

# EDUCATIONAL TECHNOLOGY PLAN

Tazewell County Public Schools

2015-2018

[www.tazewell.k12.va.us](http://www.tazewell.k12.va.us)

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## Executive Summary

As the landscape of 21<sup>st</sup> century learning evolves, Tazewell County Public Schools must cultivate an environment that embraces this evolution. We must not only redesign our learning spaces, but our entire view of teaching and learning shifts into a new era of excellence in pedagogy and technology infusion.

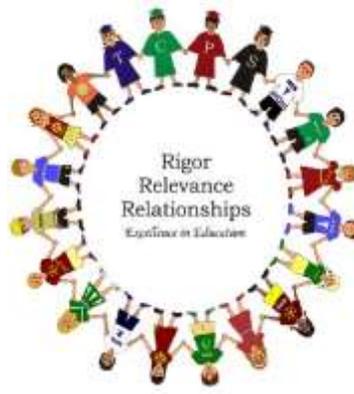
Too often, policy-makers and educators live in fear of students using devices in a school setting. With a safe, secure network in place, students should have ownership of their learning, including access to technology that will encourage them to extend their learning beyond the walls of the classroom. Technology integration should be a seamless component of teaching and learning. We should not ban or micromanage device use, but welcome possibility into our schools. We must teach students how to manage the devices and their use of digital tools, making them stewards of digital literacy and citizenship.

In our district nestled in the heart of the Appalachians, our 16 schools offer digital tools that support students' learning needs. These tools, our infrastructure, and staffing, often fall victim to geographic and economic challenges. In an area of the state where many families feel *hopeless*, our schools continue to foster a *hopeful* future. Dedication to professional excellence and progressive advancement of information and communication technology enables our rural county to thrive even in a community that struggles with many economic challenges.

TCPS's Technology Plan guides us into the next three years of technology integration. Aligned with the Virginia Department of Education's Technology Plan and with the International Society for Technology in Education (ISTE) Standards as a guide, TCPS's plan encompasses where we are now and where we plan to go. With a strong focus on upgrading our current infrastructure and promoting quality, relevant professional learning, TCPS embraces the imperative role technology plays in our educational institutions.

Process

Connection to Mission



Mission

*Tazewell County Public Schools will provide a safe learning community committed to increasing student achievement by engaging stakeholders to maximize student success.*

The Technology Plan outlines goals and objectives that will ensure a safe learning community for all stakeholders. As we are more and more dependent upon technology for administrative to instructional needs, our mission and measure of success relies on up-to-date technology and best practices used with fidelity. As we prepare our students for a technological future, every decision we make and action we take must be filtered through our mission and vision.

## Planning Committee

Wendy Barringer  
George Brown  
Melanie Cook  
Rod Gillespie  
David Lambert  
Drennon Laney  
Jane Roberts  
Vicki Simpson  
Don Smith  
Jill Vogel

## Technology Staff

Rod Gillespie	Supervisor of Educational Technology
Steven Settle	Computer Technician / OS Manager
Danny Bostic	Technical Support
Beth Morgan	Instructional Technology Resource Teacher
Phil Kennedy	½ Instructional Technology Resource Teacher
Karen Blevins	Instructional Technology Resource Teacher
Melanie Cook	Technical Support
Drennon Laney	Server/Network Administrator
Vickie Muncey	Instructional Technology Resource Teacher
Jane Roberts	Instructional Computing Specialist / ITRT
Don Smith	AV / Computer Technician
Debbie Goode	Technical Support
David Lambert	½ ITRT Data
Jill Vogel	½ ITRT Data
Tim Rasnick	½ ITRT / SIS Administrator
Michael Akers	Part-time Technical Support

## MEETINGS OF PLANNING SUB-COMMITTEES

(Note: This list of meetings does not reflect work by individuals)

September 30, 2015  
October 7, 2015  
October 14, 2015  
October 21, 2015  
October 28, 2015

November 2, 2015  
November 17, 2015  
November 24, 2015

### Benchmark Dates for Completion

August -- Make stakeholders aware of the Technology Plan update and inform them of their level of participation.

August – As stakeholders return to work, meet with the various groups and ask for information relevant to the content needed for the 2015-2018 Technology Plan.

September 30 – Reviewed state requirements for the local plan and deleted unnecessary parts.

October 7 – Discussed state goals and objectives and how they align with our local goals and strategies.

October 14 – Drafted plan

October 21 – Drafted plan

October 28 – Drafted plan

November 2--Completed draft

November 17--Review of completed draft

November 24—Final Revisions and preparation for presentation to School Board

December 14—Presented to Tazewell County School Board for approval

## Evaluation Process and Update Cycle

The Technology Plan will be annually reviewed, evaluated, and revised, if necessary. Technology to support 21<sup>st</sup> century learning and academic excellence rapidly evolves and will need to be updated as changes occur. Teachers and students in Tazewell County must adapt to the technological advancements to prepare them for work in a global community.

### Annually:

- Conduct a needs assessment involving all stakeholders
- Review goals, objectives, strategies, and evaluation strategies, noting progress made
- Review timetable and update technology budget for the year
- Review the acceptable use policies and addenda and make appropriate changes in policy
- Create an addendum of progress and updates to the plan
- Meet face-to-face or digitally with stakeholders to discuss progress and review updates
- Report to school board
- Report to DOE as requested

### Triennially:

Update the timetable and budget for goals, objectives, strategies, and evaluation strategies

## Conclusions of Needs Assessment

The equipment and support needs of the school division are assessed by meetings with technology staff, division directors, school principals, library media specialists, and other key people in the school division. Increasing the bandwidth and providing wireless access to all buildings are two vital needs in the infrastructure of the school district. If additional bandwidth and wireless access can be implemented, we will be able to provide more efficient use of handheld devices, including district-purchased and BYOT.

We must move beyond archaic projectors on carts that not only limit the creation of a 21<sup>st</sup> century learning space, but create safety concerns for students and faculty. Equipment is needed for each classroom to have interactive, multimedia presentation and instructional hardware and devices; this may come in the form of wall-mounted projection or as interactive smart television and/or digital wireless projection devices. Time and financial resources must be devoted to upgrading the presentation devices our teachers currently use. A balance of traditional and emerging technologies will support the needs of the classroom teachers and students.

From local assessments to state assessments, TCPS places emphasis on equipping schools with updated testing technology. State testing guidelines are strictly followed, and the Division Director of Testing and technology staff work cohesively to ensure that testing runs smoothly. Data collected from local and state assessments is disaggregated and disseminated to stakeholders in useable, easy to understand formats. The data can then be used to shape curriculum and instruction.

A daily concern is Internet access vs. safety, security and remaining CIPA compliant. There is a CIPA complaint proxy filter in place that tends to frustrate teachers and students when they try to use some of the emerging applications such as blogs, podcasting, and wikis. The filter is securing our school district and protecting our children but hindering the use of sites for downloading educational video, music, games and other instructional material. Knowing where to draw the line between education and entertainment can be difficult when allowing the use of certain Internet sites.

Support is also a key component in the needs assessment. The use of the ITRTs and technology support positions for instructional and technical support is imperative to the technological future of the school division. The support of these key positions prepares the teachers and students to be ready to access and use the traditional and emerging technologies and applications.

## Actions

### State Goals

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.**

Strategy 1.1.1: Facilitate the implementation of 1+Mbps/student Internet and 10+Mbps Wide-Area

*Local: We presently implement a minimum of 100mbps per connection and minimum 10mbps WAN.*

Strategies	Measures/Evaluation Strategies	Responsibility	Timeline
Use additional E-rate funds to purchase networking equipment	By the end of the five-year funding cycle, all networking equipment will be replaced	Supervisor of Technology; Network Administrator	Present to 2019
Increase front-end internet	Increase from 200mbps to 1 gig	Supervisor of Technology; Network Administrator	Present to 2017

Strategy 1.1.2: Work with communities for robust and sustainable networks in and out of school buildings

*Local: We currently receive fiber internet service from local and a national provider.*

Strategies	Measures/Evaluation Strategies	Responsibility	Timeline
Partner with local internet service providers for more reliable connections and customer service	Monthly internet service provider invoices	Superintendent, School Board, Supervisor of Technology	Monthly; Present to 2017

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.

*Local: Provide technology per individual needs of students with disabilities.*

Strategies	Measures/Evaluation Strategies	Responsibility	Timeline
Provide technologies to assist students with disabilities	Inventory	Director of Special Services	Yearly

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

Strategy 1.2.1: Fully fund and support Instructional Technology Resource Teachers (ITRTs) as specified in the Standards of Quality.

Strategies	Measures/Evaluation Strategies	Responsibility	Timeline
Follow Standards of Quality	A budget that reflects staffing needs based on March data extract	Superintendent; Supervisor of Technology	Yearly

Strategy 1.2.2: Fully fund Technical Support Personnel as specified in the Standards of Quality.

Strategies	Measures/Evaluation Strategies	Responsibility	Timeline
Follow Standards of Quality	A budget that reflects staffing needs based on March data extract	Superintendent; Supervisor of Technology	Yearly

Strategy 1.2.3: Fully fund Assistive Technology Resource personnel according to the federal Individuals with Children with Disabilities in Virginia.

Strategies	Measures/Evaluation Strategies	Responsibility	Timeline
Follow Standards of Quality	Budget personnel as appropriate	Director of Special Services	Yearly

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' 21<sup>st</sup> century skills.

*Local: We provide funding for college-credit courses and local and web-based professional development.*

Strategies	Measures/Evaluation Strategies	Responsibility	Timeline
Partnership with local colleges to provide educational technology courses for professional staff	Semester Rosters	Supervisor of Technology	Biannually
Provide web-based professional development for professional staff	Generate usage reports	Title II Coordinator	Yearly

Strategy 1.2.5: Review and Update the Technology Standards for Instructional Personnel (TSIP).

*Local: Teachers are evaluated on the TSIP.*

Strategies	Measures/Evaluation Strategies	Responsibility	Timeline
Provide educational technology course each semester. *1.2.4	College transcript	Principals	Annually during teacher recertification
Classroom observations noting use of technology during instruction	Teacher Observations	Principals	On-going

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

Strategy 1.3.1: Employ both formal and informal means to communicate with school divisions and to answer specific questions regarding policies and procedures for acquiring and managing technology, including assistive technology.

Strategy 1.3.2: Leverage partnerships with public entities, state agencies, state and national organizations, and private entities to support all stakeholders who are responsible for policies and procedures at the division level.

Strategies	Measures/Evaluation Strategies	Responsibility	Timeline
Attend regional technology meetings	Attendees' notes from the meetings	Supervisor of Technology and designees	On-going
The School Board regularly reviews and adopts VSBA policy updates.	School Board Meeting Minutes	Superintendent; School Board	On-going

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.**

Strategy 2.1.1: Expand course offerings for students through virtual and blended learning.

*Local: Promote and provide space and technology for virtual and blended learning.*

Strategy 2.1.2: Enhance Virtual Virginia courses to promote greater flexibility and engagement for learners.

*Local: We offer students before, during, and after school opportunities for online classes, as well as a wide variety of virtual courses.*

Strategy 2.1.3: Provide student access to Virginia Department of Education's Web-based content, tools, and collaborative spaces to enable blended learning and informal learning initiatives.

Strategy 2.1.4: Provide student access to Virginia Department of Education’s Web-based content, tools, and collaborative spaces to enable participation for students with disabilities.

*Local: Students have access to the VDOE web-based content.*

Strategies	Measures/Evaluation Strategies	Responsibility	Timeline
Offer online classes via Virtual Virginia, SVETN, Governor’s School	Master schedule	Guidance departments	Biannually
Utilize IP classrooms	Master Schedule	Guidance departments	Annually
Offer dual-enrollment classes with local colleges	Master Schedule	Guidance departments	Annually
Promote VDOE web-based content and tools	Observations and teacher lesson plans	ITRTs; Principals	On-going

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

Strategy 2.2.1: Identify and disseminate information and resources to assist schools in evaluating the interactive and universal design features of technology and digital resources.

Strategy 2.2.2: Provide best practices in the use of technology to personalized instruction.

Strategy 2.2.3: Provide professional development support focusing on using digital resources to effectively personalize student learning.

Strategies	Measures/Evaluation Strategies	Responsibility	Timeline
Provide professional development for teachers on best practices in use of technology integration	Attend after-school trainings as well as professional conferences	Principals; ITRTs; Teachers	On-going
Model best practices and offer support during the school day	Collaboration with ITRT and peer-coaching	ITRTs; Teachers	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.**

Strategy 3.1.1: Provide resources developed by the Virginia Department of Education and in partnerships with other entities by disseminating these using the Internet.

*Local: We provide access to online classes, professional development, interactive programs, and blended learning.*

Strategies	Measures/Evaluation Strategies	Responsibility	Timeline
Develop and promote internet resources for teachers and students in and outside the division.	Professional development sessions; lesson plans; examples of student work	Principals; teachers; online class proctors	On-going

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

Strategy 3.2.1: Identify and disseminate resources to help school boards and administrators develop and evaluate policies to balance safety and security issues while allowing for instructional innovation, leveraging partnerships with other statewide organizations and entities as appropriate. Ensure Internet safety programs comply with state and federal regulations while enabling students to pursue innovative ways of learning.

*Local: Review current policies and adjust as needed for state and national guidelines.*

Strategies	Measures/Evaluation Strategies	Responsibility	Timeline
Research evolving threats and issues in internet safety.	Compare findings to current policies	Technology Department	On-going
Adopt a new internet safety program	Select high-quality internet safety program and incorporate into existing curriculum.	Technology Department; Principals; teachers	September 2016

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: Seek ways and means to provide tools that extend students’ capabilities, can be customized to meet individual needs and preferences, and support learning.

Strategy 4.1.2: Provide best practices in the use of bring your own technology (BYOT) models.

Strategies	Measures/Evaluation Strategies	Responsibility	Timeline
Continue to obtain devices with the eBackpack Initiative.	Inventory based on ninth grade population	Supervisor of Technology and Principal	Present to 2017
Expand wireless to support more devices, school-purchased and BYOT	Wireless Usage Reports	Supervisor of Technology and Network Administrator	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.**

Strategy 4.2.1: Identify and disseminate information about new and emerging technologies, including software and assistive technology.

Strategy 4.2.2: Design and implement pilot projects to evaluate new technologies.

Strategy 4.2.3: Leverage partnerships with private industries and other organizations to provide industry certifications with the use of technology delivery systems.

Strategies	Measures/Evaluation Strategies	Responsibility	Timeline
ITRTs will share resources with teachers and train faculties how to use new and emerging technologies.	Meetings with technology staff; PD rosters; Principal Evaluations	ITRTs; Supervisor of Technology; Principals	On-going
Use partnership with Edivate to promote professional learning	Edivate Usage Reports	Principals; Directors	On-going

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: Model the use of data to inform strategic plans and purchases.

Strategy 5.1.3: Provide best practices in the use of technology to assess student achievement.

Strategies	Measures/Evaluation Strategies	Responsibility	Timeline
Train teachers how to use data tools such as NWEA, Interactive Achievement LDS, and SPBQs.	PD rosters; Data Reports	Technology staff; teachers; Directors; Principals	On-going
Promote technology to assess student achievement, by utilizing such programs and products as Interactive Achievement, student response systems, and other online assessment tools.	Teachers' Lesson Plans	Technology Staff; Teachers; Principals	On-going

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

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 understanding.

Strategy 5.2.2: Provide best practices in the use of technology to support competency-based approaches.

Strategies	Measures/Evaluation Strategies	Responsibility	Timeline
Promote digital assessments in the classroom using a variety of formative and summative assessment tools.	Teachers' Lesson Plans; Principal Observations	Teachers; Principals	On-going



## Additional Local Goals and Technology Needs

### Infrastructure Needs

- Equipment replacement every three to five years
- External video surveillance
- Update network cable to CAT6A
- Update electrical systems and backups to support disaster recovery
- Continue installing wireless in every classroom and instructional space
- Move from LCD projectors to LED smart televisions
- 100 percent POE switches
- Continue expanding bandwidth and internet access
- Charging stations for county-purchased devices and BYOT

### Instructional Needs

- Professional Learning opportunities and technology coaching for teachers
- Additional time providing proactive maintenance
- Adopt a learning management system that is integrated into our student information system
- Improve use of instructional webpages
- Provide external and internal online learning environment
- Increase use of e-textbooks and e-books
- Encourage peer coaching for just-in-time technology training
- Effectively use staff training resources and funds to promote local professional learning opportunities
- Establish official maintenance window protocol

**TECHNOLOGY BUDGET**

<b>Category</b>	<b>2010-2011</b>	<b>2015-2016</b>
Salaries	587,667.20	611,915.00
Telecommunications	300,000.00	300,000.00
Other Materials	33,000.00	27,800.00
Computer Software	70,000.00	18,000.00
Hardware Replacement	134,932.00	128,000.00
Hardware Additions	466,000.00	492,000.00
Infrastructure Replacement	30,000.00	60,000.00
Purchased Services	140,000.01	99,000.00
Staff Training	93,200.00	32,000.00
Travel	15,000.00	8,000.00
Materials and Supplies	60,000.00	18,000.00
<b>TOTAL</b>	<b>1,929,799.21</b>	<b>1,794,715.00</b>

**ACCEPTABLE USE POLICY**  
**Guidelines for Educational Internet Use**  
**Tazewell County Public Schools**

Tazewell County Public Schools offers Internet access as part of its instructional program. The sole purpose of this Internet access is to support education and research by providing students and teachers with access to unique resources and an opportunity for collaborative work. All uses of Tazewell County Public Schools' Internet access (like all other uses of Tazewell County Public Schools' computer facilities) must be in support of and consistent with these educational objectives. All students who use Tazewell County Public Schools' Internet access are expected to read these Guidelines and to take part in a discussion of the Guidelines with a teacher. Adherence to the Guidelines is a continuing condition for a student's privilege of Internet access.

**THE INTERNET**

The Internet is a vast, global network, linking computers at universities, schools, laboratories, and other sites. Through the Internet, one can communicate with people all over the world through discussion forums and electronic mail. In addition, many educationally valuable files may be accessed through the Internet. Because of its enormous size and resources, the Internet's educational potential is boundless. There is also potential for access to materials unacceptable for student use. Some material accessible on the Internet may contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. These Guidelines are intended to help ensure that students and teachers use this valuable resource in a safe and appropriate manner. The benefit to students from access to the Internet in the form of information resources and opportunities for collaboration exceeds any disadvantages.

**THE RESPONSIBILITY OF THE STUDENT**

All student use of the Internet is to be conducted under faculty supervision.

Nevertheless, faculty members cannot be expected to monitor student use at every moment. Each student is expected to take individual responsibility for his or her appropriate use of the Internet.

Students are expected to follow procedures and guidelines that are issued in order to ensure the security and the efficient use of the Internet system.

Students are expected to learn and to abide by generally accepted rules of Internet network etiquette, as well as rules of school decorum. These include courtesy, politeness, and the avoidance of vulgar language.

## THE RESPONSIBILITY OF THE PARENT

Parents and guardians are responsible for reading and discussing with their children the acceptable and unacceptable uses of the Internet as described in these Guidelines.

## THE RESPONSIBILITY OF THE EDUCATOR

Educators are responsible for explaining the Guidelines for Student Internet Use, for monitoring student activity while on the Internet, and for taking reasonable precautions to prevent students from accessing inappropriate sites.

## THE PRIVILEGE OF INTERNET ACCESS

Internet access through Tazewell County Public Schools is a privilege, not a right. A student's access may be canceled by school officials if this privilege is abused. Unacceptable conduct while using Tazewell County Public Schools' Internet access will also be subject to disciplinary action, in conformity with the Tazewell County Public Schools' Policy on Student Conduct and Discipline (which is published in school handbooks / calendars) and the disciplinary policies of individual schools. The school administration will determine what constitutes unacceptable use.

## ADMINISTRATORS' ACCESS TO FILES

Students and teachers should not assume that their use of Tazewell County Public Schools' Internet access will be private. All files and records may be examined by administrators for educational and administrative purposes, ensuring that these Internet Guidelines are being followed. A list of visited sites as well as times will be monitored by the system administrator. Administrators will cooperate with law enforcement authorities by providing access to Internet e-mail, files, and records as necessary.

## THE PERSONAL SAFETY OF THE STUDENT

The Internet is accessible to the public. Unfortunately, this includes people who may want to communicate with students for inappropriate purposes or under false pretenses. Tazewell County Public Schools cannot monitor the Internet for such unacceptable uses. Therefore, students must be cautious and prudent about supplying personal information. In particular, students should never arrange a personal meeting with a person whom they meet on-line.

Students should promptly inform their teacher or school administrator of any on-line communication that is threatening, harassing or otherwise unacceptable.

## UNACCEPTABLE USES

Unacceptable uses of the Tazewell County Public Schools' Internet access include, but are not limited to the following:

1. Posting private or personal information about another person
2. Attempting to log in through another person's account or to access another person's files; sharing a password or account with another person.
3. Transmitting obscene or pornographic material or intentionally visiting sites featuring such material
4. Posting chain letters or engaging in 'spamming' (Spamming means sending a large number of annoying or unnecessary messages to one or more people.)
5. Participating in any communication that facilitates the illegal sale of drugs or alcohol; that facilitates criminal gang activity; that threatens, intimidates, or harasses any other person, or that violates any laws, or facilitates any illegal activity
6. Plagiarizing material (Plagiarism means taking material or ideas created by others and presenting it as if it were one's own. Plagiarism is an illegal act and can be subject to prosecution.)
7. Infringing copyrights (Copyright infringement occurs when a person inappropriately reproduces or transmits material that is protected by copyright. For example, most software is protected by copyright and may not be copied without the permission of the copyright owner.)
8. Participating in commercial activities that are not directly related to the educational purposes of Tazewell County Public Schools
9. Hacking or cracking a computer system. (Hacking, or cracking, occurs when a person gains access to a computer without permission.)

## DISCLAIMER OF LIABILITY

Tazewell County Public Schools disclaims all liability for the content of material to which a student may have access on the Internet and for any damages suffered as a result of the student's Internet use. Tazewell County Public Schools makes no guarantee that the functions or services provided by its Internet access will be error-free or without defect. Tazewell County Public Schools will not be responsible for any damage students may suffer, including but not limited to, loss of data or interruptions of service. It will not be responsible for the accuracy or quality of the information obtained from or stored on the system. Tazewell County Public Schools will not be responsible for financial obligations arising through the unauthorized use of the system. Tazewell County Public Schools will not be responsible for any actions or obligations of a student while accessing the Internet outside the public school system for any purpose.

## CHANGES TO THE GUIDELINES

Tazewell County Public Schools reserves the right to change these Guidelines at any time.

TAZEWELL COUNTY PUBLIC SCHOOLS INTERNET ACCESS AGREEMENT

Print Student's Full Name \_\_\_\_\_ Grade \_\_\_\_\_

First Middle Last

School \_\_\_\_\_ Teacher \_\_\_\_\_ Date \_\_\_\_\_

Complete only one of the following sections and return the full sheet of paper to school:

Complete the following section to **REFUSE** Internet access for your student:

**INTERNET ACCESS REFUSAL**

PARENT / GUARDIAN SIGNATURE FORM

I have read Tazewell County Public School's Acceptable Use Policy for Internet access. I understand that Computer Technology Objectives for the State of Virginia require students to learn communications skills for use in local and world-wide network communication systems. However, as the parent / guardian of this student, I do not give my child permission to access the Internet at this time.

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

Complete the following section to **ACCEPT** Internet access for your student:

**INTERNET ACCESS ACCEPTANCE**

PARENT / GUARDIAN SIGNATURE FORM

As the parent or guardian of this student, I understand the use of Tazewell County Public School's Internet access is a privilege, not a right, and the unacceptable use as defined in these Guidelines may result in cancellation of those privileges. I understand that it is impossible to restrict access to all controversial materials and I will not hold the school system responsible or liable for material acquired by my child. I have read the Tazewell County Public School's Acceptable Use Policy and understand that my child has agreed to follow the rules. I understand that access to the Internet will be denied until a signed form is returned to the school.

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

STUDENT SIGNATURE FORM

I have read the terms and conditions for becoming a user of Tazewell County Public School's Internet access and agree to the stated terms and conditions of the Acceptable Use Policy. I understand that should I commit any violation, my access privileges may be revoked and / or appropriate disciplinary action taken. I understand that access will be denied until a signed form is returned to the school.

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

## ACCEPTABLE USE POLICY

### Addendum: Educational Internet Publishing

#### A. GENERALLY

The administration of Tazewell County Public Schools determined it is desirable for the school division, as well as, individual schools to have a presence on the Internet. The purpose of this Internet Publishing Addendum to the Acceptable Use Policy is to address the issue of Internet publishing by Tazewell County Public Schools, other policy provisions to the contrary notwithstanding.

#### B. LOCATION OF WEB PAGE FILES

All school web pages must reside on the Tazewell County Public Schools Internet server. School web pages may neither link to nor include personal web pages of staff or students.

#### C. CONTENT OF SCHOOL WEB PAGES

Information and links on Tazewell County Public School web pages are limited to:

General information of interest to students, parents, teachers, administrators, and community members

Activities of school sponsored organizations

Curriculum and instructional material

#### D. PERSONAL INFORMATION

Web pages may contain the first and last name of a student and his/her club or class affiliation or award.

Web pages may contain the image of a student that allows identification by reasonable means provided proper consent is obtained.

No personal information displayed on a web page may be more specific than allowed by this policy.

#### E. STUDENT WORK

Web pages may include student work provided the work relates to a class project or other school related activity and provided proper consent was obtained. Examples of student work include poems, short stories, and works of art.

F. RESPONSIBILITIES OF THE BUILDING PRINCIPAL

The responsibilities of the building principal include:

Designating students and teachers to serve as web page developers

Reviewing and approving web page content before publishing the web pages on the Internet

Ensuring that all information included on the school's web page is in accordance with the Acceptable Use Policy Publishing Addendum and with the Acceptable Use Policy in general.

Any other action relative to the web page deemed necessary by the building principal.

G. RESPONSIBILITIES OF THE WEB PAGE DEVELOPERS

The responsibilities of the web page developers include:

Prior to publishing personal information, obtaining written consent for all students whose image is to be included on web pages before the image is published. Consent must be obtained from a parent/guardian indicating approval and waiving liability. (Sample letter attached)

Ensuring that no personal information included on the web page is altered, falsified, or misrepresented in any way. Libel, slander, or other violation of a person's rights is prohibited. All personal information included on web pages should be displayed in the spirit intended by the student and his/her parent/guardian.

Ensuring that student work is posted with care. Web page editors must have permission from the student and parent/guardian before publishing the work. Plagiarism is prohibited.

Ensuring that all information included on the school's web page is in accordance with the Acceptable Use Policy Publishing Addendum and with the Acceptable Use Policy in general.

Dear Parent and Guardian,

As you may or may not know, our school publishes a web page on the Internet. Publishing a web page is similar to publishing a newspaper with text and/or pictures. Just as anyone may read an article in a newspaper, anyone with access to a computer and the Internet may read our web pages.

The Tazewell County School Board has adopted a web publishing policy, which is a set of guidelines governing what may and may not be included on school web pages. We have attached a copy of the policy to this letter. In accordance with this policy, neither a photograph of a student nor any example of his/her work may be added to the web page without prior consent from a parent or legal guardian.

School web pages are public documents welcoming the outside world to the school. The Tazewell County School Board has approved the guidelines for school web pages. The information included on the web pages must support the educational goals of the school system. The web page's main purpose is to introduce outside visitors to the school, its programs, and the achievements of the students. We hope that the proposed web pages will meet these criteria and that you will allow your child's picture or work to be included.

Sincerely,  
[ Principal ]

*(Please complete **only one** section below and return this complete page to your student's school.)*



I do not grant permission for \_\_\_\_\_'s photograph or work to be published on the web pages on the Internet as outlined in the Acceptable Use Policy Publishing Addendum.

\_\_\_\_\_ Parent/Guardian's Signature

\_\_\_\_\_ Student's Signature

\_\_\_\_\_ Date



I grant permission for \_\_\_\_\_'s photograph or work to be published on the web pages on the Internet as outlined in the Acceptable Use Policy Publishing Addendum.

\_\_\_\_\_ Parent/Guardian's Signature

\_\_\_\_\_ Student's Signature

\_\_\_\_\_ Date

## Appendix III: Internet Safety Summary

Throughout the last five years, teachers have used a variety of methods to address internet safety and digital citizenship. Instructors have focused entire units on internet safety as well as embedded safe practices into their instruction. Principals and teachers responded to a questionnaire where they were asked to detail how they address internet safety in their schools. The following list catalogs a summary of their responses:

- Librarian/media specialists address internet safety during library orientation
- Teachers use internet safety software and programs, including Professor Garfield Teaches Internet Safety, i-Safe, netsmartz.org, Faux paws Adventures in the Internet, Cybersmart, Commonsense
- Guest speakers from local law enforcement agencies and the Commonwealth Attorney's office visit schools and speak about internet safety
- English teachers address internet safety in research units
- Business departments teach a unit on internet safety
- Many schools formally observe Internet Safety Month

Teaching internet safety has now grown into a need to teach digital literacy and digital citizenship. TCPS commits to executing a unified plan to address these topics thoroughly and efficiently. One objective we have is to adopt a quality, timely digital citizenship curriculum for each age range, elementary, middle, high. Teachers will have these unified resources to use in a unit or embedded into instruction. With an adopted curriculum, teachers will "talk the same talk" and focus on specific objectives, not just a hit-and-miss, sporadic plan. We also strive to involve parents in our quest for digital citizenship and will increase parent involvement and communication.

## Appendix IV Digital Tools Frequently Used in TCPS

Where	What	Use
Elementary Schools	<b>Paid Resources:</b> Reading Eggs iXL Study Island Interactive Achievement Discovery Education Accelerated Reader Office 365 Destiny Insight 360	
	<b>Free Resources:</b> Cool Math Games website Quizlet Class Dojo Epic sos.fbi.gov(internet safety) Smart Exchange	
Middle Schools	<b>Paid Resources:</b> ARDT iXL Study Island Interactive Achievement Discovery Education Office 365 Destiny Gale Group Grolier Online Vision Net-Op Turning Point	
	<b>Free Resources:</b> Cool Math Games website Quizlet Google Apps for Education Edmodo Smart Exchange	
High Schools	<b>Paid Resources:</b> ARDT iXL	

	<p>Interactive Achievement  Discovery Education  Office 365  Destiny  Gale Group  Grolier Online  Vision Net-Op  Turning Point  GMetrix</p>	
	<p><b>Free Resources:</b>  Cool Math Games website  Quizlet  Google Apps for Education  Edmodo  Smart Exchange  Microsoft IT Academy  Moneypower.org  www.howthemarketworks.com  www.everfi.com  www.ilearning.com  www.microsoft.com  www.cengagebrain.com  www.cengage.com  www.ctecs.org  www.quia.com  www.techfluency.org  www.ctecs.org  www.cteresource.org  www.financialliteracytest.com  www.programworkshop.com  www.vafbla-pbl.org  www.fbla-pbl.org  itacademy.microsoft.com  www.typing.com  www.powertyping.com  www.edutyping.com</p>	
<b>Administrative</b>	<p>Destiny  PowerSchool  Office 365  Edivate  IEP Online</p>	