Rappahannock County

Public Schools

Addendum to the

Technology Plan

2016-2017

Revised June 11, 2016

Rappahannock County Public Schools

6 Schoolhouse Rd

Washington Va. 22747

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*Executive Summary:*

Utilizing technology to its fullest potential is an integral component of our overall school division vision. The use of technology is not an isolated issue; rather it is an integral part of our long and short term strategic planning process. Instructional and managerial technology goals are included in our school division strategic plan.

Planning for technology has been ongoing with periodic review by the Technology Advisory Committee. The committee is composed of teachers, parents, instructional assistants, and administrators from the elementary, high school and division office level. The committee has a process in place for obtaining staff input and to gather information and discuss needs for the upcoming budget cycle and beyond. Based on those discussions, as well as ongoing staff input, the current plan has been developed. It contains input from teachers, parents, instructional assistants and administrators, and technology staff.

School librarians, classroom teachers, IT staff, and building administrators worked in small groups to formulate plan ideas. Once created, the ideas were taken back to the division Level Technology Advisory committee. After the ideas were reviewed and revised to meet the larger group’s specifications, the revised portion was sent to both schools for an all staff review. Staff member comments were collected, reviewed and presented to the division level technology advisory committee. Changes in the draft plan were made based on staff input. This process continues as we work on our 2016-2017 technology plan addendum. Several of the revisions have been included in this updated plan.

Surveys confirm the notion that teachers and staff need on-site and on-demand technical assistance with both the technology and the integration of technology into teaching and learning. In order to effectively integrate technology that supports instruction and learning, equipment and staff training must be in place. In addition individual teachers receive tuition assistance for technology course work.

Our vision is that Rappahannock County Public Schools will seamlessly integrate technology to empower students with appropriate 21st century technology skills. We strive to accomplish this by  . . .

* Integrating technology into daily teaching and by creating new and different learning experiences for the students.
* Providing equitable access to current technology resources to all staff and students.
* Establishing management systems that facilitate efficient school operations (including but not limited to student records, personnel records, attendance, discipline, library, e-mail, financial accounting, and cafeteria procedures).
* Establishing a technology planning process that continually assesses the effectiveness of technology use in our schools.
* Implementing a training program that improves the technological literacy of all staff to develop a community of teachers as learners.
* Maintaining a reliable network capable of supporting current technology in the classroom and expanding for future technology.
* Implementing technology-based formative assessments that document growth in content knowledge and skills development.

This plan, once approved, will be available to principals, staff, parents, and students and placed in school libraries. The plan will be posted on the school website in order to make it available to parents and community members. Staff members will be notified of the completion and location of the updated document. It will be utilized by the technology committee and revisited during each quarterly meeting. Progress will be discussed regularly at administrative team meetings.

See attached forms for school division acceptable use policy.

Technology Advisory Committee Membership

James Swindler, High School Assistant Principal

Dawn Phillips, Elementary School Assistant Principal

Robin Bolt, Director of Administrative Services

Amy Wayland Elementary School Library Media Specialist

Katherine Todd Elementary Teacher

Linda Petty Career and Tech Teacher

Gary Honaker Finance Director

Camille Racer Parent

Juliet Del Grosso Parent

Keven Brandriff Community Member

Technology Mission and Goals

*Vision:*

Rappahannock County Public Schools will seamlessly integrate technology to empower every student to reach his or her full potential.

*Mission:*

Our mission is to provide all students and staff with knowledge of and equitable access to current technological resources so that they may develop their full potential and promote a culture of learning, a roadmap for excellence, and the passion and character that leads to each student's success.  The integration and use of technology plays a vital role in the daily learning process in order for our students to achieve their highest academic learning potential.

**Goals and Objectives**

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

* Objective 1.1: Deliver appropriate and challenging curricula through face-to-face, blended, and virtual learning environments.

Strategy 1.1.1: Provide access to online project based learning opportunities.

Evaluation Strategy: Before and after, analyze the frequency counts of courses offered through Virtual Virginia.

Evaluation: Maintain a list of services and report student enrollment.

Strategy 1.1.2: Provide access to collaborative learning environments for staff and students using Google for Education.

Evaluation Strategy: Analyze use data to determine frequency of access to Web-based content, tools, and collaborative spaces.

Strategy 1.1.3: Explore and support online subscription services to support instruction at school and outside of school when feasible.

Evaluation: Maintain software and online subscription database.

**Strategy 1 .1 .3:** Require that all electronic and information technologies developed by Rappahannock County schools must be accessible to people with disabilities based on Section 508 of the federal Rehabilitation Act.

Evaluation Strategy: Are digital materials created by the RCPS developed with accessibility features?

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

Strategy 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.

Evaluation Strategy: Document the resources and support provided by the division to reach this objective.

Evaluation Strategy: Describe the ratio of ITRT to students by school division.

Strategy 1.2.2: Provide cable modem, download 80 mbs and begin to implement wireless access for the students and staff at the elementary and high school.

Evaluation: Monitor network performance and bandwidth performance.

Evaluation: Daily monitoring of logs and filtering software reports.

Strategy 1.2.3: Provide one network specialist per 1,000 students to meet the demand of technology work orders and maintenance of equipment.

Evaluation Strategy: Document resources and support provided by the division to reach this objective.

Evaluation Strategy: Describe the ratio of technical support personnel to

Students by the school division.

Strategy 1.2.4: Facilitate the implementation of wireless access to the Internet in every school.-Competed

Evaluation Strategy: Describe division-level efforts to facilitate this objective.

Evaluation Strategy: Describe the extent to which wireless access has been implemented in every school.

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

Strategy 1.3.1: Provide professional development opportunities in a variety of contexts and delivery modes (online out of district, in classrooms) to serve all RCPS educators.

Evaluation: Examine the extent to which the division identifies, develops, disseminates and maintains the resources needed to support the effective use of technology across curricula and at varying levels of integration expertise.

Evaluation: The Director of Academic Services will plan instructional technology professional development. Attendance will be documented.

Strategy 1.3.2: Provide a variety of effective local professional development options for instructional staff including workshops, coaching, modeling and online instruction.

Evaluation: Documentation of professional development opportunities offered through various RCPS databases.

Evaluation: Describe how professional development assists educators in providing flexible and adaptable learning environments.

Strategy 1.3.3: Leverage public/private/nonprofit partnerships to provide professional development focused on technology integration strategies and the development of teachers’ and administrators’ 21st century skills.

Evaluation Strategy: Document how the number and types of partnerships

differ from previous years.

Evaluation Strategy: Describe the types, quantity, and perceived quality of professional development provided by partnerships.

Evaluation Strategy: Describe the extent to which these partnerships focus on technology integration and 21st century skills.

Evaluation Strategy: Document the professional development program attendance.

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

* Objective 2.1: Establish professional development practices that promote strategic growth for all educators and encourage collaboration.

Strategy 2.1.1: Conduct regular professional development activities utilizing the ITRT.

Evaluation: Describe type, scope and delivery modes of professional development offered.

Evaluation: Document the professional development attendance.

Strategy 2.1.2: Support and encourage staff to attend technology conferences and technology professional development.

Evaluation: Maintain attendance and expense records.

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

Strategy 2.2.1: Provide a student wireless network to enable student device access to internet that offer students the flexibility to learn anytime, anywhere.

Evaluation: Describe the student to computer ratio.

Evaluation: Describe the internet connected devices by school level.

Evaluation: Describe access policies.

Strategy 2.2.2: Investigate emerging technologies and evaluate their use and effectiveness on the RCPS network.

Evaluation: Document beta testing devices on the network and in the classroom, documenting their results.

Strategy 2.2.3: Facilitate the development and delivery of professional development opportunities that focus on effective technology use in specific core curricular areas.

Evaluation: The Director of Administrative Services and the Director of Academic Services will document the development of the professional development.

Evaluation: Describe how the division facilitates professional development.

Evaluation: Document the professional development attendance.

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

Strategy 2.3.1: Administer age appropriate internet safety programs annually.

Evaluation: Track yearly administration.

Strategy 2.3.2: Provide parents with internet safety information through multiple sources: online, pamphlets, and informational meetings.

Evaluation: Maintain records of meetings, track online traffic, and conduct parent surveys regarding effectiveness of methods.

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

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

Strategy 3.1.1: Provide teachers with the opportunity to participate in trainings involving the integration of 21st Century skills into the curriculum.

Evaluation: Maintain attendance records.

Strategy 3.1.2: Identify information and resources that increase the capacity of teachers to create meaningful learning experiences.

Evaluation: Describe services provided by the ITRT.

Strategy 3.1.3: Provide opportunities for students to participate in global communication and collaboration.

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

* Objective 3.2: Ensure that students, teachers, and administrators are Information and Communication Technology (ICT) literate.

Strategy 3.2.1: Provide all students with age appropriate hands on experience using technology throughout their academic careers.

Evaluation: Describe elementary and high school initiatives.

Strategy 3.2.2: Develop a technology skills continuum for students K-12.

Evaluation: Implementation of continuum through instructional leadership.

Strategy 3.2.3: Develop an online course on ICT skills for teachers and administrators to complete.

Evaluation: Maintain records of staff completion of course.

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

Strategy 3.3.1: Provide training and support in the use of various technology-based assessment tools.

Evaluation: Classroom observations, records of training and records of PowerSchool Assessment use.

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: 4.1.1: Maintain and if possible improve upon current 3.5:1 student to computer ratio through regular targeted replacement

Evaluation: Maintain accurate inventories of all computers and develop a reasonable and equitable replacement plan.

Strategy: 4.1.2: Investigate and when appropriate adopt new technologies to expand student access to personal computing devices.

Evaluation: Document new technology implementation strategies in annual technology plan reviews.

Strategy 4.1.3: Continue to improve the network infrastructure to ensure that it can accommodate future increases in personal computing devices.

Evaluation: Increase capacity and availability of network resources, including data ports, wireless availability, bandwidth, data storage, etc.

Strategy 4.1.4: Install updated fiber connection to elementary school to increase bandwidth speed.

Evaluation: Complete bid process and document installation of fiber, noting increase in bandwidth speed.

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

Strategy 4.2.1: Fund sufficient technology staff positions to appropriately manage and maintain instructional technology data systems, network infrastructures, technology professional development, website co-ordinations and 21st Century Skills implementation.

Evaluation: Maintain record of response time to support calls and record of all trouble tickets submitted.

Evaluation: Describe services provided by ITRT’s and network technology support staff.

* Objective 4.3: Identify and disseminate information and resources that assist educators in selecting authentic and appropriate tools for all grade levels and curricular areas.

Strategy 4.3.1: Advertise the acquisition of new technologies available to the staff of RCPS.

Evaluation: Records of staff communications.

Strategy 4.3.2: Review hardware and software for applicability and effectiveness.

Evaluation: Maintain software and hardware review process.

Strategy 4.3.3: Coordinate the purchase of software and online services through instructional supervisors.

Evaluation: Maintain software review database.

Strategy 4.3.4 Design and implement the pilot program of Chromebooks.

Evaluation: Document the division’s efforts to support the pilot project.

Evaluation: Describe the types and locations of the program.

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 5.1.1: Collect data to assist with purchasing decisions.

Evaluation: Maintain records of software, hardware and network data.

Strategy 5.1.2: Conduct an annual survey.

Evaluation: Document when, where and how the survey is conducted.

Evaluation: Document the survey results.

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

Strategy 5.2.1: Provide training and support to help administrators and teachers analyze, interpret, and assist teachers in using technology effectively to address data supported needs.

Evaluation: Training sessions and data days to assist teachers in analyzing, interpreting, and using data.

Strategy 5.2.2: Encourage regular grade level meetings to discuss student data and provide for remediation and enrichment.

Evaluation: Documentation of meetings at the school level.

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

Strategy 5.3.1: Provide technical support and resources for online SOL tests and Technology Enhanced questions, as well as project based learning assessments.

Evaluation: Monitor network computer availability and performance during testing sessions.

Strategy 5.3.2: Provide training for students and teachers on new online SOL tools, media integration and competency-based assessments.

Evaluation: Document the professional development and implementation of online competency-based assessments.

**K-12 Software and Online Subscription Review Procedures**

**Overview**

The review procedure shall define the minimum procedure for performing division-wide and site-based software, freeware for multiple computers, and online subscription reviews. Before purchase, a thorough review should be conducted and submitted to the Director of Curriculum, Instruction and Staff Development.

**Purpose**

This review will be used to inspect new products for possible purchase and subsequent inclusion on the RCPS approved software and online subscription list. Reviews provide a timely and objective means for assessing software and online subscriptions for purchase and use in an educational setting. The review process helps to ensure that educational software and online subscriptions meet curriculum and technology goals as well as network requirements. Reviews take the form of written documentation and involve instructional and technical staff.

**Review Procedure – Single Copy**

Single-copy software purchases are possible when instructionally necessary. All staff purchasing single copies under $100.00 should consult Instructional Technology Resource Teacher to ensure that all instructional and technical considerations have been addressed. Single copy software may not be installed on multiple computers.

**Review Procedure – Multiple Copy, Lab Pack, Site License, and Online Subscription**

Schools purchasing multiple copies, lab packs, or site licenses of software and online subscriptions should consult with the IT staff to ensure compliance with technical requirements. Teachers are encouraged to contact department heads or subject area supervisors to address curricular issues. Newer versions of previously approved software will only need to have the technical requirements checked by the technician.

***Software/Online Content***

***$17,900***

***Instructional Materials/Supplies***

***$6,000***

***PD/Training***

***$5,100***

***Hardware Replacement***

***$51,150***

***VPSA Grant***

***$102,000***

***Computer Material/Supplies***

***$10,750***

***Rappahannock County Public Schools***

***Technology Budget 2016-2017***

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**echnology Standards for Students**

### *Grades K-2*

# Basic Operations and Concepts

C/T K-2.1 Demonstrate an operational knowledge of various technologies.

A. Use various types of technology devices to perform learning tasks.

* Use a keyboard, mouse, touch screen, touchpad, and other input devices to interact with a computer.
* Use appropriate buttons, gestures, menu choices, and commands to manipulate the computer when completing learning tasks.

B. Communicate about technology with appropriate terminology.

* Use basic technology vocabulary as needed.

C/T K-2.2 Identify and use available technologies to complete specific tasks.

A. Identify the specific uses for various types of technology and digital resources.

* Identify the difference between hardware and software.
* Create a text document.
* Open and read an electronic book.
* Create a digital image.

B. Use content-specific tools, software, and simulations to complete projects.

* Use tools in various content areas as appropriate.

**Social and Ethical Issues**

## C/T K-2.3 Make responsible decisions—grounded in knowledge of digital safety and security best practices—that pertain to various digital communication tools and methods.

1. Demonstrate knowledge of school policies for using computers and other technologies.

* Be able to articulate what is allowed and what is not allowed at school when using technology.

B. Understand the importance of protecting personal information and passwords.

* Communicate an understanding of the basic principles of online safety.
* Follow procedures that protect safety and security as outlined in the

division’s acceptable use policy.

C. Understand the basic principles of the ownership of ideas.

* Identify digital information as being produced by people—either as individuals or as part of a group or organization.

                        D.   Identify and model responsible behaviors when using information and technology.

* Identify strategies to address bullying situations involving electronic devices.

**Technology Research Tools**

C/T K-2.4Plan and apply strategies for gathering information, using a variety of tools and sources, and reflect on alternate strategies that might lead to greater successes in future projects.

A. Identify information in various formats.

* Recognize that information may be presented as printed text, electronic text, audio, video, or images.

B. Identify available sources of information.

* Be able to name and use sources of information available at school and outside the school.

## Thinking Skills, Problem Solving, and Decision Making

C/T K-2.5Practice reasoning skills when gathering and evaluating data.

A. Recognize that technology can be used to solve problems and make informed decisions.

* Communicate how a decision was made based on assistance from a technology tool.

B. Use technology tools to assist with problem solving.

* Demonstrate how technology can be used to investigate and solve problems in various content areas.

**Technology Communication Tools**

C/T K-2.6 Communicate effectively with others (e.g., peers, teachers, experts) in collaborative learning situations.

A. Use technology tools for individual and collaborative writing, communication, and presentation activities.

* Use word processing to practice writing skills.
* Use common graphic and presentation tools when preparing and providing presentations.

B. Recognize tools useful for communication.

* Identify how different technologies appeal to different senses.

##### ***Grades 3-5***

**Basic Operations and Concepts**

C/T 3-5.1Demonstrate an operational knowledge of various technologies.

1. Use various types of technology devices to perform learning tasks.

* Use a keyboard, mouse, touch screen, touchpad, and other input devices to interact with a computer.
* Demonstrate the ability to perform a wide variety of basic tasks using technology, including saving, editing, printing, viewing, and graphing.

B. Communicate about technology with appropriate terminology.

* Use basic technology vocabulary in daily practice.

C/T 3-5.2 Identify and use available technologies to complete specific tasks.

A. Identify the specific uses for various types of technology and digital resources.

* Identify the differences among local, network, and Internet resources and tools.
* Create, edit, and format a document with text and graphics.
* Create and present a multimedia presentation.
* Create and populate a spreadsheet with data.
* Capture and edit a digital image.
* Demonstrate the ability to choose appropriate resources when completing assignments in various content areas.

B. Use content-specific tools, software, and simulations to complete projects.

* Use tools in various content areas as directed by the teacher.

**Social and Ethical Issues**

C/T 3-5.3Make responsible decisions—grounded in knowledge of digital safety and security best practices—that pertain to various digital communication tools and methods.

A. Demonstrate knowledge of basic practices related to online safety.

* Use best practices for online safety as defined by the division’s online safety program.
* Demonstrate an understanding of the division’s acceptable use policy and consequences for inappropriate use.

B. Discuss and model responsible behaviors when using information and technology.

* Identify reasons for taking security precautions when using any technology, especially those related to the Internet.
* Demonstrate responsible behavior, such as using strong passwords and

avoiding high-risk activities.

* Identify inappropriate or threatening interpersonal situations involving electronic devices and develop strategies to react to them safely.
* Behave appropriately in virtual groups and be proactive in preventing bullying behavior in an environment that provides anonymity to bullies.

C/T 3-5.4 Exhibit personal responsibility for appropriate, legal, and ethical conduct.

A. Understand the need for laws and regulations regarding technology use.

* + Model appropriate, legal, and ethical behavior in all technology use and technology-supported environments.

B. Understand the basic principles of the ownership of ideas.

* Demonstrate a basic understanding of “fair use.”

C/T 3-5.5Demonstrate digital citizenship by actively participating in positive activities for personal and community well-being.

A. Communicate respect for people when participating in group online learning activities.

* + Identify ways in which online communications are different from face-to-face communications.
  + Demonstrate online etiquette when communicating with others.

B. Explore the potential of the Internet as a means of personal learning and the respectful exchange of ideas and products.

* Participate in the creation of digital projects that involve communicating with others.

**Technology Research Tools**

C/T 3-5.6Plan and apply strategies for gathering information, using a variety of tools and sources, and reflect on alternate strategies that might lead to greater successes in future projects.

A. Collect information from a variety of sources.

* Conduct research using various types of text- and media-based information.

B. Apply best practices for searching digital resources.

* + Apply effective search strategies that will yield targeted information.
  + Identify basic indicators that a digital source is likely to be reliable.

C/T 3-5.7 Draw conclusions from research and relate these findings to real-world situations.

A. Use research to support written and oral presentations.

* Apply research derived from digital resources to original work.
  + - * Demonstrate how to cite digital resources when developing nonfiction reports and presentations.

B. Apply knowledge when conducting research to develop accurate and balanced reports.

* Use best practice guidelines for evaluating research results.

# Thinking Skills, Problem Solving, and Decision Making

C/T 3-5.8 Practice reasoning skills when gathering and evaluating data.

A. Determine when technology tools are appropriate to solve a problem and make a decision.

* Identify technology resources and tools that can help with decision making.

B. Demonstrate organization and persistence when completing personal and group assignments, activities, and projects.

* Use various productivity tools that help with planning, time management, project goal setting, etc.

C/T 3-5.9 Use models and simulations to understand complex systems and processes.

A. Understand the use of simulations in learning.

* Enhance understanding of concepts and skills by explaining how a simulation differs from and is similar to real life.

B. Use simulations to understand complex concepts.

* Enhance understanding of concepts and skills by using simulations.

**Technology Communication Tools**

C/T 3-5.10 Communicate effectively with others (e.g., peers, teachers, experts) in collaborative learning situations.

A. Use technology tools for individual and collaborative writing, communication, and publishing activities.

* Produce documents and presentations that demonstrate the ability to edit, reformat, and integrate various tools and media.

B. Participate in communications among different cultures.

* Understand the need to place communication in the context of culture.

C. Assume different roles (e.g., leader/follower, orator/listener) on teams in various situations.

* Recognize that different people on a team bring different technical skills, and understand how that can influence team responsibilities.
* Demonstrate the ability to share technology tools as needed.

# C/T 3-5.11 Apply knowledge and skills to generate innovative ideas, products, processes, and solutions.

A. Organize and display knowledge and understanding in ways that others can view, use, and assess.

* Understand the various ways in which digital products can be shared.

B. Use technology tools to share original work.

* Use presentation tools to organize and present stories, poems, songs, and other original work.

### *Grades 6-8*

**Basic Operations and Concepts**

C/T 6-8.1 Demonstrate an operational knowledge of various technologies.

A. Use various types of technology devices to perform learning tasks.

* Demonstrate the ability to perform specific tasks using technology, including organizing, analyzing, and presenting data; formatting and presenting text and graphic information; and capturing and manipulating images.

B. Communicate about technology with appropriate terminology.

* Use technology vocabulary in daily practice.

C/T 6-8.2 Identify and use available technologies to complete specific tasks.

A. Identify the specific uses for various types of technology and digital resources.

* Select and use local, network, and Internet resources and tools.
* Capture and edit video.
* Explain how various careers incorporate technology.

B. Use content-specific tools, software, and simulations to complete projects.

* Use tools in various content areas, such as graphing calculators, science simulations, story diagramming applications, image processing applications, and history timeline applications.

**Social and Ethical Issues**

C/T 6-8.3Make responsible decisions—grounded in knowledge of digital safety and security best practices—that pertain to various digital communication tools and methods.

A. Demonstrate knowledge of basic practices related to online safety.

* Use best practices for online safety as defined by the division’s online safety program.
* Apply the division’s acceptable use policy to everyday situations.
* Model appropriate, legal, and ethical behavior in all technology use and technology-supported environments.

B. Discuss and model responsible behaviors when using information and technology.

* + - * Identify reasons for taking security precautions when using any technology, especially those related to the Internet.
      * Demonstrate responsible behavior, such as using strong passwords and avoiding high-risk activities.
      * Identify examples of inappropriate or bullying online behavior and demonstrate an understanding of the reasons why such behavior is inappropriate in a civil society.
      * Identify differences between healthy and unhealthy virtual relationships such as bullying and practice positive responses to problems.
      * Demonstrate personal responsibility for online behavior, especially in social media settings.
      * Demonstrate awareness of the potential social, economic, and legal consequences of inappropriate online behavior.

C/T 6-8.4 Exhibit personal responsibility for appropriate, legal, and ethical conduct.

A. Demonstrate an understanding of “fair use.”

* Apply knowledge of copyright and “fair use” when developing presentations, products, and papers.

B. Demonstrate an understanding of current copyright laws.

* Identify copyright laws that impact student work.

C/T 6-8.5 Demonstrate digital citizenship by actively participating in positive activities for personal and community well-being.

A. Communicate respect for people when participating in group online learning activities.

* Demonstrate online etiquette when communicating with others.
* Demonstrate an understanding of cyberbullying and strategies for stopping a cyberbully.

B. Explore the potential of the Internet as a means of personal learning and the respectful exchange of ideas and products.

* Participate in the creation of digital projects that involve others working together toward a common goal.
* Demonstrate the ability to identify diverse perspectives on issues.

C/T 6-8.6 Understand the nature of information in a global society and how the characteristics of various media may influence others.

A. Identify the various uses of media based on intent and audience.

* Investigate media messages in various contexts.

B. Be able to construct and deconstruct media messages.

* Connect media messages to various writing techniques, logic models, and outcomes.
* Develop communication projects using various types of media.

**Technology Research Tools**

C/T 6-8.7 Plan and apply strategies for gathering information, using a variety of tools and sources, and reflect on alternate strategies that might lead to greater successes in future projects.

A. Use various technology and digital resources to collect information.

* + - * Conduct research using various types of text- and media-based information.
* Use various types of content-specific technology to gather data and information.

B. Use search strategies to retrieve information.

* Apply effective search strategies that will yield targeted information.
* Identify indicators that a digital source is likely to be reliable.

C/T 6-8.8 Draw conclusions from research and relate these findings to real-world situations—investigating further, if necessary.

A. Use digital research to support written and oral presentations.

* Apply research derived from digital resources to original work, as appropriate.

B. Apply knowledge when conducting research to develop accurate and balanced reports.

* Determine when further research is needed based on original search results and first drafts.
* Demonstrate how to cite digital resources when developing nonfiction reports and presentations.
* Apply strategies that help avoid plagiarism when clipping and storing digital notes.

C. Interpret digital primary sources within historical and contemporary contexts.

* Follow procedures to interpret various primary sources for a variety of content areas.

C/T 6-8.9 Analyze, synthesize, and evaluate information based on source validity and the appropriateness to specific tasks.

A. Evaluate the accuracy, relevance, and appropriateness of electronic information sources.

* Use a variety of strategies to evaluate the accuracy of digital resources.
* Use various digital tools, such as graphic organizers, to analyze and synthesize data for learning tasks.

B. Use various digital tools to organize, analyze, and synthesize data for learning tasks.

* Use digital tools, such as graphic organizers, spreadsheets, and databases.

**Thinking Skills, Problem Solving, and Decision Making**

C/T 6-8.10 Practice reasoning skills when gathering and evaluating data.

A. Employ technology in developing strategies for solving problems.

* Identify and use technology resources and tools that can help with problem solving.
* Use a variety of technologies to identify and provide possible solutions to real-world problems.

B. Select resources that extend one’s own capability to solve problems and make informed decisions.

* Understand how certain technologies can extend human capabilities to understand complex situations.

C/T 6-8.11 Demonstrate organization and persistence when completing personal and group assignments, activities, and projects.

A. Use digital resources to assist with project planning.

* Use various productivity tools that help with planning and time management.

B. Use digital resources to assist with project management.

* Use productivity tools to assist in tracking and meeting goals.

C/T 6-8.12 Use models and simulations to understand complex systems and processes.

A. Use simulations to understand complex concepts.

* Enhance understanding of concepts and skills by using simulations.

B. Use various digital resources to produce graphical representations of data.

* Complete assignments involving data by using data graphing or imaging tools.

**Technology Communication Tools**

C/T 6-8.13 Communicate effectively with others (e.g., peers, teachers, experts) in collaborative learning situations.

A. Use technology tools for individual and collaborative writing, communication, and publishing activities.

* Use various technology resources to develop written and media-based reports and projects, integrating technologies as appropriate.
* Collaborate with others using digital communication tools.

B. Participate in communications among different cultures.

* Understand the need to place communication in the context of culture.

C. Assume different roles (e.g., leader/follower, orator/listener) on teams in various situations.

* Use technology to complete a wide variety of tasks when working in teams, depending on the individual’s group role.

# C/T 6-8.14 Apply knowledge and skills to generate innovative ideas, products, processes, and solutions.

A. Organize and display knowledge and understanding in ways that others can view, use, and assess.

* Choose the appropriate tool, format, and style to communicate information for specific purposes.
* Independently use technology tools to create and communicate for individual and/or collaborative projects.

B. Add meaning to individual and group ideas and products through creative work.

* Use digital resources and technology to enhance original oral and written presentations.

C. Produce resources in a variety of formats.

* Demonstrate the ability to determine proper formats for delivering products digitally so others may use them.

##### ***Grades 9-12***

**Basic Operations and Concepts**

C/T 9-12.1 Demonstrate an operational knowledge of various technologies.

A. Use various types of technology devices to perform learning tasks.

* Demonstrate the ability to perform a wide variety of complex tasks using technology, including creating and using models and simulations, developing multipage documents and multimedia presentations, capturing and manipulating video, and constructing spreadsheets that use mathematical or logical functions to manipulate and present data.

B. Communicate about technology with appropriate terminology.

* Use an expansive technology vocabulary in daily practice.

C/T 9-12.2 Identify and use available technologies to help complete specific tasks.

A. Identify the specific uses for various types of technology and digital resources.

* Apply knowledge of different types of technology and digital resources to routine and complex tasks.

B. Use content-specific tools, software, and simulations to approach projects.

* Use specialized tools to assist with learning in various content areas.
* Use models and simulations to learn complex concepts, solve problems, and make decisions.

C/T 9-12.3 Demonstrate an understanding of the strengths and weaknesses of various technologies for supporting different tasks (e.g., writing, research, presentations, creating artwork, statistical analysis).

A. Make appropriate choices when determining how to use different technologies for different purposes.

* Demonstrate the ability to choose appropriate resources when completing assignments in various content areas.
* Make use of self-help tutorials and manuals to troubleshoot and explore unfamiliar features in various tools.

B. Explore career opportunities in technology-related careers, and consider the roles technology will play in future career choices.

* Explain how various careers incorporate technology.
* Investigate careers that focus on inventing or developing technology.

C/T 9-12.4 Incorporate new and emerging technologies as appropriate.

A. Demonstrate knowledge of current advancements in information technologies.

* Identify and describe the impact of new and emerging technologies and their applications.
* Debate ethical issues related to new technologies.

B. Develop and apply strategies to evaluate new and emerging technologies as potential tools for learning.

* Research and report on new and emerging technologies and how these impact daily life, with a focus on learning.

**Social and Ethical Issues**

C/T 9-12.5Make responsible decisions—grounded in knowledge of digital safety and security best practices—that pertain to various digital communication tools and methods.

A. Discuss and debate appropriate legal, ethical, and responsible behaviors concerning information and technology.

* Investigate current issues related to legal, ethical, and responsible use of various types of technology and information.

B. Model appropriate legal, ethical, and responsible behaviors when using information and technology.

* Use best practices for online safety as defined by the division’s online safety program.
* Demonstrate responsible behavior, such as using strong passwords and avoiding high-risk activities.
* Model responsible behavior when using technology tools and software as well as various types of networks.
* Identify personal responsibilities in virtual relationships and demonstrate an understanding of the connection to legal, ethical, and responsible behavior.
* Identify positive and negative uses of social media and develop strategies to avoid risky or negative situations as well as how to report such situations to authorities.

C/T 9-12.6 Exhibit personal responsibility for appropriate, legal, and ethical conduct.

1. Demonstrate an understanding of “fair use” and copyright law.

* Apply knowledge of “fair use” and copyright law when developing presentations, products, and papers.
* Identify copyright laws that impact student work.

1. Respectfully collaborate with peers, experts, and others to contribute to an electronic community of learning.

* Demonstrate advocacy for and a personal commitment to respectful online interaction.
* Contribute in various ways to an online community.
* Model respect for the privacy of others.

1. Demonstrate knowledge of cybercrime and cyber security issues.

* Identify the use of digital resources and tools for illegal activity.
* Compare and contrast various state, federal, and international policies designed to stem the illegal use of technology.

C/T 9-12.7 Model digital citizenship by actively participating in positive activities for personal and community well-being.

A. Communicate respect for people when participating in group online learning activities.

* Apply knowledge about effective online communications to ensure personal communications are clear.
* Use rules of online etiquette when communicating with others.

B. Explore the Internet as a means of personal learning and a respectful exchange of ideas and products.

* Participate in projects that involve others digitally, working together toward a common goal.
* Pursue individual projects using online resources.
* Demonstrate the ability to identify diverse perspectives on issues.

C/T 9-12.8 Understand the nature of information in a global society and how the characteristics of various media may influence others.

A. Identify the various uses of media based on intent and audience.

* Investigate media messages in various contexts.

B. Be able to construct and deconstruct media messages and graphical representations of data.

* Connect media messages to various writing techniques, logic models, and outcomes.
* Develop and communicate an innovative solution to a complex problem through various types of media in collaboration with experts and peers.

## Technology Research Tools

C/T 9-12.9Plan and apply strategies for gathering information, using a variety of tools and sources, and reflect on alternate strategies that might lead to greater successes in future projects.

A. Use various technology and digital resources to collect information.

* + - * Perform research using a variety of purposefully chosen technology and digital resources.
      * Use various types of content-specific technology to gather data and information.

B. Design and implement a variety of advanced search strategies to retrieve electronic information.

* Develop search strategies based on prior knowledge and reflect on strategies to increase their effectiveness.

C/T 9-12.10 Draw conclusions from research and relate these findings to real-world situations—investigating further, if necessary.

A. Use digital research to support written and oral presentations.

* Apply research derived from digital resources to original work, as appropriate.
* Demonstrate an understanding of copyright and plagiarism when using digital resources.

B. Apply knowledge when conducting research to develop accurate and balanced reports.

* Determine when further research is needed based on original search results and first drafts.

C. Interpret digital primary sources for historical and contemporary events.

* Apply knowledge to interpret digital primary sources for a variety of content areas.

C/T 9-12.11 Analyze, synthesize, and evaluate information based on source validity and the appropriateness to specific tasks.

A. Analyze and draw conclusions about the comprehensive nature and bias of electronic information sources.

* Follow best practice guidelines for analyzing information from particular Web sites.
* Evaluate information in the original context.

1. Evaluate the relevance of electronic information sources to a given situation.

* Determine appropriate types of information sources for various situations.
* Choose only relevant information when citing resources.

C. Use various digital tools to organize, analyze, and synthesize data for learning tasks.

* Use digital tools, such as graphic organizers, spreadsheets, and databases.

## Thinking Skills, Problem Solving, and Decision Making

C/T 9-12.12 Practice reasoning skills when gathering and evaluating data.

A. Employ technology in developing strategies for solving problems.

* Regularly use technology tools to assist in authentic problem-solving activities.
* Investigate and apply expert systems and intelligent agents in real-world situations.

B. Select resources that extend one’s own capability to solve problems and make informed decisions.

* Choose resources that extend one’s own capabilities when solving problems.

C/T 9-12.13 Demonstrate organization and persistence when completing personal and group assignments, activities, and projects.

A. Use digital resources to assist with project planning.

* Use various productivity tools that help with planning and time management.

B. Use digital resources to assist with project management.

* Use productivity tools to assist in tracking and meeting goals.

C/T 9-12.14 Use models and simulations to understand complex systems and processes.

A. Use simulations to understand complex concepts.

* Enhance understanding of concepts and skills by using simulations.

B. Use various digital resources to produce graphical representations of data.

* Complete assignments involving data by using data graphing or imaging tools.

#### Technology Communication Tools

C/T 9-12.15 Communicate effectively with others (e.g., peers, teachers, experts) in collaborative learning situations.

A. Use technology tools for individual and collaborative writing, communication, and publishing activities.

* Use various technology resources to develop, revise, and assess written and media-based reports and projects, integrating technologies as appropriate.
* Independently collaborate with others using digital communication tools.
* Use digital communication tools to communicate with specific audiences.

B. Participate in communications among different cultures.

* Contribute during a distance-based communication project that includes individuals from different cultures by leveraging the differences of those cultures to develop solutions to common issues.

C. Participate in online courses, social and learning networks, and virtual worlds.

* Manage goals for learning in an online course.
* Participate in activities that involve social and learning networks and virtual worlds.

# C/T 9-12.16 Apply knowledge and skills to generate innovative ideas, products, processes, and solutions.

A. Use various creative software, programming environments, or digital tools to convey existing ideas in new and effective ways.

* Use technology to develop innovative and effective solutions for assignments.

B. Add meaning to individual and group ideas and products through creative work.

* Create a drawing, painting, or other visual image.
* Create original music.
* Produce a video.

C. Participate with peers and experts to assess projects.

* Use peer networks to provide and receive assessments.
* Use communication media to locate experts who can assess projects.

**Technology Standards for Instructional Personnel**

**Standard A: Instructional personnel shall be able to demonstrate effective use of computer system and utilize computer software.**

**Required:**

**\_\_\_\_\_a. Print out the procedure for assistance with technology from our school website.**

**\_\_\_\_b. Present a copy of the computer use form and write a few sentences explaining the process to getting help with technology in your school.**

**Any two of the following:**

**\_\_\_\_c. A cd on which you have saved at least two files.**

**\_\_\_\_d. Use a memory stick or teacher’s shared folder to move information from one computer to another.**

**\_\_\_\_e. The printout of two original documents created with different software or different application programs within a “work” program. (One of these documents must be a spreadsheet)**

**\_\_\_\_f. the printout of information from a CD-ROM**

**\_\_\_\_g. Demonstrate ability to set up computer system hardware. (I.e. hook up cables, attach mouse, attach keyboard, change printer cartridge)**

**\_\_\_\_h. A graph created on the computer**

**Standard B: Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.**

**Required:**

**\_\_\_\_a. Successfully complete (score of 80% or better) “Terminology Test”. Test items will be in multiple choice formats.**

**Standard C: Instructional personnel shall be able to apply computer productivity tools for professional use.**

**Required:**

**\_\_\_\_a. A printout of two professional word processing documents, one prepared for students and one for parents or staff.**

**\_\_\_\_b. A printout of a database of students or other professional information, with at least four fields and a printout of a report generated from the database.**

**\_\_\_\_c. Printouts of a spreadsheet used to record class or other professional information. The spreadsheet should include at least 20 cells and at least one mathematical function. One printout should display the formula(s) used and the other results.**

**Two of the following:**

**\_\_\_\_d. A computer generated grade report on a student or a class group.**

**\_\_\_\_e. A computer-generated test or activity for a class you teach.**

**\_\_\_\_f. A printout of e-mail correspondence with a colleague about a professional or curricular issue.**

**\_\_\_\_g. A computer-generated crossword, other puzzle or game.**

**\_\_\_\_ h. A printout of web-based information you retrieved for professional use.**

**\_\_\_\_i. The URL and printout of a web page created by you as a resource for your students and/or their parents.**

**\_\_\_\_ j. Evidence that you have used technology to produce a bulletin board, learning center or learning game.**

**\_\_\_\_ k. Any other student activity created using technology.**

**Standard D: Instructional personnel shall be able to use electronic technologies to access and exchange information.**

**Required:**

**\_\_\_ a. A printout of web-based information you retrieved for instructional use.**

**Two of the following:**

**\_\_\_\_b. Describe a lesson that incorporates students’ active use of the World Wide Web.**

**\_\_\_\_c. Evidence of your class’s participation in a telecommunications project**

**\_\_\_\_d. A printout of e-mail correspondence between you or a member of your class and other professional about a topic of curricular interest or concern.**

**\_\_\_\_e. Send a scanned document.**

**\_\_\_\_f. A write up of the search strategy you used to access specific information from the web or an information database.**

**\_\_\_\_g. A printout of a thread or of an e-mail conversation from a professional listserv you have joined.**

**­­­ \_\_\_\_h. Describe how you use voice mail technology to facilitate communication.**

**Standard F: Instructional personnel shall be able to use educational technologies for data collection, information management, problem solving, decision making, communication and presentation within the curriculum.**

**Required: (one)**

**\_\_\_\_a. Describe one way in which you have used educational technologies to solve a problem in your area.**

**\_\_\_\_b. Design and implement a lesson plan that requires students to produce a portfolio that solves a “real-world” problem.**

**Submit three of the following:**

**\_\_\_\_c. A copy of a student-generated work processing document from a class assignment.**

**\_\_\_\_d. A copy of a student-generated database from a class assignment.**

**\_\_\_\_e. A copy of a student–generated spreadsheet from a class assignment.**

**\_\_\_\_f. A copy of a student–generated desktop publication from a class or extracurricular activity.**

**\_\_\_\_g. A print out of student- generated electronic mail pertinent to your class level and subject matter.**

**\_\_\_\_h. A print out of a multimedia presentation generated by you for a professional conference or classroom instructional purpose**

**\_\_\_\_i. A print out of a multimedia presentation generated by your students.**

**\_\_\_\_j. The URL of your personal webpage**

**\_\_\_\_ k. A printout showing evidence of student data used for attendance and class scheduling**

**\_\_\_l. A copy of a management plan developed by you to assure frequent and equitable use of classroom computers or other technologies by your students.**

**Standard G: Instructional personnel shall be able to plan and implement lessons and strategies that integrate technology to meet the diverse needs of learners in a variety of educational settings.**

**Required:**

**\_\_\_\_a. The signature of a staff observer indicating that he/she has observed a lesson which successfully includes use of technology. Provide a source of documentation in the form of a lesson plan, supplementary material or narrative which shows integration of one of the following forms of technology in your instruction:**

**Computer**

**Computer Lab**

**Telecommunications**

**Laptop cart**

**Tree cart**

**Document camera**

**IPad Cart**

**Chromebook cart**

**Standard H: Instructional personnel shall demonstrate knowledge of the ethical and legal issues relating to the use of technology.**

**Required:**

**\_\_\_\_a. All staff will sign the Acceptable Computer System Use Agreement prior to being issued login information for the RCPS network.**

**ACCEPTABLE COMPUTER SYSTEM USE**

*All use of the 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, servers, mainframe and personal computers, and internet and any other*

*internal or external network.* (Taken from RCPS Policy IIBEA-R)

**Terms and Conditions for Use**

**Acceptable Use:** Access to the division’s computer system shall be (1) for the purpose of education or research and be consistent with the educational objectives of the division or (2) for legitimate school business.

**Privilege**: The use of the division’s computer system is a privilege, not a right.

**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 the use of the computer system, including the 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.

**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 educational tool. Electronic mail is not private. Users shall be personally liable for the content of any electronic message they create.

**Internet Safety:** K-12 students and staff are required to participate in and successfully complete internet safety training annually.

**Network Use:** The following uses of school-provided computer networks including Internet access are not permitted unless authorized by the Rappahannock County Public Schools Technology Department:

(1) To access the school division computer network with privately owned laptop computers

(2) To download or install software on the school division’s computers

**Violation of the Acceptable Use Policy** may result in loss of computer system privileges, disciplinary action, and or possible legal action.

In order to access the school division computer network, each employee, student and parent/guardian of each student are required to read the Acceptable Computer Use Policy, sign and return a signature page. If you have any questions about this document, please contact your supervisor or your child’s principal.

**Code of Ethics**

Users of technology are responsible for appropriate behavior on school computer networks just as they are in a classroom or a school library. General school rules for behavior and communications apply; consequences for inappropriate behavior also apply. Access to these electronic resources is provided in order for students and staff to conduct educational activities. Technology users are expected to act in a considerate and responsible manner. All users of technology will be informed of expectations and responsibilities related to computers prior to gaining access, as indicated in the staff and student handbooks. Technology users are expected to abide by the following:

1. Use school facilities and equipment only for school-related, educational activities. This

includes but is not limited to the use of the Internet, e-mail, school networks, and other

electronic and online resources.

2. Be courteous and use appropriate language. Do not harass or attack others, or use

expressions of bigotry, racism, and/or hate. Do not send, display, search, or use profanity,

obscenities, sexually explicit or offensive materials.

3. Users protect privacy and safety by not disclosing such personal information as names, home, school or work addresses, telephone numbers, passwords, or personally identifiable

information about themselves or others. Use only assigned passwords. The use of others’

passwords is forbidden.

4. Recognize and respect the intellectual property of others, for example, do not tamper with,

copy, download, or upload files without permission.

5. Adhere to federal copyright laws and publishers’ licensing agreements.

6. Respect the integrity of the network system. Do not attempt to circumvent or subvert system

security measures. Do not tamper or alter the system in such a way that would disrupt the

network.

7. Report suspected computer viruses or other problems immediately to classroom teacher,

supervisor or system administrator so that action can be taken and damage can be minimized.

8. Use equipment responsibly. Do not damage hardware, software, electronic systems or

networks.

9. Conserve resources including but not limited to file storage space, bandwidth, online time,

toner, and paper.

10. Do not use the computer system to sell merchandise, operate a business or for personal gain.

Regulation Adopted: June 14, 2005

Revised: March 11, 2008

RAPPAHANNOCK COUNTY PUBLIC SCHOOLS

IIBEA-E1/GAB-E1

\***Please return this form to your child’s homeroom teacher.**

PRINTED Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Homeroom Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In order to access the school division computer network, each employee, student and parent/guardian of each student are required to read the Acceptable Computer Use Policy, sign and return the signature page. If you have any questions about this document, please contact your child’s principal.

**Signing this agreement allows your child to use the school division’s computer network.**

I understand and agree to abide by the school division’s Acceptable Computer Use policy. I understand that the division may access and monitor my use of the computer system, including my use of the internet, email and downloaded material, without prior notice to me. I further understand that should I violate the policy, my computer system privileges may be revoked and disciplinary action and/or legal action may be taken against me.

Student Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_

I have read this agreement. I understand that access to the computer system is intended for educational purposes and the school division has taken precautions to eliminate in appropriate material. I also recognize, however, that it is impossible for the division to restrict access to all inappropriate material and I will not hold the school division responsible for the information acquired on the computer system. I have discussed the terms of the agreement with my child.

**I grant permission for my child to use the computer system and for the school division to issue an account for him/her.**

Parent/Guardian Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_

RAPPAHANNOCK COUNTY PUBLIC SCHOOLS

IIBEA-E2/GAB-E2

**For Employees**

In order to access the school division computer network, each employee, student and parent/guardian of each student are required to read the Acceptable Computer Use Policy, sign and return the signature page. If you have any questions about this document, please contact your supervisor.

**Signing this agreement allows you to use the school division’s computer network.**

I understand and agree to abide by the school division’s Acceptable Computer Use policy. I understand that the division may access and monitor my use of the computer system, including my use of the internet, email and downloaded material, without prior notice to me. I further understand that should I violate the policy, my computer system privileges may be revoked and disciplinary action and/or legal action may be taken against me.

**Employee Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_**

**PRINTED Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

I have read this agreement. I understand that access to the computer system is intended for educational purposes and the school division has taken precautions to eliminate in appropriate material. I also recognize, however, that it is impossible for the division to restrict access to all inappropriate material and I will not hold the school division responsible for the information acquired on the computer system.

File: IIBEA/GAB

ACCEPTABLE COMPUTER SYSTEM USE

The School Board provides a computer system, including the internet, to promote

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

All use of the Division’s computer system must be:

1. in support of education and/or research
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

(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

1. provisions establishing that the technology protection measure is enforced during any use of the Division’s computers by minors
2. provisions establishing that the online activities of minors will be monitored
3. 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

1. 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 divisions

instructional program.

Use of the School Division’s computer system shall be consistent with the educational 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: October 13, 1998

Reviewed: April 13, 1999

Revised: 8/8/99, 7/10/01, 10/9/01, 6/14/05, 10/10/06, 11/10/09

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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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

**Internet Safety Policy**

The implementation of an internet safety program at RCPS included professional development for all district teachers to train them on the importance of internet safety. Teachers were trained to incorporate internet safety into their daily lesson plans. The software program, *Missing,* is taught to all 7th grade students.

An evaluation of the program indicated that RCPS was meeting the criteria set by the Virginia Department of Education. Students participate monthly in anti-bullying activities which include cyber bullying. A RCPS webpage is dedicated to internet safety:

https://sites.google.com/a/rappahannockschools.us/rappahannocks-county-public-schools-instructional-technology/internet-safety

The following will be implemented for the 2015-2016 Revised RCPS Technology Plan

**Monitoring:** The teacher or staff member supervising the child has the primary responsibility of monitoring the Internet for student safety and appropriate use. They should not allow students to go to off-topic sites or download or install anything from the internet. Students are prohibited from using a computer without direct supervision of a teacher or staff member.

**Responsibility:** Each student user and his/her parent/guardian must have signed the Computer Acceptable Use Policy. Each user must take responsibility for his or her use of the computer network and Internet and avoid inappropriate sites. If a student finds that other student users are visiting offensive or harmful sites or misusing network resources, he/she should report such use to the supervising staff member.

All staff is responsible for monitoring what sites the students are viewing while using the computer.

**Identification of Students on the Web**: Student work published on the web by children under age 18 will not be identified by his/her last name.

**Privileges:** Use of the RCPS computer network and the Internet is a privilege, not a right and are for *Educational Purposes Only*.

**Internet Safety K-12:**

Acceptable Use:

Each student must sign the **acceptable use policy** at the beginning of the school year. Lists are compiled by high school librarian and Elementary School computer teacher of all students who have signed acceptable use forms. Lists are accessible to all staff members to ensure that only students who have signed the acceptable use form will use Rappahannock County Public School Computers. All staff is required to sign the acceptable use form to begin each new school year.

The code of conduct for each school outlines the consequences for misuse of computer or technology equipment.

All students K-12 review the acceptable use policy with their teachers to begin the school year. Posters with the acceptable use policy are posted in the computer labs in both schools to remind all of the agreement that was signed.

Parents and Community:

Parents receive a brochure on Internet safety in their child’s back to school packet.

Links to aid parents and community members, teachers and students with internet safety education are posted on the website of each school under the ITRT tab.

Internet safety tips are distributed to parents and community through district newsletter or superintendent’s press releases.

Classrooms:

Teachers are required to model appropriate **copyright** procedure for the students. For example: pictures in their PowerPoints or handouts have the source for the image written underneath to give credit to the source.

K-7 students review internet safety every year in computer class with their teachers. Grades 8-12 integrate internet safety into the English curriculum.

In addition there are several targeted grade levels that receive additional instruction.

All students in grades K-12 receive internet instruction from the computer lab instructor and classroom teachers.

High school librarians at each school work with staff to help teach students the rules of fair use, copyright, and citing sources.

**Roles and Responsibilities’ Internet Safety**

|  |  |
| --- | --- |
| Administrators | * Oversight of internet safety and acceptable use, * discipline for policy violations, * respond to cyber bullying claims, * make sure teachers are monitoring students’ use of school computers and other technologies and covering internet safety skills in their lessons as needed * follow up on internet safety integration lessons at end of year evaluation |
| Teachers | * report all claims of cyber bullying * monitor student internet and other computer/technology use * report AUP violations to administrators * include internet safety concepts into curriculum * provide technology learning opportunities appropriate to student level * lock door of rooms containing computers unless the teacher is present * Model appropriate use of technology and implement consequences when used in appropriately |
| Counselors | * Provide guidance regarding right and wrong use of internet * Report student concerns of bullying and inappropriate sexual material * Conduct training and keep up to date with regard to internet safety and cyber bullying. |
| Instructional Technology Resource Teachers | * Work with teachers to share internet safety information in classrooms * Model lessons for classrooms for teachers and students * Provide lessons and resources |
| Library Media Specialists | * Provide instruction for safe online searches and evaluating online resources * Enforce strict computer policies in the media center * Update staff on copyright and fair use guidelines * Presentation/Demonstration in English classes on copyright and fair use |
| Resource Officers | * Teach internet safety in DARE * Support administration with discipline * Talk with students about internet safety |
| Students | * Follow rules set forth by Acceptable Use Agreement * Become responsible technology users |