EDUCATIONAL TECHNOLOGY PLAN

2010-2015

Adopted by the Tazewell County School Board

November 8, 2010

http://tazewell.k12.va.us/documents/techplan/techplan2010-2015.pdf

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VISION

Tazewell County Public Schools provides the best opportunity for our children to prepare for a secure and rewarding future. The ready availability of technology allows students to learn skills and develop processes essential for life in the 21st century. Our schools endeavor to educate students who will become productive citizens, informed voters, creative individuals, and life-long learners.

MISSION

The mission of Tazewell County Public Schools is to prepare students for postsecondary education and/or the workforce and to become life-long learners. Tazewell County Schools meets the needs of all students in a safe and secure learning environment which stimulates intellectual curiosity, develops positive personal qualities, fosters respect for individual differences, encourages parental involvement, and emphasizes high expectations for students' achievement and behavior.

EXECUTIVE SUMMARY

Educational Technology Plan

2010-2015

EXECUTIVE SUMMARY

As educators prepare students for the rapidly changing world, it is essential that the teachers incorporate technology that will assist students to better learn the skills that they will need to participate in the global community. As educators focus on the technological advancements and better integration of technology, students will be better prepared for knowledge-based jobs that utilize cutting-edge informational technology.

New technologies offer both opportunities and challenges. Mobile phones, interactive gaming, and social networks present students with skills needed in today's world, and some of these devices are beginning to find their proper place in schools. Students are now more prepared for their own learning than ever before because they understand the possibilities and limitations of technology. The challenge for today's educators is how to prepare students for the future when the half-life of technology often is measured in weeks rather than years. Twenty-first century learning may be the answer to the challenge, but then, how does one define that concept? It is certainly not a traditional educational term or concept.

In reviewing technological advances, it is evident that the challenge is to evaluate current pedagogy and advance to more active learning in classrooms that are more student-centered. It is essential that the students learn to use the appropriate tool depending on the task assigned. As educators re-evaluate the education of all students including their interests, learning styles and specific needs, school must become the "place and time" for learning. As educators review the issues facing them and their students in the next six years, it is essential to understand the role that technology will play—whatever the technology may be. The current software applications today may be obsolete in the very near future. Therefore, instead of just learning a specific software program, the students must learn why they should choose a particular application or how that application functions in ways that would support their learning.

As the steering committee and staff members met to prepare the six year technology plan, it was very evident to all stakeholders that this was a monumental task which often appeared to be an impossible task due to the rapidly changing technology. Trying to anticipate what technologies might be available in six months is a massive feat; there is no way possible to anticipate what might be available six years from now. However, due to the rapid changes in technology, it is essential that the school division have a long-range plan so the teachers and students are not sidetracked by fads. The plan must be flexible in order to allow for the integration of new technologies and to provide support for teachers to use the "new" tools, whatever they may be in the future.

Overall, the teachers in the division have integrated technology into their classrooms which was the basic goal of the previous technology plan. Now, educators must look to the future. How do educators balance using the positives of the Internet and other technologies while preparing and protecting the students for the potential negatives? As the school division prepares for

technological advances of the future, it is imperative that the students be able to understand and apply how their learning relates to the real world and how they can become the best possible problem solvers as they confront the severe problems that lie ahead and continue to be life-long learners.

The division's six year plan is a framework that allows for on-going changes and emerging technologies that are not even a reality today. It allows teachers and students to think differently about how they teach and learn. The challenge for educators is to assist students to identify and use the proper tools to accomplish their work more effectively with technologies that are not even available today. To meet this challenge, teachers will need to keep abreast of emerging technologies to enhance the teaching and learning processes within the public schools.

The technology plan for 2010-2015 must incorporate 21st century skills, specifically ICT literacy, information and communications technology literacy. As defined by the International ICT Literacy Panel in 2002, "ICT literacy is using digital technology, communications tools, and/or networks to access, manage, integrate, evaluate, and create information in order to function in a knowledge society." The conceptual framework for the plan must include the following:

> "1. Appropriately and adequately designed environment
> 2. Meaningful engagement
> 3. Purposeful application of tools for learning
> 4. Use of authentic technology tools to extend learning capabilities
> 5. Authentic and intelligent assessments"

The environment must include virtual ways to support learning activities. Using a variety of methods and technology will increase student engagement and allow for individual learning styles and the personal interests of students. Students will need to use the proper technology tools to problem solve, while being creative and innovative, and actually performing functions that would be impossible or difficult without the technology. In summary, the results must include the use of data for "real-time" assessments to inform instruction. There are four key educational components in all of the focus areas: accountability, support, professional development, and curriculum.

The division's technology plan for 2010-2015 includes state and local goals and objectives based on identified and projected needs within the school system.

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

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

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

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

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

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

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

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

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

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

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

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

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.

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

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

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.

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

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

The over-all goal of the division's plan is to create a flexible framework which will allow the division to implement changes that support 2lst century learning as new technologies become available over the next six years. The plan aligns with the state framework but also includes objectives and strategies specific to needs within the school division. The technology is a means for supporting learning and academic excellence, but it is not an end in itself. It is the mode of taking the teachers and students in the division to new and innovative methods of teaching and learning in order to prepare them to compete in a global community while becoming life-long learners.

PROCESS

Educational Technology Plan

2010-2015

CONNECTIONS TO VISION AND MISSION

The mission and vision for Tazewell County Public Schools express the desire of the division to provide a quality education for all children that will prepare them for postsecondary education and/or the workforce with the guiding principle that all students will be life-long learners. As the school system provides educational opportunities, technology is an essential tool to provide the best educational experience for the students. In developing the technology plan for 2010-2015, the stakeholders considered the skills essential for success in the 21st century and the methods of instruction needed for the students' success. As the school system progresses during the next six years, the vision, mission, goals, objectives, and strategies of the technology plan will be re-visited annually to ensure that students are receiving a quality education using the most current technological tools available for and appropriate to the task.

DEVELOPMENT OF THE PLAN

Tazewell County Public Schools' Educational Technology Plan is modeled after the *Educational Technology Plan for Virginia 2010-2015* and incorporates ideas from previous plans, the current status of technology use, and strategies for future accomplishments.

The creation of a comprehensive plan requires input from many individuals. All designated stakeholders were involved in the planning process through meetings and email correspondence. Library Media Specialists were asked to complete a needs assessment survey with input from all stakeholders in their schools. Building principals completed a formal needs assessment document which involved components of technology needs. Each principal met individually with the Supervisor of Technology/Audio Visual/Library Media Specialists to discuss anticipated needs and suggestions. Input was sought from other people with essential information: Central Office Instructional Supervisors, Technology Staff, Assistant Principals, and Internet Safety Committee members. A Steering Committee composed of teachers, librarians, principals, supervisors, parents, and community leaders met to share information, offer suggestions, and review documents. Based on the information collected, sections of the plan were developed and analyzed. A copy of the draft plan was placed on the school division's website where comments and suggestions were solicited.

The school division realizes that the technology planning process is ongoing. Once the process has begun, it continues in a cycle of inputs, plan formulation, program implementation, and formal evaluation. The results of ongoing evaluation become inputs for the cycle. As the planning cycle continues, additional stakeholders are involved in all phases of the process.

The current version of Tazewell County Public Schools' Educational Technology Plan for 2010-2015 is available on the division website:
http:// tazewell.k12.va.us/documents/techplan/techplan2010-2015

RESOURCES

Educational Technology Plan for Virginia: 2010-15 Executive Summary
http://www.doe.virginia.gov/support/technology/edtech_plan/executive_summary.pdf

Educational Technology Plan for Virginia: 2010-15
http://www.doe.virginia.gov/support/technology/edtech_plan/plan.pdf

Essential Elements of Information and Communication Technology (ICT) Literacy:
http://www.doe.virginia.gov/support/technology/edtech_plan/essential_elements_itc_literacy.pdf

FORMALLY DESIGNATED PLANNERS/STAKEHOLDERS

Dr. Brenda Lawson, Ed.D
Division Superintendent

Steering Committee

Christine Kinser, Co-Chair	Assistant Superintendent for Administration and Instruction
Clara Corell, Co-Chair	Supervisor of Educational Technology / Audio Visual / Library Media Specialists / Grandparent
Lynn Campbell, Co-Chair	Instructional Computing Specialist / Webmaster
Wendy Barringer	Principal, Richlands Elementary School / Parent
Cynthia Beavers	Teacher, Graham Middle School / Parent
Lee Brown	Teacher, Graham High School / Parent
Randy Conn	Board Member, Tazewell County Public Schools
Terry Mullins	Community Leader / Grandparent
Linda Neal	Library Media Specialist, Abbs' Valley-Boissevain Elementary School / Grandparent
Angie Patrick	Library Media Specialist, Tazewell Elementary School

School Board Members

Mike Dennis, Chair	Northwestern District
Randy Conn, Vice Chair	Southern District
Steve Davis	Western District
Cookie Johnson	Eastern District
David Woodard	Northern District

Central Office Instructional Supervisors

George Brown	Supervisor of Secondary / Career and Technical Education
Bonnie Cash	Supervisor of Elementary Education / Title I
Clara Corell	Supervisor of Educational Technology / Audio Visual / Library Media Specialists
Sarah Cromer	Supervisor of Gifted Education / Governor's School
Rebecca Dye	Grant Writer / Supervisor of Testing
Christine Kinser	Assistant Superintendent for Administration and Instruction
Toni Lawson	Supervisor of Middle School / Alternative/Adult Education
Viola Snow	Supervisor of Special Programs / Homebound

Technology Staff

Clara Corell	Supervisor of Educational Technology / Audio Visual / Library Media Specialists
David Abel	AV / Computer Technician
Robin Abel	Computer Technician / OS Manager
Danny Bostic	Technical Support
David Britton	Instructional Technology Resource Teacher
Cathy Britton	Instructional Technology Resource Teacher
Lynn Campbell	Instructional Computing Specialist/Webmaster
Melanie Cook	Technical Support
Drennon Laney	Server Administrator
Vickie Muncey	Instructional Technology Resource Teacher
Justin Nichols	Network Administrator
Jane Roberts	Instructional Computing Specialist / ITRT
Don Smith	AV / Computer Technician
Debbie Thomas	Technical Support

Principals

Todd Baker	Graham Intermediate School
Wendy Barringer	Richlands Elementary School
Glayde Brown	Richlands Middle School
Sarah Cromer	Raven Elementary School
Rod Gillespie	Springville Elementary School
Suzanne Grindstaff	Tazewell Elementary School
Deidra Hill	Graham Middle School
Keith Hovis	Tazewell High School
Susan Maupin	Dudley Primary School
Charity McDaniel	Cedar Bluff Elementary School
John O'Neal	Graham High School
Sarah Reid	North Tazewell Elementary School
Sharon Smith	Abbs' Valley-Boissevain Elementary School
Karen Webb	Richlands High School
Kristina Welch	Tazewell Middle School

Assistant Principals

Brenda Ayers	Richlands High School
Buffie Crabtree	Richlands Middle School
Irene Mullins	Tazewell Elementary School
Rodney Reid	Tazewell High School
Beth Morgan	Graham High School
Lee Salyers	Graham Middle School

Melinda Smith	Tazewell Middle School
Sandra Tatum	Richlands Elementary School
Blendia Ann Walls	Cedar Bluff Elementary School

Library Media Specialists

Laura Blevins	Graham High School
Pam Deel	Raven Elementary School
Tamitha Durham	Richlands Middle School
Barbara Gillespie	Tazewell High School
Susan Higginbotham	Dudley Primary School
Billie Johnson	Graham Intermediate School
Pam Lester	Richlands High School
Jillian McCoy	Graham Intermediate School
Shayna McGinnis	Springville Elementary School
Beth Mullins	North Tazewell Elementary School
Marcia Munsey	Graham Middle School
Linda Neal	Abbs' Valley-Boissevain Elementary School
Angie Patrick	Tazewell Elementary School
Marci Payne	Cedar Bluff Elementary School
Marsha Tarter	Tazewell Middle School
John Taylor	Richlands Elementary School
Debra Waugh	Graham High School

School Technology Facilitators

Brenda Ayers	Richlands High School
Laura Blevins	Graham High School
Steve Boyd	Tazewell County Career and Technical Center
Donna Brown	Raven Elementary School
Heather Cortelessi	Cedar Bluff Elementary School
Barbara Gillespie	Tazewell High School
Susan Higginbotham	Dudley Primary School
Billie Johnson	Graham Intermediate School
Diane Kinder	Richlands Elementary School
Jillian McCoy	Graham Intermediate School
Shayna McGinnis	Springville Elementary School
Beth Mullins	North Tazewell Elementary School
Linda Neal	Abbs' Valley-Boissevain Elementary School
Angie Patrick	Tazewell Elementary School
Marci Payne	Cedar Bluff Elementary School
Larry Pruitt	Richlands Middle School
Greg Rasnick	Graham Middle School
Cindy Tabor	North Tazewell Elementary School

Marsha Tarter   Tazewell Middle School
Debra Waugh   Graham High School

Internet Safety Committee

Marci Payne, Chair   Library Media Specialist, Cedar Bluff Elementary School
David Britton   Instructional Technology Resource Teacher
Cathy Britton   Instructional Technology Resource Teacher
Lynn Campbell   Instructional Computer Specialist / Webmaster
Clara Corell   Supervisor of Educational Technology / Audio Visual / Library
                         Media Specialists
Vickie Muncey   Instructional Technology Resource Teacher
Linda Neal   Library Media Specialist, Abbs' Valley-Boissevain Elementary
                         School
Angie Patrick   Library Media Specialist, Tazewell Elementary School
Jane Roberts   Instructional Computer Specialist, ITRT
Marsha Tarter   Library Media Specialist, Tazewell Middle School

School Webpage Designers

Steve Boyd   Tazewell County Career and Technical Center
Heather Cortelessi   Cedar Bluff Elementary School
Pam Deel   Raven Elementary School
Tamitha Durham   Richlands Middle School
Angela Gess   Graham Middle School
Susan Higginbotham   Dudley Primary School
Shayna McGinnis   Springville Elementary School
Terri Mosley   Richlands High School
Mary Mullins   Tazewell High School
Angie Patrick   Tazewell Elementary School
Marci Payne   Cedar Bluff Elementary School
Kim Rotenberry   Graham High School
Jodi Scarberry   Graham Intermediate School
Amy Spencer   Richlands Elementary School
Cindy Tabor   North Tazewell Elementary School
Marsha Tarter   Tazewell Middle School
Viola Wilborn   Abbs' Valley-Boissevain Elementary School
Joanne Young   Graham High School

MEETINGS OF PLANNING SUB-COMMITTEES
(Note: This list of meetings does not reflect work by individuals)

2010

January 5	Clara Corell and Lynn Campbell met to review DOE's Technology Plan.
January 8	Clara and Lynn met to review DOE's Technology Plan.
January 19	Clara and Lynn reviewed technology survey questions.
January 20	Final state technology plan was approved.
January 28	Clara and Lynn reviewed tech plan manual.
March - April	Clara and Lynn read and discussed the state's tech plan.
April 16	Clara and Lynn discussed content of tech plan.
April 20	Clara and Lynn discussed content needed for division tech plan.
April 26	Clara and Lynn discussed procedure needed for tech plan.
April 27	Clara and Lynn determined information that was needed, people who could contribute information, timeline, etc.
April 29	Clara and Lynn met with Christine Kinser, Assistant Superintendent for Instruction, to update her and plan further.
May 12	Clara, Christine, and Lynn met together
June 10	Clara and Lynn met with Technology Staff to inform them about the tech plan.
June 15	Clara met with Library Media Specialists to obtain needs assessment list from teachers at each school.
June 21	Clara and Lynn (with Technology Staff input) discussed current status, infrastructure improvements, stakeholders, partnerships, etc.
July 6	Clara met with Instructional Supervisors to discuss division/state technology plan and pointed out areas for Supervisors to review and determine appropriate strategies and evaluation strategies.
August 2	Clara met with Instructional Supervisors concerning possible emerging technologies to consider and equipment standards for building.

August 6   Clara met with Principals, Assistant Principals, and Instructional Supervisors.

August 9   Clara met with Library Media Specialists concerning tech plan needs assessment and equipment standards for schools.

August 23   Clara and Lynn met together.
                Clara and Lynn met with Internet Safety Committee.

August 27   Clara and Lynn met with Technology Staff.

August 30   Clara and Lynn met with ITRTs to review sections for which they could provide input.

August 30   Clara and Lynn met to work.

August 31   Clara, Lynn, and Christine met with Steering Committee.

September 2   Instructional Technology Resource Teachers met to work on Goal 4 strategies.

September 7   Clara and Lynn met with ITRTs concerning strategies for Goal 1 and Goal 2.

September 22   Clara, Lynn and Christine met to review strategies suggested by Instructional Supervisors and Technology Staff.

September 22   Clara and Lynn met to review, edit, and update information provided by Stakeholders.

September 24   Clara and Lynn met to review, edit, and update information provided by Stakeholders.

September 29   Clara, Lynn and Christine met to review strategies suggested by Instructional Supervisors and Technology Staff to determine status and what still needed to be done.

October 4   Clara, Lynn and Christine met together.

October 7   Clara, Lynn and Christine met together.
                Clara, Lynn and Christine met with the Steering Committee.

October 11   Clara made a presentation at the School Board Meeting.

October 12   Christine met with Principals.

October 14   Christine met with Assistant Principals.

October 14   Clara and Lynn met together.

October 18   Clara, Lynn, and Christine met together.
               Christine, Clara, and Lynn met with Instructional Supervisors.
               Clara and Lynn met with Marci Payne, chair of Internet Safety Committee
               concerning Internet Safety report for Educational Technology Plan.

October 21   Clara, Lynn, and Christine met together.

October 22   Draft of document was delivered to members of the Steering Committee for
               editing.

October 26   Christine and Lynn met with the Steering Committee for final evaluation of the
               Technology Plan.

November 1   Clara, Lynn, and Christine met together.

November 2   Final Educational Technology Plan was sent to School Board members for review
               before the School Board meeting.

November 8   Educational Technology Plan was approved during School Board meeting.

BENCHMARK DATES FOR COMPLETION

Beginning January 2010, the Technology Co-Chairs of the Technology Plan for the school division reviewed the draft of the VDOE's Technology Plan. We began making plans for the collection of information and completion of the plan for Tazewell County Schools. Once the VDOE plan was approved, we discussed the content of the plan and determined who would be invited to participate on the Steering Committee. At this point we also added the Assistant Superintendent for Instruction as a Co-Chair. A list of benchmark dates was developed to help us stay on track and complete the plan in a timely manner. The benchmark dates are listed below.

January – June – Make stakeholders aware of the Technology Plan update and inform them of their level of participation.

July – Discuss with Supervisors the need for them to review the plan and determine appropriate strategies and evaluation strategies.

August – As stakeholders return to work, meet with the various groups and ask for information relevant to the content needed for the 2010-2015 Technology Plan.

August 9 – Meet with Instructional Supervisory Staff and distribute information.

August 24 – Discuss goals, objectives, strategies and evaluations to be completed by Supervisory Staff.

September 10 – Give written draft of Goals, Objectives, Strategies and Evaluation Strategies to Steering Committee.

September 17 – Return draft to Supervisory Staff with suggestions and/or corrections.

September 24 – Give final copy of Goals, Objectives, Strategies and Evaluation Strategies to Steering Committee.

October 21 – Complete other sections.

October 22 – Post draft of plan on website for comments. Return final copy of other sections to Steering Committee.

November 8 – Present final plan to School Board for approval.

November 9 – Send Ed Tech Plan 2010-2015 to VDOE .

EVALUATION PROCESS AND UPDATE CYCLE

The Technology plan will be annually reviewed, evaluated, and revised, if necessary. Technology to support 21st century learning and academic excellence is rapidly changing and will need to be updated as changes occur. Teachers and students in Tazewell County must be able to adapt to the new technological changes to prepare them to become life-long learners and workers in a global community.

Annually:

- Conduct a Needs Assessment involving all Stakeholders.

- Review Goals, Objectives, Strategies, and Evaluation Strategies, noting progress made on each Evaluation Strategy.

- Review Timetable and update Technology Budget for the year.

- Review the Acceptable Use Policies and Addenda and make appropriate changes in policy.

- Review the Internet Safety curriculum and summarize activities and work of the Internet Safety committee.

- Create an addendum of progress and updates to the plan.

- Meet face-to-face or electronically with Stakeholders to discuss progress and review updates of the plan.

- Report to School Board.

- Report to DOE as requested.

Triennially:

- Update the Timetable and Budget for goals, objectives, strategies, and evaluation strategies.

CURRENT STATUS

Educational Technology Plan

2010-2015

CURRENT STATUS

The current status of technology in Tazewell County Public Schools can be described as follows:

- Internet access to the division is 45 Mb provided by OptiNet Tier 2 service.

- Internet to schools is at least 5 Mb provided by OptiNet LAN service.

- The school division serves as its own Internet Service Provider.

- The school division hosts web pages for each individual school as well as the web page for the school division. It hosts more than 475 instructional web pages.

- Approximately 98% of the staff is trained in Internet use.

- Staff is provided with division e-mail accounts after being trained in Internet and e-mail use.

- Internet access is filtered with a quality content filter.

- All elementary and middle school libraries have at least six computers connected to the Internet, with at least twenty-four units in high school libraries.

- Libraries make use of online reference material.

- Libraries are automated for check-in, check-out, and inventory.

- Approximately 3,975 laptop and desktop computers are available in the division for student use.

- Each school has at least one desktop lab and at least one laptop lab.

- Replacement of classroom computers, labs, and administrative computers follows a four-year schedule.

- All buildings are wired with Category-five cable with a minimum of three connections in most instructional locations.

- A total of 100 Local Area Networks (including Virtual Local Area Networks) serves the division's sixteen schools and administrative locations.

- The network is built around Multi-Layer Switching. Each site has a Master Switch and, in most cases, a number of Layer 2 Switches. A total of 19 Master Switches and 137 Layer 2 Switches are used.

- All networks are running Novell Netware OES 2 and Linux OES 2.

- All building level LAN's are connected in a Wide Area Network.

- Cisco ASA 5520 Firewall Primary and Failover are active with IPS Modules.

- A Cisco MARS box is used for intrusion detection.

- Barracuda Spam Filters 600/400 is used to detect incoming and outgoing spam and to protect the email server from spam, viruses, spoofing, phishing, and spyware attacks.

- A Barracuda Message Archiver 650 is used for email archiving to effectively index and preserve all emails, achieve legal and regulatory compliance needs.

- A Barracuda Load Balancer is used for heavy bandwidth applications and to achieve high availability and security objectives.

- A Barracuda Backup Server 490 is used for Data Backup for Critical Systems, providing a full local data backup that is combined with a storage subscription to replicate data offsite.

- A Barracuda SSL VPN is used for secure clientless remote access to internal networks.

- Critical data and records are backed up electronically.

- The implementation of VOIP has begun with installation in the Career and Technical Center, Richlands High School, School Board Office, Maintenance, Transportation, and the Peery Training Center. Other schools will be equipped in the future.

- All high schools and middle schools have IP based security/surveillance systems with recording and replaying capability. Security door locks with badge entry are installed on the main doors of all elementary, middle, and high schools.

- The Public Address Systems at all but one school have been updated with Call Back capability. Tazewell County Career and Technical Center is scheduled to be updated during the summer of 2011.

- Power has been upgraded at Internet Central to support 'green.'

- Building-wide wireless Internet access is available in three schools. Seven additional schools have wireless Internet access in certain areas of the buildings.

- Servers in the county are being consolidated in regional locations.

- Local police departments have applied for grants to provide funds to install outdoor surveillance equipment.

- Student Management Information data is maintained in Power School in electronic format for attendance, discipline, grade management, and academic achievement with parental access to monitor students' progress.

- Benchmark testing and data disaggregation are used by teachers and administrators to monitor student progress and assist in making data-driven decisions about the instructional program.

- The school division has developed a cadre of technology trainers to meet the training needs of the division.

- Technology training is required of teachers prior to technology being assigned to their classroom.

- Instructional Technology Resource Teachers (ITRTs) and Technology Support personnel contribute to the integration and use of technology by classroom teachers.

- Each high school has a computer laboratory available to support science instruction using PASCO Probeware.

- Three classroom sets of GPS systems are available for use in schools.

- Every school has the following equipment available:
  - Student Response Systems
  - Flip Cameras
  - Document Cameras
  - SmartBoard Stations (SmartBoard, laptop, and projector)
  - DVD Players
  - Digital Recorders
  - MP3 Players
  - DVD Players/Recorders
  - Digital Cameras
  - Library computers networked to laser printer
  - Wireless slates

- TI-84 graphing calculators have been assigned for student use in the high schools and middle schools to support math and science instruction. Elementary students have access to calculators as needed.

- Each secondary school has at least one H.323 and MPEG4 video conferencing installation with Tandbergs and Polycoms that can be used for video conferencing, virtual field trips, meetings, and synchronous distance learning classes for students and teachers.

- Tazewell County Career and Technical Center has been equipped with SmartBoard Stations (SmartBoard, laptop, and projector), document cameras, course specific software, and wiring trainers for automotive parts.

- High schools and one middle school have Dual Video Deck video editing systems.

- Elementary schools have sets of digital camcorders and cameras for students to use. They also have trigger camcorders.

- The Stephen Peery Training Center houses technology offices and a conference center containing a mobile computer lab, SmartBoard, laptop and projector with projection station, High Density TV, mobile distance learning equipment, and a conference phone. An H.323 and MPEG4 video conferencing system is scheduled to be provided by Radford University.

- The curriculum in the business departments of all high schools has been revised and upgraded to focus on information technology. Equipment in each department has been upgraded to support the revised curriculum.

- IC3 certification is offered at the Tazewell County Career and Technical Center. Some TCCTC classes prepare students for state board exams or state certifications.

- Tazewell County students participate in the Internet-based A. Linwood Holton Virtual Governor's School. Online courses are also available from Virtual Virginia, Elite Learning, a local college, and the local community college.

- Tazewell County was the first county in Virginia to offer the National Teacher Training Institute (NTTI). Tazewell County Public School teachers continue to participate in Teacher Training Institutes (TTI) through Blue Ridge Public Television in order to update their technology skills and experiment with emerging technology.

- Education City is available for use by elementary students.

- Study Island is available for all elementary students and students at one middle school to use at school and at home to review for SOL tests.

- PALS (Phonological Awareness Literacy Screening), the state-provided on-line screening tool for Virginia's Early Intervention Reading Initiative (EIRI) is used to reduce the number of children with reading problems by detecting those problems early and providing research-based, small-group intervention. By screening K-3 students with PALS, participating school divisions identify struggling readers and receive incentive funds for intervention.

- Elementary schools, middle schools, and one high school utilize Accelerated Reader on their local area networks to encourage student reading.

- Pearson's Waterford is used in all elementary schools to support the reading program. Pearson's Successmaker is used in eight elementary schools and three middle schools to support the reading program. Pearson's Novanet is available for small populations at the high school level.

- Algebra Readiness Diagnostic Test (ARDT) grant funds are available to prepare middle school students to take Algebra.

- Vision software has been installed in all high school and middle school labs to allow monitoring of student computer use.

- Teachers have had the opportunity to complete a mini-grant application to receive an Apple Creation Station including a MacBook and an iTouch for their classroom. The stations are to be used by students to create podcasts.

- Teams of three teachers in all schools have had the opportunity to complete a mini-grant application to receive carts of 20 MacBooks and 20 iTouches for their classrooms and school. The stations are to be used by students to create podcasts. Four school buildings currently have carts of Apple equipment.

- An Apple server is used for Blogs, Wikis, and Podcast storage.

- The school division participates fully in the Standards of Learning (SOL) Online testing program. Since 2003, TCPS has given all available SOL online tests to all eligible students.

- The school division has adopted hardware and equipment standards and primarily functions as a Windows based PC division, although a limited number of Apple Macbook / iTouch sets have recently been purchased.

- Most supervisory staff, technology staff, and special education coordinators have been provided with Blackberrys or cell phones.

- Laser Fiche and other software is used to archive school records, Special Education Medicaid documents, and Human Resource files.

- PD360, an online learning site, provides topics for group or individual for professional development.

- Professional development is provided whenever there is enough interest to hold a class or when a principal requests a class for his/her school.

- Training by Smart Technologies and Apple Computing has been offered for teachers.

- The Lunch program uses online software application.

- Destiny, a web-based application, is used for Library Automation.

- As computers are replaced, the older computers are refurbished and offered to students for home use.

- Teachers use the online grade book in the Power Teacher Student Information System. Parents have online access to their students' grades and attendance records through Parent Portal.

PARTNERSHIPS

Southwest Virginia Community College

Southwest Virginia Community College has a long-standing relationship with Tazewell County Public Schools in the delivery of technology oriented training for the staff of our schools. SVCC and the school division have cooperatively developed training in the areas of classroom technology utilization and practical applications in the classroom. Existing programs will be continued and new programs developed. Dual enrollment and dual credit classes are available to high school students.

University of Virginia/ University of Virginia's College at Wise

The school division has an on-going relationship with the University of Virginia, and, through UVA-Wise, offers tuition-paid graduate credit courses for educators in technology use and integration.

Bluefield College

The school division has developed a partnership with Bluefield College for the 2010-2011 school year. Bluefield College is a four year private college located in Tazewell County. During this school year, students will be able to participate in the Challenge program at the college which will allow the high school students to take dual credit classes at the college at a lower tuition rate than is currently paid by students attending the college. The school division also partners with the Teacher Education Program at Bluefield College in a variety of ways.

Emory & Henry College

The school division participates with Emory and Henry College in improving math instruction in elementary and middle schools.

Blue Ridge Public Television

The school division is served by Blue Ridge Public Television. In recent years, Blue Ridge Public Television has provided staff development opportunities, access to United Streaming Video and NovaNET Online Curriculum, and a regional forum for collaboration among those concerned with educational technology in southwest Virginia. The most recent benefit made available to regional schools by Blue Ridge Public Television is its participation with PBS Teacher Line which will allow the school division's teachers to take online professional development workshops for recertification and for optional graduate credit. The school division participates on the Regional Schools Contracting and Planning Committee (RSCPC) of Blue Ridge Public Television.

Elgin Foundation

The Elgin Reading Foundation is undertaking an Elementary Reading Improvement program to provide every elementary school with resources to be used for the following purposes: (1) to increase the number of students that enter kindergarten at an improved level of readiness, (2) to increase the number of students who read at or above the 50th percentile measured against Northwest Evaluation Association national norms "grade level" at the end of each grade, and (3) to ensure that 90% of third grade students, by spring of 2017, read at or above "grade level."

Southwest Virginia Public Education Consortium

The school division is a member of Southwest Virginia Public Education Consortium, which has acted as an agent for member divisions in organizing and providing specialized technical training. Tazewell County Public Schools will continue to work with the consortium to develop and secure such training.

A. Linwood Holton Virtual Governor's School

The school division participates in the A. Linwood Holton Virtual Governor's School. High school students are able to engage in coursework with their peers in other divisions across an Internet connection.

Blue Ridge West Consortium

The school division has participated in activities, projects, and training opportunities made possible by the EdTech Competitive Grant awarded to the Blue Ridge West Consortium.

Virginia Department of Education

The Virginia Department of Education provides many professional development opportunities for Tazewell County Educators, including regional Technology Splash Conference, the annual Educational Technology Leadership Conference, and numerous technology integration workshops and classes, such as the Marco-Polo Train-the-Trainer program, the digital camera workshop, and numerous Standards of Learning training opportunities. The Virginia Community of Learning, an excellent web resource for technology integration, is available to Tazewell teachers.

Training and Technical Assistance Center (T/TAC)

The Training and Technical Assistance Center (T/TAC) at Virginia Tech provides training for teachers and recommendations of adaptive technologies for students with unique needs.

Virginia Society for Technology in Education (VSTE)

VSTE sponsors an annual educational technology conference each fall, offering cutting edge technology sessions and workshops. Teachers, library media specialists, and technology staff members look forward to this event each year to learn the latest in technology innovation and integration.

Southwest Virginia Education and Training Network

As a member of SVETN, each division secondary school has at least one H.323 and MPEG4 video conferencing installation that can be used for staff development, meetings, virtual field trips, and to deliver instruction to students. Students may also elect to take an online class through SVETN's Elite Learning program.

Tazewell County Economic Development

Those responsible for economic development in Tazewell County have come to realize that the public schools are a great asset in their efforts to attract new businesses and retain existing businesses. The school division has prepared and presented descriptive materials highlighting the wide range of educational opportunities provided by the public school system. Participation in events organized by the Economic Development Office allows decision makers direct access to the business community in Tazewell County.

Clinch Valley Community Action

Clinch Valley Community Action provides a variety of outreach services to an economically disadvantaged segment of the Tazewell County population. Many of their clients are the same ones served by the school division's Title I Program and Free and Reduced Lunch Program. Clinch Valley Community Action and Tazewell County Public Schools work together to provide Pre-K and/or Headstart classes for eligible children. The greatest instance of collaboration is in the area of adult education. CVCA and TCPS jointly operate programs serving the adult community. In most instances, these programs have a technological focus with the content needed by the adult learner being delivered by technological means. CVCA has achieved designation as a Virginia Workforce Development Center.

Local Business and Industry

The school division is responsive to the needs of local businesses. The facilities and staff of the division are available to provide custom tailored training programs to meet the community's needs. Representatives of business sit on the advisory councils of the division and influence the direction of curriculum development in Tazewell County.

Law Enforcement

The school division has partnered with local police departments, Sheriff's Department, and the Tazewell County Commonwealth Attorney on projects to provide security cameras, crisis management, Resource officers, and Internet Safety awareness to schools. High schools partner with the Tazewell County Commonwealth Attorney's office to coordinate Safe and Drug Free Schools through the CADRE program.

Town of Tazewell

The Supervisor of Technology has served on the committee for the Last Mile Grant that affects technology and Internet access to schools, colleges, libraries, hospitals, businesses, and local government offices in the area.

Computer Inventory				
(as of September 14, 2010)				
Grade Level	**Schools**	**Desktops**	**Laptops**	**Total**
Elementary	AVES	124	12	136
	DPS	90	67	157
	GIS	108	41	149
	RAVES	121	56	177
	RES	171	38	209
	SES	64	75	139
	NTES	114	70	184
	TES	175	104	279
	CBES	138	126	264
Subtotal		1105	589	1694
Middle	TMS	184	85	269
	GMS	190	85	275
	RMS	303	153	456
Subtotal		677	323	1000
High	THS	305	67	372
	RHS	307	88	395
	GHS	227	40	267
	TCCTC	127	117	244
Subtotal		966	312	1278
Total Computers		2748	1224	3972

NETWORK INFRASTRUCTURE

(as of June 29, 2010)

Tazewell County Public Schools' network is built around Multi-Layer switching. Each site has a master switch that acts as both a switch and a router.

SCHOOLS	NUMBER OF MULTI-LAYER SWITCHES	NUMBER OF LAYER 2 SWITCHES
Tazewell High School	1	17
Tazewell County Career and Technical Center	1	15
Tazewell Middle School	1	10
Tazewell Elementary School	1	9
North Tazewell Elementary School	1	6
Richlands High School	1	15
Richlands Middle School	1	9
Richlands Elementary School	1	6
Raven Elementary School	1	7
Cedar Bluff Elementary School	1	6
Graham High School	1	11
Graham Middle School	1	5
Graham Intermediate School	1	2
Dudley Primary School	1	5
Springville Elementary School	1	2
Abbs Valley Elementary School	1	3
School Board Office	1	3
NOC	1	3
Peery Training Center	1	0
Total	**19**	**134 (Managed)**

NEEDS ASSESSMENT PROCESS

Needs assessments are conducted both through formal and informal means. Most of the data collected comes from the formal, written assessments but the existence of less formal channels allows for requests which mature at short notice or requests for unusual items to be dealt with properly.

As part of our Needs Assessment Process, the committees have developed charts to document the process and the findings. These charts are located on the following pages.

Formal Assessments

Those personnel with formal responsibility for technology are periodically asked to express their needs as part of the technology planning process. Requests include hardware items, software, equipment, training, and support. Individuals who have been designated as the point of contact between technology staff and building level personnel are responsible for soliciting input from their constituents. Results from these assessments are compiled, tabulated, and prioritized for inclusion in the technology plan.

Building principals are formally asked annually to complete a written document expressing the needs for their building. Areas of this assessment document specifically address technology items. Results from this process are primarily used in the budget building process. This document also includes an evaluation of technology services. This evaluation is used to improve areas of support and technical services.

On the following pages you will find tables showing the "Technology Assessment-Appointments with Principals" and the "Evaluation of Technology Services 2009-2010."

Informal Assessments

Due to the size of the school division, all technology personnel can and do meet together in a central location. Frequently at these times, personnel who have encountered a new piece of technology or have been to a conference where something new has been demonstrated will describe their experiences and suggest that the new item, approach, or program is something Tazewell County might consider. Discussion in this forum informs the participants and allows for rapid development of a consensus as to the level of need. This also gives personnel the opportunity to express positive comments they have heard about technology use and access from temporary educators, such as student teachers. These temporary educators have expressed their appreciation for being able to use updated equipment in their practice teaching.

Staffing

The Standards of Quality adopted by Virginia mandate and partially fund the ITRT and technical support positions. Tazewell County provides one ITRT and one technology support position for every 1,000 students. The current enrollment is approximately 6,600 students. Therefore, six ITRTs and six technical support positions are provided for support. Three additional staff members are employed, one instructional and two technical.

The Instructional Technology Resource Teachers (ITRT) are valuable resources. As trained teachers, ITRTs provide on-going and just-in-time support for administrators and educators. ITRTs design lessons to be taught, integrate technology, model strategies, train personnel to use hardware and software, assist with student projects, maintain a website, discuss technology, assist with curricular resources, research technologies, help with software problems, collaborate with teachers, and conduct professional development.

The employment of Technology Support technicians to properly maintain technology systems increases the usage of the available equipment and resources. Maintenance technicians, computer technicians, and network administrators provide technical support for the district infrastructure.

Technical support with regard to technology installation and maintenance is constant and on-going. Onsite support is provided to each school at least two days a week. Repair pickup and delivery occurs once a week for each school. K12 Tracker is utilized to route installation and maintenance needs to the proper authority. All requests and needs are handled as quickly and efficiently as possible.

Training

Training is necessary to support administrators, teachers, and students during this rapidly changing technological period, now and in the future. Regardless of the changes in technology there will always be a need to learn how to integrate technology, model new strategies, collaborate with teachers, use hardware and software, design web sites, etc. The chart "Professional Development Training Needs" lists suggested training needs and is located on the following pages.

Infrastructure

Tazewell County continues to strive to implement fiber or 100 Mbps to 1 Gbps Ethernet to every school. However, lack of funding and availability of providers to service geographically challenged rural areas still limit the access that can be provided.

By establishing requirements for programs such as online testing and distance learning, Tazewell County continues to increase its levels of access and improve the overall infrastructure.

Three of Tazewell County's nine elementary schools have school-wide wireless. The remaining schools only have limited wireless access through the use of Computers on Wheels (COWs). The number of COWs available in each school varies from one to three per building.

TECHNOLOGY ASSESSMENT- APPOINTMENTS WITH PRINCIPALS

February 9, 2010	1:00	RMS	Glayde Brown
	2:00	RES	Wendy Barringer
February 10, 2010	2:00	TES	Suzanne Grindstaff
February 11, 2010	10:30	THS	Keith Hovis
	1:00	NTES	Sarah Reid
February 12, 2010	9:00	GIS	Todd Baker
	11:00	Dudley	Susan Maupin
	1:00	SES	Rod Gillespie
February 18, 2010	9:30	Raven	Sarah Cromer
	10:45	CBES	Charity McDaniel
	1:00	RHS	Karen Webb
February 25, 2010	11:00	TMS	Kristina Welch
	1:00	TCCTC	Chris Stacy
March 2, 2010	9:00	GHS	John O'Neal
	10:30	GMS	Deidra Hill
March 18, 2010	1:45	AVBES	Sharon Smith

EVALUATION OF TECHNOLOGY SERVICES 2009-2010

On a scale of 1 to 5 with 1 being lowest and 5 being highest, please indicate your level of satisfaction with the technology service area listed below (space is provided for comments).
If the question is not applicable, use NA for the rating.

School: TCPS Average of all schools Date: March 19, 2010	Rating: (1 to 5)
1. AV equipment repair	4.3
Comments:	
2. Network wiring installation, drops	3.4
Comments:	
3. Technology Support – 1 day per week	4.1
Comments:	
4. Computer repair	4.3
Comments:	
5. Webpage support	4.6
Comments:	
6. Technology training	4.5
Comments:	
7. Library automation support	4.3
Comments:	
8. Instructional support by Instructional Technology Resource Teacher	4.3
Comments:	
9. Internet access	3.8
Comments:	
10. Management and setup of email and Internet accounts	4.6
Comments:	
11. Management of blocking and unblocking Internet sites	4.1
Comments:	

12. Software support	4.3
Comments:	
13. Building level technology services support	4.3
Comments:	
14. New equipment placed in building	4.2
Comments:	
15. Computer labs	4.2
Comments:	
16. Mobile Computer labs	4.1
Comments:	
17. Smart Board Support	4.2
Comments:	
18. Support of Vision software	4.3
Comments:	
19. Support of Distance Education Classroom, if applicable	3.4
Comments:	
20. Support of Power School	4.6
Comments:	
21. Support of Power Teacher	4.5
Comments:	
22. Satisfaction of email access	4.4
Comments:	
23. Support of Administrative Computers	4.9
Comments:	

Give a copy of the completed form to Clara Corell during your Technology Assessment Meeting in February 2010.

CONCLUSIONS OF NEEDS ASSESSMENT

The equipment and support needs of the school division were assessed by the completion of surveys and/or individual meetings with school principals, library media specialists, and other key people in the school division. Increasing the bandwidth and providing wireless access to all buildings were two of the key needs assessed about the infrastructure of the school district. If additional bandwidth and wireless access can be implemented, we would also be able to provide other emerging technologies such as handheld devices, including cell phones. Wireless would also allow the use of laptops for teachers and the 1 to 1 initiative for students. Traditional equipment that is needed for each classroom includes mounted Smart Boards with a projector and laptop. Teachers are also asking for a document camera to be added to their equipment being placed in the classrooms. A list is included of the recommended Technology Standards for traditional equipment, emerging equipment and emerging applications. A balance of traditional and emerging technologies will support the needs of the classroom teachers and students.

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 ITRT's and Technology Support positions for instructional and technical support is imperative to the technological future of the school division. Currently each of these positions provides one day a week support. The larger schools feel they should have more support than the smaller schools. 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.

The school division must provide the equipment, bandwidth, access, and support needed by teachers and students while also protecting them from the unknowns of the Internet. These requirements will continue to change each year. The school division will have to constantly re-assess and prioritize what is needed most by teachers and students, so they can become learners and users of 21st century equipment and applications.

The future will dictate the need to always be cognizant of the educational and technological needs of students and teachers. As we strive to assist students to meet the SOL goals that are in place, we must provide dependable, cutting edge infrastructure, bandwidth, hardware and software that are above and beyond what is required. Our student must be able to meet all SOL standards so that schools make Adequate Yearly progress, (AYP), according to the requirements of the Virginia Department of Education.

TECHNOLOGY STANDARDS 2010-2015

TRADITIONAL EQUIPMENT	STANDARD - HOW MANY PER SCHOOL, CLASSROOM…
Calculators - Elementary	1 set per classroom
Calculators - Middle and High School	1 set per math and science classroom
Camcorder with Tripod and Case	2 per building
CD/Cassette Player w/recording	1 per classroom
Cold Laminator - 12"	2 per building
Copy Machine	1 per library
Desktop Computer	1 per classroom
Desktop computer Labs	1 per grade level/department
Digital Camera - SLR	2 per building
Digital Camera with Display Screen	1 per classroom, 1 class set per building
Dual Video Deck	1 per building
DVD Player	1 per classroom
Fax Machine	As needed
Headphones	1 per child
Laptop Computer	5 per classroom
Laptop Computer Labs	1 per grade level/department
Laptop Computers	1 per teacher
LCD Projector	1 per classroom
Network Printer - Black and White	2 - 5 per building
Overhead with Cart and Power Strip	1 per 4 classrooms
Portable PA System	1 per building
Portable Screen / Wall Mounted Screen	As needed
Printer - Color	1 per classroom
Roll laminator(poster board size)	1 per building
Scanners	1 per building
Smart Boards	1 per classroom
TV (Flat Screen)	1 per classroom
Video Editing System	1 per building

EMERGING EQUIPMENT	STANDARD - HOW MANY PER SCHOOL, CLASSROOM...
Assistive Technology	As needed
Digital Voice Recorders - USB	1 per classroom
Document camera/Elmo	1 per classroom
E-book readers	5 per building
Flip Camera	1 per classroom
GPS	3 sets per county
Graphics tablets	1 per classroom
Hand Held Devices	1 per student and teacher
iPad	Class set per building
iPod Docking Station w/speakers	1 per classroom
iTouch iPods	1 per student and teacher
Netbook	1 to 1 computing
Portable distance learning/video conferencing equipment	1 per building
Response System	1 per grade level/department
Smart Table	1 per PK-2 Classroom
Voice Over IP Phones	1 per classroom
Writer Lab	2 per building

EMERGING APPLICATIONS

Assistive technology applications
Blogs and Wikis
Cell phone applications
Digital photography
Geometer Sketchpad
GIS
Google docs
Google Earth
Google Sketchup
iTunesU
Lego applications
More Apple applications
Online courses developed locally using Moodle
Online textbooks
Podcasting
Power School - Parent Portal
Remote webpage hosting for teachers, schools, and division that coordinates with Power School
Second Life
Share the Skies Telescope
Sky Drive
Skype
SMART tables
Social Networking
Teacher server space (home directories)
Teacher Tube
Technology curriculum/evaluation such as Simple Assessment
Tutorial software
Virtual Field Trips
Webcam's - Online
Webinar application such as WebEx

TECHNOLOGY NEEDS 2010-2015

INFRASTRUCTURE NEEDS
Faster Internet Access
Internal/External Video Surveillance Cameras
Internet Drops
Internet Central - Dedicated electrical supply and Backup Generator
Need room at THS for Online Classes
Projectors mounted in ceiling
Wireless Buildings
Increased Bandwidth

ADDITIONAL SUPPORT
Blocking issues:
Teachers access to more sites than students
Unblock sites faster as needed
Tech Support personnel need additional time at larger schools
Webpage hosting options

PROFESSIONAL DEVELOPMENT TRAINING NEEDS

Type of Training	Provider	Participants	Grade Level
Als Pals	Als Pals	Teachers	PK-2
AR	Renaissance/TCPS	Teachers/Library Media Specialist	K-12
ARDT	VDOE	Math Teachers	6-9
CTE Credentialing	VDOE/Vendors	Supervisors, Principals, CT Staff	9-12
Direct Instruction	Elgin/McGraw Hill	Supervisors, Principals, Teachers	K-3
eBook Readers	Vendor/TCPS	Teachers, Students	K-12
Education City	Education City	Principals, Teachers	K-8
Elmo Document Cameras	Camcor/TCPS	Teachers	K-12
Integration of Technology	UVA and TCPS	Principals, Teachers	K-12
Life Skills Training	National Health Promotion Assoc. Inc	Administrators, Teachers, Counselors	3-5
LRP	VDOE	Supervisor, Principals, Special Education Teachers	K-12
MacBook, iPad and iPod	Apple and TCPS	Teachers, Technology Staff, ITRT's	PK-12
Microsoft Office	SVCC, UVA, TCPS	Supervisor, Principals, Teachers,	K-12
Moby Math		Special Education Teachers	K-12
NWEA/MAPS	Elgin Foundation/TCPS	School Board, Supervisors, Principals, Teachers, Technology Support, ITRT's	K-5
PALS	UVA PALS	Principals, Teachers	PK-3
PD360	PD360 and TCPS	Supervisors, Principals, Teachers,	K-12

		Technical Staff	
Power School – Power Teacher – Parent Portal	Pearson and TCPS	Supervisors, Principals, Teachers	K-12
Response Systems	eInstruction/Camcor/TCPS	Teachers	K-12
SDE	SDE	Supervisors, Principals, Teachers	K-12
Smart Board	Smart Technologies and TCPS	Supervisors, Principals, Teachers, Technology Staff	PK-12
SOL Testing	Pearson/VDOE	Supervisors, Principals, Teachers	K-12
STAR Math	Renaissance/TCPS	Teachers	6-9
Study Island	TCPS	Teachers	3-8
Success Maker	Pearson	Principals, Teachers	3-8
Teacher Mentoring	TCPS	Teachers	K-12
VA Wizard	SVCC-VDOE	Guidance, Teachers, Students	6-12
Waterford	Pearson	Principals, Teachers	K-2
Wilson	Wilson	Principals, Teachers	2-12

ACTIONS

Educational Technology Plan
2010-2015

GOALS, OBJECTIVES, STRATEGIES, AND EVALUATION STRATEGIES

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

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

Strategy 1.1.1: Expand course offerings for students through Virtual Virginia and Governor's School.

Evaluation Strategy: Analyze the frequency counts of courses and the different types of courses offered through Virtual Virginia and Governor's School as evidenced in state reporting.

Strategy 1.1.2: Expand course offerings for students through dual enrollment and dual credit through higher education partnerships.

Evaluation Strategy: Document the number and types of higher education partnerships.

Evaluation Strategy: Describe the types, quantity, and perceived quality of instructional and technical assistance provided by higher education partnerships.

Evaluation Strategy: Describe the extent to which these partnerships are accessible in regard to delivering appropriate and challenging curricula.

Strategy 1.1.3: Provide division wide access to Web-based content, tools, and collaborative spaces.

Evaluation Strategy: Document frequency of access to Web-based content, tools, and collaborative spaces.

Strategy 1.1.4: Leverage higher education partnerships to assist schools in instructional design and media production.

Evaluation Strategy: Document how the number and types of higher education partnerships differ from previous years.

Evaluation Strategy: Describe the types, quantity, and perceived quality of instructional and technical assistance provided by higher education partnerships.

Evaluation Strategy: Describe the extent to which these partnerships are accessible and useful with regard to delivering appropriate and challenging curricula.

Evaluation Strategy: Document the professional development program attendance and perceived quality.

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

Strategy 1.2.1: Provide resources and support for one instructional technology resource teacher (ITRT) per 1,000 students to assist teachers in integrating technology into teaching and learning.

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

Evaluation Strategy: Describe the ratio of ITRTs to students in Tazewell County Schools.

Evaluation Strategy: Describe the extent to which the actual count matches the one ITRT per 1,000 student guideline.

Strategy 1.2.2: Provide resources and support for one technical support position per 1,000 students to ensure that technology and infrastructure is operational, secure, and properly maintained.

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

Evaluation Strategy: Describe the ratio of technical support personnel to students in Tazewell County Schools.

Evaluation Strategy: Describe the extent to which the actual count matches the one technical support position per 1,000 student guideline.

Strategy 1.2.3: Facilitate the implementation of fiber and 100 Mbps to 1 Gbps Ethernet to every school.

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

Evaluation Strategy: Describe the extent to which fiber and 100 Mbps to 1 Gbps Ethernet have been implemented in every school.

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

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

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

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

> **Strategy 1.3.1:** Identify, develop, disseminate, and maintain resources to support the effective use of technology in all curricula by teachers at all levels of integration expertise.

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

> **Strategy 1.3.2:** Leverage public / private / nonprofit partnerships to provide professional development focused on technology integration strategies and the development of teachers' and administrators' 21st century skills.

> > **Evaluation Strategy:** Document how the number and types of partnerships differ from previous years.

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

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

> > **Evaluation Strategy:** Document the professional development program attendance.

> **Strategy 1.3.3:** Participate in state and division pilot projects to help educators better understand the impact of new and emerging technologies on the learning environment and develop strategies to integrate them effectively into schools.

> > **Evaluation Strategy:** Document the division's efforts to support pilot projects.

Evaluation Strategy: Describe the number, types, locations, and scope/extent (breadth and depth) of the pilot projects.

Evaluation Strategy: Document the new and emerging technologies and strategies for technology integration in schools.

Strategy 1.3.4 Facilitate the development of individual Professional Development Plans based on the identified instructional needs of each school.

Evaluation Strategy: Document the efforts to develop a Professional Development Plan for each school.

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

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

Strategy 2.1.1: Facilitate the development or use and delivery of innovative professional development that promotes collaboration..

Evaluation Strategy: Describe the development of professional development opportunities.

Evaluation Strategy: Document the professional development program participation.

Evaluation Strategy: Document the types, extent, and accessibility of the professional development offered.

Strategy 2.1.2: Facilitate the development and delivery of professional development opportunities that focus on effective technology use in specific core curricular areas.

Evaluation Strategy: Describe how the division facilitates professional development opportunities.

Evaluation Strategy: Describe the development of professional development opportunities for English, math, science, and social studies.

Evaluation Strategy: Document the types, scope, and accessibility of the professional development offered.

Strategy 2.1.3: Develop a mentoring program for new teachers to encourage high quality teaching and leadership.

Evaluation Strategy: Describe ways that the mentoring program for new teachers fosters norms of collegiality, collaboration, and reflective practice.

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

Strategy 2.2.1: Provide reasonable access to Internet-connected devices that offer students the flexibility to learn anytime, anywhere.

Evaluation Strategy: Describe the division's role in providing access to Internet-connected devices.

Evaluation Strategy: Tabulate the number of Internet-connected devices per student by division and school.

Evaluation Strategy: Describe access policies.

Evaluation Strategy: Describe student use records.

Strategy 2.2.2: Identify and disseminate information and resources to assist schools in evaluating the interactive and universal design features of hardware, software, and Internet sites.

Evaluation Strategy: Describe ways the division identifies and disseminates hardware, software, and Internet evaluation information.

Strategy 2.2.3: Identify and disseminate information and resources to assist schools in developing and maintaining personal learning plans for all students.

Evaluation Strategy: Describe ways the division assists schools in developing personal learning plans for students.

Evaluation Strategy: Describe methods of information dissemination.

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

Strategy 2.3.1: Identify and disseminate best practices and resources to promote the integration of Internet safety and security throughout the curricula.

>**Evaluation Strategy:** Describe methods of identifying best practices and the methods of information dissemination.

Strategy 2.3.2: Monitor the implementation of Internet safety policies and programs and provide technical assistance and support to ensure that schools have effective programs and policies.

>**Evaluation Strategy:** Describe monitoring methods.

>**Evaluation Strategy:** Document the types and availability of technical assistance and support.

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

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

Strategy 3.1.1: Identify and disseminate information and resources that help schools provide ongoing, personalized, and just-in-time professional development for teachers implementing technological and pedagogical innovations.

>**Evaluation Strategy:** Describe the identification of resources and the dissemination of information.

>**Evaluation Strategy:** Describe the extent to which these information sources are accessible and useful with regard to giving ongoing, personalized, and just-in-time support.

Strategy 3.1.2: Enhance curricula using Internet resources and software that encourage creativity, collaboration, and problem solving.

>**Evaluation Strategy:** Describe curriculum enhancement (list of Web resources and software, including their instructional objectives).

>**Evaluation Strategy:** Describe the availability of resources.

Evaluation Strategy: Describe access to these resources.

Strategy 3.1.3: Promote the safe and responsible use of social media.

Evaluation Strategy: Describe the division's efforts to promote safe and responsible use of social media.

Strategy 3.1.4: Provide opportunities for students to participate in global communication and collaboration.

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

Strategy 3.1.5: Utilize the state's guidelines to develop and evaluate technology policies that effectively balance instructional innovation with safety and security.

Evaluation Strategy: Describe the procedures that the school division uses to develop and evaluate technology policies.

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

Strategy 3.2.1: Utilize the state's guidelines to ensure that schools can effectively assess and report ICT literacy.

Evaluation Strategy: Describe the procedures that the division uses to develop and evaluate technology policies.

Strategy 3.2.2: Monitor the assessment of ICT literacy in schools and provide technical assistance and support to schools as needed.

Evaluation Strategy: Describe the monitoring processes.

Evaluation Strategy: Describe the technical assistance efforts.

Evaluation Strategy: Describe efforts to help schools assess ICT literacy.

Strategy 3.2.3: Provide and support high-quality professional development focused on the acquisition and application of ICT skills for teaching, learning, and school management.

Evaluation Strategy: Describe the development of ICT-related professional development for teaching, learning, and school management.

Evaluation Strategy: Describe the types, extent, accessibility, and perceived quality of the professional development offered.

Evaluation Strategy: Document the professional development program attendance.

Strategy 3.2.4: Provide opportunities for teachers and students to learn to deconstruct and construct media messages.

Evaluation Strategy: Describe the opportunities provided to teachers and students to deconstruct/construct media messages.

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

Strategy 3.3.1: Identify and disseminate information about technology tools and systems to help schools implement cognitively-based assessments.

Evaluation Strategy: Document the use of technology tools and systems that facilitate cognitively-based assessments in schools.

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: Provide tools that extend students' capabilities, can be customized to meet individual needs and preferences, and support learning.

Evaluation Strategy: Document the frequency of personal computing device distribution and customization to support learning.

Strategy 4.1.2: Provide opportunities for students to learn and apply ICT skills in local and community settings using a variety of authentic tools.

Evaluation Strategy: Describe the programs designed to provide students with opportunities to learn and apply ICT skills.

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

Strategy 4.2.1: Provide and support high-quality professional development to assist educators in evaluating and integrating technology tools in ways that foster effective student use.

> **Evaluation Strategy:** Describe the state/division's role in providing professional development opportunities.

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

> **Evaluation Strategy:** Describe how the professional development assists educators in evaluating and integrating technology tools in ways that benefit student learning.

> **Evaluation Strategy:** Document the professional development program attendance.

Strategy 4.2.2: Provide ongoing just-in-time support to assist teachers in effectively integrating a variety of technology-based tools into teaching and learning.

> **Evaluation Strategy:** Describe the state/division's role in providing ongoing and just-in-time support.

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

Strategy 4.2.3: Provide timely and effective technical support to ensure that all tools and the network that supports them are installed and maintained properly

> **Evaluation Strategy:** Describe the state/division's role in providing technical support.

> **Evaluation Strategy:** Describe the types of technical support available.

> **Evaluation Strategy:** Describe the extent to which technical support is timely and effective with regard to technology installation and maintenance.

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

Strategy 4.3.1: Identify and disseminate information about new and emerging technologies.

> **Evaluation Strategy:** Describe methods of identifying and disseminating information about new and emerging technologies.

Strategy 4.3.2: Design and implement pilot projects to evaluate a variety of personal computing devices.

> **Evaluation Strategy:** Document the division's efforts to support pilot projects.

> **Evaluation Strategy:** Document the processes of designing and implementing the pilot projects.

> **Evaluation Strategy:** Describe the number, types, locations, and scope/extent (breadth and depth) of the pilot projects.

> **Evaluation Strategy:** Describe the methods of the pilot projects for evaluating personal computing devices.

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:** Use data to inform strategic plans and purchases.

> > **Evaluation Strategy:** Describe how the division uses data to inform strategic plans and purchases.

> **Strategy 5.1.2:** Conduct an annual survey and provide the division with an annual technology status report.

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

> > **Evaluation Strategy:** Document the dissemination of survey results.

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

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

> **Evaluation Strategy:** Describe the state's role in providing ITRT training.

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

> **Evaluation Strategy:** Describe how professional development enables ITRT to use student achievement data to help teachers use technology in ways that optimize student learning.

Strategy 5.2.2: Identify and disseminate resources to assist ITRTs in training teachers to disaggregate, interpret, and use data for instructional improvement.

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

> **Evaluation Strategy:** Describe the use of benchmark testing to evaluate and improve classroom instruction.

> **Evaluation Strategy:** Describe and document the use of Algebra readiness diagnostic testing to evaluate and improve classroom math instruction.

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

Strategy 5.3.1: Participate in pilot projects that support technology-based assessments, including simulations and game environments, innovative delivery platforms, and multiple ways for students to demonstrate understanding.

> **Evaluation Strategy:** Describe the participation in pilot programs that support technology-based assessments.

> **Evaluation Strategy:** Describe the number, types, locations, and extent of the pilot projects.

LOCAL STRATEGIES

Strategy 1.1.1 was divided into two Local Strategies (1.1.1 concerning Virtual Virginia and Governor's School course offerings and 1.1.2 concerning dual enrollment / dual credit course offerings). Local Strategy 1.1.2 replaces the state's Strategy 1.1.2.

> **Strategy 1.1.1:** Expand course offerings for students through Virtual Virginia and Governor's School.
>
> > **Evaluation Strategy:** Analyze the frequency counts of courses and the different types of courses offered through Virtual Virginia and Governor's School as evidenced in state reporting.
>
> **Strategy 1.1.2:** Expand course offerings for students through dual enrollment and dual credit through higher education partnerships.
>
> > **Evaluation Strategy:** Document the number and types of higher education partnerships.
> >
> > **Evaluation Strategy:** Describe the types, quantity, and perceived quality of instructional and technical assistance provided by higher education partnerships.
> >
> > **Evaluation Strategy:** Describe the extent to which these partnerships are accessible in regard to delivering appropriate and challenging curricula.

Local Strategy 1.3.4 was added (concerning Professional Development Plans for each school):

> **Strategy 1.3.4** Facilitate the development of individual Professional Development Plans based on the identified instructional needs of each school.
>
> > **Evaluation Strategy:** Document the efforts to develop a Professional Development Plan for each school.

Local Strategy 2.1.3 was added (concerning a mentoring program for new teachers):

> **Strategy 2.1.3:** Develop a mentoring program for new teachers to encourage high quality teaching and leadership.
>
> > **Evaluation Strategy:** Describe ways that the mentoring program for new teachers fosters norms of collegiality, collaboration, and reflective practice.

APPENDIX I
TIMETABLE AND BUDGET

Educational Technology Plan
2010-2015

TIMETABLE

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

OBJECTIVES	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
Objective 1.1: Deliver appropriate and challenging curricula through face-to-face, blended, and virtual learning environments.	Central Office Staff School Administrators Teachers/Library Media Specialists Guidance Counselors	Ongoing
Objective 1.2: Provide the technical and human infrastructure necessary to support real, blended, and virtual learning environments.	Central Office Staff Technology Staff	Ongoing
Objective 1.3: Provide high-quality professional development to help educators create, maintain, and work in a variety of learner-centered environments.	Central Office Staff School Administrators Teachers/Library Media Specialists	Ongoing

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

OBJECTIVES	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
Objective 2.1: Support innovative professional development practices that promote strategic growth for all educators and collaboration with other educators, content experts, and students.	Central Office Staff School Administrators Teachers/Library Media Specialists	Ongoing
Objective 2.2: Actualize the ability of technology to individualize learning and provide equitable opportunities for all learners.	Central Office Staff School Administrators Teachers/Library Media Specialists Technology Staff	Ongoing
Objective 2.3: Facilitate the implementation of high-quality Internet safety programs in schools.	Central Office Staff School Administrators Teachers/Library Media Specialists Technology Staff	Ongoing

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

OBJECTIVES	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
Objective 3.1: Provide and support professional development that increases the capacity of teachers to design and facilitate meaningful learning experiences, thereby encouraging students to create, problem solve, communicate, collaborate, and use real-world skills by applying technology purposefully.	Central Office Staff School Administrators Teachers/Library Media Specialists ITRTs	Emerging
Objective 3.2: Ensure that students, teachers, and administrators are ICT literate.	Central Office Staff School Administrators Teachers/Library Media Specialists ITRTs	Emerging
Objective 3.3: Implement technology-based formative assessments that produce further growth in content knowledge and skills development.	Central Office Staff School Administrators Teachers/Library Media Specialists	Emerging

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.

OBJECTIVES	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
Objective 4.1: Provide resources and support to ensure that every student has access to a personal computing device.	Central Office Staff School Administrators Teachers/Library Media Specialists Technology Staff	Emerging
Objective 4.2: Provide technical and pedagogical support to ensure that students, teachers, and administrators can effectively access and use technology tools.	Central Office Staff School Administrators Teachers/Library Media Specialists ITRTs	Emerging
Objective 4.3: Identify and disseminate information and resources that assist educators in selecting authentic and appropriate tools for all grade levels and curricular areas.	Central Office Staff School Administrators Teachers/Library Media Specialists Technology Staff	Emerging

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

OBJECTIVES	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
Objective 5.1: Use data to inform and adjust technical, pedagogical, and financial support.	Central Office Staff School Administrators ITRTs	Ongoing
Objective 5.2: Provide support to help teachers disaggregate, interpret, and use data to plan, improve, and differentiate instruction.	Central Office Staff School Administrators Teachers/Library Media Specialists ITRTs	Ongoing
Objective 5.3: Promote the use of technology to inform the design and implementation of next generation standardized assessments.	Central Office Staff School Administrators Teachers/Library Media Specialists ITRTs	Emerging

TECHNOLOGY BUDGET

Category	2009-2010	2010-2011
Salaries	$ 604,386.00	$ 587,667.20
Telecommunications	$ 300,000.00	$ 300,000.00
Other Materials	$ 54,700.00	$ 33,000.00
Computer Software	$ 70,000.00	$ 70,000.00
Hardware Replacement	$ 134,932.00	$ 134,932.00
Hardware Additions	$ 488,565.00	$ 466,000.00
Infrastructure Replacement	$ 30,000.00	$ 30,000.00
Purchased Services	$ 140,000.00	$ 140,000.01
Staff Training	$ 93,200.00	$ 93,200.00
Travel	$ 15,000.00	$ 15,000.00
Materials and Supplies	$ 60,000.00	$ 60,000.00
TOTAL	**$ 1,990,783.00**	**$ 1,929,799.21**

APPENDIX II

ACCEPTABLE USE POLICY

(Updated May 19, 2008)

Educational Technology Plan

2010-2015

INSTRUCTION

ACCEPTABLE USE POLICY

Guidelines for Educational Internet Use

A. Generally

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) should 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.

B. 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. The 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.

C. 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.

(continued)

INSTRUCTION

Guidelines for Educational Internet Use (continued)

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.

D. 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

E. 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.

F. 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 may 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.

G. Administrator's 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.

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

Since safe Internet use is crucial, Tazewell County Public Schools is committed to provide Internet safety instruction to administrators, teachers, and students.

(continued)   (2)

INSTRUCTION

Guidelines for Educational Internet Use (continued)

I. 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, unsolicited, 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 them as their 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. Illegally gaining access to a computer or network.

(continued)   (3)

INSTRUCTION

Guidelines for Educational Internet Use (continued)

J. 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.

K. Changes to the Guidelines

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

Adopted by School Board: May 12, 1997
Amended by School Board: September 14, 1998
Amended by School Board: July 14, 2002
Amended by School Board: June 11, 2007   (4)

INSTRUCTION
ACCEPTABLE USE POLICY
Guidelines for Educational Internet Use
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 to until a signed from is returned to the school.

Parent / Guardian Signature

_____

STUDENT SIGNATURE FORM

I have read the 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

_____

(5)

INSTRUCTION
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 corollary 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 to Tazewell County Public Schools web pages are limited to:

1.   General information of interest to students, parents, teachers, administrators, and community members
2.   Activity of school sponsored organizations
3.   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

1.   Designating students and teachers to serve as web page editors

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

(continued)

Educational Internet Publishing (continued)

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

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

G.   Responsibilities of the School Web Page Developers

The responsibilities of the school web page developers include:

1. 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. Educational Internet Publishing Signature Forms are available at all Tazewell County Public Schools.

2. 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.

3. 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.

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

Adopted by School Board: April 12, 1999
Amended by School Board: March 12, 2001
Amended by School Board: June 11, 2007   (2)

Educational Internet Publishing Signature Form

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.

Permission to display student photographs and/or work extends from the beginning of the year permission is given until September 15 of the following year unless a parent/guardian requests otherwise in writing.

Sincerely,

Principal

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

I do <u>not</u> 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   (3)

Adopted by School Board: August 13, 2007

Internet Filtering Review Panel

The Board is committed to providing Internet access in support of the instructional program. The Board respects concerns of the community that students not be inadvertently exposed to unacceptable material.

The superintendent shall appoint a review panel representative of the instructional staff which shall have authority to carry out the intent of the policy.

Procedures for the operation of the panel shall be developed by the superintendent.

Adopted by School Board: September 14, 1998
Amended by School Board: May 19, 2003

INSTRUCTIONAL WEB PAGE PUBLISHING

A.   <u>GENERALLY</u>

Tazewell County Public Schools will increase accessibility to learning resources and facilitate communication with students and parents through the development of instructional web pages. The Instructional Web Page Publishing Addendum to the Internet Acceptable Use Policy addresses instructional web page publishing by Tazewell County Public School employees.

B.   <u>LOCATION OF INSTRUCTIONAL WEBPAGE FILES</u>

All instructional web pages must reside on the website server that has been licensed by the school division. Instructional web pages may neither include nor link to non-instructional material or personal web pages.

C.   <u>CONTENT OF INSTRUCTIONAL WEB PAGES</u>

Information on Tazewell County Public School instructional web pages is limited to:

1.   Instructional information of interest to students, parents, teachers, and administrators.
2.   Original curricular and instructional material.
3.   Links to educational websites.
4.   Non-fundraising classroom activities.
5.   General announcements of club activities. (Details should be available on the school webpage.)

D.   <u>PERSONAL INFORMATION</u>

1.   An instructional web page may contain the first and last name of a student.
2.   After a student's parent/guardian signs an Educational Internet Publishing Permission Form for the current year, an instructional web page may include an identifiable image of that student.
3.   No personal information displayed on a web page may be more specific than allowed by this policy.

E.   <u>STUDENT WORK</u>

After a student's parent/guardian signs an Educational Internet Publishing Permission Form for the current year, an instructional web page may display that student's work including poems, short stories, and works of art.

F.   RESPONSIBILITIES OF THE BUILDING PRINCIPAL

 1.   Review and approve instructional web page content.

 2.   Ensure that all information included on instructional web pages complies with the Internet Acceptable Use Policy and Instructional Web Page Publishing Addendum guidelines.

G.   RESPONSIBILITIES OF THE INSTRUCTIONAL WEB DESIGNER

 1.   Ensure that all information included on the instructional web page complies with the Internet Acceptable Use Policy and Instructional Web Page Publishing Addendum guidelines.

 2.   Follow all guidelines and procedures for developing an instructional web page.

 3.   Obey copyright law and post only original material.

 4.   Avoid plagiarism.

 5.   Verify that an Educational Internet Publishing Permission Form for the current year, signed by a parent/guardian, is on file at the school, before including an identifiable image or the work of a student on an instructional web page.

 6.   Ensure that no personal information included on a web page is altered, falsified, or misrepresented in any way. Violations such as libel and slander are prohibited. Personal information included on instructional web pages should be displayed in the spirit intended by the student and parent/guardian.

(2)

Adopted by School Board: August 13, 2007

ACCEPTABLE USE POLICY
Addendum: Internet Safety

A.   OBJECTIVE
Tazewell County Public Schools is adhering to the guidelines as directed by the Virginia
Department of Education according to the Code of Virginia §22.1-70.2. The legislation
requires the integration of an Internet safety component into each division's instructional
program. The purpose of the Internet Safety Addendum is to address the issue of Internet
safety and how best to protect children while they are using the Internet.

B.   RESPONSIBILITY
Tazewell County Public Schools believes that Internet safety is the responsibility of all
stakeholders.   Through a continuous effort by each stakeholder, a well-educated community
of safe Internet users will emerge.

1. Superintendent and School Board Members
   a. The Superintendent and School Board Members will approve the Acceptable Use
      Policies, Addendums and implementation plan.
      - Understand the educational advantages, the disadvantages and potential
        risks of using the Internet
      - Understand the Internet safety policies and procedures to protect
        employees and students from potential dangers while using the Internet
      - Correlate Internet safety policies with Federal, state, and local laws
      - Support school division personnel in their efforts to educate students and
        parents of Internet safety issue

2. Supervisors and Administrators
   a. Supervisors and administrators will oversee the implementation of all aspects of
      the Internet safety program.
      - Understand the educational advantages, the disadvantages and potential
        risks of using the Internet
      - Complete a division approved Internet safety training curriculum with
        certificate of completion
      - Understand the Internet safety policies and procedures to protect
        employees and students from potential dangers while using the Internet
      - Review the Acceptable Use Policy and its addendums regularly with
        faculty and staff
      - Monitor Internet use by faculty, staff and students
      - Attend additional professional development about Internet safety
      - Provide a professional development program to reinforce division
        approved Internet safety training curricula
      - Appoint someone in the building to collect and maintain the Internet and
        publishing permission forms
      - Provide parents with information for safe Internet use

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- Inform students and parents of disciplinary action as outlined in the Tazewell County Public School Policy on Student Conduct and Discipline and the disciplinary policies of individual schools.
- Punish misuse of Internet resources

3. Information Technology Staff
   a. The information technology staff will be responsible for the technical aspects of providing Internet safety.
      - Develop a data and network security plan
      - Protect personnel and students by providing Internet filtering and logins designed to track usage
      - Investigate any breaches of Internet security
      - Study usage reports for inappropriate use

4. Teachers, Counselors, Library Media Specialists, Instructional Technology Resource Teachers, and Resource Officers
   a. Teachers, etc. will implement all aspects of Internet safety in their classroom, library, and computer lab.
      - Understand the educational advantages, the disadvantages and potential risks of using the Internet
      - Complete a division approved Internet safety training curriculum with certificate of completion
      - Attend additional professional development about Internet safety
      - Collect Internet permission forms from students annually
      - Review the Acceptable Use Policies regularly with students to prevent Internet misuse and to enhance Internet safety
      - Monitor students while using the Internet at schools and caution them of its proper use when away from school
      - Create appropriate activities to promote responsible Internet use within the curriculum
      - Integrate the social and ethical issues of Internet safety as described in the Computer/Technology Standards of Learning for Grades K-12
      - Integrate Internet safety activities and information within the curriculum framework
      - Remind students of potential dangers while using the Internet
      - Inform students of consequences of disobeying Tazewell County Public School Policies
      - Report misconduct of Internet use

5. Students
   a. Students will follow the Tazewell County Public Schools Acceptable Use Policies and its addendums.
      - Understand the educational advantages, the disadvantages and potential risks of using the Internet
      - Understand that not all information on the Internet is true and appropriate
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- Know that not all people who contact them on the Internet are who they say they areUnderstand that Internet use is a privilege not a right
- Realize that Internet use is for educational use only
- Use the Internet correctly using the activities created by their teachers to support and supplement their curriculum
- Appreciate that the Internet contains valuable content but also protects against possible abuse
- Safeguard personal information about themselves and others
- Understand the risk of encountering predators and cyber bullies who anonymously try to contact and manipulate students who use the Internet
- Know the difference between legal and illegal activities when using the Internet
- Understand the consequences of disobeying Tazewell County Public School Policies

6. Parents, Grandparents and Caregivers
   a. Parents, grandparents and caregivers will be responsible for the child's proper use of the Internet.
      - Understand the educational advantages, the disadvantages and the potential risks of using the Internet
      - Educate themselves by attending division sponsored events
      - Learn their role, in providing Internet safety guidance at home, by reading articles and pamphlets concerning Internet safety distributed at school or community outreach events
      - Monitor and track use of the computer and Internet by their child and make sure the use is age appropriate
      - Discuss acceptable Internet use and content
      - Watch for changes of behavior that might indicate outside contact from predators or cyber bullies

C.   COMMUNITY OUTREACH
      The purpose of the community outreach program will be to educate the community by providing information to enhance Internet safety awareness.
      - Promote Internet Safety Awareness Week
      - Provide information to PTA/PTO organizations
      - Distribute Media Announcements
      - Display at the Tazewell County Fair

Adopted by School Board: May 19, 2008

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APPENDIX III
INTERNET SAFETY EDUCATION
2008-2010 SUMMARY

Educational Technology Plan

2010-2015

INTERNET SAFETY SUMMARY

Internet Safety is an important part of the education our children must receive. Tazewell County Public Schools continually monitors students and their use of the Internet and strives to protect them from the dangers they do not recognize. Creating and implementing Acceptable Use and Internet Safety policies help make students aware that everything on the web is not as it seems. The infrastructure in place filters out the potentially harmful sites, and the division follows the CIPA guidelines for compliance.

Since the students are the first generation to use the Internet for their entire lives, they expect to have access to all types of online resources; some of which are not appropriate for educational use. Some online resources are specifically designed to target young people. Educators need to provide an Internet Safety curriculum that continually reminds them of the dangers they may face when using the Internet at school, home or wherever they have access. Unfortunately many educators are also unaware of the dangers and need to receive training and information to understand the potential risks to them and their students.

The Virginia General Assembly proactively promoted the Internet's instructional benefits while protecting students from it risks. In 2000 a state law required school divisions to develop acceptable use policies, which provided Internet guidelines for students and teachers. In 2001 state and federal laws authorized the installation of filtering software to prevent students from accessing potentially harmful material. In 2006 legislation was approved to require that school divisions' Acceptable Use Policies include a component on Internet Safety that is integrated in the division instructional program.

Internet Safety Curriculum Implementation

2003-2007

During February 2003, several Tazewell County Public School teachers, Library Media Specialists, Instructional Computer Specialists, and a School Resource Officer attended an Internet Safety training workshop by iSafe, Inc. In December of the same year, several additional teachers and librarians attended the same presentation. All participants discussed among themselves the importance of sharing Internet Safety information with teachers and students. After a meeting with the Division Superintendent, it was suggested that a presentation be made to members of the School Board. They agreed that Internet Safety information was extremely important to all who use the Internet: students, teachers, staff, parents, and members of the community.

Individual Internet Safety instruction followed, primarily by those who had attended the initial iSafe presentations. They used instructional materials provided by iSafe and other resources that were located on the Internet.

Since Internet access was first available to the division, Tazewell County Public Schools has required all employees to attend Internet Certification training before they are given an Internet and/or email account and before they supervise students on the Internet. Topics include the division's Acceptable Use Policy, the importance of teacher supervision, and the educational use of the Internet. Teachers are then expected to train their students in the appropriate use of the Internet. As more teachers and Library Media Specialist became aware of safe Internet behavior, those topics were included in their discussion with students.

In 2006 an Internet Safety Committee was formed to discuss available resources and to look at models of emerging Internet Safety curriculum. This group drafted the initial Internet Safety Policy that would be integrated as an addendum to the division's current Acceptable Use Policy. During the next year, the committee was expanded to include Library Media Specialists from each grade level and Instructional Technology Resource Teachers.

2007-2008

- Developed and held Internet Safety Sessions for parents and interested community members at each elementary school
- Placed posters in schools and distributed bookmarks to students
- Continued to evaluate resources for formal and informal instruction
- Provided iSafe Certification, a four hour Internet Safety awareness training, for all Central Office and school administrators
- Provided iSafe Certification for all instructional teachers and staff members
- Participated in the DOE's Pokemon Internet Safety Curriculum Pilot Program for fourth graders
- Received reports from principals concerning all Internet Safety activities and instruction that took place during the 2007-2008 school year

2008-2009

- Purchased and implemented the fourth grade Pokemon Internet Safety curriculum
- Evaluated, selected, and formatted curriculum suggestions for all grade levels:K-2, 3-5, 6-8, and 9-12 (CyberSmart and iSafe)
- Asked principals to report on all Internet Safety activities and instruction that took place during the 2008-2009 school year
- Scheduled Internet Safety and Cyber Bullying speakers from the Virginia Attorney General's office during end-of-school teacher work days

2009-2010

- Completed Internet Safety curriculum; changed high school curriculum from iSafe to Cybersmart at the last minute when iSafe became a subscription-based service
- Posted curriculum on internal school servers for easy access

- ITRTs trained teachers on curriculum access and use.
- Provided posters for display in schools
- Promoted October as Internet Safety Month
- Sponsored an Internet Safety poster contest for all students
- Targeted fifth and sixth graders and sent Internet Safety pamphlets with report cards
- Updated Internet Safety webpage
- Family Life Curriculum addresses Internet Safety issues as appropriate.
- Received grant for the Olweus Bullying Curriculum for middle schools
- Received reports from principals concerning all Internet Safety activities and instruction that took place during the 2009-2010 school year

2010-2011

- Distributed Common Sense Media middle school curriculum
- Provided link for Internet and You (Garfield)elementary school curriculum
- Promoted October as Internet Safety Month
- Provided posters for display in schools
- Provided Social Networking booklets to middle schools and high schools to give to parents during Parent/Teacher Conference
- Provided bookmarks to elementary schools for Parent/Teacher Conference
- Updated Internet Safety webpage
- Taught the Olweus Bullying Curriculum for middle schools
- Will ask principals to report on all Internet Safety activities and instruction that took place during the 2010-2011 school year

2011-Future

- Continue updating the Internet Safety curriculum to include the most current information available
- Locate additional curriculum material for high school students
- Increase the distribution of brochures, bookmarks, and other informational sources distributed to parents via parent/teacher conferences, take home material, and/or guidance and school office placement
- Offer additional parent information sessions developed for elementary schools
- Increase community outreach--newsletters, flyers, bookmarks, and public access channel
- Continue teaching the Olweus Bullying Curriculum
- Update Internet Safety webpage
- Offer Internet Safety sessions for community members and civic organizations

Design and Evaluation

The Internet Safety Committee will annually review, evaluate, and revise, if necessary, the Internet Safety curriculum and policies based on their effectiveness and impact on all stakeholders. The committee can only accomplish this task if each school is accountable for providing documentation of implementation and evaluation of lessons and/or activities. The Internet Safety Committee in conjunction with other departments will monitor new innovations in Internet Safety equipment, software, security, as well as professional development, and curriculum.

All schools are to document their implementation of the Internet Safety curriculum by answering the following questions:

- What information is currently being taught or discussed about Internet safety in your classroom?

- How often or what is the length of time Internet safety is taught in the classroom? (This can be as simple as an English teacher reminding students to use the Internet safely at school and at home when researching a topic or to a Business class that provides several weeks of instruction.)

- Did your students participate in the Internet Safety Poster Contest sponsored by Tazewell County Public Schools? If so, how many and did they receive an award for their effort.

- What type of Internet safety information do you have displayed in your classroom, or have you sent home with the students? (Include anything that reminds students to be safe on the Internet at school, home, friends' homes, etc.)

- Have you completed the required Internet safety training required by Tazewell County Public Schools? If not, are you currently registered to attend a training course?

- Have you participated in professional development activities involving Internet safety training? If so, indicate the type of training received and the length of time spent in training.

Once each school report has been received by the Internet Safety Committee, the information will be reviewed so revisions can be made, if needed. The school division will continue to establish a safe environment for the children of our county, while reminding them of safety considerations. Students must be able to access the information and safely experience the educational Web 2.0 tools needed to master all SOL standards and insure that schools make AYP, Adequate Yearly Progress, as determined by the Virginia Department of Education.