

Lunenburg County Public Schools

EDUCATIONAL TECHNOLOGY PLAN

2016-2018

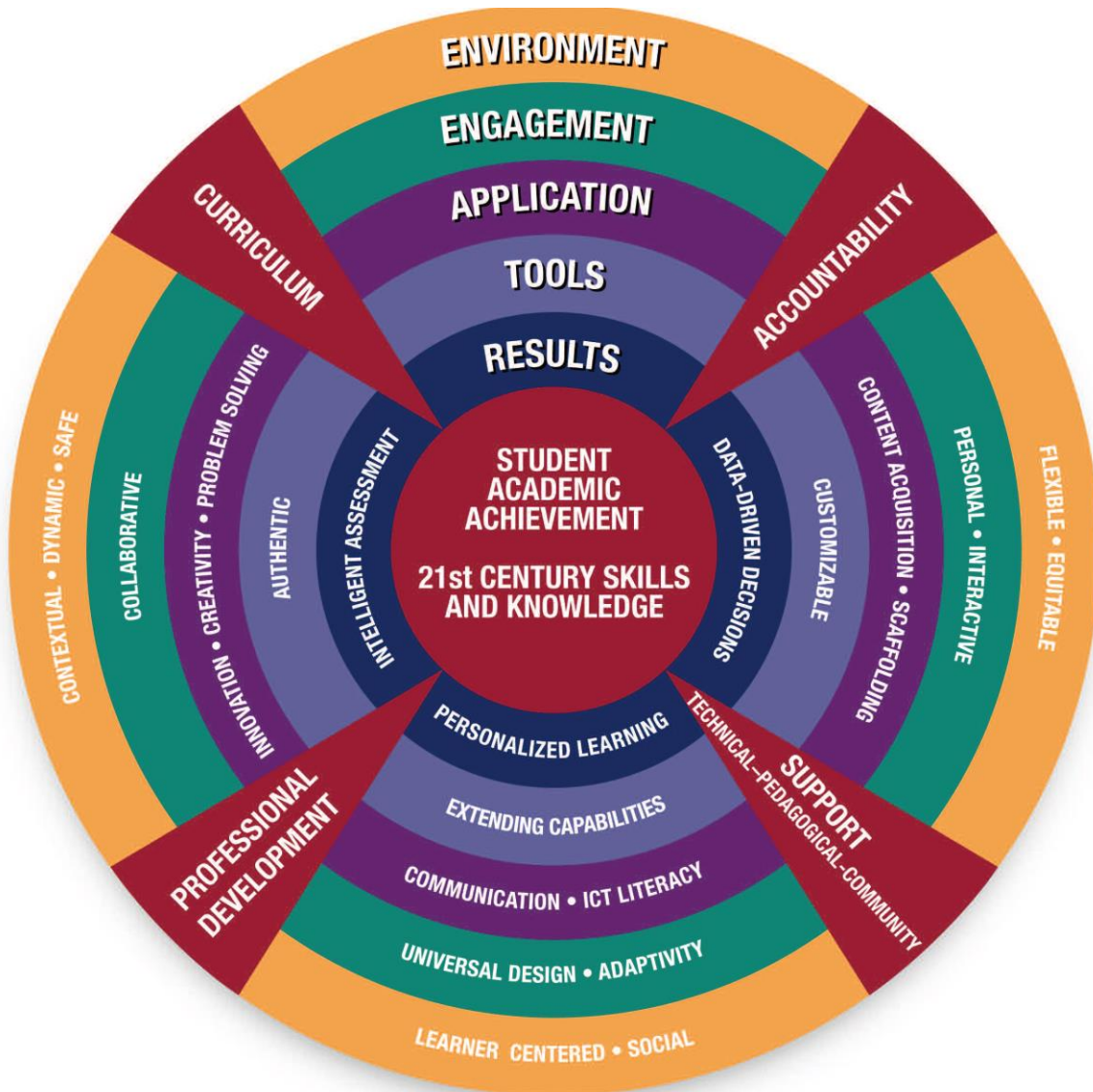


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Executive Summary

The Lunenburg County Public Schools Educational Technology Plan 2016-2018 provides guidance for the school system as it strives to improve student academic achievement through the effective and efficient integration of 21st century skills into the curriculum. Lunenburg County is one of the smallest counties in Virginia. However, this fact does not deter progress and a bold commitment to achieving high standards through research-based instruction and a strategic placement of technologies in order to support instruction.

This plan is written during a time when Lunenburg County faces population and economic changes. In the past, focus was placed upon increasing the number of classroom computers. Presently, attention to hardware software, infrastructure and Internet Access is paramount. The effective use of technology in the learning environment involves student achievement through the use of data disaggregation. The score and effective creation and storage of this data depend upon a safe and reliable infrastructure.

The Virginia Department of Education created and provided a comprehensive document entitled, *Educational Technology Plan for Virginia 2010-2015*. This plan serves as a guide for Virginia school divisions. The areas addressed in this plan include:

- Schools need to consider physical and virtual **environments** in new and innovative ways to support learning activities.
- Educators must employ multiple ways to engage students in learning through technology. This **engagement** should reflect student learning styles, cultural backgrounds, and personal interests.
- Students need to understand the proper **application** of technology tools (i.e., choosing and applying the most appropriate technology for communicating and problem solving) and to be creative and innovative.
- Students should not use technology **tools** just to replicate paper-and-pencil activities. Tools should extend student capabilities to perform functions that would be difficult, if not impossible, without technology. Tools should be authentic—ones students will encounter in the nonschool environment.
- **Results** are not just a matter of meeting accountability requirements but using data, including real-time assessments, to inform instruction. Teachers addressing 21st century skills and knowledge must employ intelligent assessment.

These five focus areas underlie the plan's goals. Each focus area comprises a number of topics and forms the basis for the plan's objectives. Four key educational components cut across these focus areas:

- Accountability
- Support
- Professional development
- Curriculum

The *Lunenburg County Public Schools Educational Technology Plan 2016-2018* drew goals, objectives and target areas from the state plan. Stakeholder groups were formed to represent each area of the county to include administration, faculty, students, staff, parents and community. Input from these groups strongly influenced development of this plan.

The Mission/Vision Statement of Lunenburg County Public Schools acts as the initial portion of this plan. A list of recent technology accomplishments is provided within the Review of Accomplishments. Target areas to include status and needs are detailed in the Needs Assessment portion of this plan. The needs assessment results were comprised from surveys and public input regarding technology skills, equipment availability, the need for professional development, and technology skill levels of students within the locality. A resounding message to provide effective technology and training prevailed among the individuals surveyed.

The five target areas are found in the Actions section of the plan. These target areas are environment, engagement, application, tools, and results. Within the Actions section, objectives that support each target, strategies that will accomplish each objective, and an evaluation measure that assesses the completion of each objective are displayed.

The plan describes a timeline/duration and cost estimate for each strategy which is within the Timetable and Budget section. The plan provides a framework that takes Lunenburg County Public Schools to 2018. As this future vision is advantageous, the plan provides immediate direction to taking steps of improvement that will build capacity and lead us into a seamless transfer to our future technology achievements. Many projects and strategies listed are currently ongoing and will be initiated in the near future based on licensing, support, training, hardware, and software costs. Lunenburg County Public Schools supports technology within the county through the state and local technology budget, state and federal grants. A small portion of professional development, instructional and equipment costs are covered through the division.

Currently, within our local, state and national economies, an atmosphere of practicality and prudence requires us to look realistically at expenditures within our county. We must decide whether or not to fund essential needs versus recommended needs. The county must implement actions to ensure that critical functions remain intact in order to maintain an operating system that is secure and productive. A temporary postponement of some recommended strategies can be instituted. This plan will be evaluated and updated annually or in the event of funding changes, or if new needs or

concerns arise. This plan will act upon an ongoing perusal and corrected path, should conditions arise which require such actions.

Stakeholders of Lunenburg County Public Schools will have access to this plan which will be posted on the division website, www.lunenburgcountyschools.org/technology.htm.

The Planning Process

Lunenburg County Public Schools began the planning process of revising this plan during the 2015-2016 school year. The Virginia Department of Education released its guide document, the *Educational Technology Plan for Virginia 2010-2015*, during the late winter of 2010. This document served as a guide for the Lunenburg County revised plan. The division's Technology Team consisted of the Superintendent, Director of Technology, System Analyst, Teachers of various grade levels, Students from both elementary and secondary levels, and parent/community representatives.

During the planning process, technology surveys were conducted from a random sample of administrators, teachers, students and community stakeholders.

The results of this survey of needs assessment guided the Technology Team to meet goals and objectives established by the state within their plan. The school board reviewed and approved the Acceptable Use Agreement for students and employees annually during their meeting in July 2015. The Technology Team members individually and collectively began actively meeting during late summer and continued throughout the fall and early winter of 2015.

The division Technology Team and technology staff are responsible for assessing the progress and implementation of the plan. This plan supports Lunenburg County Public School's efforts to maintain and improve the mission and vision of the role technology plays within our instructional program. This plan will be monitored and revised as updated technologies are launched according to budgetary constraints.

Stakeholders Involved in the Planning Process

During the planning phase of the technology plan, informal meetings were held among media specialists, ITRTs, technology staff, teachers and administrators. Formal meetings were held of all stakeholders on the Technology Team to review, assemble, and finalize input from the various groups. The ideas flowing from these groups gave positive feedback in the creation of this plan,

Members of the Technology Team were afforded copies of the plan to encourage collaboration during the division plan's creation.

The plan is posted on the Lunenburg County Public Schools website at www.lunenburgcountyschools.org/technology.htm in order to provide all stakeholders of Lunenburg County Public Schools access to the plan.

School Board Members

Donald B. Carnes, Chairman
Kathy P. Coffee, Vice Chairman
Doug Aibel
Beverley P. Hawthorne
Elizabeth R. Williams
Ada Whitehead
Amy McClure

Superintendent

Mr. Charles M. Berkley, Jr.

Technology Team (Planning Committee)

Charles M. Berkley, Superintendent
Frances Wilson, Director Student Support Services
Grege Early, Network Administrator
Louise Long, Curriculum Specialist
Lucy Hall, Media Specialist, ITRT
Sidney Long, Human Resources Director
Sharon Bolan, Media Specialist/ITRT
Meri Page Spencer, Parent/Community Representative
Tasha Wilkerson, Parent
Andrew Kennedy, Student

Milestones in the Development of the LCPS Technology Plan

- January, 2010 – The Director of Technology and Systems Analyst reviewed the requirement of the Educational Technology Plan of Virginia 2010-2015
- May, 2010 – The Director of Technology acquired input from each school's ITRT regarding current status of programs and future concerns.
- September, 2010 – Teacher and Student Needs Assessment surveys were distributed and collected
- October, 2010 – Technology Team met to review plan draft, surveys and provide input
- October, 2010 – Draft was posted on the division website for review
- November, 2010 – Lunenburg County School Board approved plan.
- November, 2010 – Final plan was sent to Virginia Department of Education and posted on division website.
- March 2014-The Director of Technology reviewed and updated current plan to reflect updated projects for the Lunenburg Technology Plan 2014-2016.
- During the school session 2014-2015, Administrators and stakeholders reviewed the current plan in order to make updates for new plan.
- December, 2015, Director of Student Support Services began a revision to old plan in order to meet DOE Tech Plan requirements.

Connections to the Division's Vision and Mission

Lunenburg County Public School Vision

The world has moved from an industrial society to an information society. Evidence of this is very clear. The majority of jobs available are no longer low-skilled, labor intense agricultural or factory positions, but high skill, technology intense positions. This shift has come with the advent of such equipment as computers, robots, satellite technology, and the Internet. Business uses these tools for research, development, and marketing of their product. Schools have access to the same tools to teach students the skills of acquiring knowledge in the same way. Teaching with technology offers many advantages for our students and teachers today.

Students have access to a plethora of information related to the skill they are learning. Research, once limited to classroom text, is now readily available as multimedia content from all over the world, the moment it is published.

Students have the opportunity to master content at their own pace and are in a position to become more responsible for their learning. Students can be challenged to develop their own products with the level of skill appropriate to their level of mastery. In so doing they must incorporate thinking skills beyond memorization. They are more motivated to participate, and more apt to retain information they need because they have used the skill in a real world experience.

Student engagement must be more than just passing tests and following teachers' directions. The classroom needs to be a place where both teachers and students play hard at learning together. This gets away from the traditional teacher in the front lecturing classroom and moves to one where the students become more responsible for their own educations. The teacher aids in helping to locate and guide students through an educational journey.

An integrated program gives students real-world experience and coordinates all curriculum and technology goals. By tying what is real to the students into what they are learning in school, the information is more meaningful and relevant to the students and to their futures. In outstanding technology programs, students know what they are expected to do, technology applications are seamlessly woven into lessons, and the teacher functions as a learning consultant who supports students' efforts. The goal is to embed the use of educational technology within a task. Neither students nor teachers should see the use of technology as a separate or added component to the lesson, rather a necessary aspect of the lesson.

Researchers suggest that teachers' beliefs about the role of technology in the classroom may either reduce or magnify the effects in overcoming barriers. Having technology that works and is available is one step in helping teachers through these

barriers; however, changing the attitudes of teachers that are opposed to technology is a little more difficult. Teachers can have all the technology they need but if they will not use it then it might as well not be there. Giving relevant and worthwhile training, supplying technical and educational support, and being willing to assist in anyway are all methods of helping to ease negative opinions teachers may have about technology. Showing them how technology can assist them in teaching and personally makes the process more relevant to them as professionals. Training teachers and making them proficient in word processing, PowerPoint, Internet, or e-mail, is not sufficient to ensure technology integration in the classroom. We must concentrate on attitudes and relevant use, as well as making sure teachers have the needed skills.

Helping teachers to plan for technology is vital for success as well. Teachers need to plan ahead to adapt their classroom environment. Making sure teachers have collaborative planning times is a key factor principals can do to insure the support among staff is present. If technology is to enable a revolution to make education more creative or equitable, or collaborative, everyone will need to share what they know and pull together.

Partnering with local colleges in an effort to insure that graduating teachers will be ready to face and teach with technology when they enter the classroom is another way to ensure success for the future. Ensuring that the nation has effective 21st-century teachers requires more than simply providing sufficient access to technology for teaching and learning. The majority of teacher preparation programs are falling short of what needs to be done in meeting their responsibility of preparing tomorrow's teachers to use technology in their classrooms successfully.

Critics often discuss technology as an either-or situation. Do you want a teacher or a computer? In actuality, computers are only tools and if not used appropriately their benefits may be limited. When teachers and computers are used in conjunction to enrich education the benefits are unlimited. When a computer sits unused or is used without relevance to the subject there is little or no enrichment to what is being taught. When students use the computer to research a topic for more in-depth information or to manipulate information discovered, there are no boundaries to what can be learned. The teacher's role is to facilitate this discovery and give support and assistance when necessary.

Lunenburg County Public Schools Mission

The mission of the Lunenburg County School Board is to insure that all students learn in an environment which nurtures the cooperative efforts of all school personnel, students, parents, and community members.

How Technology Supports the Vision, Mission, and Direction of Lunenburg County Public Schools

Lunenburg County Public Schools strives to assure integration of technology into the instructional curriculum. Our mission is to provide educational services to improve student education, prepare them for live after school using 21st century skills. Classroom instruction is weighed to maintain a balance between new and innovative technologies and solid instructional curriculum. Instruction supported by technology allows students an equitable education by respecting their differences in learning styles, abilities and capabilities.

Current Status/ Needs Assessment

The current status of technology integrated instruction in Lunenburg County Public Schools is one of which we are proud. Lunenburg, although small in student population, hosts a great quantity of quality technology. Careful assessment by administration, as well as collaboration of funds and resources has created a stable equipment and infrastructure environment. As expected, additional equipment and upgraded access to services is desired. Acquiring these services is an ongoing project.

To assist in the review and study, LCPS assessed infrastructure, current inventories and network usage. Considering the size and tax base of LCPS, and that our technology operates “on a shoestring, “ the availability of computers and related technology is much above average.

Student and teacher needs assessment survey were completed to assist in determining the current status and future needs of LCPS in the area of technology and training. The student survey targeted a random sample of students in the high school, eighth grade students at the middle school, and fifth grade students in both elementary schools. As a result of this survey, students indicated a positive response to the availability of computers in their schools, their knowledge of Internet Safety and the Acceptable Use Policy, and their ability to communicate with the assistance of computers, software and the Internet. Teachers noted that they possessed a comfortable level with general technology usage, but noted their desire to continue to receive professional development in particular areas.

LCPS utilized the information gleaned from these surveys in order to conduct the LCPS technology plan. Even though the general condition of the technology department is perceived as good, it is evident that teachers, students and stakeholders wish to see LCPS continue to cultivate 21st century skills, upgrade technology throughout the years, and continue to implement professional development to meet the needs of an ever-changing technology inspired school environment .

Listed below is an overview of the current status of technology in LCPS.

Review of Accomplishments

Lunenburg County Public Schools constantly strives to keep up to date computer hardware into the schools. Some local money has been added to state initiatives to help implement this plan. The initiative has provided:

- The high school and middle school are connected on the same network using a fiber link between the schools. All buildings are now connected to a 100MB connection coming into the high school and being distributed to each educational building and one administrative building. This connection is linked over Mid-Atlantic Broadband Network through Kinex. The Mid-Atlantic Broadband Network width has capabilities for increase.
- Each library is automated with library data available to all stations on the LAN. Follett for Windows is being used at all schools on the circulation computer.
- Each classroom has two or more computers running Windows Vista or Windows 7. All classroom computers are at least Pentium IV with 2GB Ram and 160 G hard drives. All classrooms have printers and are also connected to a network laser printer in the school. The lower end computers are replaced each year with up to date equipment.
- There are three computer labs at the middle and high schools, three computer labs at Victoria Elementary School and two labs at Kenbridge Elementary School, with up to thirty computers each. Teachers can reserve these for class activities, research, or other projects. They are also used for training after school for teachers and administrators. There are four mobile labs with 30 wireless laptops at the high school, and 4 business or technology classroom labs. The wireless infrastructure has been upgraded during the winter break of 2015. Though Erate monies, all four schools now have wireless infrastructure capacity. Mobile laptop carts are in each classroom in every building.
- Each classroom in the elementary school's computer cart consists of a 1200-1500 lumen projector, giving the teachers easy access to all programs and a method of presenting to students. Each cart is equipped with a document camera. Qwizdom, Intel Microscopes, and other programs have been loaded, so just need to be plugged in to be used. A Kurzweil cart is available to regular and special education classrooms to assist students with reading difficulties. The cart contains three laptops, a scanner, three sets of head phones, speakers, and a wireless access point. Students needing tests read to them can use the cart in the regular classroom. Teachers scan the test or work and save it to a Kurzweil folder on the network. The students open the test using a wireless connection to the school network, complete the work, and print it out. Kurzweil can also be used to read long stories or articles to students individually or in small groups who are doing research.
- Tablet PC's are implemented in the classroom and as an administrative tool. Students have programs like Kurzweil, Dragon, and handwriting recognition

software to assist them. Administrators who are promoting good integration of technology in the classrooms are being given tablets with docking stations. These can be used for classroom observations and to be mobile as they travel through the schools.

- Central High School applied for and was approved to receive the Backback Initiative through the Virginia Department of Education. Currently grades 9-11 have ASUS Transformer 100 tablets for each student. The school term 2016-2017 will complete the grant, which means grades 9-12 at Central High School will have a one-to-one initiative in place.
- Alphasmart Dana units are available in all schools for students through the use of assistive technology.
- Elmos are available to teachers for classroom projection.
- Interactive Notepads are used in all four schools as instructional support tools, as well as in collaboration with the SmartBoards available in each school.
- Qwizdom is the remote keypad system that lets students answer questions and saves their responses on a computer. Teachers use prepared or self-made bundles to review, give tests/quizzes, introduce a lesson, or practice for SOL's. Each student has an assigned keypad and enters their answer for each question. Teachers know who has answered by the lighted numbers at the bottom of the screen and the percentage of students who answered correctly. Study guides and reports can be printed out for parents. Each school possesses three or more sets of 25 Qwizdom remote systems.
- Flash drives have been made available for teachers to build and save more elaborate presentations. These also give them the capability of moving the presentation from one place to another when necessary. The school system encourages users to make use of the Cloud for storage
- Classroom computers are running Vista or Windows 7 currently. LCPS plans to upgrade each of the Vista units to Windows 7 or 10 within the 2015-2016 school years.
- Classroom and lab computers are using Microsoft Office word-processing, spreadsheet, and presentations software applications. Both elementary schools have Interactive Achievement Renaissance Learning packages.
- Each school has a video network.
- Each school has a portable laser disk station with Category I laserdisk programs which teachers can check out for classroom use.
- Each school has Internet access in all labs and classrooms. There is a proxy server, e-mail server, and web server with duplicate emergency backup stations for each.
- Lunenburg County Public Schools supplies a division email account to employees.
- Each school has multimedia equipment, which includes color printers, color flatbed scanner, microphone, digital cameras, projectors, and graphic software. This equipment is located in a lab, classrooms, and library for students and teachers to work on creating graphic presentations, web pages, HyperStudio stacks, and other multimedia presentations. New Sony Mavica cameras and

Image Deck stand-alone scanners are available for student and teacher use at each school.

- Four new iMac computers have been purchased for the Art Department at the high school for graphic design purposes. Software that is used as the standard in the Graphics Design world has been loaded on the Mac computers so students can become familiar with them in the event they decide to pursue a career in this field. This includes: Adobe Photoshop, Macromedia Dreamweaver, Flash, and Fireworks, WebBlender, and Office for Mac.
- Each ITRT has a Nikon Coolpix L15 digital camera and Small Wonder digital camcorder for instructional technology integration uses.
- One ibook laptop is available to these students for use in presenting and creating.
- Each school has a web site with school data, search page, and student project page. Students help manage the online newspaper by taking digital pictures and creating collages, writing articles, and helping with the actual pages themselves using FrontPage and other web authoring software.
- Each school is equipped with new SMART Boards, Interactive Notebooks, video projectors, RCA e-books, flexcams, desktop cameras, Alpha Smart keyboards, Kurzweil and Qwizdom keypad systems to aid teachers in their lessons and presentations.
- A Technology Curriculum and Student Profile of skills have been implemented in the schools to assist teachers in tying curriculum and technology together. The Student Profile will be added to the Career Portfolio when the student enters the sixth grade. Students will be able to use this profile for job interviews when they graduate. Possible employers will see the technical skills the student has mastered. Applications for employment and up to date job openings in Lunenburg County Public Schools can be found at the division website. www.lunenburgcountyschools.org/technology.htm
- Information on individual schools may be found at this site as well. Once approved, this Technology Plan will be added to the site.
- Virtual servers have been installed to back up all network traffic to the Cloud. er.
- The UPS's have been upgraded and setup on all school servers in preparation for state online SOL testing.
- Portable sound systems have been put in each school. These systems are used for programs, graduations, speakers/presenters and various other school activities.
- Each school is currently upgrading the student information system to Power School Gradebook.
- Technicians are equipped with cellular phones leased with Erate funds.
- As of the end of the 2009-2010 school year, all instructional staff were certified through the iSAFE Internet Safety program.
- Gaggle archives all division email.
- Central High School and Lunenburg Middle School students are provided school owned email addresses.
- All SOL testing is given online through Pearson Educational. Benchmarks are through Interactive Achievement.

- Twelve Qwizdom remote student response systems were purchased for the four schools (three sets each).
- Lunenburg County Schools is currently a Google School system.

Environment

Current Status

All four schools in the LCPS system are networked to have high-speed Internet connection. The high school and middle are connected to broadband fiber at 100 MB, while the two elementary schools have a 100 MB fiber connection.

	Computers	Projectors	SMART Boards	Document Cameras	Printers, Scanners, Copiers	TVs
CHS	600	36	6	34	74	46
LMS	300	40	6	20	25	40
KES	350	22	20	21	43	29
VES	350	26	20	24	43	30

Table 1 LCPS Technology Inventory

	Users	Computers	Users: Computers Ratio
CHS	463	500	1.0 : 3
LMS	355	275	1.2 : 9
KES	335	300	1.3 : 6
VES	382	300	1.2 : 7
SBO	17	20	.8 : 1
Division Total	1552	1395	1.1 : 2

Table 2 User-to-Computer Ratios

The LCPS computer network consists of 1395 networked desktop computers, laptops, with physical servers in four locations: Central High School/Lunenburg Middle School (CHS/LMS), Victoria Elementary School (VES), Kenbridge Elementary School (KES), and the School Board Office (SBO).

CHS, VES, KES and SBO house file and application servers and an internal domain name server and firewall. CHS hosts the web server.

CHS has been upgraded to a 100 MB Ethernet from MidAtlantic Broadband Corporation (MBC) through Kinex. LMS and CHS will be served by a LAN that provides network

and Internet services to both schools. VES, KES and SBO will be served through a WAN that is linked with a 100 MB Ethernet through Kinex.

The network operating system is Windows 2010 Server on existing servers. All networked desktop computers have networked connectivity. Most of the computers are Dell desktops and laptops purchased within the last four years. All computers are network capable to at least one printer. There are 12 mobile laptop labs in the schools. All schools are state certified to conduct online SOL testing.

The telephone system is a Nortel system that serves all school and school board office locations. All administration, faculty and staff members have email. The school bus fleet is equipped with security video and two-way radios.

LCPS has one part-time network administrator, one full time technician assigned to CHS and LMS and one full-time technician assigned to VES and KES. The webmaster duties are the responsibility of the technician assigned to CHS and LMS. Each school has its own website which can be accessed through the division website.

Identified Needs

- Expand and maintain bandwidth sufficient to support the network and Internet.
- Continue to address technology support and instructional technology support within the division.
- Install a projection system at CHS cafeteria.
- Continue to monitor and improve disaster recovery process.
- Continue to monitor and address network security procedures.
- Continue to replace and maintain support contracts.
- Explore various methods of student instruction delivery, meeting coverage and professional development.

Engagement

Status

Instructional technology within the classrooms is ever growing. Along with ready-to-roll carts containing CPU, keyboard, projector and Elmo, libraries, labs and all elementary classes contain a Smartboard. All schools possessed at least three remote student response systems. Teachers and students regularly use technology to support instruction within the classroom, as well as within the computer labs and media centers. LCPS is dedicated to the mission to supply students with ample technologies. Teachers continue to require support, modeling, and training in order to build capacity.

Professional development opportunities are held before, during and at the end of the instructional year. Instructional Technology Resource Teachers (ITRT) hold monthly training sessions in the use and integration of technologies within the classroom. ITRTs hold one-to-one training sessions with teachers and staff as an ongoing effort. LCPS

looks to the future to include additional virtual and online professional development opportunities.

Identified Needs

- Continue to provide a comprehensive division-wide professional development program to address technology integration into the instructional program
- Continue the employment of instructional technology resource teachers
- Review and expand the Internet Safety Plan
- Upgrade bandwidth to 1G entering the portal and between schools.
- Create a Bring Your Own Device (BYOD) policy.
- Expand the tablet initiative to the middle school.

Tools

Current Status

LCPS works diligently to replace and update technology, applications and program to ensure current and appropriate services to teachers, staff, and students. Math departments are supplied with calculators and software programs to meet the needs of the curriculum. Administrators, staff and students are urged to update their skills in order to meet the requirements of education and industry so that these skills may be assimilated within the classroom.

Identified Needs

- Remain current with new and emerging technologies
- Continue to replace and refresh technologies within the division to assure that technologies are up-to-date and project appropriate.
- Provide professional development to meet the personnel needs of emerging technologies
- Investigate technologies as they emerge in the areas of English, math, science, and social sciences

Results

Current Status

LCPS currently uses the Longitudinal Search in SSWS to find information on incoming students. Teachers are becoming more familiar with the use of remote student response systems in order to gauge student understanding and to conduct formative assessments. PSP systems are utilized in the elementary grades for reading and math remediation and practice. Students at the high school are using tablets in their daily instructional setting, as well as while at home.

The division is currently involved in the development of a research-based method to measure student technology achievement. However, this achievement has been exemplified in many ways. Classroom technology use has engaged student interest and participation when instructing new content, as well as assessing content to determine student achievement. Students are highly motivated to use technology over the normal paper-and-pencil method. Exposure to and use of technology has enabled students to become familiar and comfortable with online SOL testing, which will soon be required for all divisions throughout the state. Classroom teachers currently incorporate the technology standards into daily instruction. Future plans include the development of student technology portfolios to assess student mastery in technology standards by the ITRTs in collaboration with the Director of Technology.

In the administrative area, word processing and business management applications have increased efficiency and improved length of time on task in order to improve workflow efficiency. Certiport is being used to administer Microsoft Office User Examinations.

The TSIPs are used to measure basic technology skills in the area of information technology for teachers. Expanding this assessment to address the development of updated TSIPs, based upon the ITSE NETS*T standards, will be addressed in the beginning stages.

Identified Needs

- Develop database and digital portfolios that measure staff and student technology skills
- Stay alert to new assessment, data retrieval and evaluation techniques
- Explore avenues of assessing how technology affects student achievement
- Develop a system to assess student awareness of Internet Safety skills

Plan Evaluation and Update Schedule

The technology plan for Lunenburg County Public Schools is aligned with the state technology plan. The local plan will be evaluated and updated annually to ensure continued alignment with the state plan, while assessing goals, objectives, and strategies as emerging technologies, best practices and budgetary constraints dictate.

ACTIONS

Environment

“Schools need to consider physical and virtual environments in new and innovative ways to support learning activities (that are contextual, dynamic, safe, learner centered, social, flexible and equitable).”¹

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

Objective	Strategy	Assessment
1.1: Deliver appropriate and challenging curricula through face-to-face, blended, and virtual learning environments.	<ol style="list-style-type: none"> 1. Provide access to online project-based learning opportunities 2. Provide online subscriptions and applications to support instruction. 	<p>Monitor and document participation in project-based opportunities</p> <p>Continue software and online subscriptions.</p>
1.2: Provide the technical and human infrastructure necessary to support real, blended, and virtual learning environments. 1.2 continued	<ol style="list-style-type: none"> 1. Increase bandwidth in elementary schools, SBO. 2. Increase ITRT support services at schools. 3. Continue to support Internet filtering. 4. Increase support technical staff to schools to monitor and oversee instructional technology, infrastructure, website management and professional development 5. Maintain support, maintenance and filtering contracts on systems. 6. Staff one part-time student summer technician that will act as school session and on-call assistant.. 7. Evaluate and upgrade hardware, software, and infrastructure to meet local and state requirements 8. Continue to provide funds to address technical support situations. 9. Continue to utilize the E-rate program to offset telecommunications and Internet Access Costs. 10. Install projection system in the CHS cafeteria. 11. Continue subscribe to email archive platforms to save school email. 	<p>Monitor bandwidth performance and utilization.</p> <p>Continue monitoring of monthly ITRT reports.</p> <p>Monitor performance and utilization.</p> <p>Maintain work order records, daily work reports. Survey staff to determine satisfaction.</p> <p>Maintain records of work reports.</p> <p>Maintain record of student work hours.</p> <p>Maintain records of hardware, software and infrastructure inventory.</p> <p>Maintain records of tech purchases.</p> <p>Maintain records of E-rate applications and processes.</p> <p>Monitor progress of project.</p> <p>Maintain records of activities and expense records.</p>

Objective	Strategy	Assessment
1.3: Provide high-quality professional development to help educators create, maintain, and work in a variety of learner-centered environments.	<ol style="list-style-type: none"> 1. Require teachers to attend at least one full day PD opportunity per year. 2. Support key tech and support personnel to attend technology conferences. 3. Support projects that implement 21st century skill development within the classroom. 	<p>Maintain attendance records</p> <p>Maintain attendance and expense records.</p> <p>Maintain records of projects and effective results.</p>

¹Division of Technology. Educational Technology Plan for Virginia 2010-2015. 2010. http://doe.virginia.gov/support/technology/edtech_plan/plan.pdf

Engagement

“Educators must employ multiple ways to engage students in learning through technology. This engagement should reflect student learning styles, cultural backgrounds, and personal interests (and be collaborative, follow universal design, adaptive, personal, and interactive).”²

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

Objective	Strategy	Assessment
2.1: Support innovative professional development practices that promote strategic growth for all educators and collaboration with other educators, content experts, and students	<ol style="list-style-type: none"> 1. Offer a range of convenient and content appropriate professional development that encourages collaboration. 2. Encourage vertical meetings across content areas to increase teacher proficiencies and build community. 3. Expand support at each school by having ITRT personnel train key leaders in tech skills. 4. Continue to subscribe to Atomic Learning to provide access for teachers, students, and parents for online technology tutorials. 	<p>Maintain records of professional development opportunities.</p> <p>Maintain records of attendance.</p> <p>Maintain records of attendance and training.</p> <p>Maintain records of subscriptions and usage.</p>
2.2: Actualize the ability of technology to individualize learning and provide equitable	<ol style="list-style-type: none"> 1. Provide sufficient, appropriate and effective access to technology that meets the needs of the student 2. Provide those technologies that 	<p>Maintain record of technology hardware, software and services inventory.</p>

<p>opportunities for all learners.</p> <p>2.2 Continued</p>	<p>prepare students with 21st century ICT skills.</p> <p>3. A balance of technology-enhanced formative and summative performance assessments that complement the benchmark and SOL assessments will be developed by teachers (with ITRT support).</p>	<p>Maintain purchase records.</p> <p>Lesson plans will notate activities. Teacher portfolios will include record of activities.</p>
<p>2.3: Facilitate the implementation of high-quality Internet safety programs in schools.</p>	<p>1. Utilize iSAFE program in schools.</p> <p>2. Continue to provide school and community IS workshops through PTO, 21st Century (as eligible), and activities and assemblies</p> <p>3. Disseminate other avenues of communication with parents and stakeholders such as flyers, website announcements, newspaper articles, public school board presentations, school newsletters, booths at community activities.</p> <p>4. Maintain a current Acceptable Use policy for all network users.</p> <p>5. Explore and proceed with implementation of FBI-SOS Safe Online Surfing Internet Program.</p>	<p>Maintain record of activity dates.</p> <p>Maintain records of activity dates. Survey parents for IS safety activity responses.</p> <p>Maintain records of activity dates.</p> <p>Notation of AUP school board approval date.</p> <p>Monitor progress of project.</p>

²Division of Technology. Educational Technology Plan for Virginia 2010-2015. 2010. http://doe.virginia.gov/support/technology/edtech_plan/plan/pdf

Application

“Students need to understand the proper application of technology tools, i.e., choosing and applying the most appropriate tools for learning, communicating, and problem solving to be creative and innovative. (Skills include innovation, creativity, problem solving, communication, ICT literacy, content acquisition, and scaffolding.)”³

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	Strategy	Assessment
<p>3.1: Provide and support professional development that increases the capacity of teachers to design and facilitate</p>	<p>1. Identify professional development opportunities to develop project-based best practices.</p>	<p>Maintain record of activities.</p>

meaningful learning experiences, thereby encouraging students to create, problem-solve, communicate, collaborate, and use real-world skills by applying technology purposefully.	<p>2. Encourage staff to create and implement project-based activities into curriculum.</p> <p>3. Utilize best practices for ICT skills incorporation into the classroom.</p>	<p>Lesson plans will note activities.</p> <p>Document best practices.</p>
3.2: Ensure that students, teachers, and administrators are ICT literate.	<p>1. Develop new local technology standards for teachers and administrators that reflect NETS*T and NETS*A standards. All staff and administrators will meet within five years of the adoption of the standards.</p> <p>2. Develop method to assess student ICT skills.</p> <p>3. Support teacher professional development that leads to NETS*T certification.</p>	<p>Maintain record of completion.</p> <p>Document completion progress.</p> <p>Maintain records of participation and completion.</p>
3.3: Implement technology-based formative assessments that produce further growth in content knowledge and skills development.	<p>1. Support professional development and ITRT support in the use of assessment tools to include software, student response systems.</p>	<p>Maintain attendance records.</p>

*Division of Technology. Educational Technology Plan for Virginia 2010-2015. 2010. http://www.doe.virginia.gov/support/technology/edtech_plan/plan.pdf

Tools

“Students should not use technology tools just to replicate paper-and-pencil activities. Tools should extend students’ capabilities to perform functions that would be difficult, if not impossible, without technology. Tools should be authentic (and customizable)—ones students will encounter in the non-school environment.”⁴

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	Strategy	Assessment
4.1: Provide resources and support to ensure that every student has access to a personal computing device.	<p>1. Maintain budget for hardware updates.</p> <p>2. Continue to update services with new emerging technologies (netbooks, laptops, nComputing, virtualization, remote response systems, PSPs, iPads , tablets).</p>	<p>Maintain records of technology purchases and schedules.</p> <p>Document implementation of new technologies in annual plan updates.</p>

<p>4.2: Provide technical and pedagogical support to ensure that students, teachers, and administrators can effectively access and use technology tools.</p>	<ol style="list-style-type: none"> 1. Continue ITRT Support at each school to include training for key leaders within the school to build capacity. 2. Maintain support, maintenance and filtering contracts on systems. 3. Increase support technical staff to schools to monitor and oversee instructional technology, infrastructure, website management and professional development 	<p>Continue monitoring of monthly ITRT reports.</p> <p>Maintain records of work reports</p> <p>Maintain work order records, daily work reports. Survey staff to determine satisfaction</p>
<p>4.3: Identify and disseminate information and resources that assist educators in selecting authentic and appropriate tools for all grade levels and curricular areas. :</p>	<ol style="list-style-type: none"> 1. Continue ITRT Support at each school to include training for key leaders within the school to build capacity 2. Maintain support, maintenance and filtering contracts on systems. 	<p>Continue monitoring of monthly ITRT reports</p> <p>Maintain records of work reports</p>

⁴ Division of Technology. Educational Technology Plan for Virginia 2010-2015. 2010. http://www.doe.virginia.gov/support/technology/edtech_plan/plan.pdf.

Results

“Results are not just a matter of meeting accountability requirements but using data, including real-time assessment to inform instruction. Teachers addressing 21st Century skills and knowledge must employ intelligent assessments (to personalize learning).”⁵

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

Objective	Strategy	Assessment
<p>5.1: Use data to inform and adjust technical, pedagogical, and financial support.</p>	<ol style="list-style-type: none"> 1. Maintain an electronic database of hardware and software inventory 2. Review and update technology plan on an annual basis in order to remain current on funding and critical projects. 3. Develop method to assess student ICT skills 4. Utilize Interactive 	<p>Regularly review databases for accuracy and current status</p> <p>Document annual changes and approvals.</p> <p>Document completion progress.</p> <p>Review IA reports.</p>

	Achievement to disaggregate student performance on benchmark tests and formative assessments.	
5.2: Provide support to help teachers disaggregate interpret, and use data to plan, improve and differentiate instruction.	1. Continue ITRT Support at each school to include training for key leaders within the school to build capacity. ITRT will work collaboratively with teachers in the disaggregation of data.	Continue monitoring of monthly ITRT reports
5.3: Promote the use of technology to inform the design and implementation of next-generation standardized assessments.	1. Provide technical and training support for online SOL tests and ePAT practice tests. 2. Utilize online tools to create formative and summative assessments.	Monitor network performance before and during online testing sessions. Activities are noted in lesson plans.

⁵ Division of Technology. Educational Technology Plan for Virginia 2010-2015. 2010. http://doe.virginia.gov/support/technology/edtech_plan/plan.pdf

APPENDIX 1: TIMETABLE AND BUDGET

Lunenburg County Public Schools supports its technology through state and local funds, federal and state grant funding, and to some extent, professional development, instructional, and equipment accounts within the division. The major contributor to Lunenburg’s technology budget has been the state VPSA funding for the web-based SOL initiative. VPSA funds comprise approximately three-fourths of annual funding. Lunenburg, on a local level, meets a twenty percent match of the VPSA funding. Twenty-five percent of this match must be expended on professional development. In regard to the strategies noted within this plan, many are ongoing, will be instituted soon, or will be instituted in the future dependent upon funding and the current costs of strategic services (hardware, software, licensing, support, training).

Lunenburg will continue to ensure that strategies will be implemented as funding permits, but will remain ever vigilant to providing current and appropriate technology resources to support the plan. Future funding is always a grave concern within education. There is no guarantee that funding sources will remain reliable. Therefore, this plan cannot reflect an anticipated five year budget line as plans from other businesses present. Annually, the plan will be reviewed and corrected as critical needs arise or as funding sources change. Table 3 provides the budget summary on an ongoing basis.

Meeting the educational needs of the students, staying current in technology best practices and maintaining critical operational functions is foremost and essential in order to remain operational. Identified strategies within this plan are listed in order to meet these critical areas.

*In the Annual Budget column below, a blank box indicates that there is no direct cost associated with the strategy that will be debited from the above-mentioned sources.

Annual Timetable and Budget

Objective	Strategy	Start Date	End Date	Annual Budget*
1.1: Deliver appropriate and challenging curricula through face-to-face, blended, and virtual learning environments	1. Provide access to online project-based learning opportunities	2016	Ongoing	\$4,000
	2. Provide online subscriptions and applications to support instruction.	2016	Ongoing	\$5,000
1.2: Provide the technical and human infrastructure necessary to support real, blended, and virtual learning environments	1. Increase bandwidth in high school middle school elementary schools, SBO; connect all buildings.	2016	Ongoing	\$60,000
	2. Increase ITRT support services at schools.	2016	Ongoing	
	3. Continue to support Internet filtering.	2016	Ongoing	
	4. Increase support technical staff to schools to monitor and oversee instructional technology, infrastructure, website management and professional development	2016	Ongoing	\$10,000
	5. Maintain support, maintenance and filtering contracts on systems.	2016	Ongoing	
	6. Staff one part-time student summer technician that will act as school session on-call assistant.	2016	Ongoing	\$100,000
	7. Evaluate and upgrade hardware, software, and infrastructure to meet local and state requirements	2016	Ongoing	\$20,000
	8. Continue to provide funds to address technical support situations.	2016	Ongoing	(-\$36,547)
	9. Continue to utilize the E-rate program to offset	2016	Ongoing	\$2,000

	<p>telecommunications and Internet Access Cost</p> <p>10. Install projection system in the CHS cafeteria.</p> <p>11. Continue to subscribe to email archive platforms to save and archive student and staff school email.</p>	2016		\$4,000
1.3: Provide high-quality professional development to help educators create, maintain, and work in a variety of learner-centered environments.	<p>1. Require teachers to attend at least one full day PD opportunity per year.</p> <p>2. Support key tech and support personnel to attend technology conferences.</p> <p>3. Support projects that implement 21st century skill development within the classroom.</p>	2016	Ongoing	
		2016	Ongoing	\$2,000
		2016	Ongoing	
2.1: Support innovative professional development practices that promote strategic growth for all educators and collaboration with other educators, content experts, and students	<p>1. Offer a range of convenient and content appropriate professional development that encourages collaboration.</p> <p>2. Encourage vertical meetings across content areas to increase teacher proficiencies and build community.</p> <p>3. Expand support at each school by having ITRT personnel train key leaders in tech skills.</p> <p>4. Continue to subscribe to Atomic Learning to provide access for teachers, students, and parents for online technology tutorials.</p>	2016	Ongoing	\$3,000
		2016	Ongoing	
		2016	Ongoing	
		2016	Ongoing	\$2,700
2.2: Actualize the ability of technology to individualize learning and provide equitable opportunities for all learners	<p>1. Provide sufficient, appropriate and effective access to technology that meets the needs of the student</p> <p>2. Provide those technologies that prepare students with 21st century ICT skills.</p> <p>3. A balance of technology-enhanced formative and summative performance assessments that complement the benchmark and SOL assessments will be developed by teachers (with ITRT support).</p>	2016	Ongoing	\$20,000
		2016	Ongoing	\$20,000
		2016	Ongoing	

2.3: Facilitate the implementation of high-quality Internet safety programs in schools	1. Utilize iSAFE program in schools.	2016	Ongoing	
		2016	Ongoing	
	2. Continue to provide school and community IS workshops through PTO, 21 st Century activities and assemblies			
	3. Disseminate other avenues of communication with parents and stakeholders such as flyers, website announcements, newspaper articles, public school board presentations, school newsletters, booths at community activities.	2016	Ongoing	
	4. Maintain a current Acceptable Use policy for all network users.	2016	Ongoing	
	5. Internet Safety Program and Contests.	2016	Ongoing	
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.	1. Identify professional development opportunities to develop project-based best practices.	2016	Ongoing	
		2016	Ongoing	
	2. Encourage staff to create and implement project-based activities into curriculum.			
	3. Utilize best practices for ICT skills incorporation into the classroom.	2016	Ongoing	
3.2: Ensure that students, teachers, and administrators are ICT literate.	1. Develop new local technology standards for teachers and administrators that reflect NETS*T and NETS*A standards. All staff and administrators will meet within five years of the adoption of the standards.	2016	Ongoing	
	2. Develop method to assess student ICT skills.	2016	Ongoing	

	3. Support teacher professional development that leads to NETS*T certification.	2016	Ongoing	
3.3: Implement technology-based formative assessments that produce further growth in content knowledge and skills development.	1. Support professional development and ITRT support in the use of assessment tools to include software, student response systems	2016	Ongoing	
4.1: Provide resources and support to ensure that every student has access to a personal computing device.	1. Maintain budget for hardware updates.	2016	Ongoing	
	2. Continue to update services with new emerging technologies (netbooks, laptops, nComputing, virtualization, remote response systems, PSPs, iPads)	2016	Ongoing	
4.2: Provide technical and pedagogical support to ensure that students, teachers, and administrators can effectively access and use technology tools	1. Continue ITRT Support at each school to include training for key leaders within the school to build capacity.	2016	Ongoing	
	2. Maintain support, maintenance and filtering contracts on systems.	2016	Ongoing	
	3. Increase support technical staff to schools to monitor and oversee instructional technology, infrastructure, website management and professional development	2016	Ongoing	
4.3: Identify and disseminate information and resources that assist educators in selecting authentic and appropriate tools for all grade levels and curricular areas	1. Continue ITRT Support at each school to include training for key leaders within the school to build capacity	2016	Ongoing	
	2. Maintain support, maintenance and filtering contracts on systems	2016	Ongoing	

5.1: Use data to inform and adjust technical, pedagogical, and financial support.	1. Maintain an electronic database of hardware and software inventory	2016	2011/Ongoing	
		2016	Ongoing	
	2. Review and update technology plan on an annual basis in order to remain current on funding and critical projects.	2016	Ongoing	
	3. Develop method to assess student ICT skills	2016	Ongoing	
5.2: Provide support to help teachers disaggregate interpret, and use data to plan, improve and differentiate instruction.	4. Utilize Interactive Achievement to disaggregate student performance on benchmark tests.	2016	Ongoing	
	1. Continue ITRT Support at each school to include training for key leaders within the school to build capacity. ITRT will work collaboratively with teachers in the disaggregation of data.	2016	Ongoing	
5.3: Promote the use of technology to inform the design and implementation of next-generation standardized assessments	1. Provide technical and training support for online SOL tests and ePAT practice tests.	2016	Ongoing	
	2. Utilize online tools to create formative and summative assessments. (Web 2.0 tools	2016	Ongoing	

Table 3 – Annual Timetable and Budget

Annual Budget Summary

Year	Total Cost of Strategies	VPASA Funding	Local Technology Funding	Local Funding Required from Other Sources**
2010	\$252,700	\$154,000	\$30,800	\$67,900
2011	\$265,000	\$154,000	\$30,800	\$80,200
2012	\$265,500	\$154,000	\$30,800	\$80,700
2013	\$267,000	\$154,000	\$30,800	\$82,200
2014	\$270,000	\$154,000	\$30,800	\$85,200
2015	\$285,000	\$154,000	\$30,800	\$100,200
2016	TBD	TBD	TBD	TBD

Table 4 – Annual Budget Summary

**in the table above, note that funding from local funding from other sources cannot be relied upon as a concrete and stable funding source. If funds are unavailable, implementation of some strategies and/or projects will be delayed or reconfigured to meet the annual funding constraints.

Acceptable Use Policy and Internet Safety Program Technology Acceptable Use Policies Local Technology Policies and Guidelines

Lunenburg County Schools Acceptable Use of Technology Overview

Technology in the Lunenburg County Schools offers enhanced learning opportunities. The network and computer equipment is owned by the school system and provides a limited educational purpose of allowing users to conduct research and communicate with others. The user is provided technology resources to include, but are not limited to, computers, printers, software, online catalogs, network file servers, data files, a division-wide e-mail system, hand-held devices, and access to the Internet. Internet and computer network and non-network access is available to authorized students, teachers and other staff. The school division provides technology resources for education purposes only. Some worldwide resources available on the Internet, however, are not of educational value in a school setting. A Technology Acceptable Use Policy serves to protect the interests of the school division and its technology resources users. Student and employee use should reflect the educational purpose of the network. By signing the Acceptable Use Policy (AUP), users agree to follow the guidelines stated within.

Authorized Users

Students and employees of Lunenburg County Schools who complete and sign the technology resource use agreement are *authorized users* or *users* of the school division's technology resources.

Students and Parents

Students and their parents or legal guardians shall receive and sign an acknowledgment of this Policy and return it to the appropriate individual school. The school shall maintain an accurate record of those who have returned the signed acknowledgment and shall respond accordingly. Students or staff not returning a signed AUP agreement will not be allowed access to technology resources available in Lunenburg County Public Schools.

Technology Privilege

Use of the Lunenburg County Schools Internet and technology infrastructure (computers, network file servers, and network wiring) is a privilege, not a right. Network storage areas may be treated like school lockers. Network administrators may review files and communications to maintain system integrity and insure that students and staff are using the system responsibly. Users should not expect that files stored on division servers will always be private. Users should be advised that activity on the network can be tracked. Within reason, freedom of speech and access to information will be honored. The network administrator can disable student or employee rights if violations warrant such action. Administration, faculty, or staff

may request that the network systems administrator deny, revoke or suspend specific user access in the event of violation of this policy.

Inappropriate use will result in an immediate termination of access and other privileges relating to use. Inappropriate use may also result in disciplinary action (up to and including suspension or expulsion for students or formal reprimand or dismissal for staff) as well as potential civil or criminal liability and prosecution. Disciplinary actions for employees may include a conference, warning, letter of reprimand, loss of privileges, suspension without pay, demotion, dismissal, and/or criminal prosecution. Disciplinary action for students may include, but is not limited to a telephone call to parents or guardians, loss of privileges, restitution, suspension, and /or expulsion, and /or criminal prosecution.

Violations

Use of technology resources or transmission of any material in violation of any federal or state law is strictly prohibited. Also prohibited is the use or transmission of material protected by federal or state intellectual property laws; copyrighted material; licensed material; threatening, harassing or obscene material; and/or pornographic material. In addition, users are prohibited from accessing or attempting to access, using or attempting to use, the Internet or other computer network or non-network facilities for any other unauthorized purposes. This includes but is not limited to commercial activities, introduction of viruses, and manipulation or corruption of systems, files and other related resources, or to “hack into” or otherwise access data not intended for the user including, but not limited to, other users’ files and administrative data. Illegal activities will be reported to the appropriate agencies.

Liability

The Lunenburg County Schools cannot guarantee the availability of technology resources. The school division will not be responsible for any information that may be lost, damaged, or unavailable due to technical or other difficulties. Lunenburg County Public Schools will not assume responsibility for any virus damage resulting from use of the school system’s network. Every possible measure is taken to assure safety, but viruses can penetrate any system. The school division does not ensure that all electronic transmissions are secure and private. The school division does not guarantee the accuracy or quality of information obtained. The school division cannot fully control or censor illegal, defamatory, or potentially offensive materials that may be available to the user on systems accessible through technology resources in the Lunenburg County Schools. Every effort will be made using filtering software and teacher supervision to control access to inappropriate sites and resources. In accordance with CIPA (Children’s Internet Protection Act) Internet filtering software is in place to prevent access to:

- child pornography as set out in Va. Code § 18.2-374.1:1 or as defined in 18 U.S.C. § 2256
- obscenity as defined by Va. Code § 18.2-372 or 18 U.S.C. § 1460; and
- material that the school deems to be harmful to juveniles, as defined in Va. Code § 18.2-390, material that is otherwise inappropriate for minors as defined in 47 U.S.C. § 254 (h) (7) (G), and material that is otherwise inappropriate for minors.

School Division Responsibilities

Technology Access and Use

The school division will provide access to technology resources. Users should be aware that use of these resources may be monitored in order to provide an acceptable level of service to all users. Users should also be aware that data that resides on, or passes through, the school

division's technology infrastructure (computers, network file servers, and network wiring) is subject to review. In order to maintain system integrity and to ensure users are using the system responsibly, network administrators may review files and communications without prior notice or permission of the user. Users should not expect that files stored on district resources will always be private.

Proper Use

School division staff will provide instruction on proper use of technology resources, including areas of proper care of equipment, management of resources (time and materials), search strategies, user safety, copyright laws, and computer etiquette. Staff shall report any incident of harassment or any other unauthorized or inappropriate use of school division technology resources to the building or department administrator who will report the incident to the Division Supervisor of Technology.

Electronic Mail

The school division will provide access to electronic mail for all staff members. Students will not be issued individual school e-mail accounts; students may only access electronic mail through outside individual accounts. The teacher will directly supervise individual student use of the account. Students who have electronic mail accounts from sources outside the school division will have limited supervised access to those accounts using the school division's resources.

Web Pages

The school division will provide resources to host class/activity Web pages. Such pages must contain only educationally relevant material and must adhere to all applicable school division guidelines, policies, and regulations. Students may only post information to Web pages under the direct supervision of a staff member. Because they will be creating Web pages that depict school activities and projects, students will at times include pictures of themselves or other students within a document. In these instances, picture captions or references will identify the activity or class and will not identify students individually by complete name. Such pictures will illustrate the activity and will not present portraits of the individual students. If a Web document text does include the name of a student, only the first or *called* name of the student will be used. A *called* name is the name by which the student is called in class. It may be a diminutive version of a given name, a middle name, a set of initials, or a combination. At no time will a student's full name, address, or other focused identifying information be used.

Internet Safety

In accordance with Va. Code §22.1-70.2, Lunenburg County Public Schools requires all students to receive Internet safety training. Through the implementation plan, Internet safety is both taught to and practiced by students, and integrated into the curriculum, K-12. Special emphasis is placed on safety, security, and ethics in the instructional program.

User Responsibilities

Technology Use

Users will only use technology for school-related purposes. Users will use resources in a responsible, ethical, and legal manner. Provisions in the student code of conduct will apply to all student interaction with and use of technology resources. Users should not access, modify, or destroy other user's data without appropriate authorization. Users should not knowingly spread a computer virus, impersonate another user, violate copyright laws, install or use unauthorized software or downloads damage or destroy resources, or intentionally offend, harass, or

intimidate others. Staff members may not abuse their access to technology resources. Abuse may consist of either excessive or unacceptable use. A use is unacceptable if it conflicts with the school division's or individual school/department's purpose, goal, or mission or with a staff member's authorized job duties or responsibilities.

Internet Access

Users will only access the Internet under appropriate supervision. Users will view sites that directly relate to a school-related assignment, activity, or responsibility. Users should not use school technology resources to create, distribute, download, or view obscene, illegal, or inappropriate content. Users should immediately inform a staff member if they encounter material that is obscene, illegal, inappropriate, offensive, or otherwise makes them feel uncomfortable. Users should not use technology resources to engage in any commercial activity including the purchase of goods and services; staff members may use technology resources to purchase school supplies and resources provided they follow established school division purchasing guidelines.

Electronic Mail

For personal safety reasons when communicating electronically, students shall only use their first or *called* name. Full names, home phone numbers, addresses, or other personal identifying information shall not be revealed without written parental and teacher permission.

Users should use electronic mail responsibly. Users should not create, distribute or forward chain letters, offensive messages, harassing messages, or messages that contain false information. Users must obtain the owner's written permission prior to distributing copyrighted material. The electronic mail system and all of its constituent software, hardware, and data files (the "System") is owned and controlled by the school system and is its property.

In order to protect the interests of the school system, its employees and students, the school system reserves the right to access and disclose, without prior notice or permission from the user, the contents of any account on its System. Any message received from an unknown sender via the Internet should either be immediately deleted or forwarded to the Network Systems Administrator. In no event should any user ever download any file attached to any Internet-based message unless the user is certain of that message's authenticity and the nature of the files so transmitted. Users shall not attempt to access instant messages, chat rooms, forums or message boards (except school approved), personal email, and personal web pages (including social networking sites).

Network Use

Users will use resources responsibly. Users will not give out passwords. Users should not disrupt network usage by others, should not monopolize technology resources, should not print excessively, and should not use excessive amounts of shared data storage space.

Users should immediately notify a staff member or school administrator if they are the subject of harassment while using technology resources or if they witness inappropriate use of technology resources. Violation of the school system's network, to include "hacking," will constitute disciplinary action as described in the Student Code of Conduct, to include expulsion and referral to the appropriate agencies.

Cyber Bullying

Users shall not engage in personal attacks, including prejudicial or discriminatory attacks. Users shall not harass another person. Harassment is described as persistently acting in a manner that intentionally annoys another person. Users shall not knowingly post false or defamatory information about a person or organization. Users shall report to responsible school

personnel any electronically transmitted attacks in any form made by others over the Internet or Local Area Network (LAN), observed while using school-owned technology.

Plagiarism and Copyright Infringement

Users shall not plagiarize works found on the system. Plagiarism is taking the ideas or writings of others and presenting them as if they were your own. Materials used shall be properly documented (written, graphic, recorded). Check with the building librarian if you are unsure of the steps to cite sources. Users should request permission from the copyright holder if unsure whether a work is protected by copyright or if one has permission to reproduce a particular work. Unless otherwise indicated, all information on the system is considered to be copyright protected.

**Lunenburg County Schools
Technology Resource Use Agreement**

I will use technology resources in a responsible, ethical, and legal manner. I will use technology resources only for school-related purposes.

I will not access, modify, or destroy other user’s data without proper authorization. I will not knowingly spread a computer virus, impersonate another user, violate copyright laws, install or use unauthorized software or downloads damage or destroy resources, or intentionally offend, harass, or intimidate others.

I will access the Internet only under appropriate supervision. I will only view sites that directly pertain to a school-related assignment. I will not use school technology resources to create, distribute, download, or view obscene, illegal, or inappropriate content. I will immediately inform a staff member if I encounter material that is obscene, illegal, inappropriate, offensive, or otherwise makes me feel uncomfortable.

I will not use technology resources to engage in any commercial activity including the purchase of goods and services. I will not give out personal information (full name, address, telephone number, etc.)

I will use electronic mail responsibly and only through an authorized account. I will not create, distribute or forward chain letters, offensive messages, harassing messages, or messages that contain false information. I will distribute copyrighted material only if I have the owner’s written permission.

I will use technology resources responsibly. I will not give out my passwords. I will not disrupt network usage by others. I will not monopolize technology resources, use printing excessively, or use excessive amounts of shared data storage space.

I will immediately notify a staff member or school administrator if I am the subject of harassment while using technology resources or if I witness inappropriate use of technology resources.

I understand that misuse of these privileges in any way will result in appropriate disciplinary action and possible suspension of the use of all technical equipment in the district.

Student Signature: _____

Date: _____

I have read the Lunenburg County Schools’ *Technology Acceptable Use Policy*. I have discussed the policy with my child, and I give my child permission to use the technology resources according to the regulations set forth in that policy

Parent/Guardian Signature: _____

Date: _____

Please print your student's name:

First

Middle

Last

Grade

**Lunenburg County Schools
Staff Technology Resource Use Agreement**

I have read and I understand the Lunenburg County Schools *Technology Acceptable Use Policy*. I will make every effort to hold students accountable to the policy and to report serious violations to my building administrator. I understand that my inappropriate use of technology resources can result in disciplinary action up to and including formal reprimand and dismissal.

Staff Signature:

Date: _____

Please print your name:

Last

First

Middle

Location: _____

LUNENBURG COUNTY PUBLIC SCHOOLS
Frances Wilson, Director of Student Support Services
Phone 434-676-2467
Fax 434-676-1000
frances.wilson@k12lcps.org

August 1, 2015

Dear Parent or Guardian:

Lunenburg County Schools would like to offer your student access to our electronic communications system, the Lunenburg County web site (www.lun.k12.va.us) and the schools' Wide Area Network. Your student will be able to communicate with other schools, colleges, organizations, and individuals around the world through the Internet and other electronic information systems/networks.

Part of the division's responsibility in preparing students for the 21st Century is to provide them access to the tools they will be using as adults. The Internet is one of those tools. In fact, Virginia's new Standards of Learning require that students know how to conduct research and publish on the Internet. Students will be evaluated on these skills on standardized tests. Through the division' system, your student will have access to hundreds of databases, libraries, and computer services from all over the world. We accept the responsibility for teaching your student about his/her role as a "network citizen" and the code of ethics involved with this new "global community." In, addition, as a response to legislation approved by the 2006 General Assembly, Lunenburg Schools will implement an internet safety component which will be integrated into the K-12 curriculum.

With this educational opportunity also comes responsibility for the student. It is important that you and your student read the enclosed division policy, administrative regulations, and agreement form and discuss these requirements together. Please note that the Internet is an association of diverse communications and information networks. It is possible that your student may come across material of adult content, some of which you might find objectionable. The division takes a no tolerance approach to accessing such material. Precautions will be taken to prevent unauthorized access, but it is not possible to prevent such access completely.

Attached to this letter are the following documents:

- The division's Acceptable Use Policy
- An agreement for your student to read and sign stating his/her agreement to follow division policies and regulation regarding the use of county hardware, the Internet, Web Page Design, and Code of Ethics. This agreement requires your signature and must be renewed each year and kept on file at the school.
- A form for you to use if you do not want any image of your child used in anything that may be published on the Internet.

Please review these materials carefully with your student before signing the required agreement form.

Sincerely,

Frances Wilson
Director of Student Support Services

Permission of Publication of Student Image

One very important component of a student's education today is the knowledge of how to publish and present data that has been collected on any given subject. Modern technologies give all students the ability to perform this task quickly and easily. Students in Lunenburg County Public Schools will have the opportunity to publish work that they have created internationally on the Internet.

Incorporated into a student or a teacher's work may be a drawn or photographed still, or video image of him/herself or others in the school. You as a parent or guardian of a student attending Lunenburg County Public Schools may have reason to request that no image of your child be published. We want to know if this is the case. Please sign the form below and return it to their classroom or homeroom teacher.

As a parent of a student in Lunenburg County Schools, I am aware that my child will be given instruction on how to publish and present data that they learn in school.

Yes, I give permission for my child's image to be used for school related Internet publications.

Child's Name

School

Parent's Signature

Date

No, I do not give permission for my child's image to be used in school related Internet publications (including PTO programs, sports events, class projects and other school activities).

Child's Name

School

Parent's Signature

Date

Lunenburg County Public Schools Internet Safety Program

The Internet allows access to a plethora of information to the world. Students within the educational system can come face to face with educational resources, interactive learning and availability to students around the world. However, this access also allows student exposure to inappropriate content, as well as appropriate content. Lunenburg County Public Schools believes that the advantages outweigh the disadvantages. We work earnestly to provide and maintain a safe environment for students, and use resources to teach students to protect themselves on the Internet. The Virginia General Assembly passed legislation in 2006 requiring school divisions to integrate a component of Internet safety within the instructional program (§22.1-70.2). In compliance with the Va. Code, Lunenburg County Public Schools has included the following:

1. Professional Development

- Training for staff
 - ~Internet Safety Information for Students websites offer links to fun resources to help students learn about Internet Safety.
 - ~Information on Internet Safety is included in professional development sessions offered to LCPS teachers and staff.
 - ~Internet Safety workshops are provided by Media Specialists, ITRTs and once a year by the Office of the Attorney General of Virginia
 - ~All teachers are currently certified by the iSAFE Internet Safety Curriculum.
- Presentations for parents
 - ~ Internet Safety workshops are provided once a year by the Office of the Attorney General of Virginia
 - ~Internet Safety workshops are provided once a year by the ITRTs during PTO meetings.
 - ~Parents are given brochures to take home during parent conferences that address Internet Safety at home.
- Instruction for students
 - ~Internet Safety Information for Students websites offer links to fun resources to help students learn about Internet Safety.
 - ~Students at all school participate in the iSAFE program.
 - ~The ITRT personnel work in collaboration with classroom teachers to provide lessons on Internet Safety.
 - ~High and middle school students participate annually in Internet Safety Poster/Movie competitions. Winners of these competitions present their winning poster/movie to the student body.
 - ~Presently pursuing the FBI-SOS (Safe Online Surfing) Internet Safety Program as a supplement to our current curriculum. This is a free program supported by the FBI to provide student interaction on student Internet safety. www.fbi-sos.org

2. Filter for Internet Access

- *Lightspeed* is currently used to filter access to Internet content that is obscene, depicts pornography, is harmful to minors, or is deemed inappropriate for minors. LCPS administrators, the Children's Internet Protection Act (CIPA) and the Code of Virginia determine the categories of the Internet to be blocked.
- Internet use is monitored by teachers and staff at all grade levels. LCPS technology administrators alone have possession of administrative codes use to change passwords, settings, etc.
- The technology staff reviews blocked sites on a regular basis in order to remain current on exemptions or changes to the filter. New technologies are explored annually to determine the best filtering device pertinent to the needs of LCPS personnel and student use.

3. Guidelines for appropriate use of the Internet and networked resources by students and staff.

- AUP –policy manual

4. Security of data on LCPS network

- No unfiltered access to the Internet if allowed.
- A firewall is in place to prevent inappropriate access to LCPS data.
- Anti-spam and anti-virus software are in place
- Network is monitored.
- Internet use is monitored by teachers, ITRT, and staff at all levels.
- Student workstations are administrator password protected to prevent the changing of computer configurations
- Technology staff investigates new and emerging technologies and institutes new security measures when necessary.
- Critical data and applications held on the network as password and rights protected.

5. Roles and Responsibilities

• Administrators

- ~Enforce AUP and adhere to discipline guidelines in the Student Code of Conduct and AUP.
- ~Respond to cyberbullying activities. The school website contains an anonymous bullying/cyberbully report system.
- ~Be knowledgeable about Internet safety and stay current in changes of law, etc.
- ~ Make sure teachers of all grade levels are monitoring students' use of technology and covering Internet safety skills in their lessons as needed.
- ~Seek input from school staff and community regarding filtering.

• Teachers

- ~Be familiar with and report all cyberbullying activities.
- ~Monitor student Internet and other technology use.

- ~Report AUP violations to administration.
- ~Include Internet safety concepts in curriculum and when using technology with students.
- ~Be familiar with provisions of and monitor for violations of copyright and ethics standards as regards to the use of technology and the Internet.

- **Library Media Specialists**

- ~Assist in developing Internet Safety curriculum
- ~Provide instruction on safe searching and evaluating online resources.
- ~Model positive use of tools available on the Internet
- ~Work in collaboration with ITRT to share concepts and provide Internet Safety instruction to students.

- **ITRT**

- ~Work with teachers to share information in the classroom.
- ~Model lessons in classroom for teachers and students.
- ~Include Internet safety concepts during lessons for students in the computer lab and classrooms

- **Resource Officer**

- ~Be available for classroom discussions and instruction.
- ~Be involved in training.

- **~Parents and Guardians**

- ~Learn more about dangers that students may encounter while using the Internet.
- ~Monitor Internet and technology use by their child.
- ~Employ appropriate Internet filtering safeguards on home Internet devices.

- **Students**

- ~Abide by guidelines set forth in the Acceptable Use Policy
- ~Create public service announcements and communications regarding Internet safety.

6. **Procedures to Address Breach of Security and/or Safety**

- All minor security and safety breaches are handled at the school level by school staff and administrators. Minor breaches may include students accessing inappropriate websites, teachers not logging off the computer and giving students access to their network accounts. Consequences for such infractions are specified in their Acceptable Use Policy and Student Code of Conduct.
- All major security and safety issues are handled at the district level by the technology staff, Superintendent, school principal, and school resource officer. Major breaches are those that may include loss of service or data, or violation of local, state and federal laws. Outside agencies and law enforcement may be involved if necessary.

- LCPS uses network monitoring as part of the security design and has backup data systems in place. Email archives are in place for retrieval of information as necessary.

7. **Design and Evaluation**

- Lunenburg County Public Schools will annually review, evaluate and revise the Internet safety program as necessary.
- Each school will be accountable for providing information regarding the implementation and evaluation of lesson/activities.
- The central office and school administrators, in conjunction with the technology staff, will monitor new innovations in internet safety, security devices and services, professional development and curricula.

Adopted: May 14, 2007

Revised: August 11, 2008, August 9, 2010, December 2015

Legal References: 18 U.S.C.§§ 1460, 2256
 47 U.S.C §254

Code of Virginia as amended §§ 18.2-372, 18.2-374.1:1,
18.2-390, 22.1-70.2, and 22.1-78

Guidelines and Resources for Internet Safety in Schools,
Virginia Department of Education (Second Edition
October 2007)

Lunenburg County Public Schools Teacher Laptop Loan Agreement

Guidelines are necessary to protect on-loan laptops and the school network to ensure that this technology serves as an effective instructional tool. Teachers who wish to be assigned a laptop computer must agree to the following:

1. The teacher agrees to follow all LCPS regulations and policies now and hereafter in effect governing the use of the LCPS hardware and software, including, but not limited to, the Acceptable Use and Internet Safety Policy as well as all applicable State and Federal laws, including copyright and intellectual property law, pertaining to software and information.
2. The computer is the property of Lunenburg County Public Schools. If a teacher leaves the school system, the laptop computer is to be returned immediately to school officials.
3. No software is to be installed without the permission of the technology staff. This includes disabling the anti-virus and firewall.
4. The teacher shall not remove or alter any LCPS identification labels attached to or displayed on the computer, nor shall the teacher change identification within the computer, e.g., the computer name.
5. The teacher agrees to handle the computer carefully and protect it from potential sources of damage.
6. The teacher must report theft (or suspected theft) of the computer, loss of the computer, damage to the computer, or malfunctioning of the computer to school personnel immediately.
7. Upon request, the teacher agrees to return the equipment promptly when requested by school personnel. At the end of each school year, the equipment may be collected and reimaged.

I have read and agree to comply with these guidelines.

Assigned equipment: Laptop, battery, power adapter, mouse (optional)

Computer Model	Serial Number	
Teacher Name	Teacher Signature	Date

Lunenburg County Public Schools Student-Owned Technology School-Use Agreement

Although it is not the policy of Lunenburg County Public Schools to permit students to use personally-owned technology (laptop, iPod, iPad, cell phone, etc) in school, under certain circumstances it may be allowed. If a student's IEP recommended the use of a computer in the classroom, or if the school principal deems it necessary and appropriate for a student to use a personally-owned device for classroom educational use, the student must fill out this form in full and obtain a signature of consent from the school principal and the Supervisor of Technology.

Once approval is given for a laptop computer, and before the student is permitted to use the computer on the LCPS network, the student will permit the technology staff to inspect the laptop and possibly install diagnostic and monitoring software on the computer, as is done with computer on the network. Signing this form will serve as authorization to install the diagnostic and monitoring software on the approved computer. Without such authorization, the computer will not be permitted to be used in school.

Once the authorization process is completed, the student will abide by all aspects of the Lunenburg County Public Schools Acceptable Use and Internet Safety Policy while using the device in the school division. The student will understand that recreational Internet usage, gaming, music, video, or other non-class related applications will not be permitted on the LCPS network at any time during the school day. At no time will Lunenburg County Public Schools assume responsibility for loss of or damage to student-owned devices.

.....
Student Name _____

Device Name and Model Number _____

Serial Number _____

Reason for use in school: _____

I hereby request permission to use my personally-owned technology device in school. If I am requesting permission to use a laptop computer, I permit the technology staff to install diagnostic and monitoring software on my computer and acknowledge that any and all computer activity on the LCPS network may be logged and monitored. Once the authorization and installation process is completed and I am permitted to use my device in school, I will abide by all aspects of the Lunenburg County Public Schools Acceptable Use and Internet Safety Policy while using my laptop in the school division. I agree that at no time will Lunenburg County Public Schools be held responsible for any damage to or loss of my device.

Student Signature Date

Parent Signature Date

Principals' Signature indicates approval of the request Date

Supervisor of Technology Signature Date

Lunenburg County Public Schools Student Technology Home Use Agreement

School technology equipment is the property of Lunenburg County Public Schools. If a teacher deems it necessary and appropriate for a student to check out equipment for home educational use, the teacher must fill out this form in full and obtain a signature of consent from the student. It is not the policy of Lunenburg County Public Schools to permit technology equipment (laptops, desktops, and cameras, LCL projectors) to be checked out by students. However, circumstances may dictate otherwise. If a teacher requires that a student be permitted to check out technology equipment, the teacher must submit this completed and signed form for approval by the school principal and Supervisor of Technology.

While in the student's possession, the condition of LCPS property is the student's responsibility. Students will be responsible for the full replacement/repair cost of the equipment if the checked-out equipment is not returned in the same condition as when it was checked out. The student will abide by all aspects of the Lunenburg County Public Schools Acceptable Use and Internet Safety Policy while in the possession of LCPS technology.

.....

Equipment to be checked out	Serial Number
-----------------------------	---------------

Model Number	Date to be returned
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Reason for use

I hereby authorize my student, _____, to check out the equipment listed above for home educational use. I submit this form to the principal for approval prior to checking out the equipment.

Teacher Signature	Date
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I hereby request permission to check out the equipment identified above for myself, for educational and instructional use. I will return the equipment to my teacher, in like condition, on or before the due date. If the equipment is lost/stolen/damaged, I agree to accept full liability for the replacement or repair of the equipment. I will abide by the Lunenburg County Public Schools Acceptable Use and Internet Safety Policy while the equipment is in my possession.

Student Signature	Date
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Principal's Signature indicates approval of the request	Date
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Signature of Supervisor of Technology	Date
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APPENDIX 3: Summary of Internet Safety Program for 2008-2010-2018 (including process for adjusting program based on evaluation)

The Virginia General Assembly passed legislation in 2006 requiring school divisions to integrate a component of Internet Safety within the instructional program (§22.1-70.2). In compliance with the Virginia code, Lunenburg County Public Schools initiated the Internet Safety Program in all four schools. ITRT personnel, as well as classroom teachers and media specialists, integrated Internet Safety (IS) instruction into the daily classroom curriculum. Schools held teacher-led IS instruction, workshops and contests for students in grades K-12. Representatives from local law enforcement and from the Office of the Attorney General of Virginia held information sessions for students, parents and community, both during the school day and at night. Annually, students received bookmarks containing IS tips and links, and presentations to be school board were held by personnel and students emphasizing the importance of Internet Safety both at school and at home. Display and information booths at the local county fair and Autumn Days celebrations were developed in order to inform the public of the importance and serious consequences involved with the Internet. Internet Safety tips, rules, and regulations were posted on all computers within the school district. Using the iSafe curriculum, all classroom teachers within the division received Internet Safety certifications during the 2009-2010 school year. Each October, the local newspaper prints a news release outlining the Internet Safety Program taught within the Lunenburg County Public Schools. On-going IS participation, instruction and events occur each year as Lunenburg County continues to implement the IS components into the curriculum.

Lunenburg County concludes that this process has been successful. However, plans are being developed to broaden the already comprehensive IS component within the schools. Evaluation was conducted by parent and student surveys. These surveys indicated a moderate understanding of the perils of the use of the Internet by students. Parents and students indicated a desire to receive more information on the safe use of the Internet both at school and at home. In order to meet these indicated outcomes, teachers will continue to receive IS certifications. Students will be studying the iSafe curriculum and taking assessments in order to receive their IS certifications. The high school and middle school are continuing their efforts to use the IS curriculum within the creative model which includes audio recordings, skits, films and videos of students acting storylines regarding cyberbullying, chat rooms, and social networking. Lunenburg plans to continue the information sessions with local law enforcement and the Attorney General's Office, news releases in the local papers, student activities, and community and stakeholder information sessions. Our division takes Internet Safety seriously and realizes the impact upon students, parents and staff. Communication and education is the key to awareness and safety.

APPENDIX 4: THE ISTE NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS (NETS*S) AND PERFORMANCE INDICATORS FOR STUDENTS

1. Creativity and Innovation

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

- ~ apply existing knowledge to generate new ideas, products, or processes.
- ~ create original works as a means of personal or group expression.
- ~ use models and simulations to explore complex systems and issues.
- ~ identify trends and forecast possibilities.

2. Communication and Collaboration

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

- ~ interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- ~ communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- ~ develop cultural understanding and global awareness by engaging with learners of other cultures.
- ~ contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency

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

- ~ plan strategies to guide inquiry.
- ~ locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- ~ evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- ~ process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making

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

- ~ identify and define authentic problems and significant questions for investigation.
- ~ plan and manage activities to develop a solution or complete a project.

- ~ collect and analyze data to identify solutions and/or make informed decisions.
- ~ use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

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

- ~ advocate and practice safe, legal, and responsible use of information and technology.
- ~ exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- ~ demonstrate personal responsibility for lifelong learning.
- ~ exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

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

- ~ understand and use technology systems.
- ~ select and use applications effectively and productively.
- ~ troubleshoot systems and applications.
- ~ transfer current knowledge to learning of new technologies.

APPENDIX 5: THE ISTE NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS (NETS*T) AND PERFORMANCE INDICATORS FOR TEACHERS

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

1. Facilitate and Inspire Student Learning and Creativity

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

- ~ promote, support, and model creative and innovative thinking and inventiveness.
- ~ engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
- ~ promote student reflection using collaborative tools to reveal and clarify

students' conceptual understanding and thinking, planning, and creative processes.

- ~ model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

2. Design and Develop Digital-Age Learning Experiences and Assessments

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

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

3. Model Digital-Age Work and Learning

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

- ~ demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
- ~ collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.
- ~ communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.
- ~ model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

4. Promote and Model Digital Citizenship and Responsibility

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

Teachers:

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

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- ~ participate in local and global learning communities to explore creative applications of technology to improve student learning.
- ~ exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.
- ~ evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.
- ~ contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

APPENDIX 6: THE ISTE NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS (NETS*A) AND PERFORMANCE INDICATORS FOR ADMINISTRATORS

Visionary Leadership

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

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

2. Digital Age Learning Culture

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

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

3. Excellence in Professional Practice

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

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

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

4. Systemic Improvement

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

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

5. Digital Citizenship

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

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

VIRGINIA COMPUTER/TECHNOLOGY STANDARDS OF LEARNING

Grades K-2

APPENDIX 6: THE ISTE NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS (NETS*A) AND PERFORMANCE INDICATORS FOR ADMINISTRATORS

Basic Operations and Concepts

C/T K-2.1 The student will demonstrate knowledge of the nature and operation of technology systems.

- Identify the computer as a machine that helps people at school, work, and play.
- Use technology to demonstrate the ability to perform a variety of tasks; among them turning on and off a computer, starting and closing programs, saving work, creating folders, using pull-down menus, closing windows, dragging objects, and responding to commands.

C/T K-2.2 The student will demonstrate proficiency in the use of technology.

- Demonstrate the use of mouse, keyboard, printer, multimedia devices, and earphones.
- Use multimedia resources such as interactive books and software with graphical interfaces.

Social and Ethical Issues

C/T K-2.3 The student will practice responsible use of technology systems, information and software.

- Know the school's rules for using computers.
- Understand the importance of protecting personal information or passwords.
- Understand the basic principles of the ownership of ideas.

C/T K-2.4 The student will use technology responsibly.

- Demonstrate respect for the rights of others while using computers.
- Understand the responsible use of equipment and resources.

Technology Research Tools

C/T K-2.5 The student will use technology to locate, evaluate, and collect information from a variety of sources.

- Identify information in various formats.
- Identify available sources of information.

Problem-solving and Decision-making Tools

- C/T K-2.6 The student will use technology resources for solving problems and making informed decisions.
- Recognize that technology can be used to solve problems and make informed decisions.
 - Identify and select technologies to address problems.

Technology Communication Tools

- C/T K-2.7 The student will use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
- Identify the best tool to communicate information.
 - Use technology tools for individual writing, communication, and publishing activities.
 - Demonstrate the ability to create, save, retrieve, and print document.

Grades 3-5

Basic Operations and Concepts

C/T 3-5.1 The student will demonstrate knowledge of the nature and operation of technology systems.

- Discuss common uses of computers in their daily life and the advantages and disadvantages those uses provide.
- Communicate about basic technology components with appropriate terminology.

- C/T 3-5.2 The student will demonstrate proficiency in the use of technology.
- Use skills and procedures needed to operate various technologies such as scanners, digital cameras and hand-held computers.
 - Identify basic software applications such as word processing, databases, and spreadsheets.

Social and Ethical Issues

C/T 3-5.3 The student will demonstrate knowledge of ethical, cultural, and societal issues related to technology.

- Identify how technology has changed society in areas such as communications, transportation, and the economy.
- Discuss ethical behaviors when using information and technology.

C/T 3-5.4 The student will practice responsible use of technology systems, information, and software.

- Understand the need for the school division's acceptable use policy.

- Discuss the rationale of fair use and copyright regulations.
- Follow rules for personal safety when using the Internet.

C/T 3-5.5 The student will demonstrate knowledge of technologies that support collaboration, personal pursuits, and productivity.

- Work collaboratively when using technology.
- Practice and communicate respect for people, equipment, and resources.
- Understand how technology expands opportunities for learning.

Technology Research Tools

C/T 3-5.6 The student will use technology to locate, evaluate, and collect information from a variety of sources.

- Collect information from a variety of sources.
- Evaluate the accuracy of electronic information sources.
- Enter data into databases and spreadsheets.

Problem-solving and Decision-making Tools

C/T 3-5.7 The student will use technology resources for solving problems and making informed decisions.

- Determine when technology tools are appropriate to solve a problem and make a decision.
- Select resources to solve problems and make informed decisions.

Technology Communication Tools

C/T 3-5.8 The student will use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

- Produce documents demonstrating the ability to edit, reformat, and integrate various software tools.
- Use technology tools for individual and collaborative writing, communication, and publishing activities.
- Use telecommunication tools to communicate and share information with others.

Grades 6-8

Basic Operations and Concepts

C/T 6-8.1 The student will demonstrate knowledge of the nature and operation of technology systems.

- Describe how technology impacts learning.

- Explore how software and hardware are developed to respond to the changing needs of technology.
- Describe compatibility issues, between various types of technology.

- C/T6-8.2 The student will demonstrate proficiency in the use of technology.
- Understand that hardware and software have different operating systems that may affect their use.
 - Use self-help features such as online tutorials and manuals to learn to use hardware and software.

Social and Ethical Issues

- C/T 6-8.3 The student will demonstrate knowledge of ethical, cultural, and societal issues related to technology.

- Demonstrate knowledge of current changes in information technologies.
- Explain the need for laws and policies to govern technology.
- Explore career opportunities in technology related careers.

- C/T 6-8.4 The student will practice responsible use of technology systems, information, and software.

- Demonstrate the correct use of fair use and copyright regulations.
- Demonstrate compliance with the school division's Acceptable Use Policy and other legal guidelines.

- C/T 6-8.5 The student will demonstrate knowledge of technologies that support collaboration, personal pursuits, and productivity.

- Work collaboratively and/or independently when using technology.
- Practice preventative maintenance of equipment, resources, and facilities.
- Explore the potential of the Internet as a means of personal learning and the respectful exchange of ideas and products.

Technology Research Tools

- C/T 6-8.6 The student will use technology to locate, evaluate, and collect information from a variety of sources.

- Use databases and spreadsheets to evaluate information.
- Use technology resources such as calculators and data collection probes for gathering information.
- Use Internet and other electronic resources to locate information in real time.

- C/T 6-8.7 The student will evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

- Use search strategies to retrieve information.

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

Problem-solving and Decision-making Tools

C/T 6-8.8 The student will use technology resources for solving problems and making informed decisions.

- Employ technology in the development of strategies for solving problems.
- Use a variety of technologies to identify and provide possible solutions to real-world problems.
- Use content-specific tools, software, and simulations such as environmental probes, graphic calculators, exploratory environments, and web tools.
- Participate in collaborative problem-solving activities.
- Select and use appropriate tools and technology resources to accomplish a variety of tasks.

Technology Communication Tools

C/T 6-8.9 The student will use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

- Choose the appropriate tool, format, and style to communicate information.
- Independently use technology tools to create and communicate for individual and/or collaborative projects.
- Produce documents demonstrating the ability to edit, reformat, and integrate various software tools.

Grades 9-12

Basic Operations and Concepts

C/T 9-12. The student will demonstrate knowledge of the nature and operation of technology systems.

- Discuss the inherent advantages and limitations of technology.
- Define the relationship between infrastructure, electronic resources, and connectivity.
- Identify and describe the impact of new and emerging technologies and their applications.

C/T 9-12.2 The student will demonstrate proficiency in the use of technology.

- Identify and resolve hardware and software compatibility issues.
- Develop and communicate strategies for solving routine hardware and software problems.

Social and Ethical Issues

- C/T 9-12.3 The student will demonstrate knowledge of ethical, cultural, and societal issues related to technology.
- Assess the potential of information and technology to address personal and workplace needs.
 - Demonstrate knowledge of electronic crimes such as viruses, pirating, and computer hacking.
 - Explore and participate in online communities, and online learning opportunities.
 - Identify the role that technology will play in future career opportunities.
- C/T 9-12.4 The student will practice responsible use of technology systems, information, and software.
- Adhere to fair use and copyright guidelines.
 - Adhere to the school division's Acceptable Use Policy as well as other state and federal laws.
 - Model respect for intellectual property.
- C/T 9-12.5 The student will demonstrate knowledge of technologies that support collaboration, personal pursuits, and productivity.
- Respectfully collaborate with peers, experts, and others to contribute to an electronic community of learning.
 - Model responsible use and respect for equipment, resources, and facilities.

Technology Research Tools

- C/T 9-12.6 The student will use technology to locate, evaluate, and collect information from a variety of sources.
- Integrate databases, spreadsheets, charts, and tables to create reports.
 - Use available technological tools to expand and enhance understanding of ideas and concepts.
- C/T 9-12.7 The student will evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
- Analyze and draw conclusions about the comprehensiveness and bias of electronic information sources.
 - Design and implement a variety of search strategies to retrieve electronic information.

Problem-solving and Decision-making Tools

- C/T 9-12.8 The student will use technology resources for solving problems and making informed decisions.

- Investigate and apply expert systems, intelligent agents, and simulations in real-world situations.
- Select and apply technology tools for information analysis, problem-solving, and decision-making.
- Use technology resources such as educational software, simulations, and models for problem-solving, and independent learning.
- Produce and disseminate information through collaborative problem-solving activities.

Technology Communication Tools

C/T 9-12.9 The student will use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

- Determine the most effective tool, format, and style to communicate to specific audiences.
- Use technology-based options, including distance and distributed education, to collaborate, research, publish, and communicate.
- Practice self-directed use of advanced technology tools for communicating with specific audiences.

Lunenburg County Public Schools

Student Tablet Handbook And Use Agreement

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1. OVERVIEW

Beginning with the 2014-2015 school year, grades 9-10 students at Central High School will be issued Tablet Computers for use as part of their educational curriculum. Lunenburg Public School District's belief that these Tablet Computers will help improve our students overall growth and help develop skills that are necessary in our 21st century. These 21st century skills include:

- Critical and creative thinking
- Problem solving skills
- Information and computer skills
- Interpersonal and self-direction skills
- Technology literacy
- Collaboration and communication in a global world
- Experience in an online learning community

The Lunenburg County Public School System believes that the benefits to students from access to the Internet, in the form of informational resources and opportunities for communication and collaboration, exceed the disadvantages. Families need to be aware that Lunenburg County Public School System has advanced software for Internet content filtering and has procedure in place to protect our students from harmful materials. Filters may not block all offensive materials and/or students may find ways to access inappropriate materials.

The policies, procedures, and information within this manual apply to all Tablet devices and related accessories (power cords, covers, etc.) used at Central High School. Teachers may set additional requirements for use in their classrooms.

Once the Tablet has been issued to a student, the Tablet will stay with them for the remainder of the school year, or until they withdraw from school. Students will be responsible for bringing their Tablet to school with them every day, taking it home at the end of the day, and charging it for use before the next day. It is important to note that these units stay with the students 24 hours a day, and are not left unsupervised at school at any time. At the end of the year these devices will be returned to the school, and may be reimaged to include the curriculum the student will need for the following year. The next school year the student will be issued the same device.

Access to the tablet is a privilege that entails responsibility on the part of the user. **Student tablets are the exclusive property of the Lunenburg County Public School District** as such; they can and may be inspected for compliance of all policies and procedures. Students found out of compliance will be subject to disciplinary action and/or legal actions as warranted by the Lunenburg County Public Schools. **The Lunenburg Public Schools does not accept responsibility for the loss of any student added software or data that is deleted due to a re-format or re-image.**

2. RECEIVING YOUR TABLET

Tablets will be issued each fall. Prior to the start of the 2014-15 school year, there will be a mandatory meeting for Parents and Students. Both parents and students must attend this meeting prior to the student receiving his/her Tablet. After the 2014-15 school year all incoming freshmen and their parents will be required to attend this meeting along with any newly enrolled students prior to receiving their tablet. **Parents and Students must sign and return and the Student Responsibilities for Tablet Use documents before the Tablet will be issued to the student.** Please review **Chapter 9: Repairing or Replacing Your Tablet** and be familiar with this policy this clearly outlines the details of the coverage options available.

Tablets will be collected at the end of each school year for maintenance, cleaning and software installations. Students will be re-issued their original Tablet each following year

3. TAKING CARE OF YOUR TABLET

Students are responsible for the general care of the Tablet they have been issued by the school. Tablets that are broken or fail to work properly must be taken to the Tablet Help Desk.

3.1 General Precautions

- No food or drink is allowed next to your Tablet while it is in use, as per school policy.
- Cords, cables, and removable storage devices must be inserted carefully into the Tablet.

Tablets should be put in **Stand By** mode before moving them to conserve battery life (Tablets will go to stand by mode whenever they are closed).

- **Tablets must remain free of any writing, drawing, stickers, or labels that are not the property of the Lunenburg County Public School District.**
 - Tablets must never be left in an unlocked car or any unsecured and unsupervised area.
 - Tablets should never be stored in a vehicle in direct sunlight or view, excessive heat from a closed vehicle can cause damage to the unit. Exposure to cold conditions can deplete the battery life.
 - Students are responsible for keeping their Tablet's battery charged for school each day.
 - Tablets should be within the protective case (the one provided by the school that you received on the tablet) at all times.
 - Because of risk of tablet damage, tablets should not be put in bookbags.

3.2 Screen Care

The Tablet screens can be damaged if subjected to rough treatment. The screens are particularly sensitive to damage from excessive pressure on the screen.

- Do not lean on the top of the Tablet when it is closed.
- Do not place anything near the Tablet that could put pressure on the screen.
- Do not place anything in the carrying case that will press against the cover.
- Do not place anything on the keyboard before closing the lid (e.g. pens, pencils, or disks).
- Clean the screen with a soft, dry cloth or anti-static cloth.
- Be aware of jewelry around the Tablet, as these items may scratch the screen.
- **Do not clean your screen with an alcohol based solvent, use only a mildly damp rag if a dry lint free cloth will not remove all of the dirt and grime.**

4. USING YOUR TABLET AT SCHOOL

Given the school's availability of technology, the students are expected to use these resources judiciously in accordance with the following guidelines. Tablets are intended for use at school each day. Students must be responsible to bring their Tablet to all classes. The tablet has to be charged and with the student at all times. In the classroom the student must follow the teacher's direction on the use of the device for that particular class. Only visiting sites or use of programs instructed by the teacher are permitted.

4.1 Tablet Undergoing Repair

Report any issues with your device to the Tablet Help Desk. Depending upon the reason for repair, loaner Tablets **may** be issued to students.

4.2 Charging Your Tablet's Battery

Tablets must be brought to school each day in a fully charged condition. Students need to charge their Tablets each evening.

4.3 Screensavers

- Inappropriate media may not be used as a screensaver.
- Presence of guns, weapons, pornographic materials, inappropriate language, alcohol, drug, and gang related symbols or pictures will result in disciplinary actions.
- Passwords on screensavers are not to be used.
Hard drive passwords are forbidden. If used, students may be responsible for the cost of replacement hardware.

4.4 Sound

Sound may only be used when instructed to by your teacher

4.5 Printing

Tablet devices are not setup to print to a school printer. If you need to print a document you will need to save it in your Google Docs and print it from a LCPS networked computer or from your house.

4.6 Tablet left at home

If students fail to bring their device to school, they are responsible for completing course work as though they had their device with them. Students are required to have their device with them at school daily.

4.7 Email

- Always use appropriate language.
- Do not transmit language/ material that are profane, obscene, abusive, or offensive to others.
- Do not send mass e-mails, chain letters or spam.
- Students should maintain high integrity with regard to email content.
- Your Gmail e-mail account is subject to inspection by the school.
- Only the Gmail email account assigned to each student is authorized for use on your student tablet. Use of hotmail, yahoo mail, etc. **is prohibited**; students using these accounts on a school issued tablet will be subject to disciplinary action.

4.8 Camera

A student will only use the camera for educational purposes instructed by the teacher. **All devices are strictly prohibited from use in bathrooms and locker rooms. Students are prohibited to take pictures of other people without their permission.** Pictures may only be uploaded when instructed by a teacher.

5. MANAGING YOUR FILES & SAVING YOUR WORK

5.1 Saving to Google Docs

Files stored in the **Google Doc Drive** will be backed up and saved automatically. My Document files will be back up at the end of the school day.

5.2 Saving data to Removable storage devices

Students should also backup all of their work at least once each week using removable file storage. Removable memory cards may be purchased at a local retailer.

It is the student's responsibility to ensure that work is not lost due to mechanical failure or accidental deletion. **Computer malfunctions are not an acceptable excuse for failing to submit work.** Non-school related material should be saved to these removable storage devices.

SOFTWARE ON TABLETS

6.1 Originally Installed Software

The software originally installed by the Lunenburg County High School Technology Staff must remain on the Tablet in usable condition and be easily accessible at all times.

From time to time the school may add software applications for use in a particular course. The licenses for this software require that the software be deleted from Tablets at the completion of the course. Periodic checks of Tablets will be made to ensure that students have deleted software that is no longer required in class and that the school has not exceeded its licenses.

6.2 Virus Protection

The Tablet has anti-virus protection software. This software will scan the hard drive and floppy drive for known viruses on boot up. The virus software will be upgraded from the network. The school's storage server is installed with virus protection software and hardware.

6.3 Additional Software

It is the responsibility of individual students to be aware of additional software programs and files loaded onto their Tablet. Students are responsible for maintaining the integrity of software required for facilitating academic activities.

- Any additional software must be appropriate for the school environment and may not infringe on the productivity of the classroom setting.
- Students are responsible for ensuring that only software that is licensed to their Tablet is loaded onto their computers.
- Violent games and computer images containing obscene or pornographic material are banned.
- Lunenburg County Public Schools installed software and firmware is considered top priority on the devices. If available storage becomes limited all personal software will be removed.

6.4 Inspection

Student tablets are the exclusive property of the Lunenburg Public School District as such; they can and may be inspected once or twice a year to check for compliance of all policies and procedures. Students found out of compliance will be subject to disciplinary action as warranted by the Lunenburg County Public Schools. **The Lunenburg Public Schools does not accept responsibility for the loss of any student added software or data that is deleted due to a re-format or re-image.**

6.5 Software Upgrades

Upgrade versions of licensed software are available on occasion. Students may be instructed to upgrade their software from the school's network periodically.

7. ACCEPTABLE USE

7.1 General Guidelines

1. Students will have access to available forms of electronic media and communication which is in support of education and research and in support of the educational goals and objectives
 2. Students are responsible for their ethical and educational use of the technology resources.
3. Access to the Lunenburg Public Schools District technology resources is a privilege and not a right. Each employee, student and/or parent will be required to follow the Use of Technology Resources Policy.
4. Transmission of any material that is in violation of any federal or state law is prohibited. This includes, but is not limited to the following: confidential information, copyrighted material, threatening or obscene material, cyber-bullying, and computer viruses.
5. Any attempt to alter data, the configuration of a computer, or the files of another user, without the consent of the individual, school administrator, or technology administrator, will be considered an act of vandalism and subject to disciplinary action in accordance with the Lunenburg Public Schools Student Handbook.
6. Engaging in sexual harassment or using objectionable language in public or private messages, e.g., racist, terrorist, abusive, sexually explicit, threatening, stalking, demeaning or slanderous language will be subject to disciplinary action in accordance with the Lunenburg Public Schools Student Handbook.

7.2 Privacy and Safety

- Do not go into chat rooms or send chain letters without permission.
- Do not open, use, or change computer files that do not belong to you.
- Do not reveal your full name, phone number, home address, social security number, credit card numbers, password or passwords of other people.
- Remember that storage is not guaranteed to be private or confidential.
- If you inadvertently access a web site that contains obscene, pornographic or otherwise offensive material, notify a teacher, tech administrator or school administrator immediately so that such sites can be blocked from further access. This is not merely a request; it is a responsibility.

7.3 Legal Propriety

Comply with trademark and copyright laws and all license agreements. Ignorance of the law is not immunity. If you are unsure, ask a teacher or parent.

- Plagiarism is a violation of the Lunenburg Public Schools Student Handbook. Give credit to all sources used, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music, and text.
- Use or possession of hacking software is strictly prohibited and violators will be subject to Lunenburg Public School Student Handbook. Violation of applicable state or federal law, including the Virginia Penal Code, Computer Crimes, will result in criminal prosecution or disciplinary action by the District.

7.4 E-mail

- Always use appropriate language.
- Do not transmit language/ material that are profane, obscene, abusive, or offensive to others.
- Do not send mass e-mails, chain letters or spam.
- Students should maintain high integrity with regard to email content.
- Your Gmail account issued from the school is subject to inspection anytime by the school.
- Only the Gmail email account assigned to each student is authorized for use on your student tablet. Use of hotmail, yahoo mail, etc. **is prohibited**; students using these accounts on a school issued tablet will be subject to disciplinary action.

7.5 Consequences and Compliance

The student in whose name a system account and/or computer hardware is issued will be responsible at all times for its appropriate use. Non-compliance with the policies of the Tablet Handbook will result in disciplinary action as outlined in the Lunenburg County Public School Code of Conduct.

Electronic mail, network usage, and all stored files shall not be considered confidential and may be monitored at any time by designated District staff to ensure appropriate use. The District cooperates fully with local, state or federal officials in any investigation concerning or relating to violations of computer crime laws. Contents of email and network communications are governed by the Virginia Open Records Act; proper authorities will be given access to their content.

8. PROTECTING & STORING YOUR TABLET

8.1 Tablet Identification

Student Tablets will be labeled in the manner specified by the school. All tablets can be identified internally and externally.

8.2 Password Protection

Students are expected to password protect their Tablets by setting a unique start-up password and keeping that password confidential (Do not share this with anyone, if you forget it, contact the Tablet Help Desk for a new one).

8.3 Tablets Left in Unattended Areas

Unsupervised Tablets will be collected and taken to the library.

Lost or misplaced tablets are the student's responsibility.

9. REPAIRING OR REPLACING YOUR TABLET

The Lunenburg County Public School District recognizes that with the implementation of the tablet initiative there is a need to protect the investment by both the District and the Student/Parent. The following outlines the various areas of protection: warranty, accidental damage protection and insurance.

9.1 ASUS WARRANTY: This coverage is purchased by the Lunenburg County Public School District as part of the purchase price of the equipment. ASUS warrants the tablets from defects in materials and workmanship. This limited warranty covers normal use, mechanical breakdown or faulty construction and will provide replacement parts necessary to repair the tablet replacement. The warranty does not warrant against loss, theft, or damage caused by misuse, abuse, accidents or computer viruses.

9.2 ACCIDENTAL DAMAGE PROTECTION: The Lunenburg County Public School District has purchased coverage to protect the tablets against accidental damage such as: liquid spills, accidental drops, power surges, and natural disasters. This coverage does not provide for damage caused by fire, theft, loss, misuse, intentional or frequent damage or cosmetic damage. The manufacturer will assess the tablet damage and repair or replace the machine at no cost if the damage is determined to be accidental, infrequent, and within the protection guidelines. *Student tablet abuse is not considered accidental and the student/parent will be required to reimburse the district for the cost of the tablet's repairs.

9.3 Student Carelessness

Damages as a result of student carelessness will carry a fine to be determined based on assessment.

9.4 Insurance for Theft, Loss, or Damage by Fire or Act of God

Tablets that are stolen, lost or damaged by fire are not covered by the Warranty or the Accidental Damage Protection outlined above. Following are the two options that are available for these types of losses, and the Student/Parent must commit to before a Tablet will be issued:

- 1. No Insurance-** If you elect this option, you agree to pay for the replacement of the Tablet at a cost not to exceed \$500 should the tablet be stolen, lost, or damaged by fire or another "Act of God."
- 2. Personal Insurance-** If you elect this option, you will cover the tablet under your own insurance policy and in the case of a theft, loss, or damage by fire or other "Act of God," you agree to pay the Lunenburg County Public School District the amount received from your insurance company plus any additional amount needed to cover the Tablet replacement not to exceed \$500.

***You must fill out the Insurance Coverage Election Form at the end of this document and return it to the school prior to your child being issued a Tablet; a form must be filled out separately for each student in the household.**

INTENTIONAL DAMAGE: Students/Parents are responsible for full payment of intentional damages to laptops. Warranty, Accidental Damage Protection, or School District Laptop Protection **DOES NOT** cover intentional damage of the laptops.

9.5 Notification of Lost or Stolen Tablets

ADDITIONAL INFORMATION: In cases of theft, vandalism and other criminal acts, a police report, or in the case of fire, a fire report **MUST** be filed by the school administrators. A copy of the police/fire report must be provided to the principal's office.

Fraudulent reporting of theft, loss, or accidental damage by fire will be turned over to the police and insurance company for prosecution. A student making a false report will also be subject to disciplinary action as outlined in the Central HS Student Handbook.

The District will work with the Lunenburg County Sheriff's Department to alert pawnshops and police departments in the area to be aware of this District-owned equipment.

10. TABLET TECHNICAL SUPPORT

The Tablet Help Desk will coordinate the repair work for Tablets. Services provided include, but not limited to, the following:

- Hardware maintenance and repairs
- Password identification
- User account support
- Operating system or software configuration support
- Application information
- Re-imaging hard drives
- Updates and software installations
- Coordination of warranty repairs
- Distribution of loaner Tablets and batteries

11. Privileges and Consequences

Student use of the ASUS Tablet is a privilege. The Lunenburg County Public School District has purchased these Tablets for the sole and express purpose of student educational use.

**Tablet Insurance Coverage Election Form
Lunenburg County Public Schools**

Insurance for Theft, Loss, or Damage by Fire or Act of God

Tablets that are stolen, lost, or damaged by fire are not covered by the Warranty or the Accidental Damage Protection outlined above. Following are the two options that are available for these types of losses, and the Student/Parent must commit to before a Tablet will be issued:

_____ **Option #1: No Insurance**

By selecting this option, I agree to pay for the replacement of the Tablet at a cost not to exceed \$500 out of my own pocket should the tablet be stolen, lost, or damaged by fire or another "Act of God". By selecting "no insurance," tablets will not be allowed off school property.

_____ **Option #2: Personal Insurance**

By selecting this option, I agree that I will cover the tablet under my own insurance policy, and, in the event of a theft, loss, or damage by fire or other "Act of God," I agree to pay the Lunenburg School District the amount received from my insurance company, plus any additional amount needed to cover the tablet replacement cost, not to exceed \$500. A copy of insurance plan rider must be received by Lunenburg School District before tablet is assigned to student.

_____ **Option #3: Safeware Insurance**

By selecting this option, I agree to cover the tablet under the Safeware Insurance and make financial arrangements through Safeware Insurance. I understand that Lunenburg School District will receive the insured coverage amount in the event of theft, loss or damage by fire or other "Act of God." Tablets will be issued to student when Safeware notifies Lunenburg School District that payment has been received.

Claims

In cases of theft, vandalism and other criminal acts, a police report, or in the case of fire, a fire report **MUST** be filed by the school administrators. A copy of the police/fire report must be provided to the principal's office.

Fraudulent reporting of theft, loss, or accidental damage by fire will be turned over to the police and insurance company for prosecution. A student making a false report will also be subject to disciplinary action as outlined in the Central HS Student Handbook.

Print Student's Name

Print Parent/Guardian's Name

Student's Signature and Date
Date

Parent/Guardian's Signature and
Date

**(School Use Only—Date Received, Amount
Issued)
and Initials)**

(Tablet Name and Serial No.

*** THIS FORM MUST BE SIGNED AND RETURNED TO THE SCHOOL . (OVER)**

Form #2

Student Technology Use Agreement

1. I will take good care of my tablet and know that I will be issued the same tablet each year.
2. I will not leave the tablet unattended.
3. I will not loan out my tablet to other individuals.
4. I will know where my tablet is at all times.
5. I will charge my tablet's battery daily.
6. I will keep food and beverages away from my tablet since they may cause damage to the computer.
7. I will not disassemble any part of my tablet or attempt any repairs.
8. I will protect my tablet by only carrying it while in the bag provided or an approved case.
9. I will use my tablet computer in ways that are appropriate and educational.
10. I will not place decorations (such as stickers, markers, etc.) on the District Tablet.
11. I understand that my tablet is subject to inspection at any time without notice and remains the property of the Lunenburg County Public School District.
12. I will follow the policies outlined in the *Tablet Handbook* and its *Acceptable Use Policy while* at school, as well as outside the school day.
15. I will report to the Tablet Help Desk any case of theft, vandalism, and other acts of damage.
16. I will be responsible for all damage or loss caused by neglect or abuse.
17. I agree to pay for the replacement of my power cords, battery, or case in addition to my tablet in the event any of these items are lost or stolen.
18. I agree to return the District tablet and accessories in good working condition.
19. I have read and understand the policies stated in the District's Tablet Usage plan (to include the acceptable use policy).

Student's Name: _____ (Please print)

Student's Signature: _____ Date: _____

Parent/Guardian's Name: _____ (Please print)

Parent/Guardian's Signature: _____ Date: _____

I understand how the terms of this agreement and the policies listed in the Technology plan apply to my student and me. I also understand the district's insurance coverage of the tablet.

*** This form must be signed and returned to the school.**