reflect their understanding.	**1.0 Learning:** All learners will have engaging and empowering learning experiences both in and outside of school that prepare them to be active, creative, knowledgeable, and ethical participants in our globally networked society.
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.	**5.0 Productivity:** Our education system at all levels will redesign processes and structures to take advantage of the power of technology to improve learning outcomes while making more efficient use of time, money, and staff.
Goal 5: Use technology to support a culture of data-driven decision making that relies upon data to evaluate and improve teaching and learning.	**2.0 Assessment:** Our education system at all levels will leverage the power of technology to measure what matters and use assessment data for continuous improvement.

The Amherst County Public Schools' Vision & Mission Statements

As educators in the Amherst County Public Schools, we strive to fulfill our vision and mission to ensure that students who leave our schools are ready for life in the digital age. In order to be an educational leader in today's world, our division believes that technology is integral to this vision and mission.

Since technology enhances teaching and learning excellence by providing students with a multitude of interactive and multi-sensory educational opportunities and challenges, it should be integral to all aspects of education from curriculum and instruction to assessment and management.

School Division Vision and Mission
Every Child, Every Day

Student Achievement—Amherst County Public Schools shall appropriately motivate, educate, and inspire every student, every day to achieve his or her maximum academic potential.

Safety—Amherst County Public Schools shall provide a safe, courteous and professional environment for all school activities.

Leadership—Amherst County Public Schools shall provide educational programs and opportunities that produce citizens who are life-long learners and contributors to the community.

Communication—Amherst County Public Schools shall continue open lines of communication to enhance school, parent, and community collaboration.

Responsibility—Amherst County Public Schools shall be accountable to students, parents, colleagues, and the community for student achievement, safety, leadership and communication.

Technology Vision

Technology is an integral part of who we are as a society. From birth, our children are immersed in all forms of technology. As such, technology has become an integral part of the teaching and learning paradigm. Our goal is to educate students to look beyond today. By facilitating 21st century skills which include collaboration, problem solving and creativity, the school community will utilize technology to enhance instruction and promote life-long thinking, learning, and communication skills necessary for success in a global community.

The effective use of technology will:
- Facilitate and enhance learning and achievement for all students
- Better meet the needs of all students by providing more opportunities for intervention/remediation or extended learning
- Create positive attitudes about teaching and learning
- Increase productivity in all aspects of the educational community from communication to more efficiency in management and administrative functions
- Engage students with the use of technology

Technology Mission

The Amherst County Public Schools, recognizing the role of technology in today's society, strive to provide teachers and students with the technology tools and training necessary for enhancement of the instructional program and for the preparation of students for life in the digital age.

- We are dedicated to promoting the use of technology as a tool for assisting staff and students in all educational applications and in learning how to apply technology in more meaningful and efficient ways.
- We are dedicated to developing life-long learners and productive members of society.

Summary of the Work of the Planning Committee and Its Benchmarks

The Amherst County Public Schools Technology Planning Committee was formed in anticipation of the release of the State Education Technology Plan Committee began meeting weekly upon receiving the State Plan in October 2009. The Committee used many collaboration tools during the process; two of the tools, GoogleDocs and SharePoint, were an invaluable part of the process.

The first step in preparing for the new technology plan was to evaluate the division's alignment with the proposed state technology plan. This was accomplished through the creation

and implementation of several surveys. The surveys were broken down into three distinct categories, which included students, staff, and parents.

The Technology Committee met during weekly planning sessions to develop the ACPS Technology Plan. Our Superintendent at that time, Dr. Brian Ratliff provided the inspiration to our committee when he said "You need to reach beyond your grasp. Not in an act of desperation but in an effort to go beyond where you are now."

Summary of the Evaluation Process and the Planned Update Cycle

The 2010-2016 Educational Technology Plan for Amherst County Public Schools will be evaluated on an annual basis. This plan must be a living breathing document. This plan must be able to adapt and change with needs of the ACPS community and emerging technologies. The Technology Committee will meet every spring to review the current progress. An annual report will be submitted to School Board showing the current status and any planned changes to the ACPS Education Technology Plan.

Conclusions from the Needs Assessment

A needs assessment was conducted using the survey functions provided by K12 Insight. Each survey was crafted with the intent of determining several key factors which include:
1. How technology is used throughout Amherst County Public Schools.
   a. Are students being taught 21st century skills?
   b. Are teachers using the technology resources available?
   c. How are the resources being used?
2. What technology is being used in classrooms and in the student's home?
3. What percentage of students has internet access at home?
4. Is the current Internet Safety Program effective?

Results from the Needs Assessment:

1. Our Internet Safety program appears to be effective, but must be kept current.
2. More students have internet access at home than was anticipated.

Student Access To Technology At Home
March 2014

Elementary: 86.70%
Secondary: 82.57%
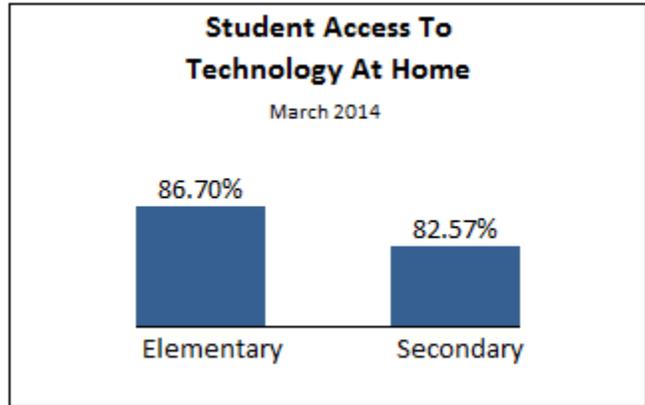
3. Technology is not being utilized as a part of daily homework assignments.

Technology Utilized For Homework Assignments
May 2010

Elementary: 12.68%
Secondary: 21.59%
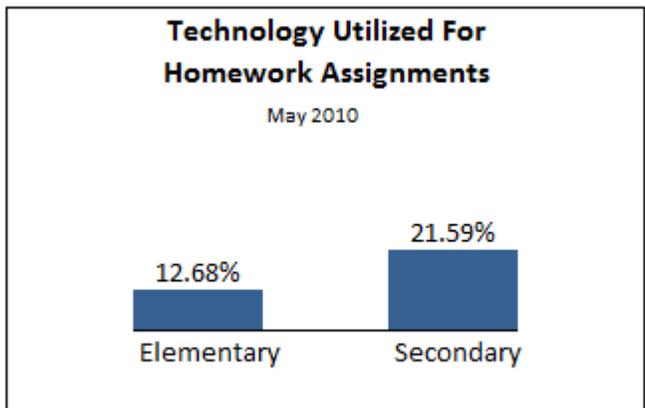
4. Teachers are primarily using the basics of Microsoft Office for classroom projects (i.e. Word, PowerPoint).

5. Students are comfortable taking SOL tests online.

Comfortable Taking SOL Test Online

March 2014

Elementary: Yes 66.76%, Somewhat 20.74%, No 12.50%

Secondary: Yes 83.49%, No 16.51%
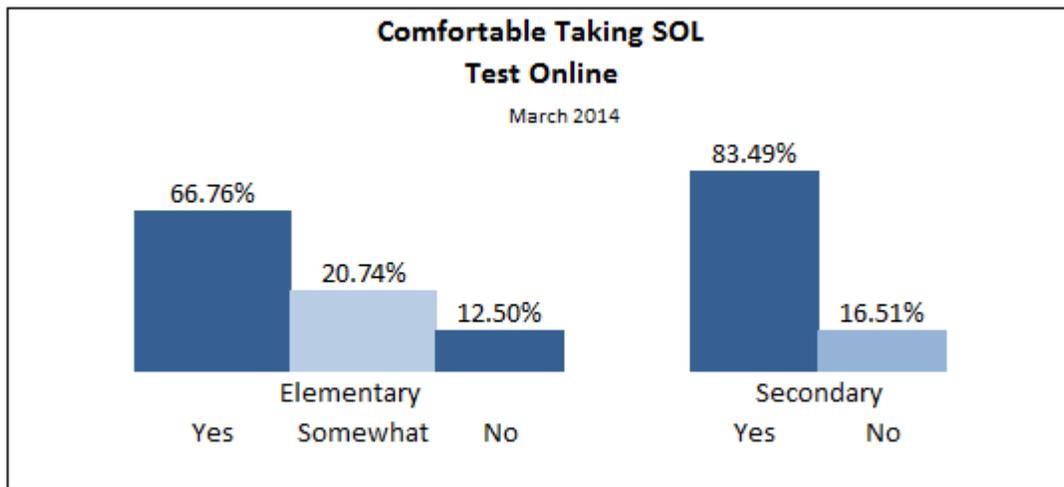
6. Parents are not aware of how much technology their students are using on a daily basis.
7. Instructional staff must be involved in the decision process regarding instructional technology purchases.
8. Technical competences must increase for all end users.
9. Funding must be in place for replacement of existing technology, deployment of new technologies, and projects that allow the learning community to explore new technologies.

TARGETS, ACTIONS, AND TIMELINES

The information that follows in this plan outlines the strategies in place for implementation of the above areas and associated goals. For each of the key actions, a timeline for implementation is included to indicate a projected chronology to achieve the objectives. Also provided for the key actions is an anticipated budget that would allow for the acquisition and maintenance of the hardware, software, professional development and other services that will be needed to implement the specific strategies in the plan.

The targets and actions contained in this document are essential for the education of our students. The actions listed below provide concrete examples of ways in which the priorities listed may be met. This action list is not intended to be exclusive or exhaustive – as different technologies emerge, actions will be determined and implemented as these relate to the identified targets. It is important to note implementation of any actions will be dependent on the availability of necessary resources.

The following is a key to the codes used in the remainder of this document.

Targets: Listings of specific objectives or targets to support the goals and priorities.

Actions: Steps to take that are necessary to reach the target.

PIC: **P**ersons **I**n **C**harge of developing, implementing, reviewing, and evaluating the impact of the actions.

Codes:
> SB – School Board
> SUPT – Superintendent
> CO/HR – Central Office/Human Resources
> CO/IS – Central Office/Instructional Staff
> CO/SS – Central Office/Support Services
> CO/TECH – Central Office/Technology
> BL/ADMIN – Building Level/Administration
> BL/TEAC – Building Level/Teachers
> BL/SS – Building Level/Support Services
> ALL - All Administrators

Timeline Codes:
> D – Develop
> E – Evaluate
> I – Implement
> M – Maintain
> R – Review

TARGETS, ACTIONS, AND TIMELINES

Integration - The appropriate use of technology in instruction resulting in improved student learning and achievement and mastery of Virginia's Standards of Learning.

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	PIC	Actions	Timeline					
			2010	**2011**	**2012**	**2013**	**2014**	**2015**
1.1.1: Increase awareness of Virtual Virginia & courses available.	BL/ADMIN CO/TECH	Provide training as needed for faculty and staff, to promote available courses and the requirements needed for students to participate.	RM	ERM	RIM	EM	EM	RIM
1.1.2: Encourage all students who meet the criteria to take Virtual Virginia classes.	BL/ADMIN BL/TEAC	Provide students with the most recent courses available.	RM	ERM	R/M	R/M	R/M	ERM
1.1.3: Implement ELMS (Educational Learning Management System) an online portal system utilizing SharePoint to promote online collaboration among teachers, students, and classes.	CO/IS CO/TECH BL/ADMIN BL/TEAC	Provide professional development demonstrating how teachers can use ELM. for lesson planning, curriculum dialog and student teacher collaboration for a blended 21st Century learning environment.	DI	DIM	ERM	ERI	ERM	RM
1.1.4: Expand facilitation of ELMS (Educational Learning Management System) to incorporate a blended learning environment.	CO/IS CO/TECH BL/TEAC	Enhance the core application framework to promote an online virtual environment through the continued development of ELMS.	DIM	DIM	DIM	ERM	ERM	ERM
1.1.5 Gather data with an emphasis on evaluating student learning environments	SUPT CO/IS BL/ADMIN	Utilize technology based data gathering tools (i.e.: Interactive Achievement, VARDT, iPads, iPods…etc.)	M	ERM	EDM	ERIM	EM	M

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

Strategy	PIC	Actions	Timeline					
			2010	**2011**	**2012**	**2013**	**2014**	**2015**
1.2.1: Identify potential partnerships that can be leveraged to increase access to virtual learning opportunities.	BL/ADMIN BL/TEAC	Recruit businesses to a Partnership in Education program to facilitate 21st Century learning programs.	D	I	M	MR	MR	MR
1.2.2: Utilize ITRTs and other resources to promote the best practices of integrating technology into teaching and learning.	SUPT CO/IS BL/ADMIN CO/TECH	Collaborate with classroom teachers concerning instructional needs; expand professional development offerings; analyze division data to determine how instructional technology assistance could be offered.	MR	MR	MR	MR	MR	MR
1.2.3: Meet or exceed the Standards of Quality staffing requirements.	SB SUPT CO/HR	Ensure that standards are met and maintained in all categories.	RM	RM	ERM	RM	RM	RM
1.2.4: Meet or exceed state standards for infrastructure necessary to participate in online SOL testing	CO/TECH	Evaluate core switches and routers to ensure a fast and reliable network.	RM	ERM	ERIM	RM	RM	RM
		Evaluate the connections between building vs. data usage and size WAN connections accordingly.	RM	ERM	ERIM	ERM	RM	ERM

Strategy	PIC	Actions	Timeline					
			2010	**2011**	**2012**	**2013**	**2014**	**2015**
1.2.5: Ensure that instructional staff is included in decisions regarding instructional technology purchases and deployment.	CO/IS CO/TECH BL/ADMIN	Invite instructional staff to participate in the evaluation and purchase of new software. Ask key instructional staff to evaluate new hardware and software.	ERI RM	ERI RM	ERI RM	ERI RM	ERI RM	ERI RM
1.2.6: Offer opportunities for technology based extracurricular programs.	Bl/ADMIN CO/TECH	Expand after school technology clubs.	ERI	ERI	ERI	ERI	ERI	ERI
1.2.7: Utilize and maintain Technology Educational Applications System (TEAS) which delivers activities to reinforce content-based instruction.	CO/TECH	Evaluate data produced by TEAS to facilitate and enhance further development of TEAS applications.	ERI	ERI	ERI	ERI	ERI	ERI
1.2.8: Collect data from available resources to assess instructional technology needs.	BL/TEAC	Design and expand implementation of identified needs.	DIM	DIM	ERM	ERM	DIM	ERM

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

Strategy	PIC	Actions	Timeline					
			2010	2011	2012	2013	2014	2015
1.3.1: Utilize ITRTs to assist teachers in developing and implementing technology - integrated instruction.	CO/TECH BL/ADMIN	Model best practices with teachers through thoughtful applications and by seeking to improve learning in classroom instruction.	MER	MER	MER	MER	MER	MER
1.3.2: Continue to build and expand the annual Summer Technology Academy.	CO/TECH BL/ADMIN	Use data provided by teacher surveys to design and implement the annual Summer Technology Academy to target the needs of ACPS staff.	ERM	ERM	ERM	ERM	ERM	ERM
1.3.3: Expand offerings of technology-based professional development before, during, or after school.	CO/TECH	Use data provided by teacher surveys to design and implement monthly technology professional development courses to target the needs of ACPS staff. Post annual technology development calendar	ERM DI	ERM DI	ERM DI	ERM DI	ERM DI	ERM DI
1.3.4 Offer resources outside the school system to provide professional development in new technologies.	CO/TECH	Utilize resources to determine emerging technologies and evaluate available professional development opportunities.	ERM	ERM	ERIM	RM	ERM	RM
1.3.5: Offer online libraries of professional development videos.	CO/TECH	Work with ITRTs to create and expand professional video library to be shared among teachers in school division.	DIM	DIM	DIM	DIM	DIM	DIM

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

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

Strategy	PIC	Actions	Timeline					
			2010	**2011**	**2012**	**2013**	**2014**	**2015**
2.1.1: Make appropriate collaborative tools available to staff.	CO/TECH BL/ADMIN BL/TEAC	Provide professional development as needed to staff.	EDIM	IEM	IEM	EDIM	IEM	IEM
2.1.2: Expand online media resources to include content from subject-matter experts.	CO/TECH BL/ADMIN BL/TEAC	Continue to search for the most effective online resources and make teachers aware of them by providing links in an accessible location.	RE	RE	RE	RE	RE	RE

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

Strategy	PIC	Actions	Timeline					
			2010	**2011**	**2012**	**2013**	**2014**	**2015**
2.2.1: Integrate technology based tools and resources to differentiate classroom instruction.	CO/IS CO/TECH BL/ADMIN BL/TEAC	Offer staff development on differentiation strategies which integrate technology.	MR	MR	MR	MR	MR	MR
2.2.2: Expand resources and support to assist teachers in integrating technology into teaching and learning.	CO/IS CO/TECH BL/ADMIN	Offer staff development and support for integration.	ERM	ERM	ERM	ERM	ERM	ERM
2.2.3: Develop and implement TEAS (Technology Educational Application Systems) that provide differentiated and equitable opportunities for all learners.	BL/TEC CO/TECH	Teachers will uses data provided by TEAS to target individual student needs and provide differentiated learning when needed.	D	D	D	D	EI	EIMR

Strategy	PIC	Actions	Timeline					
			2010	**2011**	**2012**	**2013**	**2014**	**2015**
2.2.4: Provide a High School vocational program designed to meet the needs of the 21st century learners.	SUPT CO/IS CO/TECH BL/ADMIN	Designate a Vocational Education Evaluation Team (VEET)	DI	DI	DI	DI	DI	DI
	VEET	Evaluate current High School vocational offerings.	I	I	I	I	I	I
	VEET	Make recommendations to the Superintendent on changes necessary in the vocational course offerings that will best prepare or students for a career in the 21st century.	I	I	I	I	I	I
	SUPT CO/IS CO/TECH BL/ADMIN	Evaluate VEET Recommendations; formulate any proposed changes to the current course offerings and submit a final recommendation to the school board.	I	I	I	I	I	I

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

Strategy	PIC	Actions	Timeline					
			2010	2011	2012	2013	2014	2015
2.3.1: Identify and disseminate best practices and resources to promote the integration of internet safety programs.	CO/TECH BL/TEAC	Maintain portal of Internet safety resources, updating and expanding as needed.	DMR	DMR	DMR	DMR	DMR	DMR
2.3.2:Monitor the implementation of Internet safety policies and programs and provide technical assistance and support to ensure schools have effective programs and policies.	CO/TECH BL/TEAC	Maintain building level records of lessons taught, dates, etc; review with Supervisor of Technology annually.	MR	MR	MR	MR	MR	MR
2.3.3: Inform users of the AUP (Acceptable Use Policy).	CO/TECH	Users will sign the AUP annually.	RM	RM	RM	RM	RM	RM

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

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

Strategy	PIC	Actions	Timeline					
			2010	**2011**	**2012**	**2013**	**2014**	**2015**
3.1.1: Provide professional development workshops, tutorials, and courses that support integrating technology into teaching and learning.	CO/IS CO/TECH	Develop workshops and video tutorials throughout the school year; continue Summer Technology Academy.	DIM	DIM	DIM	DIM	DIM	DIM
3.1.2: Gather data with an emphasis on evaluating student learning environments	SUPT CO/IS BL/ADMIN	Utilize technology based data gathering tools (ie: Interactive Achievement, VARDT, iPads, iPods…etc.)	M	ERM	EDM	ERIM	EM	M

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

Strategy	PIC	Actions	Timeline					
			2010	**2011**	**2012**	**2013**	**2014**	**2015**
3.2.1: Ensure all teachers and administrators are TSIP (Technology Standards for Instructional Personnel) certified.	CO/HR, CO/TECH BL/ADMIN	Monitor state licensure; continue training as needed to achieve certification.	ER	ER	ER	ER	ER	ER
3.2.2: Ensure NETS*S, NETS*T and NETS*A standards are met. NETS*S- The skills and knowledge students need to learn effectively and live productively in a digital world. NETS*T - The skills and knowledge educators need to change the way they teach, the way they work, and the way they learn in an increasingly connected global and digital society. NETS*A - The skills and knowledge school administrators and leaders need to lead and sustain a culture that supports digital-age learning, builds a vision for technology infusion, and transforms the instructional landscape.)	ITRTs	Review and define national standards with school community.	R	R	R	R	R	R

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

Strategy	PIC	Actions	Timeline					
			2010	**2011**	**2012**	**2013**	**2014**	**2015**
3.3.1: Implement IA(Interactive Achievement) Assessment, Data Management and Reporting System	CO/IS BL/ADMIN BL/TEAC	Develop benchmark and teacher created assessments in IA.	EIM	M	EIM	M	M	EIM
3.3.2: Identify and disseminate information about technology tools and systems to help schools implement cognitively-based assessments.	BL/ADMIN BL/TEAC	Utilize ITRTs to keep staff members current on technology tools and systems.	IDR	IDR	IDR	IDR	IDR	IDR
3.3.3: Investigate other digital opportunities to encourage growth in content knowledge and skills development.	CO/TECH BL/TEAC	Utilize ITRTs to keep staff members current on technology tools and systems.	IDR	IDR	IDR	IDR	IDR	IDR

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

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

Strategy	PIC	Actions	Timeline					
			2010	**2011**	**2012**	**2013**	**2014**	**2015**
4.1.1: Deploy tablets and similar devices in throughout our schools.	CO/TECH BL/TEAC Students	Train teachers and students in the proper use of technology.	DI	ERIM	EM	EDIM	EM	EM
4.1.2: Implement digital data application programming processes (ELMS/TEAS).	CO/TECH BL/TEAC Students	Expand and enhance the core application framework to promote an online virtual environment through the development of ELMS.	EI	EM	EIM	RM	RM	EIM
4.1.3: Research the possibility of outside funding to support digital learning.	CO/TECH SUPT SB CO/IS	Recruit new partners in learning to help fund initiatives.	EM	EM	EM	EM	EM	EM
4.1.4: Broaden the use of ELMS.	CO/TECH BL/TEAC Students	Provide professional development as needed to reinforce a blended learning environment.	DI	REIM	EM	EM	REIM	EM

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

Strategy	PIC	Actions	Timeline					
			2010	2011	2012	2013	2014	2015
4.2.1: Utilize ITRTs and other resources to promote the best practices of integrating technology into teaching and learning.	CO/TECH BL/ADMIN BL/TEAC	ITRTs provide onsite and requested assistance to teachers.	DI	ERIM	EM	EDIM	EM	EM
4.2.2: Meet or exceed the Standards of Quality staffing requirements.	SB SUPT CO/TECH	Provide Instructional Technology Resource Teachers when funding is available.	EI	EM	EIM	RM	RM	EIM
4.2.3: Provide timely and effective technical support to ensure that all tools and the network that supports them are installed and maintained properly.	CO/Tech ITRTs	Use data from participant surveys to define and determine upcoming professional development before and after school.	EM	EM	EM	EM	EM	EM
4.2.4: Expand the annual Summer Technology Academy.	CO/Tech ITRTs CO/IS	Use data from participant surveys to define and determine upcoming STAs.	DI	REIM	EM	EM	REIM	EM
4.2.5: Expand offerings of technology-based professional development before, during, or after school.	ITRTs CO/IS BL/ADMIN	Use data from participant surveys to define and determine upcoming professional development before and after school.	DI	EI	EI	EI	EI	REI

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	PIC	Actions	Timeline					
			2010	**2011**	**2012**	**2013**	**2014**	**2015**
4.3.1: Ensure teachers are developing and completing their professional development plans.	CO/TECH BL/ADMIN BL/TEAC	Utilize the ITRTs, library media specialists, and content area specialists to assist teachers in completing their professional development plans.	M	M	M	M	M	EM
4.3.2: Provide resources and support for teachers to pursue innovative uses of emerging technologies.	CO/TECH BL/ADMIN BL/TEAC	Provide Professional development on emerging technologies for teachers.	I	ID	DM	M	M	EM
4.3.3: Evaluate a variety of instructional pedagogies and personal computing devices.	CO/TECH BL/TEAC	Design and implement pilot projects to evaluate a variety of instructional pedagogies and personal computing devices.	I	D	D	D	DM	M

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

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

Strategy	PIC	Actions	Timeline					
			2010	**2011**	**2012**	**2013**	**2014**	**2015**
5.1.1: Implement Interactive Achievement, PowerSchool, Pearson's EIMS and other data driven tools to track student achievement.	CO/IS CO/TECH BL/ADMIN BL/TEAC	Provide training for new personnel as needed.	IM	M	M	M	M	RM
5.1.2: Use data to support strategic plans and purchases.	CO/IS CO/TECH	Provide key decision makers with data to make informed plans and purchases.	EI	EI	EI	EI	EI	EI
5.1.3: Conduct an annual survey and provide local education agencies with an annual statewide technology status report.	CO/TECH	Compose and conduct survey; share results with stakeholders.	DR	DR	DR	DR	DR	DR

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

Strategy	PIC	Actions	Timeline					
			2010	**2011**	**2012**	**2013**	**2014**	**2015**
5.2.1 Utilize available personnel to disaggregate, interpret, and use data to plan, improve, and differentiate instruction.	CO/IS CO/TECH	Expand the role of ITRTs in analyzing and disaggregating data.	DI	DI	DI	DI	DI	DI
5.2.2 Support teachers in the analysis of data.	CO/IS CO/TECH	Identify and determine resources to train teachers in the analysis of data for instructional purposes.	IRD	IDR	IDR	IDR	IDR	IDR

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

Strategy	PIC	Actions	Timeline					
			2010	**2011**	**2012**	**2013**	**2014**	**2015**
5.3.1 Use innovative delivery platforms, for students to demonstrate understanding.	CO/TECH	Train Instructional Staff in use of innovative assessment tools. Investigate Project based learning applications.	ID	ID	M	RM	M	M
5.3.2 Replicate technology enhanced item format in benchmark and teacher created assessments.	CO/IS	Work closely with VDOE to replicate similar testing formats within district testing.	ID	IDM	IDM	EIDM	IDM	IDM

Appendices

Appendix 1

Timetable and Budget Goals

Fiscal Analysis

Budget considerations for implementing this plan are represented by the items in the following spreadsheet. This list is by no means exhaustive nor is it a certainty, but serves only to represent what has been determined at the present time to meet the needs for implementing this plan for the future. It is important to note that implementation is dependent on the current conditions at the time, on the availability of necessary funding resources, and on emerging technologies.

Amherst County Public Schools Estimated Projected Technology Expenditures FY11 – FY16					
All items are pending funding and emerging technology.					
PROJECT	*FY11-12*	*FY12-13*	*FY13-14*	*FY14-15*	*FY15-16*
Secondary Schools					
Amherst County High School					
Replace RM 123 ZapMe! Lab 25 computers				$25,000.00	
Replace VoTech RM 143 Lab 25 computers		$27,000.00			
Replace classroom computers 75 computers				$75,000.00	
Replace Math Lab RM 221	$27,000.00				
Replace Science Lab RM 101			$25,000.00		
Infrastructure Wiring-upgrades and Maintenance			$15,000.00		
Replace VoTech RM 141 Lab 25 Computers			$25,000.00		
Replace Library Media Center Computers		$15,000.00			
Replace RM 218 Lab 21 computers			$21,000.00		
Replace RM 149 CAD Lab - 20 computers					$20,000.00
Replace Graphic Arts RM 209 – 21 Apple iMacs		$25,000.00			
Replace wireless mobile laptop CARTS A-C 48 Laptops			$48,000.00		
Replace wireless laptop cart CART D 25 Laptops			$25,000.00		
Replace VoTech RM 140 lab 25 Computers				$25,000.00	
Add emerging technology	$10,000.00				
Amherst Middle School					
Replace classroom computers					$55,000.00
Replace general use labs - computers					$50,000.00
Infrastructure wiring and upgrades				$10,000.00	
Replace library computers		$10,000.00			
Replace keyboarding lab computers		$25,000.00			
Replace Synergistics	$20,000.00				
Replace wireless laptop carts		$40,000.00			
Add emerging technologies	$5,000.00			$5,000.00	

PROJECT	FY11-12	FY12-13	FY13-14	FY14-15	FY15-16
Amherst Education Center					
Infrastructure wiring upgrades and maintenance		$20,000.00			
Replace lab computers				$16,000.00	
Replace teacher computers					$15,000.00
Monelison Middle School					
Replace classroom computers					$68,000.00
Replace general use lab – computers					$55,000.00
Replace keyboarding lab	$25,000.00				
Replace Synergistics	$20,000.00				
Replace mobile wireless laptop cart		$48,000.00			
Server/Infrastructure wiring upgrades and maintenance		$5,000.00		$5,000.00	
Add emerging technology	$10,000.00				$10,000.00
Elementary Schools					
Amelon Elementary School					
Replace classroom computers	$40,000.00				
Server/Infrastructure wiring upgrades and maintenance			$5,000.00		
Replace library computers		$5,000.00			
Replace wireless mobile laptop lab		$28,000			
Replace lab computers				$27,000.00	
Add emerging technology	$10,000.00				$10,000.00
Amherst Elementary					
Server/Infrastructure wiring upgrades and maintenance			$5,000.00		
Replace classroom computers	$35,000.00				
Replace library computers		$5,000.00			
Replace wireless mobile laptop lab		$28,000			
Replace lab computers				$27,000.00	
Add emerging technology	$10,000.00				$10,000.00

PROJECT	FY11-12	FY12-13	FY13-14	FY14-15	FY15-16
Central Elementary					
Replace classroom computers (K-3)				$25,000.00	
Replace classroom computers (4-5)					
Replace library computers	$5,000.00				
Replace wireless mobile laptop lab	$28,000.00				
Replace computer lab computers			$25,000.00		
Add emerging technology	$10,000.00				$10,000.00
Network Upgrades				$102,000.00	
Elon Elementary School					
Replace classroom computers					$28,000.00
Replace library computers	$5,000.00				
Replace lab computers			$25,000.00		
Replace wireless mobile laptop lab	$28,000.00				
Add emerging technology	$10,000.00				$10,000.00
Madison Heights Elementary School					
Replace classroom computers (K-3)				$32,000.00	
Replace classroom computers (4-5)					$37,000.00
Replace library computers	$5,000.00				
Replace wireless mobile laptop lab	$28,000.00				
Replace computer lab computers			$25,000.000		
Add emerging technology	$10,000.00				$10,000.00
Network Upgrades				$83,000.00	
Pleasant View					
Replace classroom computers					$12,000.00
Replace library computers	$5,000.00				
Replace wireless mobile laptop lab			$25,000.00		
Replace lab computers			$25,000.00		
Add emerging technology	$10,000.00				$10,000.00
Temperance					
Replace classroom computers					$12,000.00
Replace library computers	$5,000.00				
Replace wireless mobile laptop lab			$25,000 .00		
Replace computer lab computers			$25,000.00		
Add emerging technology	$10,000.00				$10,000.00

PROJECT	FY11-12	FY12-13	FY13-14	FY14-15	FY15-16
Software					
Riverdeep Destination Math and Reading Portal	$5,000.00	$5,000.00	$0	$0	$0
Accelerated Math / Accelerated Reader	$11,000.00	$11,000.00	$11,000.00	$11,000.00	$11,000.00
Type to Learn	$6,000.00	$6,000.00	$6,000.00	$6,000.00	$6,000.00
Interactive Achievement	$15,000.00	$15,000.00	$15,000.00	$15,000.00	$15,000.00
Symantec -Vscan	$10,000.00	$10,000.00	$10,000.00	$10,000.00	$10,000.00
Software to be determined					
Division/Administration/Connectivity					
Server upgrades		$50,000.00			$50,000.00
District Training Lab			$30,000.00		
Upgrades to be determined					
Year Totals	$462,000	$312,000	$493,000	$268,000	$619,000

Appendices

Appendix 2

Acceptable Use Policy

DIVISION TECHNOLOGY SYSTEM

The Board is committed to the development and establishment of a quality, equitable, and cost effective division-wide technology system. The purpose of the system shall be the advancement and promotion of learning and teaching.

I.   TECHNOLOGY PLAN

The Board recognizes that careful planning is essential to ensure the successful, equitable and cost-effective implementation of technology-based materials, equipment, and networks. Given the need for planning the Superintendent or designee shall develop a plan to address the short- and long-term technology needs of the division and provide for compatibility of resources among school sites, division offices, and other division operations. In creating this plan the Superintendent or designee shall examine and compare the costs and benefits of various resources and shall identify the blend of technologies and level of service necessary to support the instructional program.

The Superintendent or designee may appoint a technology committee to assist with the above investigations and determinations, and may employ a technology consultant to aid in development of the division's system.

II.   SYSTEM USE

The Superintendent shall establish administrative regulations for the use of the division's system.

Failure to abide by division policy and administrative regulations governing use of the division's system may result in the suspension and/or revocation of system access. Additionally, student violations may result in discipline up to and including expulsion. Staff violations may also result in discipline up to and including dismissal. Fees, fines or other charges may also be imposed.

Adopted: August 21, 1997

_____

_____

ACCEPTABLE USE OF TECHNOLOGY

Internet and computer network and non-network access is available to authorized students, teachers and other staff in the Amherst County Public Schools. The goal of the Amherst County Public Schools in providing this service is to promote educational excellence by facilitating resource sharing, innovation and telecommunications as outlined in this policy and applicable regulations.

With the access to world-wide resources made possible through technology comes the availability of material that may not be considered of educational value in a school setting. All reasonable precautions are to be taken by teachers and other staff to restrict access to educationally inappropriate materials.

Use or transmission of any material in violation of any United States or state law is strictly prohibited. Also prohibited are the use or transmission of the following: material protected by federal or state intellectual property laws; copyrighted material; threatening, harassing or obscene material; and/or pornographic material. In addition, it shall be prohibited to access, attempt to access, use, or attempt to use the Internet, or other computer network or non-network facilities, for any other unauthorized purposes, including but not limited to commercial activities, introduction of viruses, manipulation or corruption of systems, files and other related resources.

Use of the Amherst County Public Schools' internet and computer facilities is a privilege, not a right. Inappropriate use by students will result in an immediate termination of access and other privileges relating to use, and may also result in disciplinary action up to and including suspension or expulsion, as well as, potential civil or criminal liability and prosecution. Inappropriate use by staff will result in an immediate termination of access and other privileges relating to use, and may also result in disciplinary action up to and including formal reprimand, suspension or dismissal, as well as, potential civil or criminal liability and prosecution.

Before using the Internet and computer facilities, students, teachers and staff shall meet with the building principal or designee, or other appropriate staff member to review this policy, learn about appropriate use of Internet and computer resources and become familiar with the protocols of using the Internet and computer facilities. In addition, students and/or their parents or other legal guardians shall, prior to the beginning of the school year or as soon as practical, receive and sign an acknowledgment of this Policy and return same to the appropriate individual school(s).

ACCEPTABLE USE OF TECHNOLOGY

Use of Electronic Telecommunications

Through the Internet, students in the Amherst County Public Schools have access to a variety of resources, including:

1. World-wide electronic mail.
2. Library catalogs from around the world, including the Library of Congress.
3. "Virginia's PEN", Virginia's On-line Public Education Network.
4. The World-Wide Web, a collection of Internet Resources.

Liability

1. The Amherst County Public Schools will not guarantee the availability of access to the Internet and will not be responsible for any information that may be lost, damaged, or unavailable due to technical or other difficulties.
2. The Amherst County Public Schools will not guarantee the accuracy and quality of information obtained through the Internet nor can information sent or received be assured to be private.
3. The Amherst County Public Schools cannot control or censor all illegal, defamatory, or potentially offensive materials which may be available to the user on systems accessible through the Amherst County Public Schools.

Responsibilities of School Staff

1. As in any classroom situation, the teacher is responsible for making Internet use appropriate to the learning activity.
2. Internet access will be protected by "staff only" passwords with a staff member present.
3. Staff members assigning or permitting Internet use will provide or arrange for instructions in acceptable use of the Internet. Topics to be addressed include:

    a. Content of the Amherst County Acceptable Use of Technology Policy and Acceptable Use of Technology Regulation
    b. Generally accepted rules of network etiquette
    c. Copyright issues

d. Privacy issues
e. Safety guidelines on the Internet
f. Respect for time and resource use
g. Making appropriate judgments about locating and using information which matches the learner's instructional level and the learning objectives of the assignment.
h. Discriminating among types of information sources and assessing the
i. appropriateness of using the Internet as a resource for a specific learning activity.

4. All Virginia's PEN activities are subject to the terms outlined in Virginia's PEN Acceptable Use Policy in addition to those indicated in this policy. As indicated in Virginia's PEN Acceptable Use Policy, a standard Virginia's PEN account shall only be used the person to whom the account was issued. Class accounts may be used by students under the direct supervision of the person to whom the account was issued.

Student Responsibilities

1. Students will access the Internet with hardware and software owned by the Amherst County Public Schools and only under the direct supervision of a staff member.
2. The student is responsible for using the school access provided in an ethical, responsible, and legal manner for school-related tasks only. All other division and school codes of conduct apply.
3. The following rules apply for all student access to and use of the Internet and computer facilities:
    a. The Internet will be used in Amherst County Public Schools for school related activities only.
    b. Students are responsible for their actions on school computer networks and any other network accessed through the school network just as they are in any school setting.
    c. Students will use appropriate language and follow all applicable codes of conduct.
    d. The school division reserves the right to review the content of all computer accounts and files. Network administrators may review files and communications to keep the network working properly and to ensure that users are using the system responsibly. Users should not expect that files will be private.
    e. Using or importing (transferring in) offensive, obscene, libelous, disruptive, or inflammatory language, pictures, or other material on any computer or network within Amherst County Public Schools is prohibited.

f. Users will comply with the acceptable use contract they have signed.

g. Students shall not respond to but will immediately report to the supervising teacher any type of harassment encountered on the Internet.

h. Students with access to personal on-line accounts, such as America On-line, CompuServe, etc., may not access these accounts using Amherst County Public Schools' software or equipment. No student may use Amherst County Public Schools' software or equipment to access any service for which there is a fee, to conduct any purchase or to participate in any other commercial activity.

i. For safety reasons, students shall not reveal home phone numbers, addresses, or other personal information. Messages shall be signed using only a first name and last initial. Electronic messages shall be transmitted via the Internet with direct teacher supervision using an appropriate electronic mail account.

j. Students will respect the privacy of e-mail and will not re-post communications without consent of the sending party.

k. Students will use the Internet for legal activities only. Illegal activities include, but are not limited to: knowingly spreading viruses, violating copyright laws, using unauthorized software, impersonating another user, unauthorized entry, and/or destruction of computer systems and files.

l. Students will use the network in such a way that use of the network by other users is not disrupted. Network users shall be expected to respect all forms of password protection and use responsible file management techniques (saving, deleting, naming, etc.).

m. Students may not participate in any form of on-line "chain letters" or the like, including un-moderated surveying of mailing lists or user groups.

Unacceptable Uses - Consequences of Unacceptable Use

The use of the Internet is a privilege, not a right. Misuse of Internet access or a violation of this regulation may result in the account or the individual's access privilege being denied, revoked, or suspended. Misuse may subject students to disciplinary action up to and including suspension and expulsion. Misuse may also subject staff to disciplinary action up to and including formal reprimand, suspension, or dismissal. In addition, any illegal activities will be reported to the appropriate agencies.

1. Endangering Personal Safety
   * Students shall not post personal contact information about themselves or other people. Personal contact information includes name, addresses, telephone, school

address, work address, etc.
  * Students shall not agree to meet with anyone met on-line.
  * Students shall promptly disclose to a teacher any message that the student feels is
    inappropriate or that makes the student uncomfortable.

2. Illegal Activities
  * Students shall not attempt to gain unauthorized access to any computer system or go
    beyond personal authorized access. This includes logging into the system through another
    person's account or accessing another person's file.
  * Students shall not make deliberate attempts to disrupt the computer system or destroy data
    by spreading computer viruses or by any other means. * Students shall not use the system
    to engage in any illegal act, such as arranging for a drug sale, purchasing alcohol,
    threatening another person etc.

3. System Security Violations
  * Students are responsible for their individual accounts and should take all reasonable
    precautions to prevent others from using their account. Under no conditions should
    students reveal their passwords to another person.
  * Students shall notify a teacher of any possible security problems with the system. Students
    shall follow computer virus protection procedures when downloading software.

4. Inappropriate Communication
  * Restrictions against inappropriate language apply to public messages, private messages, and
    material posted on Web pages.
  * Students shall not use obscene, profane, lewd, inflammatory, threatening, disrespectful, or
    other inappropriate language in communication.
  * Students shall not engage in personal attacks, including prejudicial or discriminatory attacks.
  * Students shall not harass another person. Harassment includes persistently acting in a
    manner that annoys another person.
  * Students shall not knowingly post false or defamatory information about a person or
    organization.

5. Privacy Violations
  * Students shall not re-post a message that was sent privately to them without permission
    from the person who originally sent the message.
  * Students shall not post private information about another person.

6. Resource Limit Violations
  * Students shall not download files without permission.

* Students shall not post chain letters or send a message to large numbers of people.
* Students shall frequently check their e-mail and delete unwanted messages promptly.

7. Plagiarism and Copyright Infringement

* Students shall not plagiarize works found on the Internet. Plagiarism is taking the ideas or writing of others and presenting them as if they were one's own.
* Students shall respect the rights of copyright owners. If a student is unsure whether a work is copyrighted or whether you may reproduce a certain work, that student shall ask a teacher before using the work.

8. Inappropriate Access to Material

* Students shall not use the system to access material that is profane or obscene (pornography), that advocates illegal acts, or that advocates violence or discrimination towards other people (hate literature).
* Students shall follow the teacher's instructions regarding any further material inappropriate for their access.

Violation of the above rules may result in a loss of access as well as other disciplinary or legal action.

Adopted: August 21, 1997

_____
_____

Legal Ref.: The Communications Decency Act of 1995, 47 u.s. c. 201 et seq.

ACCEPTABLE COMPUTER SYSTEM USE

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

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

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

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

(8) a component on Internet safety for students that is integrated in the division's instructional program.

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

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

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

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

Adopted: August 21, 1997
Revised: August 19, 1999
Revised: August 16, 2001
Revised: October 18, 2001
Revised: May 5, 2005
Revised: August 17, 2006
Revised: September 21, 2006
Revised: August 13, 2009

_____
_____

Legal Refs: 18 U.S.C. §§ 1460, 2256.
47 U.S.C. § 254.
    Code of Virginia, 1950, as amended, §§ 18.2-372, 18.2-374.1:1, 18.2-390, 22.1-70.2, and 22.1-78.
Cross Refs.:GCPD Professional Staff Members: Contract Status and Discipline
    GDPD Support Staff Members: Contract Status and Discipline
    JFC Student Conduct
    JFC-R Standards of Student Conduct

ACCEPTABLE COMPUTER SYSTEM USE

All use of the Amherst 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 laws 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' Electonic 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 Internetaccess to filter or block internet access through such computers to child pornography and obscenity. The online activities of users may also be monitored manually. **Any violation of these regulations shall result in loss of computer system privileges and may also result in appropriate disciplinary action, as determined by School Board policy, or legal action.**

Adopted: August 19, 1999
Revised: August 16, 2001
Revised: October 18, 2001
Revised: May 5, 2005
Revised: August 18, 2005
Revised: September 6, 2007
Revised: August 13, 2009

Legal Refs: 18 U.S.C. §§ 1460, 2256.
47 U.S.C. § 254.
    Code of Virginia, 1950, as amended, §§ 18.2-372, 18.2-374.1:1, 18.2-390, 22.1- 70.2 and 22.1-78.

    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

SAMPLE LETTER TO PARENTS:
ACCEPTABLE COMPUTER SYSTEM USE

Dear Parent/Guardian:

The Amherst County School Board offers your student the use of electronic communications through the Amherst County 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,

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.

Prior to signing this Agreement, read Policy IIBEA/GAB and Regulation IIBEAR/ GAB-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.

Student/Employee Signature _____ Date _____

I have read this Agreement and Policy IIBEA/GAB and Regulation IIBEA-R/GAB-R. I understand that access to the computer system is intended for educational purposes and the Amherst 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.

Parent/Guardian Signature _____ Date _____

Parent/Guardian Name _____
(Please Print)

Appendix 3
Summary of Internet Safety Program for 2008-2010
(including process for adjusting program based on evaluation)

Summary of Internet Safety Program for 2008-2010
(including process for adjusting program based on evaluation)

I. History and Timeline of our Program Development

In response to state House Bill 58, the Virginia Department of Education provided each school division with *Guidelines and Resources for Internet Safety in Schools.* The purpose of this document was to assist school divisions in developing an Internet safety component as part of their acceptable use policies, to integrate Internet safety into the curriculum and to encourage all stakeholders to behave responsibly in protecting young people from online dangers.

In an effort to adhere to these guidelines, Amherst County Public Schools under the leadership of its Educational Technology Department and in collaboration with various stakeholders including parents, students, community leaders, and law enforcement agencies developed an Internet safety curriculum which spanned all grade levels and content areas. The major steps in this endeavor include the following:

- Our Instructional Technology Department began by reviewing, evaluating, and selecting from existing curricula, i.e. Netsmartz, I-Safe, etc. and/or developed lessons which made up the school division's Internet Safety curriculum. They selected lessons that are age and grade appropriate, include all content areas, and involve all grade levels. These lessons focused on four specific areas: Personal Safety (grades K-12), Bullying (grades 2-12), Copyright issues (Grades 3-12) and Internet Source Evaluation (grades 3-12)
- We sought the buy-in of all stakeholders. Teachers reviewed the proposed curriculum to ensure that it was age and grade appropriate. Feedback was solicited from representatives of various division committees including the gifted advisory board, parent council, teacher council, etc.
- ITRTs and the Supervisor of Instructional Technology hosted presentations about this initiative to school administrators at the annual Administrator's conference and to each school's faculty.
- Community leaders and representatives from business partnerships were invited to an event at which the Internet safety curriculum was introduced. Invitees included local businesses, the public library, civic organizations, social service agencies, and churches as well as local law reinforcement and judicial officials. We strove to make these leaders to be knowledgeable about our Internet Safety Initiative and to give them the opportunity to sponsor similar presentations for their employees, congregations, and/or clients.

PROJECT GOALS, OBJECTIVES, TIMELINE, AND DELIVERABLES

Goal of the ACPS Internet Safety Project

- Protect young people from online dangers.

Objectives and Milestones

- Developed an Internet safety component which was added to our school division's acceptable use policy. *July 2007*
- Integrated Internet safety into the curriculum. June 2007
  - Selected and organized lessons according to content and grade level for four specific areas: *February 2007*
    - Personal Safety (Grades K-12)
    - Cyber Bullying (Grades 2-12) Expanded to second grade August 2013
    - Copyright (Grades 3-12)
    - Internet Source Evaluation Grades (3-12)
  - Teacher Review *March 2007*
  - Committee Review *April 2007*
  - Secured Administrative and School Board approval for curriculum *June 2007*
- Oriented the professionals (administrators and teachers) and encouraged all stakeholders (community) to behave responsibly in protecting young people from online dangers
  - Administrators Conference – *August 2007*
  - Faculty Meetings – *August 2007*
  - Community Forum – *ongoing after School Board approval*
- Two ITRTs worked to design and replace the original paper rubric used to document Internet Safety lessons provided to students with an online version using Survey Monkey *February 2014*

Timeline
- Our project began January 2007; WISE (Weaving Internet Safety Education) lessons were implemented beginning August 2007, and the project is now ongoing as we annually evaluate the program's effectiveness and make necessary changes.

Deliverables

- Portaportal
  - Our Internet Safety lessons were organized according to content and grade level for four specific areas. These lessons were housed in a Portaportal that can be

easily accessed by educators from any computer that has Internet access. This portal is located at http://guest.portaportal.com/internet.safety.

- PowerPoint Presentation
    - We created a PowerPoint presentation that explains our Internet Safety Project. This presentation was to be presented for administrators, teachers, and community stakeholders.

- Grant submitted to JMU
    - The ITRTs along with the Supervisor of Instructional Technology submitted our Internet Safety program for a grant sponsored by JMU. We were awarded $1000 to initiate our program. Two of the ITRTs presented the program at the 2007 VSTE conference.

ALIGNMENT OF PROJECT WITH P21 FRAMEWORK

Our Internet Safety Project is aligned with the P21 framework. Our students will learn 21st century skills in the context of core subjects. These skills include: life skills; 21st century content; core subjects; learning and thinking skills; and information and communications technology literacy. These skills will empower students to problem-solve, find valid information, learn and think critically throughout their lives.

Core Subjects
Our Internet Safety Project will be integrated across all grade levels and all core subjects. The core subjects, as defined by the No Child Left Behind Act of 2001, include English, reading or language arts; mathematics; foreign languages; civics; government; economics; arts; history; and geography.

21st Century Content
By integrating Internet safety across the curriculum Internet safety instruction will involve a variety of areas, reinforce specific Virginia Standards of Learning, and address 21st century content. In our lesson selection, we will endeavor to include lessons that incorporate this content. For example, global awareness will be addressed in science and social studies; financial, economic, business and entrepreneurial literacy will be addressed in math and business classes; civic literacy will be addressed in social studies; and health and wellness awareness will be addressed in health and physical education. Although these content areas will be focused on in the aforementioned classes, they are not limited to these classes. They will be addressed in other core subjects as well.

Learning and Thinking Skills

One of the primary goals of the Internet Safety Project is for students to learn how to use online resources safely so they will become lifelong learners. Throughout this project, students will learn information and employ media literacy skills. Many of the Internet Safety lessons will require students to watch true stories of young people who have been in dangerous situations because of Internet activity in which they have engaged. Students will then be asked to work in groups to brainstorm ideas for legitimate responses the young people in the clips might have made, create posters to encourage students to think before they act online, react to different situations, reach a consensus on appropriate solutions, write suggestions for solving problems, etc. These lessons address various learning and thinking skills. Students will learn collaboration skills as they work in groups; they will learn contextual learning skills as they address the problem/situation in the clips; they will develop critical-thinking and problem-solving skills as they try to reach collaborative decisions that address the problem/situation presented; they will develop creativity and innovation skills as they design posters and offer solutions that may be —outside the box to the problem/situation; and finally, they will develop communication skills as the groups share their responses with the class.

ICT Literacy

Our Internet Safety Project (WISE) will focus on information and communications technology literacy while learning the core subjects. One of our primary goals is for students to use technology safely as they learn content and skills both while in school and throughout their lives. One of the areas our project will focus on is source evaluation and validity. Our students will learn how to evaluate web sites so they will get valid information that enriches their learning. The students will learn about the information the URL provides, how to find out who is sponsoring the web site, and who is linked to the site. This information will be valuable as students continue their education, in the workplace, and in their daily lives. Knowledge is power and we want our students to know how to solve problems, think critically, evaluate information, collaborate, and communicate.

Life Skills

Life skills will be addressed as we integrate our Internet Safety Project. Taking personal responsibility will be encouraged as students learn, throughout the curricula, about personal safety as they use online resources. Personal safety will be emphasized K-12 and will include the importance of not giving out personal information, not sharing passwords, as well as ways of keeping safe on social network sites, and responding to cyberbullying. Social responsibility will be addressed as students learn how to interact in chat rooms and social networks, and how to refrain from being a cyberbully. Ethics,

accountability, and personal productivity will be addressed as students learn about fair use and copyright as they write papers, create projects, and develop web pages. These essential skills will be incorporated deliberately across grade levels and curricula.

21st Century Assessments

Since our Internet Safety Project will integrate Internet safety throughout the curriculum, these skills will not be assessed separately, but in conjunction with the core subject. Teachers will not only measure mastery in the core subject, but in the 21st century skills as well. In addition to formally assessing content area, students will be assessed informally to ensure that they successfully collaborate, problem-solve, communicate; that they safely use information and communications technology; and that they display life skills such as leadership, ethics, accountability, responsibility, and productivity.

III. **Instructional Philosophies and Strategies to be supported by Internet Access in Schools:** Amherst County Public Schools' philosophy on Internet use in education is to promote educational excellence by facilitating resource sharing, innovation, and collaboration as outlined in the Technology Acceptable Use policy and applicable regulations. Internet and computer network and non-network access is available to authorized students, teachers, and other staff in the Amherst County Public Schools.

Specific strategies supported by Internet access include but are not limited to:

A. Staff members assigning or permitting Internet use will seek to promote a safe online environment by preventing access by students to material that the school division deems to be harmful to juveniles, and as defined in §18.2-390 of the Code of Virginia.
B. Staff members assigning student Internet use will recommend safe search strategies and resources which meet the curricular needs of the assignment and the developmental level of the student.
C. Staff members assigning or permitting Internet use will provide or arrange for instruction in acceptable use of the Internet based on information or materials provided by the Office of Instruction. Topics to be addressed include:
D. Content of the Technology Acceptable Use Policy and Regulations
E. Generally accepted rules of network etiquette and safety
F. Copyright guidelines
G. Respect for use of time and resources
H. Evaluating sites for appropriateness and validity
I. Discriminating among types of information sources and assessing the appropriateness of using the Internet as a resource for a specific learning activity.

III. Roles and responsibilities for division personnel and students with regard to Internet safety: Amherst County Public Schools created frameworks and rubrics which detail the responsibilities of its instructional personnel. These frameworks and rubrics are posted on the ACPS Internet Safety Portal located at: http://guest.portaportal.com/internet.safety. These frameworks and rubrics are also attached at the end of this document.

IV. Safety measures in place, including filtering and monitoring procedures: In accordance with §22.1-70.2 of the Code of Virginia, Amherst County Public Schools has installed software for the division's computers having Internet access to filter or block Internet access through such computers to child pornography as set out in §18.2-374.1:1 of the Code of Virginia and obscenity as defined in §18.2372 of the Code of Virginia.

Specific strategies and guidelines include but are not limited to:

A. Staff members assigning or permitting Internet use will seek to prevent access by students to material that the school division deems to be harmful to juveniles, and as defined in §18.2-390 of the Code of Virginia.
B. Staff members assigning student Internet use will recommend safe search strategies and resources which meet the curricular needs of the assignment and the developmental level of the student.
C. School Division employees who, based upon job responsibilities, have access to monitor the technology use of students or staff must follow guidelines established by the site administrator (school principal or administrative director). These guidelines shall be placed on file with the Office of Technology.
D. Any employee monitoring the technology use of students or staff must follow established site-based or District-level guidelines, a copy of which is included in these regulations.

Measures for Future Implementation:

A. There will be an ongoing evaluation of measures in the AUP to promote a safe environment for all school division employees and students. The action plan will be reviewed and updated as needed.

V. Methods by which the division ensures data and network security: The normal operation and maintenance of the division's technical infrastructure and services requires that general usage and activity is monitored, data and electronic communications are routinely backed up, and programs or other devices are employed to maintain the functionality, integrity, or security of the network infrastructure.

VI. Procedures to address breaches of Internet and intranet security and safety:

A. Administration, faculty, or staff may request that the systems administrator deny, revoke, or suspend specific user access in the event of violation of this policy.
B. Maintaining the security of School Division computers, networks and other technology systems is of great importance and requires the cooperation and diligence of all users. Any user who identifies a security problem must notify the site administrator (principal or director) who must then notify the School Division Help Desk. The user shall not demonstrate the problem to others. Any user who attempts or causes a breach of the system security shall have his/her privileges revoked and may be subject to any additional disciplinary and/or legal action.

Legal actions resulting from breaches:

A. Inappropriate use will result in an immediate termination of access and other privileges relating to use and may also result in disciplinary action (up to and including suspension or expulsion, formal reprimand, or dismissal) as well as potential civil or criminal liability and prosecution.
B. Use or transmission of any material in violation of any United States or state law is strictly prohibited. Also prohibited are the uses or transmission of the following: material protected by federal or state intellectual property laws; copyrighted material; licensed material; threatening, harassing, or obscene material; and/or pornographic material. In addition, it shall be prohibited to access, attempt to access, use, or attempt to use the Internet or other computer network or non-network facilities for any other unauthorized purposes, including but not limited to commercial activities, introduction of viruses, and manipulation or corruption of systems, files, and other related resources.

VII. Ongoing professional development opportunities for each stakeholder group: Instructional Technology Resource Teachers will provide ongoing staff development for teachers, students, and school organizations.

VIII. Community outreach activities that are consistent with the program's goals: Community organizations who wish to have school personnel address their participants will contact the Director of Technology to arrange for a presentation.

IX. Division procedures for the evaluation and revision of the AUP, including the Internet safety program: The evaluation of the AUP occurs not only when mandated by the Virginia Department of Education but when determined as needed by ACPS to ensure the safety of division employees, students and network infrastructure.

X. The Frameworks, Rubrics, and Concept Guide

Elementary Schools Framework for Internet Safety Integration

Nine Week Period	Personal Safety	Cyber Bullying	Copyright	Source Evaluation
1st	K – 5 English	2 – 5 Guidance		3 – 5 Library
2nd	K – 5 Math		2 – 5 Music/Art	
3rd	K – 5 Science	2 – 5 PE		3 – 5 Music/Art
4th	K – 5 Social Studies		2 – 5 Eng/Math/SC/SS	

Framework for Internet Safety Integration

for the Middle Schools

Goal: Protect our young people from online dangers

Objective: Each middle school student will gain understanding and be able to synthesize information from all four areas at each grade level.

Strategy: Core teams will ensure that lessons integrate information to address each of the following area:
- Personal Safety
- Cyber Bullying
- Copyright
- Source Evaluation.

Each core grade level teacher will be responsible for teaching one Internet Safety lesson per school year. This can be a collaborative lesson.

Exploratory and health/PE teams may implement a lesson to address all four areas as they apply to their curricula.

This year we would like you to focus on the curriculum area that applies most in your classroom. Example:

English & Math >> Source Evaluation or Copyright

Science, Civics, and History >> Cyber bulling

Exploratory, Resources >> Personal Safety

Now if you have a great lesson that you have been using, please continue with it even if it's not in the suggested area. We are seeing a need to re-teach Source Evaluation and Copyright since these are where we are seeing the most issues at this time. We realize that all these areas apply to all students, but looking at the areas with the most emphasis, personal safety has been covered the most since it's the one —in the news .

Remember: Focus on the objective on the lesson, not the time involved.

Framework for Internet Safety Integration in the High School

	Personal Safety	Cyberbullying	Copyright	Source Evaluation
Business		"Broken Friendship"--1st Semester		
Career and Technical				Choose an Evaluation:1/2 department 1st semester; 1/2 department 2nd semester
English			Choose a Lesson: 1/2 department 1st semester; 1/2 department 2nd	
Fine Arts			Debating Music Downloads: 1/2 department 1st semester; 1/2 department 2nd semester	
Foreign Language				Choose an Evaluation: 1/2 department 1st semester; 1/2 department 2nd semester
Health and P.E.	"The Missing Game"--9th Grade; 1st semester "Amy's Choice"--10th Grade: 2nd semester			
Math	"Tracking Teresa"--1st semester			
Science				Choose an Evaluation: 1/2 department 1st semester; 1/2 department 2nd semester
Social Studies		"You Can't Take It Back-"-2nd Semester		
SRO	Online Predators Assembly			

Amherst County Public Schools
Internet Safety Lesson Rubric

Teacher: _____ Grade/Department: _____

Title of Lesson: _____
Circle the Internet Safety Concept Addressed: a. Personal Safety b. Cyberbullying;

c. Copyright;   d. Source Evaluation

Date: _____ SOL _____

	Criteria				Points
	1	2	3	4	
Students grasped the Internet safety concept presented in the lesson.	**Almost no** students grasped the Internet safety concept that was presented.	**A small number** of students grasped the Internet safety concept that was presented.	**Most** students grasped the Internet safety concept that was presented.	**Almost all** students grasped the Internet safety concept that was presented.	_____
Students successfully collaborated, problem-solved, and/or communicated during the lesson.	Students **almost never** collaborated, problem-solved, and/or communicated with each other.	Students **rarely** collaborated, problem-solved, and/or communicated with each other.	Students **occasionally** collaborated, problem-solved, and/or communicated with each other.	Students **almost always** collaborated, problem-solved, and/or communicated with each other.	_____
Students safely used information and communications technology during the lesson.	Students **almost never** used information and communication technology safely.	Students **rarely** used information and communication technology safely.	Students **occasionally** used information and communication technology safely.	Students **almost always** used information and communication technology safely.	_____
Students displayed life skills such as leadership, ethics, accountability, and/or productivity during the lesson.	Students **almost never** displayed life skills such as leadership, ethics, accountability, and/or productivity.	Students **rarely** displayed life skills such as leadership, ethics, accountability, and/or productivity.	Students **occasionally** displayed life skills such as leadership, ethics, accountability, and/or productivity.	Students **almost always** displayed life skills such as leadership, ethics, accountability, and/or productivity.	_____
				Total---->	_____

Internet Safety Concept Guide

ESSENTIAL UNDERSTANDINGS:

- The Internet can be a positive tool for collaboration, communication, education, and productivity.
- The Internet also holds many dangers of which we need to be aware.
- By becoming aware of the dangers, we are less likely to become victims.

ESSENTIAL QUESTION:

- What do we need to know to keep ourselves safe while using the Internet?

Essential Knowledge:

Personal Safety-taking the responsibility to keep one's own self safe; use the internet safely and responsibly. Here are some basic personal safety tips you should consider when on the Internet:

- Don't give out personal information such as your home address or telephone numbers to people you meet on the net;
- Think seriously before agreeing to meet anyone in person whom you've met on the net:
- Can you verify, through a third party whom you know and trust, the true identity of this person?
- Is there a way to verify the information provided by this person?

Cyberbullying-sending or posting harmful or cruel text or images using the Internet or other digital communication devices:

- Don't Put Yourself at Risk
  - Don't post or send information others could use against you.
  - Watch out for how you are communicating. Be careful not to insult others.
  - Don't hang around websites that make you feel uncomfortable.

- If You Are Cyberbullied
  - DON'T RETALIATE! This only gives the cyberbully a —win and could make other people think you are part of the problem.
  - Save the evidence and try to figure out who the cyberbully is.
  - Depending on how bad the cyberbullying is, the steps that must be taken include

- Calmly and strongly tell the cyberbully to stop and to remove any harmful material or you will take further action.
- Ignore or block the communications.
- Send the material the cyberbully has posted to his or her parents and tell them to make it stop.
- File a complaint with the Web site, ISP, or cell phone company
  - Get help from a responsible adult such as your parents, school counselor, principal, teacher, or resource officer.
  - Contact an attorney.
  - Contact the police if the cyberbullying includes any threats.

- Friends Don't Let Friends Get Hurt Online
  - If you see that someone is being cyberbullied:
  - Tell the cyberbully to stop.
  - Help the person being cyberbullied.
  - Tell a trusted adult.

Copyright-copyright is a set of exclusive rights granted by government for a limited time to protect the particular form, way or manner in which an idea or information is expressed.

  - Digital media such as websites, audio files, video files, etc must be referenced in the same manner as other forms of media such as books, encyclopedias, etc.
  - Just because it is posted on the Internet does not mean the information is free to take.
  - Permission must be sought and obtained to use another person's property.

Source Evaluation-Websites need to be analyzed for accuracy of information

  - Information published on the web may not necessarily be true
  - Knowing and understanding the different domains gives insight to how much the site can be trusted.
    - **.biz-**-Reserved for businesses
    - **.com-**-For businesses, commercial enterprises, or online services like America Online. Most companies use this extension.
    - **.edu-**-For educational institutions and universities
    - **.gov-**-Reserved for United States government agencies
    - **.info-**-For all uses
    - **.int-**-For organizations established by international treaties
    - **.mil-**-For the United States military
    - **.museum-**-For use by museums
    - **.net-**-For networks; usually reserved for organizations such as Internet service providers
    - **.org-**-For non-commercial organizations