Prince Edward County Public Schools

Technology Plan 2011 – 2015

Dr. David Smith

Division Superintendent

Dr. Roy Echeverria

Director of Technology

35 Eagle Drive

Farmville, VA 23901

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

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I.   Executive Summary

The Prince Edward County Public Schools Technology Plan was developed to support the mission and vision of the School Division. More specifically, supporting the 5 major goals that were identified in the summer of 2010 that includes (a) creating a positive school environment that includes increased academic achievement for all students, (b) meaningful parental involvement, (c) excellence in teaching, (d) providing a safe, secure learning environment, and (e) building the capacity for effective leadership by teachers and administrators.

Beginning in April 2010, the Technology Department embarked in a major effort to upgrade the School Division's physical network infrastructure. The technology upgrade project included wiring, replacing switches, firewall, servers, desktops/thin clients, setting up UPS, installing wireless connectivity, network management software, and disaster recovery.

All wiring throughout the School Division was upgraded from Category 5 to Category 6, all existing patch panels were re-wired, and the number of panels was expanded to reflect increased cable drops; wires were organized in network racks enabling the capacity to troubleshoot and resolve issues in a timely manner. One to one computer device to switch connection was created, enabling each computing device to be plugged directly to a switch port.

Existing Cisco 10/100 switches were replaced with Cisco 10/100/1000 switches. The latter use higher speed that enhances user experience as well as upgrades the network to allow for future expansion needs such as installing VoIP telephony.

Cisco firewall was replaced with Palo Alto which created better security, better virus prevention, anti-spyware,   content filtering, and VPN capability. In addition, Palo Alto provided the capability to create network redundancy to protect against drastic hardware failure.

Application servers that were coming to their end of life warranty and performing single operations were replaced, virtualized and consolidated. As a result, network hardware is being proactively monitored for failure.

All obsolete classroom computers were replaced with thin clients in all 3 schools. In addition, "classroom labs" were created in the middle school's grade 6 classrooms which provided enhanced opportunity for students to access individualized instruction such as the I Can Learn math program. Moreover, ten mobile thin client labs, with 30 thin clients each, were added. Two mobile thin client labs were added to the High School, and 4 in each the elementary and middle school. Furthermore, one additional computer labs was added in the elementary and middle school.

Before implementing the technology upgrade there were hot spots spread throughout the School Division that provided wireless internet access to Promethean boards and individual users. Hot spots used routers that were unreliable and provided limited coverage. Many wireless radios and one or more controllers per building were installed, providing higher speed and more reliable wireless access to the internet. Access to the wireless connections was encrypted in order to minimize rogue users trying to hack the network. In addition, the existing flat network throughout the School Division was partitioned into one per building to supply independent access to the network to each building in the school division.

Network testing tools were added to the system, allowing technology staff to troubleshoot just-in-time physical problems with the network. These tools let technology staff to check various physical issues on the network which helps solving problems quickly as opposed to only focusing on software as to where problem lies.

With the new disaster recovery plan implemented, the technology department backs up the whole system every week and carries out daily backs up of all new information/data added to the system (incremental).

With the improved technology infrastructure described above, Prince Edward County Public Schools is positioned to use technology as a tool to enhance the teaching and learning and management processes in the School Division, increase student engagement and allow students to become not only consumers of information but also producers.

II.   Process

The local Technology Plan for Prince Edward County Public Schools follows the conceptual framework established by the Virginia Department of Education that outlines factors that support effective technology use:

- Appropriately and adequately designed environment
- Stimulating engagement
- Purposeful application of tools to address learning
- Use of authentic technology tools to extend learning capabilities
- Authentic and intelligent assessments

The overall goal of the technology plan is to improve student achievement by linking student knowledge with social and reasoning skills to prepare students for a rapidly changing global economy.

A. School Division's Vision Statement

To become a high performing school division that prepares a diverse population with 21st century skills to become life-long learners who are responsible and productive citizens in a global society.

B. Technology Department's Vision Statement

The Prince Edward County Schools technology department provides support to all schools, including students, teachers and staff. This support is designed to promoting innovative technology, enhancing teaching and learning, and actively engaging all learners.

C. Members of the Technology Planning Committee

Dr. Roy Echeverria, Director of Technology and Accountability & Research
Emalee Owens, Instructional Technology Resource Teacher
Mary Beth Blessing, Instructional Technology Resource Teacher
Suzanne Smith-Tucker, Instructional Technology Resource Teacher
Gwendolyn Akers-Booker, Coordinator of Student Information Systems
Derek Bernier, Computer Technician
Dale Pruitt, Computer Technician
Beverly Newman, Computer Technician

Other Collaborators
Laura Williamson, Executive Director of Curriculum & Instruction
Ellen Wood, Director of Exceptional Programs
Teachers and School Administrators

D. Summary of Work of the Planning Committee

The development of the Technology Plan started in August of 2010 conducting a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis to identify technology systems and processes that were not working. The identification of issues was based on the school climate survey administered to teachers and professional staff in all schools in April 2010, an efficiency review study conducted in 2007 and subsequent reviews, teacher surveys, teacher interviews conducted during the school year 2010-2011, monthly meetings with school principals as well as personal communication with school administrators, and brainstorming sessions by the planning committee.

In addition, the School Division commissioned an external company to conduct a technology infrastructure physical condition's needs analysis in December 2009. Many of the recommendations that originated from the needs analysis have been implemented, but some incomplete recommendations were included in the technology plan.

The second stage of the planning process consisted on collectively envisioning where the School Division ought to be in 5 years, technology-wise, in order meet the increasing system demands and needs of students, teachers, administrators, staff and the community. Following, the committee objectively assessed where the School Division was in relation to the School Division's 5-year hoped-for future. The next step entailed identifying barriers that may be in the way of taking the School Division from it is to where it wants to be in 5 years. Finally, the committee developed specific objectives and strategies and evaluation strategies that comprise the technology plan to attain the desired outcomes. All the strategies were developed based on their feasibility (resources, skills, time, and support), timeliness (order in which things have to be done; whether some things need to be done now or are other things that need to be done first) and impact (will it provide a lot of movement toward the desired outcomes with a reasonable expenditure of effort) on the desired outcomes.

The technology plan will be evaluated and revised at the end of each year to measure progress, adjust strategies and tactics to account for changing conditions, and to take advantage of new technological opportunities and challenges.

III. Actions (goals, objectives, strategies, and evaluation strategies)

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

Objective	Where We Are Today	Where We Want/Need To Be
Objective 1.1: Deliver appropriate and challenging curricula through face-to-face, blended, and virtual learning environments.	Latin is offered through Virtual Virginia. Web- and computer-based software includes PLATO, Read 180, Achieve 3000, Waterford, Accelerated Reader, and I Can Learn.	Web- and computer-based courses and programs are available for all students for both enrichment and remediation throughout the year.

Strategy Number	What	Who	When
1.1.1.	Evaluate the feasibility of expanding course offerings for students through Virtual Virginia.	CI	09/2011
1.1.2.	Enhance Virtual Virginia courses to promote greater flexibility and engagement for learners.	T	01/2012
1.1.3.	Provide student access to Web-based content, tools, and collaborative spaces.	T	01/2012
1.1.4.	Expand web and computer based instructional opportunities for students.	T	08/2012

Evaluation Strategy: Before and after, analyze the frequency counts of courses offered through Virtual Virginia; Analyze use data to determine frequency of access to Web-based content, tools, and collaborative spaces.

Objective	Where We Are Today	Where We Want/Need To Be
Objective 1.2: Provide the technical and human infrastructure necessary to support real, blended, and virtual learning environments.	There are 2 full-time and one part-time ITRT in the school division. There is one Computer Technician in each school (3). There is one Virtual Virginia Mentor/Coach in Prince Edward High School.	Maintain the current ratio of ITRT and IT per 1,000 students.

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Strategy Number	What	Who	When
1.2.1.	Provide resources and support for one instructional technology resource teacher (ITRT) per 1,000 students to assist teachers in integrating technology into teaching and learning.	P	Ongoing
1.2.2.	Provide resources and support for one technical support position per 1,000 students to ensure that technology and infrastructure is operational, secure, and properly maintained.	T	Ongoing
1.2.3.	Facilitate the implementation of fiber and 100 Mbps to 1 Gbps Ethernet to every school.	T	06/ 2011, ongoing
1.2.4.	Facilitate the implementation of wireless access to the Internet in every school.	T	05/2011, ongoing
1.2.5.	Upgrade the school division's telephone system to Voice Over IP.	T	2012
1.26.	Provide continuing professional development for technology personnel.	T	2001 – 2015

Evaluation Strategy: Describe the ratio of technical support personnel and ITRT to students by school; monitor network and internet speed; number of professional development workshops attended by IT personnel.

Objective	Where We Are Today	Where We Want/Need To Be
Objective 1.3: Provide high-quality professional development to help educators create, maintain, and work in a variety of learner-centered environments.	Professional development is provided by webinar in person for iStation, Plato, I Can Learn, Achieve 3000, Read 180, and Waterford by vendor experts. Onsite training on effective use of the Promethean board is ongoing throughout the year. ITRT, teacher experts and company consultants provide this PD.	Technology professional development includes opportunities offered to teachers through non-traditional methods (online) through virtual learning environment, anywhere anytime.

Strategy Number	What	Who	When

1.3.1.	Identify, develop, disseminate, and maintain resources to support the effective use of technology in all curricula by teachers at all levels of integration expertise.	CI, T	8/ 2011, ongoing
1.3.2.	Provide training on effective use of Power Teacher.	T	8/ 2011, ongoing
1.3.3.	Provide monthly Power School training for administrators, teachers and support staff.	T	Summer 2011

Evaluation Strategy: Examine the extent to which the technology department identifies, develops, disseminates, and maintains the resources needed to support the effective use of technology across curricula.

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

Objective	Where We Are Today	Where We Want/Need To Be
Objective 2.1: Support innovative professional development practices that promote growth for all educators and collaboration with other educators, content experts, and students.	The majority of teachers access content information resources and strategies through the internet. Students are skillful at conducting internet searches.	Teachers have online quality professional development opportunities, collaborate and share resources with colleagues, communicate with parents and students through electronic means.

Strategy Number	What	Who	When
2.1.1.	Facilitate the development and delivery of innovative professional development for administrators and teachers that promotes collaboration, including those that allow teachers to communicate and share ideas and resources through e-mail, Google Docs, shared network drives, and instant messaging.	T	2011 – 2015
2.1.2.	Provide a means for adequate communication among administrators, teachers, students, parents, and the community. Methods will include maintaining teacher Web pages, using group distributions lists for E-mail, and maintaining the division Web page.	T	7/2011 – 2015

2.1.3.	Strengthen partnerships with area institutions (SVRTC, Longwood University) and organizations to pilot new instructional strategies for integrating technology.		T	2011 – 2015
2.1.4.	Promote professional growth for students and teachers by providing access to online teacher resources such as Teacher Tube, iTunes University, electronic databases, and educational Websites.		T	8/2014
2.1.5.	Provide access to institutions of higher learning and maintain a solid technology infrastructure capable of supporting distance learning for teachers.		T	8/2014

Evaluation Strategy: Describe the types, scope/extent, and accessibility of the professional development offered.

Objective	Where We Are Today	Where We Want/Need To Be
Objective 2.2: Actualize the ability of technology to individualize learning and provide equitable opportunities for all learners.	The school division is in the early stages of implementing assistive technology for students with disabilities. Students receive onsite technology based instructional programs in math and Reading (I Can Learn, Read 180, iStation, Waterford).	All students have the opportunity to electronically access learning opportunity anywhere and anytime.

Strategy Number	What		Who	When
2.2.1.	Provide reasonable access to Internet-connected devices that offer students the flexibility to learn anytime, anywhere.		T	8/2011, ongoing
2.2.2.	Equip all classrooms with multi-media computers, LCD projectors, interactive whiteboards, and speakers.		T	8/2011, ongoing
2.2.3.	Place computers labs, mobile and classroom-based thin client computers so that all students have equitable access.		T	8/2011, ongoing
2.2.4.	Pilot study the design and implementation of classroom sets of personal mobile computing devices for delivering individualized learning opportunities for students.		T	8/2011

2.2.5.	Provide access to assistive technologies for students with special needs.	T	8/2011, ongoing

Evaluation Strategy: Tabulate the number of Internet-connected devices per student by division, locality, and grade level; describe access policies; describe student use records.

Objective	Where We Are Today	Where We Want/Need To Be
Objective 2.3: Facilitate the implementation of high-quality Internet safety programs in schools.	ITRTs develop Promethean lessons for teachers to use; ITRTs make special presentations in classrooms; internet safety resources are placed in a shared network drive and links to online resources are place in school websites.	Internet safety is taught by all teachers in every grade throughout the year.

Strategy Number	What	Who	When
2.3.1.	Identify, evaluate and disseminate best practices and resources to promote the integration of Internet safety and security throughout the curricula.	T	8/2011, ongoing
2.3.2.	Monitor the implementation of Internet safety policies and programs and provide technical assistance and support to ensure that schools have effective programs and policies.	T	8/2011, ongoing
2.3.3.	Annually review and revise the current Internet Safety Curriculum to ensure that it meets State guidelines.	T	Summer 2011
2.3.4.	Provide Internet Safety professional development for faculty members to ensure that all teachers are aware of their professional responsibility to keep students safe on the Internet.	T	8/2011, ongoing
2.3.5.	Monitor Internet traffic to determine whether students are following Internet Safety and acceptable practices as outlined in the Acceptable Use Policy.	T	8/2011, ongoing

Evaluation Strategy: Describe methods of identifying best practices with regard to Internet safety and security; monitor internet use on a daily basis.

Goal 3: Provide students with opportunities to apply technology effectively to gain knowledge, develop skills, communicate, collaborate and create products that reflect their understandings.

Objective	Where We Are Today	Where We Want/Need To Be
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.	All teachers have Promethean boards in their classrooms and wireless internet access throughout all schools. However, students' access to technology is structured in traditional computer-lab based.	All teachers have access to a set of response devices, which is part of their toolkit to attain continuous feedback to assess student learning.

Strategy Number	What	Who	When
3.1.1.	Identify and disseminate information and resources that help schools provide ongoing, personalized, and just-in-time professional development for teachers implementing technological and pedagogical innovations.	T	08/ 2011
3.1.2.	Enhance curricula using Internet resources and software that encourage creativity, collaboration, and problem solving.	T	08/2011
3.1.3.	Promote the safe and responsible use of social media.	T	08/ 2011, ongoing
3.1.4.	Provide opportunities for students to participate in global communication and collaboration.	T	08/2012

Evaluation Strategy: Describe the division's efforts to provide students with opportunities to participate in global communication and collaboration.

Objective 3.2: Ensure that students, teachers, paraprofessionals and administrators are Information Communication Technology (ICT) literate.	ITRTs provide resources and training to first year teachers to meet Virginia Technology Standards for Instructional Personnel within the first year of employment. ITRTs make recommendations to primary evaluators to certify teachers meeting technology standards. There is not a written technology policy for instructional personnel.	Administrators, teachers, paraprofessionals and students meet the National Educational Technology Standards. Instructional personnel renew technology standards' certification every 5 years.

Strategy Number	What	Who	When
3.2.1.	Identify and disseminate information and resources to ensure that schools can effectively assess and report ICT literacy.	T	09/2011
3.2.2.	Study the viability to administer the National Educational Technology Standards for Administrators (NETS*A), NETS*T for teachers and NETS*S for students and make a recommendation to the Division Superintendent.	T	2/2012
3.2.3.	Implement Teacher Laptop Initiative, whereby all teachers receive laptop computers to use both at school and at home.	T	08/2012
3.2.4.	Provide opportunities for students to participate in global communication and collaboration.	T	09/2013
3.2.5.	Provide and support high-quality professional development focused on the acquisition and application of ICT skills for school management, such as Excel, Power School, Interactive Achievement, Access, and other administrative software.	T	11/2012
3.2.6.	Provide technology training for substitute teachers.	T	8/2011, ongoing

Evaluation Strategy: Describe the types, scope/extent, accessibility, and perceived quality of the professional development offered; document the professional development program attendance; describe the school division's efforts to provide students with opportunities to participate in global communication and collaboration.

Objective	Where We Are Today	Where We Want/Need To Be
Objective 3.3: Implement technology-based formative assessments that produce further growth in content knowledge and skills development.	Teachers have limited access to Quizdom, Activotes, Activexpressions, and Sentio.	All teachers have access to a set of response devices, which is part of their toolkit to attain continuous feedback to assess student learning.

Strategy Number	What	Who	When
3.3.1.	Provide assessment best practices for teachers to support them on high quality formative assessment development.	T	08/ 2011, ongoing
3.3.2.	Supply all teachers with classroom sets of response devices.	T	04/2012
3.3.3.	Increase use of ePAT for student online assessment practice in grades 3 through 11.	T	08/ 2011, ongoing
3.3.4.	Integrate electronic learner response systems into the classroom to evaluate student learning continuously.	T	08/2012

Evaluation Strategy: Describe the identification and dissemination process for technology tools and systems that facilitate cognitively-based assessments in schools.

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

Objective	Where We Are Today	Where We Want/Need To Be
Objective 4.1: Provide resources and support to ensure that every student has access to a personal computing device.	There are 1,555 computing devices for students use, distributed in computer labs, classrooms, library, and mobile thin clients.	Every student in the school division has the opportunity to use personal computing devices to enhance his/her learning, develop skills, collaborate, communicate and create artifacts.

Strategy Number	What	Who	When
4.1.1.	Place computers labs, mobile and classroom-based thin client computers so that all students have equitable access.	T	08/2012
4.1.2.	Pilot study the design and implementation of classroom sets of personal mobile computing devices (iPad) for delivering individualized learning opportunities for students.	T	8/2011 – 5/2012
4.1.3.	Increase the number of personal mobile devices for delivering individualized learning opportunities for students.	T	2013 - 2015
4.1.4.	Provide professional development in new and emerging technologies.	T	11/2011 – 2015

Evaluation Strategy: Describe how and the extent to which the school division provides students with opportunities to learn and apply ICT skills; describe the programs designed to teach students about ICT skills.

Objective	Where We Are Today	Where We Want/Need To Be
Objective 4.2: Provide technical and pedagogical support to ensure that students, teachers, parents and administrators can effectively access and use technology tools.	Division and school administrators, teachers and support personnel have access to pertinent modules in the student information system. Power School Coordinator offers monthly trainings for support personnel, and ITRTs provide training on Power Teacher for instructional personnel.	Not only administrators, teachers, and support personnel have access to the student information system but also parents and students. Parents and students have the opportunity to monitor their children's educational progress.

Strategy Number	What	Who	When
4.2.1.	Provide technical and professional development for teachers and administrators for using Power School, Power Teacher and other district databases which monitor and track student information and performance.	T	8/2011, ongoing

4.2.2.	Provide parents (Parent Portal) and students (Student Portal) access to the division's student information system.	T	10/2011
4.2.3.	Provide continual training for administrators, teachers, paraprofessionals, support personnel, students and parents on relevant modules in the division's student information system.	T	8/2011, ongoing
4.2.4.	Provide timely and effective technical support to ensure that all tools and the network that supports them are installed and maintained properly.	T	8/2011, ongoing
4.2.5.	Provide the Student Information System Coordinator with professional development to maintain and support all databases, including PowerSchool, EIMS, and Interactive Achievement.	T	8/2011, ongoing
4.2.6.	Train teachers on the effective use of Teacher Web.	T	8/2011, ongoing
4.2.7.	Upgrade student information system to Power School 7.0	T	7/2011

Evaluation Strategy: Describe the types of ongoing and just-in-time support and how they assist educators, parents, students integrating technology tools in ways that benefit student learning.

Objective	Where We Are Today	Where We Want/Need To Be
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.	ITRTs offer training on Web 2.0 for teachers. However, teacher adoption is slow.	Teachers are constantly using technology tools to improve teaching and learning.

Strategy Number	What	Who	When
4.3.1.	Identify and disseminate information about new and emerging technologies.	T	8/2011
4.3.2.	Design and implement pilot projects to evaluate a variety of personal computing devices.	T	10/2011

Evaluation Strategy: Describe school division's methods of identifying and disseminating information about new and emerging technologies.				
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	Where We Are Today	Where We Want/Need To Be
Objective 5.1: Use data to inform and adjust technical, pedagogical, and financial resources.	Technology survey is administered to teachers and administrators on a needed basis. However, results are not widely disseminated. Division and school strategic plan development and monitoring and are not based on data.	Survey is administered and data are used in a systematic manner. Strategic plans are developed and revised and decisions are made based on data/information.

Strategy Number	What	Who	When
5.1.1.	Conduct an annual survey and provide schools with an annual division-wide technology status report.	T	04/2012
5.1.2.	Model the use of data to inform strategic plans and purchases.	T	7/2011, ongoing

Evaluation Strategy: Describe how the school division models data use to schools to inform strategic plans and purchases.		
Objective	**Where We Are Today**	**Where We Want/Need To Be**
Objective 5.2: Provide support to help administrators and teachers disaggregate, interpret, and use data to plan, improve, and differentiate instruction.	Teachers have access to students' benchmark assessments and SOL performance data disaggregated by NCLB subgroups. Administrators have access to a Cumulative Student Data Report that includes longitudinal SOL, benchmarks, attendance, discipline, iStation, PALS, AimsWeb, ARDT, However, both teachers and administrators need data training.	Administrators and teachers are trained and capable of processing data using Excel spreadsheets to estimate summary statistics and disaggregate information by relevant subgroups.

Strategy Number	What	Who	When
5.2.1.	Provide training and support to help Information Technology Resource Teachers (ITRT) interpret data and assist teachers in using technology effectively to address data-supported needs.	T	8/2011, ongoing
5.2.2.	Identify and disseminate resources to assist ITRT in training teachers to disaggregate, interpret, and use data for instructional improvement.	T	8/2011, ongoing
5.2.3.	Revise the design of the Cumulative Student Data Report (CSDR), refine the process to update information with collaboration from teachers and administrators, and improve its user-friendliness.	T	8/2011, ongoing
5.2.4.	Establish pilot project to provide administrative and IT teams with iPads which will facilitate conducting teacher evaluations, collecting data, managing records, and conducting professional development opportunities.	T	11/2011
5.2.5.	Maintain a robust network capable of providing online SOL, diagnostic and formative assessments for all students.	T	7/2011, ongoing

Evaluation Strategy: Describe how professional development enables ITRT to use student achievement data to help teachers use technology in ways that optimize student learning; describe the types, scope/extent, and accessibility of the professional development offered; CSDR is updated on a timely basis and available for school administrators and teachers.

Objective	Where We Are Today	Where We Want/Need To Be
Objective 5.3: Promote the use of technology to inform the design and implementation of next generation standardized assessments.	Prince Edward students have access to computers in computer labs and classrooms, and participate in robotics competitions. Teachers have access to response devices on a limited basis.	Students are provided with the opportunities to use multiple digital platforms to advance learning and demonstrate understanding.

Strategy Number	What	Who	When

5.3.1.	Design and implement pilot projects that support technology-based assessments, including simulations and game environments, innovative delivery platforms, and multiple ways for students to demonstrate understanding.	T	8/2011
Evaluation Strategy: Describe the technology-based assessments that are developed.			

Office/Dept. Codes:	
CI: Curriculum & Instruction	AC: Accountability & Research
T: Technology	P: School Principals

IV.   Appendix A. Acceptable Computer Use Policy

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 cyber bullying awareness and response;
(6) provisions designed to prevent unauthorized online access by minors, including "hacking" and other unlawful activities by minors online;
(7) provisions designed to prevent unauthorized online access by minors, including "hacking" and other unlawful activities by minors online;
(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.

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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: August 2001   Revised: February 2, 2005; August 9, 2006;
                                        August 5, 2009; July 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

Prince Edward County Public Schools

ACCEPTABLE COMPUTER SYSTEM USE

All use of the Prince Edward 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.

- downloading copyrighted material for unauthorized use.

- 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.

- using the computer system for commercial or private advertising.

- submitting, posting, publishing, or displaying any obscene, profane, threatening, illegal, or other inappropriate material.

- using the computer system while access privileges are suspended or revoked.

- vandalizing the computer system, including destroying data by creating or spreading viruses or by other means.

- 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.

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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 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.**

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Adopted: February 2, 2000   Revised: August 8, 2001; February 2, 2005;
                                             October 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

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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 GAB/IIBEA and Regulation GAB-R/IIBEAR, 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 GAB/IIBEA and Regulation GAB-R/IIBEA-R. I understand that access to the computer system is intended for educational purposes and the Prince Edward 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 Prince Edward County school division's policies and regulations and for the School Division to issue an account for my student.

Parent/Guardian Signature Date _____   Date _____

Parent/Guardian Name _____
                               (Please Print)

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V. Appendix B. Prince Edward County Public Schools Technology Budget 2011 – 2015

Account Title	Budget
Classroom Instruction	$311,970.04
Improvement of Instruction	$1,069,168.02
Data Processing	$89,964.08
Attendance Services	$131,802.83
Total Budget	$1,602,904.97

VI.   Appendix C. Summary of Internet Safety Program

An Internet safety plan was developed and implemented and is revised on an annual basis. As part of the plan, Information Technology Resource Teachers (ITRT) place videos, links to internet resources in a shared "Teacher Resources" folder in a division server and Porta-portal. In addition, links to internet safety and videos for parents are placed in schools' websites.

Information Technology Resource Teachers develop lesson plans that are Promethean board ready for teachers to use in their classrooms. ITRT also make classroom presentations as requested by teachers. Moreover, written internet safety materials are distributed to parents during school opening and other school events that bring large number of parents to schools.

Currently, the school division does not systematically and objectively measure the effectiveness of its internet safety plan every year.