

Amelia County Public Schools

Technology Plan

Addendum 2015 - 2018



Table of Contents

	Page
EXECUTIVE SUMMARY	3
PROCESS	5
Division Mission and Vision Statement	
Technology Mission and Vision Statement	
Planning Committee Summary	
Summary of Needs Assessments	
Evaluation Process and Revision Cycle	
TECHNOLOGY SNAPSHOT	
Accomplishments, New Initiatives and Pilots	7
ACTIONS: State Goals and Objectives with Local Strategies and Evaluation	9
APPENDIX I – Budget	19
APPENDIX II – Acceptable Computer System Use Policy	20
APPENDIX III – Internet Safety Program	26
APPENDIX IV – International Society of Technology in Education (ISTE) Standards for Administrators, Teachers and Students	29
APPENDIX V - Bring Your Own Device (BYOD) Policy	35

Executive Summary

The Amelia County Public Schools' Technology Plan 2016 -2018 Addendum is designed to serve as a flexible framework for the effective use of educational technology throughout the school division. The document builds on the goals that were accomplished over the past five years and re-accessed remaining goals, adjusting strategies where needed, to meet any unforeseen challenges. New goals and initiatives were added to facilitate teaching and learning in our evolving digital environment.

Our plan is guided by our academic theme, "Raising the Bar," which encompasses a core value that affords all our students multiple opportunities to learn, thrive, and grow. To enhance these learning opportunities, this addendum emphasizes the integration and trajectory of technology in our schools.

We carefully aligned our goals with the State Technology Plan and referenced the technology standards from the International Society for Technology in Education's (ISTE) as a framework for developing our 21st century skills. The ISTE Standards enrich professional practice through technology and provide positive models for students, colleagues and the community. The standards highlight how teachers can apply effective technology-rich instruction, implement and assess learning experiences that engage students, and improve learning.

The performance standards developed by ISTE for students include:

1. Creativity and innovation.
2. Communication and collaboration.
3. Research and information fluency.
4. Critical thinking, problem solving, and decision making.
5. Digital citizenship.
6. Technology operations and concepts.

The performance standards developed by ISTE for teachers include:

1. Facilitate and inspire student learning and creativity.
2. Design and develop digital age learning experiences and assessments.
3. Model digital age work and learning.
4. Promote and model digital citizenship and responsibility.
5. Engage in professional growth and leadership.

The performance standards developed by ISTE for administrators include:

1. Visionary leadership
2. Digital age learning culture
3. Excellence in professional practice
4. Systematic improvement
5. Digital citizenship

Additionally, we continue to use the SAMR Model to craft strategies for our technology growth and development. The SAMR model for integrating technology into teaching is an acronym that stands for Substitution, Augmentation, Modification, and Redefinition.

This plan shows an increasing level of professional development and training for all stakeholders. As we engage in new technologies, our school division is committed to teach in a way that help students develop 21st century competencies, such as communication, collaboration, digital literacy, critical thinking, and problem-solving. We understand that as students matriculate, in addition to academics, the skills and effective use of technology are essential to their preparedness for college and career.

Process

Mission Statement Amelia County Public Schools

With high expectations and equitable professional services, the Amelia County Public Schools will build positive relationships with students and community and assure attainment of high academic achievement, which exceeds all state and federal standards and provides all students with a foundation for the future.

Vision Statement Amelia County Public Schools

The Amelia County Public Schools resolves to become the schools of choice for the community of Amelia where all students achieve at exemplary levels and emerge prepared for the future.

Technology Mission

Our mission is to provide an evolving technology infrastructure that supports the innovation of 21st century learning environments. We wish to ensure that all students develop the digital citizenship proficiencies needed to realize their potential in a technology-supported information economy.

Technology Vision

Amelia County Public Schools is committed to making technology integration a seamless process throughout the school environment. Our vision is to equip all students, staff, and teachers with access to the current and emerging technologies needed to succeed in the global society.

Planning Committee Summary

The Technology Committee began a meticulous review of the ACPS Technology Plan 2010-2015 in November 2015. During the initial meetings, the committee evaluated accomplishments, progress and began updating the content to reflect new goals and initiatives. The team worked collaboratively on assigned components to update the online document and scheduled face-to-face meetings, at two week intervals, and as needed, for a six-month period.

After carefully reviewing the Addendum of the Educational Technology Plan for Virginia 2015-2017, the committee examined how it differed from the Virginia Educational Technology Plan 2010-2015. This allows us to shift emphasis, simplify or combine objectives and respond to changes in our technology environment. The resulting goals, strategies and objectives reflect these changes.

The Technology Committee members include:

Dr. Martha Eagle	Director of Instruction and Human Resources
Bo Lynch	Network Administrator and Energy Manager
Sherry Pettis	Coordinator of Data, Testing and Accountability
Sylvia Hicks	Instructional Technology Resource Teacher

Summary of Needs Assessment

The committee engaged in discussions with school and district administrators for visionary leadership and made hardware and software assessments, reviewed instructional requests from teachers and software usage reports. New technology surveys are being developed for teachers, administrators, and other support staff members and one for students in grades K-12. However, data shows that most of our students feel confident using the available technology and consider themselves proficient users, based on grade and age-appropriate standards. Many students have access to a computer at home, and a significant number have internet access. Amelia is a rural area and some areas still have varying degrees of internet connectivity. Students across the district want to see an increase in the use and application of technology.

The evolution of mobile technology has put “personal computers” in the hands of most students. A significant increase in the number of students with access to mobile devices has been noted since our last technology plan. We have attached the Bring Your Own Device (BYOD) policy which was implemented this year, to guide the use of personal communications devices (PCD) such as cell phones, tablets and laptops. This shift in the use of devices and a need for personalized instruction are highlighted among the new initiatives we have included in our Addendum.

Evaluation Process and Revision Cycle

This is a fluid document and will be reviewed annually to evaluate progress, determine when new strategies are needed or if other changes and innovations are required to meet the needs of our stakeholders. The evaluation process will include, but not limited to, surveys, usage reports, monitoring training plans and technology trends, and student and staff focus groups.

Technology Snapshot and New Initiatives

This is a snapshot of significant accomplishments, made since the approval of the 2010 - 2015 technology plan, that have impacted our efforts to meet our targeted goals. These milestones have helped ACPS maximize its' resources and enabled us, along with local trends and assessments, to introduce personalized learning initiatives to provide students with additional access to technology and improve the digital learning environments for our student population.

Accomplishments since the 2010-2015 Plan:

- Completed the implementation of wireless internet access throughout the district, including separate wireless access for staff, teachers, students and guests.
- Rolled out Microsoft Office 365 productivity suite for teachers and staff, and Interactive Achievement as the district assessment tool.
- Purchased additional laptops and iPad carts.
- Offered Dual Enrollment classes through Longwood University and Institute for Teaching through Technology and Innovative Practices (ITTIP), John Tyler Community College and Southside Community College.
- Provided web-based access to Google Docs, Moodle, Think Quest, Virtual Field Trips and other digital content.
- Opened Russell Grove Academy to offer alternative school curriculum, credit recovery, remediation and homebound instruction.
- Mounted Promethean Boards in all schools and classrooms, including LCD projectors and speakers.
- Posted online instructional support for teachers on division website, including links, how-to resources and online tutorials.

New Goals, Initiatives and Pilots:

The ever-changing technology trends lead us to add new goals, initiatives and pilots that include additional hardware and software, instructional strategies and STEM activities. A One-to-One Initiative, Bring Your Own Device policies and a STEM curriculum for girls are among the newer innovations set forth in this addendum to equip students with emerging technologies and skills to prepare them for college and career.

Hardware / Software

One-to-One Computer Initiative

A One-to-One Initiative, providing computer access (a Chromebook) to students in grades 5 and 9 will be launched during the 2016-2017 school year. Over a four year period, the Chromebook deployment would increase to include two additional grade levels. For example, year two would include grades 5, 6, 9 and 10, eventually, all students in grades 5 through 12 would be issued a Chromebook. We are considering plans to supplement additional devices during this initiative for grades Pre-K through 4, which may include devices other than a Chromebook.

With a Chromebook for school and home use, students can develop 21st century skills such as communication, collaboration, critical thinking and problem-solving and create digital learning environments. Digital learning environments can enhance student engagement through instructional delivery models such as blended learning, flipped classrooms and other differentiated instruction practices. The use of computing devices at school and home provide greater support for anytime, anywhere learning. The concentration is not the technology but a paradigm shift in how instruction is

delivered and the importance of creating an atmosphere where students take ownership of their own learning.

Popular educational applications will be accessible on the Chromebook, however, Google applications will be the default collaboration tools for writing, creating spreadsheets, and presentations.

Bring Your Own Device Policy

The School Board approved the Bring Your Own Device (BYOD) Policy in November 2015, allowing students in all schools to bring personal devices, (i.e., cell phones, tablets, laptops, etc.) into the classroom for learning opportunities. With access to these devices, teachers can direct students to explore mobile apps that foster creativity while delivering engaging, personalized instructional content. In year two of this initiative, student training, staff development for teachers and online support groups will be put in place.

Microsoft 365 (student free version)

Microsoft Office 365 cloud-based offerings provide students with access to Word, Excel, PowerPoint, OneNote, Access, and Publisher. The applications can be installed on up to five PCs or Macs, and on up to five mobile devices (iPad, Android or Windows tablets) for school and home use. Users also get Office Online and 1TB of storage on Microsoft OneDrive. Office 365 brings new and collaborative ways for students to work and is an ideal tool for providing a world class, future-proof education, such as cloud computing with a single log on.

Instructional Strategies

Blended Learning

Incorporating blended learning models, delivered in part in the traditional, face-to-face classroom, and, in online formats where students have control over space, place and time, is a leading trend in education. This instructional delivery model will help teachers evolve as 21st century educators and transition from teacher-centered instruction to student centric learning. Teachers become more of a facilitator in a blended classroom, which creates more time for direct instruction, particularly in small groups. Teachers also create personalized learning opportunities for their students, in and outside the classroom. Instruction may vary among the six models of blended learning: face-to-face driver, rotation, flex, online lab, self-blend and online driver.

Flipped Classrooms

The flipped classroom is a blended learning strategy in which the lecture and homework are reversed. Teachers create short videos and lectures for students to view at home, before the class session. The in-class time is then devoted to small group instruction, exercises, projects, or discussions.

STEM (Science, Technology, Engineering and Mathematics)

Technovation

Technovation is innovative global initiative designed to promote women in technology by teaching girls the basic skills that will help them better understand opportunities in technology. Girls, ages 10-16, will participate in a 12-week curriculum, culminating with a final project which challenges participants to create an app to solve a community problem they will identify.

ACTIONS

Goals, Objectives, Strategies and Measures

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

Objective 1:1: *Provide the technical infrastructure necessary to support formal and informal learning environments.*

Strategies for Meeting Objective	Evaluation and Evidence	Staff Assigned	Timeline
Strategy 1.1.1: Facilitate the implementation of 1+Mbps/student Internet and 10+Mbps Wide-Area Network (WAN) connectivity and ubiquitous, high-speed wired and Wi-Fi networks in schools. This is based on the widely accepted standard established by State Educational Technology Directors Association (SETDA).	<ol style="list-style-type: none"> 1. Each school has fiber connections between buildings. Cat5e/Cat6 cabling is installed from wiring closets to desktops. All switching equipment and desktops operate at 1gbps speeds. All wiring closets have 10gb backbone. 2. Wireless access is now division wide operating at 802.11 g/n. We will also be exploring updating these to 802.11 ac as needed to prepare for any future 1:1 initiatives 3. Upgrade the current 25mbps internet connection as needed to meet state goals of 1+Mbps/student Internet. 	Superintendent, Network Administrator	On-going
Strategy 1.1.2: Work with communities for robust and sustainable networks in and out of school buildings. (Robust defined as progressing toward the SETDA bandwidth targets.)	<ol style="list-style-type: none"> 1. Work with local providers to insure Amelia County's network continues to grow. 2. Reach out to new high speed providers to provide more options within the county. 	Superintendent, Network Administrator	On-going
Strategy 1.1.3: Require that all electronic and information technologies that are developed by the Virginia Department of Education must be accessible to people with disabilities based on Section 508 of the Federal Rehabilitation Act	Refer to database of assistive technologies available to teachers to use for students IEP requirements.	Director of Pupil Personnel and Federal Programs	On-going
Strategy 1.1.4: Continue to provide real-time technical and instructional support via the online scheduler request system, (Technology Work Request and ITRT Help Request).	Reports showing number of requests received and completed.	Network Administrator, ITRT	On-going

Objective 1.2: *Provide human infrastructure necessary to support formal and informal learning environments.*

Strategies for Meeting Objective	Evaluation and Evidence	Staff Assigned	Timeline
<p>Strategy 1.2.1: Fully fund and support Instructional Technology Resource Teachers (ITRTs) as specified in the Standards of Quality (per 1,000 students by providing technology integration support to teachers.)</p>	<ol style="list-style-type: none"> 1. ITRT Help Requests 2. Scheduled staff developments, teacher visitations and trainings. 	<p>Superintendent, Director of Instruction & HR, ITRT</p>	<p>On-going</p>
<p>Strategy 1.2.2: Fully fund Technical Support Personnel as specified in the Standards of Quality (per 1,000 students to ensure that technology and infrastructure is operational, secure and properly maintained).</p>	<p>Documentation of Technology Service Help Requests, showing number of requests received and completed.</p>	<p>Superintendent, Director of Instruction & HR, Network Administrator</p>	<p>On-going</p>
<p>Strategy 1.2.3: Fully fund Assistive Technology Resource personnel according to the federal Individuals with Disabilities Education Act (IDEA) and the Regulations Governing Special Education Programs for Children with Disabilities in Virginia. Encourage professional development opportunities such as annual training conference.</p>	<p>Refer to database of assistive technologies available to teachers to use for students IEP requirements.</p> <p>SPED Manual, including general information, resources and training opportunities.</p>	<p>Superintendent, Director of Pupil Personnel and Federal Programs, Director of Instruction & HR</p>	<p>On-going</p>
<p>Strategy 1.2.4: Leverage public/private/nonprofit partnerships to provide professional development focused on technology integration strategies and the development of teachers' and administrators' 21st century skills.</p>	<p>List of collaborations with educators, community partners, vendors and other supporters for PD and related trainings.</p>	<p>Director of Instruction & HR, Network Administrator, ITRT</p>	<p>On-going</p>

Objective 1.3: *Develop sound policies and procedures for the acquisition and management of technologies.*

Strategies to Meeting Objective	Evaluation and Evidence	Staff Assigned	Timeline
Strategy 1.3.1: Revise Acceptable Use Policy (AUP) to reflect BYOD, 1:1 Initiative and user responsibility.	Post revised document on school website, including student and staff handbooks.	Superintendent, Network Administrator and ITRT	May 2016 – 2017
Strategy 1.3.1a: Survey staff members to determine professional development needs related to technology.	Tabulation of surveys	Director of Instruction & HR, Network Administrator, ITRT	May 2016 - 2018
Strategy 1.3.2: Develop a technology training module(s) for staff and students, including the Acceptable Use Policy, B.Y.O.D., and 1:1 Initiative.	<ol style="list-style-type: none"> 1. Course syllabus and learning modules via Edivate (School Improvement Learning Network) or school LMS. 2. Survey of signed documents and training module registrations. 	ITRT	May 2016 - 2018
Strategy 1.3.3: Implement B.Y.O.D. Policy for student and classroom use.	<ol style="list-style-type: none"> 1. Lesson plans detailing classroom use of devices, video/audio documentation. 2. Signed B.Y.O.D. usage agreement. 3. Documentation of mobile device training. 	Superintendent, Network Administrator, Principals and ITRT	November 2016 -2018

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

Objective 2.1: *Deliver appropriate, rigorous, and challenging technology-enhanced curricula to support formal and informal learning experiences.*

Strategies for Meeting Objective	Evaluation and Evidence	Staff Assigned	Timeline
<p>Strategy 2.1.1: Provide professional development for middle and high school guidance counselors and administrators in an effort to encourage student enrollment in Virtual Virginia.</p>	<ul style="list-style-type: none"> Virtual Virginia enrollment rosters, training materials and certificate of course completion for counselors and administrators. Comparison charts indicating enrollment at beginning of term and end of term. Certificate of course completion by student. Data to show gains in enrollment year-to-year. Proof of course enrollment for staff (rosters, certificate of completion). 	ITRT	On-going
<p>Strategy 2.1.2: Encourage teachers to enroll in online professional development courses through Intel Teach Elements series (blended and virtual learning environments).</p>	<ul style="list-style-type: none"> Intel Elements enrollment roster, welcome letter and a certificate of course completion. Lesson plans indicating instructional shift from teacher led to student-centered learning. Implementation of required lesson plan developed to successful complete course. 	ITRT	May 2016 - 2018
<p>Strategy 2.1.3: Expand the use of Discovery Education to include student classroom accounts, interactive resources, assessments and digital media.</p>	<ul style="list-style-type: none"> Class roster of students and assign SOL-based lessons and activities. Additional staff development and training for core content area instructors. Results and data for student(s), classes and assignments over a defined period of time. 	Director of Instruction & HR, Network Administrator, Principals and ITRT	September 2016 - 2018
<p>Strategy 2.1.4: Offer additional dual enrollment classes through Southside Virginia Community College and John Tyler Community College using blended learning models.</p>	The number and variety of classes offered through the community colleges.	Superintendent an Director of Instruction & HR	On-going
<p>Strategy 2.1.5: Provide Learning Management Systems (LMS) options such as Moodle, Edmodo, Schoology or Blackboard Collaborate for online</p>	<ul style="list-style-type: none"> Activity logs maintained by the ITRT Documentation in lesson plans, classroom observations and staff development. 	Director of Instruction & HR, Network Administrator and ITRT	June 2016 - 2018

course and resource material management.			
Strategy 2.1.6: Pilot a classroom of the future with wireless devices, media, and ergonomic furniture for creating a blended learning environment with multi-use functions.	Repurpose a space for 16-24-pupil classroom displaying current trends with mobile devices, wireless interactive, multi-purposed space for blended and online learning.	Superintendent, Director of Instruction & HR, Network Administrator and ITRT	June 2016 - 2018
Strategy 2.1.7: Expand the usage of Edivate for online courses, recertification points and teacher training.	Launch pilot courses such as New Teacher Training and Technology Integration through the existing Edivate program used for observation and teacher evaluation.	Director of Instruction & HR, and ITRT	May 2016 - 2018

Objective 2.2: *Provide resources to support personalized learning for all students.*

Strategies for Meeting Objective	Evaluation / Evidence	Staff Assigned	Timeline
Strategy 2.2.1: Enhance use of Office 365 for teacher users to include creating and sharing documents, One Drive and other applications in the Office 365 productivity suite.	Inventory of software and teacher accounts.	Network Administrator, Principals, ITRT, and teachers	May 2016 - 2018
Strategy 2.2.2: Expand the use and availability of Office 365 to student users, to include creating and sharing documents, One Drive and other applications in the Office 365 productivity suite.	Inventory of software and student user accounts.	Network Administrator, Principals, ITRT, and teachers	September 2016- 2018
Strategy 2.2.1: Increase the number of mobile computer labs in all schools.	Inventory of equipment; documented use.	Superintendent, Network Administrator	On-going
Strategy 2.2.3: Implement BYOD policy to increase student access to mobile devices.	Inventory of devices used and number of signed BYOD parent/student agreements.	Network Administrator	November 2016 -2018
Strategy 2.2.4: Provide special needs students with access to Assistive Technology, such as touch screen monitors, enlarged keyboards and apps.	Database of Assistive Technologies available to teachers for use.	Director of Pupil Personnel Services and Programs, Network Administrator, ITRT, Special Education Coordinators.	On-going
Strategy 2.2.5: Offer computer-based learning for students to meet individual needs, such as NovaNET and Edmodo.	<ol style="list-style-type: none"> 1. Student progress reports 2. Final grades 3. SOL scores 4. Graduation rate 	Network Administrator	On-going

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

Objective 3.1: *Provide resources and applications that encourage creativity, collaboration, and problem-solving.*

Strategies for Meeting Objective	Evaluation / Evidence	Staff Assigned	Timeline
Strategy 3.1.1: Provide professional development opportunities for students, teachers and staff in 21 st century skills and practices	Compilation of approved staff Professional Development requests, Student PD requests.	Administrators, ITRT and Teachers	September 2016 - 2018
Strategy 3.1.2: Enhance Pedagogy with Digital Resources.	Reviewing and observing best practices and software usage logs.	Administrators, ITRT and Teachers	On-going
Strategy 3.1.3: Increase use of online textbooks and its resources as a productive tool for reading, learning, curriculum and daily lesson activities.	Lesson Plans and Homework Assignments	Administrators and Teachers	On-going
Strategy 3.1.4: Use Office 365 and Sharp Schools Webpage to empower communication and share learning experiences with others in the divisions as well as globally.	Email Invite and One Drive Communication Log	Administrators, Teachers, ITRT, Staff	On-going
Strategy 3.1.5: Improve instruction and student achievement with Interactive Achievement, Study Island, eMediaVA and Discovery Education	Interactive Achievement shared Assessments and Student Reports. Teachers SMART Goals. Review Logs on Study Island, eMediaVA and Discovery Education	Administrators, ITRT and Teachers	August 2016 -2018

Objective 3.2: *Develop and evaluate technology policies to effectively balance the need for instructional innovation with safety and security.*

Strategies for Meeting Objective	Evaluation / Evidence	Staff Assigned	Timeline
Strategy 3.2:1: Promote schoolwide environment that incorporates critical thinking, curriculum and technology to develop students to be productive in the modern society.	Monthly computer safety meetings, Online Cyberbullying Dialogue	Administrators, ITRT, Tech Team and Teachers	On-going
Strategy 3.2:2: Create a technology committee to discuss and plan processes for implementation of technology while adhering to the Technology Plan.	Create a shared group via Office 365 for committee meeting notes, minutes, calendar and other resources.	ITRT, Tech Team	March 2016 - 2018
Strategy 3.2:3: Empower educators to be proficient in technology resources to serve as an informational outlet for successful student learning.	Log and survey of Professional Development opportunities. ACPS Quick Links website and Instructional Technology Resources Website	ITRT	On-going

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.

Strategies for Meeting Objective	Evaluation / Evidence	Staff Assigned	Timeline
Strategy 4.1.1: Provide access digital tools and subscription software to encourage personalized learning.	Inventory of digital tools, subscription software.	Superintendent, Network Administrator, ITRT	On-going
Strategy 4.1.2: Implement 1:1 Initiative to extend student access to mobile devices.	1:1 Initiative Implementation Policy and requisitions.	Superintendent, Network Administrator, ITRT	May 2016 - 2018
Strategy 4.1.3: Implement BYOD to extend student access to mobile devices.	BYOD policy and signed student/parent agreements.	Superintendent, Network Administrator, ITRT	May 2016 - 2018
Strategy 4.1.4: Continue to deploy mobile iPad and laptop carts.	Requisitions	Superintendent, Network Administrator, ITRT	On-going
Strategy 4.1.4: Encourage use of Promethean's Personal Response Systems (PRS) and other related devices.	Inventory of systems and locations.	Superintendent, Network Administrator, ITRT	On-going

Objective 4.2: Identify and disseminate information and resources that assist educators in selecting authentic and appropriate tools for all grade levels and curricular areas.

Strategies for Meeting Objective	Evaluation / Evidence	Staff Assigned	Timeline
Strategy 4.2.1: Administer appropriate Needs Assessments to determine areas of professional development and grade level curricular for teacher.	Results of needs assessment Number of professional development provided by ITRT, outside vendors other staff.	Director of Instruction & HR, Network Administrator and ITRT.	On-going
Strategy 4.2.2.: Increase use of digital resources such as blogs, screencasts, podcasts, online groups and web conferencing tools to disseminate information and instructional resources to teachers.	Evidence to include surveys, documentation and digital portfolio. Documentation to include links, screenshots and digital portfolio.	Director of Instruction & HR, ITRT	On-going
Strategy 4.2.3: Ensure that the network, bandwidth support the selected instructional tools, particularly collaborative and communication.	Number of technical work request tickets and activity log.	Network Administrator, ITRT	On-going
Strategy 4.2.4: ITRT and administrators identify and address new and emerging technologies through trainings in staff meetings, department meetings and online.	Documentation to include on-going list of new tools, workshops and training materials.	Network Administrator, ITRT	On-going
Strategy 4.2.5: Design and implement pilot projects to evaluate a variety of new technologies such as Technovation, virtual training and blended learning.	Participation list, pilot description and implementation schedule; evidence to include images and products.	Network Administrator, ITRT	August 2016 - 2018

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.

Strategies for Meeting Objective	Evaluation / Evidence	Staff Assigned	Timeline
Strategy 5.1.1: Provide training and support to help division and school level administrators and the ITRT interpret data and assist teachers in using technology effectively to address data-supported needs.	Description of training and support in disaggregation, interpreting and using data to plan, improve and differentiate instruction provided by the Director of Instruction, Principals, ITRT, and/or Reading and Math Specialist.	Director of Instruction & HR, D.A.T.A. Coordinator, and ITRT	On-going
Strategy 5.1.2: The Director of Instruction will work the ITRT and Reading and Math Specialist (if applicable) to provide training to teachers in disaggregating, interpreting and using data to plan, improve, and differentiate instruction.	Description of training and support in disaggregation, interpreting and using data to plan, improve and differentiate instruction provided by the Director of Instruction, Principals, ITRT, and/or Reading and Math Specialist.	Director of Instruction & HR, D.A.T.A. Coordinator, ITRT and Reading and/or Math Specialist	On-going

Objective 5.2: Promote the use of technology to support the design and implementation of next generation assessments.

Strategies for Meeting Objective	Evaluation / Evidence	Staff Assigned	Timeline
Strategy 5.2.1: 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 understandings.	<ul style="list-style-type: none"> • Description of pilot projects and technology-based assessments. • Documentation of LDS training. 	Director of Instruction & HR, Network Administrator and ITRT	On-going

Appendix I

Budget

Technology Personnel	
Salaries plus benefits	\$223,780.00
Telecommunications (Internet/WAN)	\$ 27,600.00
Software Renewal	\$ 117,000.00
Web Hosting	\$ 6,896.00
Internet Filter	\$ 5,650.00
Web-Based Instruction / Benchmarking Testing	\$39,362.00
Parent Notification System	\$ 2,445.00
Hardware/VPSA	\$128,000.00
Total	\$550,733.00

File: GAB/IIBEA

Appendix II

Acceptable Computer System Use

The Amelia County Public Schools (the “school division” or “division”) values the impact technology has on personal growth and academic achievement. This regulation is a guide to ensure that the computer system in each of our schools is used as a safe and secure learning platform. This regulation shall cover all individuals who use or may have access to the school division’s computer system, including students, teachers/staff, and guests of the school division.

Definition

The purpose of this regulation

1. “Computer system” shall have the same definition as provided in School Board policy GAB/IIBEA, Acceptable Use Policy.
2. “Computer network” means internet, intranet, or other online access, either through a wired or wireless connection, to the school division’s computer system or the World Wide Web.
3. “Credentials” are a set of unique identifiers to gain access to services on the computer system or network. “Credentials” include usernames, passwords, and potentially biometric identification systems such as fingerprint scanners.
4. “Devices” are computing or other electronic devices, including electronic handheld gaming devices, iPods or other MP3 players, iPads or other tablets, smart phones, laptops, personal computers, printers, tape drives, optical devices, USB drives, and other devices that may be able to access the division’s computer network.
5. “External devices” are computing or other electronic devices owned by students, their families, teachers/staff, or guests of the school division. This regulation covers how these devices may or may not be used on the division’s computer network.
6. “Social networking” means the use of dedicated websites or other online services to communicate formally or informally with other members of the website or online service by posting messages, photographs, or other forms of communication (examples include Twitter, Facebook, Edmodo, AOL Instant Messaging, etc.). This regulation provides guidelines for the use of social networks for staff.

The Amelia County Public Schools (the “school division” or “division”) values the impact technology has on personal growth and academic achievement. This regulation is a guide to ensure that the computer system in each of our schools is used as a safe and secure learning platform. This regulation shall cover all individuals who use or may have access to the school division’s computer system, including students, teachers/staff, and guests of the school division.

Please contact the school division technology staff for clarification on technical terms used in this regulation or for the names of services referenced within (Google Apps, Edmodo, etc.).

The school division will monitor user data and computer network access for both division-owned devices and external devices. The school division makes no guarantee for network access for external devices. Individuals who wish to connect external devices to the division's computer network must first obtain authorization and credentials for network access.

Violations of any policies, regulations, or school rules involving the use of external devices connected to the division's computer system or network may result in the loss of use of the device on school grounds and/or may subject the individual to any applicable disciplinary action. The division reserves the right to confiscate and inspect any external-device connected to the computer system or network if there is a reasonable suspicion of a violation of School Board policies, regulations, school rules, or other misconduct while using the external-device.

Educational uses of the computer system take precedence over non-educational uses such as entertainment, videos, and gaming.

School-owned devices may be audited by the Division Superintendent or designee at any time.

Purpose

The primary use of the computer system must be for educational purposes. Examples of educational purposes include:

- Learning assessment and testing;
- Media creation (written reports, podcasts, videos, artwork, etc.);
- Skills practice (educational games, informal assessment);
- Communication (class discussions, journal writing);
- Accessing information (research, webquests, reading); and
- Publishing original thoughts and ideas (blogs, webpages, videos).

Access

Any individual permitted to access the computer system shall be provided one or more unique credential(s) by the school division. Credentials are required to access individual computers, certain network services, online services, and other aspects of the computer system. Credentials shall not be divulged to others. Compromised credentials must be reported immediately to the school division's technology staff. Use of another individual's credential to access the computer system is strictly prohibited.

The school division may offer e-mail or other web services accounts to staff. These accounts must be used for school division business only and not for private communication.

The school division may permit the appropriate use of the computer network by students. This is a privilege that may be suspended if students engage in any of the following prohibited behaviors.

Prohibited Behaviors

The following behaviors do not support the educational mission of the school division and are, therefore, prohibited:

- Trespassing, Theft and Intrusion;
- Cyberbullying and harassment

- Use of or access to Impermissible Software or Other Inappropriate Content
- Divulgence of Confidential Student Information
- Excessive and Impermissible Uses of Space and Storage
- Cheating.

Trespassing, Theft, and Intrusion include:

- Touching an electronic device without express permission of the owner.
- Use or manipulation of another person’s user account.
- Accessing another person’s files or resources.
- Accessing areas of the network for which an individual has not been given permission to access.
- Utilization of external network “hotspots” or access points inside school buildings without prior approval by school administration.
- Illegally downloading materials (e.g. cracked software, pirated music or movies, copyright-protected media) or intellectual property.
- Peer to peer file sharing (Bit Torrent, etc.).
- Spamming, hacking, hawking, or trolling.
- Sending or accessing content not directly associated with educational research, academic instruction, or school division business.
- Deliberately or negligently spreading viruses, malware, or spyware.
- Impermissibly attempting to access any aspects of the computer system.
- Private or non-school division profit ventures or fundraising via the computer system.

Prohibited conduct includes but is not limited to using the email system to advertise for personal goods or services for sale or rent.

Cyberbullying and Harassment include:

Bullying, harassment, threats, or intimidate another person via the computer system. Posting or sending messages, pictures, sounds, or video that is obscene, rude, harassing, or insulting to anyone.

Impermissible Software and Other Inappropriate Content include:

- Downloading and loading of any game, video, or music file on any computer system device that you have not paid for or that you do not have the right to use.
- Sending, receiving, viewing, or downloading illegal material via the Internet.
- Accessing material that the school division deems to be harmful to juveniles, including explicit or, obscene material and material that is otherwise inappropriate for minors.
- Online chats or playing music/videos without express permission.
- Taking or posting pictures of others without asking and receiving their permission.

Divulgence of Confidential Student Information

- Communication about or access to confidential student information shall meet the standards and requirements set forth in POLICIES JO and JOA.
- Confidential student information shall not otherwise be divulged via the computer system.

Excessive and Impermissible Uses of Space and Storage include:

- Excessive occupation of bandwidth on the computer system by downloading movies, music, pictures, or by playing online games not directly connected to educational research, academic instruction or school division business.
- Storage of music, movies, pictures, or files on the computer system not connected to educational research, academic instruction or school division business.
- Storage of personal files on the computer system.

Cheating

- Plagiarism via the computer system.
- Use of the computer system to compromise the integrity of assessments via impermissible research.

Social Networking Guidelines for Staff

Communications via the computer system between employees, volunteers, and individual students must be transparent, accessible to supervisors and parents, and professional in content and tone. The division believes this transparency in communication is vital for maintaining an open and safe environment for students. Employees are prohibited from the non-educational or non-job specific use of social networks (e.g. Facebook, Twitter, Pinterest, Google+, etc.) during contract hours. Such permitted use must be directly related to an employee's job function (s) and a supervisor may restrict an employee's use of social networks if the use is believed to negatively impact an employee's job performance and/or violate school board policies or regulations.

As with in-person communications, educators and volunteers must avoid appearances of impropriety and refrain from inappropriate electronic communications with students. Factors that may be considered in determining whether an electronic communication is inappropriate include, but are not limited to:

- The subject, content, purpose, authorization, timing and frequency of the communication;
- Whether there was an attempt to conceal the communication from supervisors and/or parents;
- Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- Whether the communication was sexually explicit; and
- Whether the communication involves discussion promoting illegal activity, including the use of controlled substances.

Communications between students and division staff and volunteers regarding school division business shall be limited to channels controlled by the school division. These include:

- Division e-mail accounts,
- Division telephone (school telephone), and
- Division educational online or cloud-based services.

Communications with students over social networks and through personal computing devices is discouraged and considered outside of official school business. Communications via these means is acceptable if the relationship between school personnel and volunteers with students has been appropriately established before the school relationship (i.e., the employee or volunteer is a relative, a family friend, or mentor).

Monitoring and Filtering

The Division Superintendent, in consultation with the Supervisor of Technology and/or Systems Administrator, will select and institute a technology protection measure to filter or block Internet 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;

Sanctions for Non-Compliance with This Regulation

For students:

- Withdrawal of privileges including network access;
- Confiscation of personal device used inappropriately;
- Withdrawal of the right to bring personal devices on school premises; and/or
- Payment for willful damage to the computer system.
- For serious breaches of these guidelines, incidents will be handled following the school division's discipline procedures, which can include suspension, expulsion, and involvement of law enforcement.

For teachers and staff:

- Documentation of infraction in personnel file;
- Payment for willful damage to the computer system; and/or
- For serious breaches of these guidelines, incidents will be processed as a personnel matter, which can include termination, and involvement of law enforcement and/or child protective services.

For guests:

- Restriction from having access to the computer system; and/or
- Payment for willful damage to the computer system.
- For serious breaches of these guidelines, the guest may be banned from use and incidents may be reported to law enforcement agencies and/or child protective services.

Liability

The school division makes no warranties for the computer system it provides and denies any responsibility for the accuracy or quality of information obtained through the computer system. The school division 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 user agrees to indemnify the school division for any losses, costs, or damages incurred by the school division relating to or arising out of any violation of this regulation.

Revised: August 13, 2013

File: GAB-E1/IIBEA-E2

ACCEPTABLE COMPUTER SYSTEM USE

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 granted use of the School Division's computer system.

Read this Agreement carefully before signing.

Prior to signing this Agreement, read Policy and Regulation GAB/IIBEA, 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 and Regulation GAB/IIBEA. I understand that access to the computer system is intended for educational purposes and the Amelia 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 and for the School Division to issue an account for my student.

Parent/Guardian Signature _____ Date _____

Parent/Guardian Name _____

(Please Print)

Adopted: November 8, 2005

Appendix III

Amelia County Internet Safety Curriculum

Elementary, Grades K-4

Focus: General Safety, Computer Safety, Protecting Personal Information, Student Privacy and Strong Passwords

Objectives:

The learner will:

- Explain why it is important to talk with a parent or guardian before visiting a website.
- Identify the differences between programs on individual computers and websites.
- Learn to differentiate between Internet content and advertising.
- Identify the importance of protecting personal information and/or passwords.
- Identify the purpose in creating a strong password.
- Demonstrate the understanding that strangers from the Internet may not always be who they say they are.
- Demonstrate the importance of never meeting people in real life that are met online.

Vocabulary:

Internet, websites, safety webpage, advertising, pop-up, passwords, chat rooms, identity theft, instant messaging, phishing, spam

Activities:

- Use Safekids.com to discuss safety while on the Internet
- Internet Safety Pledge and Rules
- Virtual Field Trips Students can visit interesting places while learning about Internet safety
- D.A.R.E. lessons from www.ikeepsafe.org
- Lessons from Cybersmart.org
- Lessons from Cybersmartcurriculum.org
- Lessons from Netsmartz.org

Related SOLs:

- C/T K-2.1
- C/T K-2.2
- C/T K-2.3
- C/T K-2.4
- C/T K-2.5

- C/T K-2.6
- C/T K-2.7
- C/T 3-5.3
- C/T 3-5.4

Middle School: Grades 5-8

Focus: Privacy, Networking Dangers on the Internet, Cyberbullying and Copyright and Research

Objectives:

The learner will:

- Evaluate whether Internet content is appropriate or inappropriate
- Identify basic concept of “being watched” on the net and making decisions based on privacy
- Identify that there are people who may use the Internet to prey on children
- Demonstrate knowledge of information protection
- Describe what constitutes cyberbullying and understand the ramifications
- Demonstrate responsible use of information and software, including abiding by copyright regulations and the division’s Acceptable Use Policy □ Evaluate websites for accuracy and bias

Vocabulary:

Chat rooms, identity theft, instant messaging, phishing, spam

Activities:

- Activities from Netsmartz.org
- Activities provided by Common Sense Media Cybersmart Curriculum such as Dealing with Cyberbullying, Power and Responsibility, Sticky Sites, Making Search Decisions, and How to Cite a Site

Related SOLS:

- C/T 3-5.4
- C/T 6-8.3
- C/T 6-8.4
- C/T 6-8.5
- C/T 6-8.6
- C/T 6-8.7

High School: Grades 9-12

Focus: Internet Stalking, Dangers of Social Networking, Digital Ethics, Copyright issues and Internet Research

Objectives:

The learner will:

- Compare and contrast cyber and physical communities
- Discuss the laws and rules applicable to cyber and physical communities
- Evaluate the difference between appropriate vs. inappropriate online materials
- Discuss issues related to cyberbullying and cyber ethics
- Critique privacy issues as they relate to safe website design

Vocabulary:

Cyberbullying, Cybercrime, Cybersecurity, Predators, Social Networking, Email, IM, Chat Rooms, Blogs, Gaming, Email, Digital Ethics

Activities:

- Use activities provided by Common Sense Media Cybersmart Curriculum such as: Online Identity Theft: Information is Power; Making Good Decisions; Managing Passwords; Acceptable Social Networking; Connected 24/7; Dealing with Cyberbullying; Power and Responsibility; Considering Copying; How to Cite a Site; Good Messaging Manners; Evaluating Online Resources
- Use activities provided by NSTeens.org

Related SOLS:

- C/T 9-12.3
- C/T 9-12.4
- C/T 9-12.5
- C/T 9-12.6
- C/T 9-12.7

Appendix IV

ISTE Standards for Administrators

1. Visionary leadership

Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.

- a. Inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders
- b. Engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision
- c. Advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan.

2. Digital age learning culture

Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.

- a. Ensure instructional innovation focused on continuous improvement of digital-age learning
- b. Model and promote the frequent and effective use of technology for learning
- c. Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners
- d. Ensure effective practice in the study of technology and its infusion across the curriculum
- e. Promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital age collaboration

3. Excellence in professional practice

Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

- a. Allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration
- b. Facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology

- c. Promote and model effective communication and collaboration among stakeholders using digital age tools
- d. Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning.

4. Systemic improvement

Educational Administrators provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.

- a. Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources
- b. Collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning
- c. Recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals
- d. Establish and leverage strategic partnerships to support systemic improvement
- e. Establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning

5. Digital citizenship

Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.

- a. Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners
- b. Promote, model and establish policies for safe, legal, and ethical use of digital information and technology
- c. Promote and model responsible social interactions related to the use of technology and information
- d. Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools

ISTE Standards for Teachers

Effective teachers model and apply the ISTE Standards for Students (Standards•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

1. Facilitate and inspire student learning and creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

- a. Promote, support, and model creative and innovative thinking and inventiveness
- b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

2. Design and develop digital age learning experiences and assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards•S.

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching

3. Model digital age work and learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

- a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation

- c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats
- d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and model digital citizenship and responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

- a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources
- c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

5. Engage in professional growth and leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. a. Participate in local and global learning communities to explore creative applications of technology to improve student learning

- b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning

ISTE Standards for Students

1. Creativity and innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- a. Apply existing knowledge to generate new ideas, products, or processes
- b. Create original works as a means of personal or group expression
- c. Use models and simulations to explore complex systems and issues
- d. Identify trends and forecast possibilities

2. Communication and collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- c. Develop cultural understanding and global awareness by engaging with learners of other cultures
- d. Contribute to project teams to produce original works or solve problems

3. Research and information fluency

Students apply digital tools to gather, evaluate, and use information.

- a. Plan strategies to guide inquiry
- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- d. Process data and report results

4. Critical thinking, problem solving, and decision making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- a. Identify and define authentic problems and significant questions for investigation
- b. Plan and manage activities to develop a solution or complete a project
- c. Collect and analyze data to identify solutions and/or make informed decisions
- d. Use multiple processes and diverse perspectives to explore alternative solutions

5. Digital citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- a. Advocate and practice safe, legal, and responsible use of information and technology
- b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- c. Demonstrate personal responsibility for lifelong learning

d. Exhibit leadership for digital citizenship

6. Technology operations and concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

a. Understand and use technology systems

b. Select and use applications effectively and productively

c. Troubleshoot systems and applications

d. Transfer current knowledge to learning of new technologies

Appendix V

IIBEB – Bring Your Own Device (BYOD) Policy

Amelia County Public Schools recognizes the value personal communication devices (hereinafter called PCD's) add to the educational experience of all students. The evolution of mobile technology, coupled with wide-spread wireless internet access, has put "personal computers" in the hands of most students. By designating specific times for PCD use and encouraging students to use technology in an appropriate manner, potential issues associated with a zero tolerance cell phone policy will be minimized.

The use of PCD's includes, but is not limited to, laptops, netbooks, tablet devices and cell phones. Only portable, personal devices are permitted to be brought to the schools, such as laptops, tablets, ipads, ipods, cell phones, etc.

These devices may not:

1. Disrupt the education process in the school district.
2. Endanger the health or safety of any student or anyone else.
3. Invade the rights of others at school.
4. Involve illegal or prohibited conduct of any kind.

Students will be permitted to use PCD's on school premises and at school-sponsored activities under the following conditions:

1. Student use of PCD's is permitted before and after the school day except as otherwise noted. The "school day" includes the period of time between the beginning of the first class and the end of the last class of the day.
2. PCD's may be used in classrooms for educational purposes at the discretion of the classroom teacher. Potential applications include calendars, calculators, clocks, GPS devices, maps, voice recorders, and research tools.
3. Students who bring PCD's to school are responsible for keeping them turned off/silenced and stored out of sight during all classes, except when allowed for instructional use by the classroom teacher.
4. The use of PCD's to take photographs or to receive or transport video images is prohibited at all times in locker rooms, restrooms, and other similar private areas.
5. Users are responsible for using their PCD's in a safe and secure manner, ensuring use does not create a safety hazard for themselves or others.
6. Users must understand that all personal devices and equipment are brought into the school at their own risk. The District is not responsible for loss, theft, or damage of personal equipment.

7. Students will not be provided the ability to charge devices, as electrical cables will create a safety hazard. As such, students should make sure devices are charged before bringing them to the school.
8. By bringing personal devices to school, users agree that, while within the school campus, they will access the Internet only via the District-provided Wi-Fi, and not via any cellular (3g, 4g) service or other internet wi-fi that may be available. Failure to follow this requirement is a violation of the Code of Conduct and subject to disciplinary action.
9. Use of the District's wireless Internet is governed by the District's Acceptable Computer Use policy (AUP), as well as the Code of Conduct. As such, all rules and regulations regarding acceptable and appropriate use of technology apply. Violations of the Code of Conduct or AUP are subject to disciplinary consequences.

Students who use PCD's in violation of this policy shall be subject to disciplinary action in accordance with established district and school procedures. Students and parents shall be informed of this policy and related consequences for inappropriate PCD use annually.

**Student Bring Your Own Device
Release and Waiver of Liability**

Student Name _____ Birth _____
Date _____
Parent /Guardian Name _____
Address _____
City _____ State _____ Zip _____
Email _____ Home phone _____

In consideration of being permitted to bring personal computer equipment into the Amelia County Public School District for accessing school related information offered over the wireless network, the School District will allow the individual student or faculty member limited network and Internet access.

However, the undersigned must agree to the following:

1. THE UNDERSIGNED HEREBY RELEASES, WAIVES, DISCHARGES AND CONVENANTS NOT TO SUE The

Amelia County School District and all branches thereof, its directors, officers, employees, and agents (hereinafter referred to as "releasees") from all liability to the personal equipment brought forth into the District, whether caused by the negligence of the releasees or otherwise while the undersigned is in, upon, or about the premises or any facilities or equipment therein or participating in any program affiliated with the Amelia County School District.

2. THE UNDERSIGNED HEREBY AGREES TO use the personal equipment in accord to all District polices as indicated within the school handbook. Any misuse of equipment can still lead to possible enforcement of penalties depending on severity of misuse.

3. THE UNDERSIGNED HEREBY ASSUMES FULL RESPONSIBILITY FOR AND RISK OF

PROPERTY DAMAGE due to negligence of releasee or otherwise while in, about, or upon the premises of the Amelia County Public School District and/or while using the premises or any facilities or equipment thereon or participating in any program affiliated with the Amelia County Public School District.

4. THE UNDERSIGNED HAS READ AND VOLUNTARILY SIGNS THE RELEASE AND WAIVER OF LIABILITY AND INDEMNITY AGREEMENT, and further agrees that no oral representations, statements or inducement apart from the foregoing written agreement have been made.

I HAVE READ AND UNDERSTAND THIS DOCUMENT AND AGREE TO ITS TERMS AND CONDITIONS.

Parent /Guardian Name _____ Date: _____

Parent /Guardian Signature _____

Student Signature: _____

Adopted: November 9, 2015

