**2010-2016**

**Addendum for 2016-2018**



**Suffolk Educational Technology Plan**

Updated 3/31/2017

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Executive Summary

**Executive Summary:**

Technology in Suffolk Public Schools has grown tremendously over the past ten years. Under the leadership of former Superintendent, Dr. Milton R. Liverman, the division has been committed to building a robust network infrastructure, delivering business class computers, providing up-to-date applications, delivering redundant core systems, implementing support systems, and seamless integration of technology into the classroom.

The division has developed a local assessment system that provides fast and efficient means of assessing learner’s mastery of the SOLs. This assessment system has been shared with several other divisions which in return they have shared their content with Suffolk Public Schools. Suffolk Public Schools have seen the demand for internet bandwidth increase dramatically, the original connection to the internet in 1998 was 56k and today it is 200Mb. A 1GB connection has been established to the Internet Data Center in McLean, Virginia, which should provide adequate bandwidth for years to come. The standardization of hardware, operating systems, and Microsoft Active Directory has enabled the division to deploy, integrate, and develop resources quickly and efficiently.

The division has empowered our students, teachers, and parents with online resources that provide timely information regarding student performance, events, and general information. These communication tools include a caller system, parent portal, blogs, and web updates. Our Public Information department has transitioned from a paper to web delivered format of communications. Video streams have become very popular with our public, with the content ranging from school board meetings to graduations. Last year, we streamed all high school graduations live to the web, which provided yet another opportunity for family and friends to see their seniors march.

Instructional Technology Resource Teachers (ITRTs) were introduced five years ago to provide integration of Technology into the learning environment. The organization of the ITRT model has changed significantly from the original concept. Today the ITRT resource is requested from a web-based request system. This method enables us to track activities and use data to determine needs. An ITRT is on call at the district HelpDesk during all instructional hours to provide instructional and technical assistance to teachers and staff. Due to reductions in funding the number of positions has been reduced from fourteen to five.

Technical field staff provides support for all hardware, software, networks, telephones, peripherals, servers, and web applications throughout the district. All support is done in-house; very little support is outsourced. A work request system was implemented about eight years ago. This system enables the end user to submit service requests and track the status of a particular repair. This system also provides valuable data that assists in the planning of resources.

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Process

**Suffolk Public Schools 2010 – 2016 Educational Technology Plan**

The Suffolk Public Schools Technology Plan is designed to provide the foundation for Technology integration in all aspects of instruction, administration, professional development, and support that aligns with the mission and goals of the district.

**Suffolk Public Schools Mission Statement:** To partner with the community we serve; To provide an effective educational experience; Toprepare every student to find success in our complex society.

**School Board Specific Goal 4:** To identify, secure resources for, and implement programs which encourage higher achievement for all students,with the 2009 2010 school year focus on the development of science, technology, engineering and mathematics (STEM) and fine arts magnet programs and improvement of graduation and dropout rates.

**School Board on Going Goal 12:** To continue to implement and assess a comprehensive staff development plan that assures paraprofessionalsmaintain a high level of instructional competency.

**Information Technology Mission Statement:** To provide up-to-date and effective technology resources for the staff and students of SuffolkPublic Schools.

**Committee Members:**

Sara Bean, High School Student John W. Littlefield, Director of Technology

Michael Crocker, Coordinator of Technology Dan O’Leary, Middle School Principal

Michael Ellis, Parent Amos Peterson, Career and Technical Education Teacher

Dave Johnson, Data Utilization Manager Kimberly Richardson, Media Specialist

Christine Lafferty, Lead Instructional Resource Teacher

**Meeting Dates**

January 20, 2010 May 6, 2010

March 30, 2010 June 21, 2010

April 21, 2010 August 10, 2010

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Process

**Needs Assessment Summary:**

The Technology Plan Committee reviewed, discussed, and researched the various areas of technology integration in Suffolk Public Schools. The committee found that Suffolk Public Schools has acquired many of the hardware and software resources needed for successful technology integration. The committee found that the infrastructure is second to none and is well suited for the needs of the division for years to come. The implementation of the Instructional Technology Resources Teachers has had a significant impact on technology integration, but more training is required. There are concerns, due to funding constraints, that the ITRT positions will be reduced or eliminated in the next couple of years. With a reduction in ITRT staff, the division will need to make significant changes in delivery methods and materials to be able to continue offering staff development opportunities. The current model of staff development needs to be renovated and more closely connected to the evaluation process to provide tailored staff development opportunities for teachers. The committee also recognized the initial efforts of the division’s move towards data-driven decision making. The division has completed the Investment in Data Quality training for the Information Technology staff located in the Technology Department; however, the division needs to expand this training to principals and other administrative staff. The committee also recognized that data reporting and warehousing is a critical component for providing teachers and administrators timely and effective reporting solutions. The committee realized that budget reductions will impact the ability of Suffolk Public Schools to make progress, but felt the division should be able to make forward progress at a slower pace.

**2017 Updated Assessment**

Many changes have occurred over the past 6 years due to changes in the budget. Currently we have one Lead ITRT and two ITRTS. Efforts have been made to have the ITRTs spend as much time as possible in the school and conducting online Professional Development activities. Google G Suite has begun to transform instruction in the district with many teachers using collaborative resources with their students. Unfortunately, the adoption of Google apps has not been fully adopted by administration, but we are seeing growth. The student to computer/laptop ratio is 2:1 and the number of ChromeBooks continues to increase. The division continues to struggle with funding restraints that prevent any significant increase in computing numbers. BYOD has been fully adopted in some school while other schools continue to resist. Internet capacity is sufficient to support the demands. Wireless infrastructure has been kept current and the density is sufficient to support the increased number of mobile devices. Many applications have been moved to hosted environments and are very reliable. The locally develop benchmark assessment system SOLO has been retired to make way for NWEA MAP and PowerSchool. Suffolk still has many families living in rural areas that do not have reliable or cost effective internet access. Suffolk continues to grow and maintain pace with surrounding divisions with regards to Technology Integration.

**Planning for the Future:**

Suffolk Public Schools is continually planning for the future in all aspects of Technology. The primary goal is to provide up-to-date and effective technology resources for the staff and students of Suffolk Public Schools. To achieve this goal the Information Technology (IT) department is constantly researching and evaluating new technology. The network infrastructure has been designed to meet the demands of the district. Staff development must evolve to meet the needs for technology integration into the curriculum. The division will need to continue to utilize data to assist in making decisions that will impact the student instruction. The intent of this plan is to prepare the road map for the future of Suffolk Public Schools while realizing that the plan will need to be re-evaluated annually to incorporate new technologies and to adapt to the changing needs of the division.

**Evaluation:**

Evaluation is an important component of the Suffolk Educational Technology Plan. Progress towards meeting the Technology Plan goals and objectives will be reviewed on a yearly basis, with additional goals developed as required to address any components of the Technology Plan that are not progressing as planned or to extend those that have been reached earlier than anticipated. This on-going evaluation component of the 2010-2016 Technology Plan is expected to yield a strong basis for the needs assessment required for the subsequent six year cycle of the Technology Plan. A committee will be formed each year consisting of Administrative, Instructional, Technology, parent, student, and other stakeholders. A summary of changes and the updated plan will be submitted to the Virginia Department of Education each year, or as otherwise requested.

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Process

**Areas of Focus for the Planning Committee:**

1. **Instructional Technology**: An effective and appropriate learning environment that incorporates technology tools andopportunities to maximize student learning and improve student achievement.

Goals and strategies:



Improving student academic performance Increasing Technology integration

Promote student engagement and motivation Increase accessibility

Promote flexible, collaborative, and interactive environments



Ensure that Technology is used as a tool Encourage the use of existing Technologies

1. **Accountability Technology**: An effective Technology infrastructure that provides a framework and processes to ensure thatthe data is secure and accessible to the appropriate stakeholders.

Goals and strategies:

Flexible systems  Customizable



Accessible to end users Systems that support data-driven decision making



Appropriate content

1. **Technology Professional Development**: An effective Professional Development program that provides training that isneeded, timely, high quality, and promotes the goals of the division.

Goals and strategies:

Leaner centered  Personalized



Adaptable Flexible

Driven by real and timely data

1. **Technology Service and Support**: An effective Technology support system addresses the human and technical infrastructurerequired to provide continuous connectivity, scalability, resources, and customer service.

Goals and strategies:



Knowledgeable Technology support staff Focus on customer service

Bridging communication gaps between Technology and other departments

Maintaining and improving computing hardware and software



Provide fast, effective, and reliable connectivity to all network devices

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Process

**Conclusions from Needs Assessment:**

Suffolk Public Schools recognizes that technology can significantly improve instruction with efficient, equitable and effective integration. This commitment to excellence and focus on increasing student academic performance will be met over the next six years through improving instructional delivery using data analysis, advancing technological literacy of all stakeholders, increasing integration of technology tools, developing technologically enhanced learning environments, and implementing pilot programs as a result of new and advancing technologies. Currently Suffolk is focused on several instructional and technological initiatives that provide the framework for advancing academic performance. Instructional initiatives include Differentiated Instruction, Classroom Instruction that Works strategies, Understanding by Design planning, and Response to Intervention. Through the use of data collection, disaggregation and trending, the district will focus on improving instruction by identifying best practices, areas of concern, and staff development needs. Technological initiatives currently include a district HelpDesk, Virtual HelpDesk resource, district-wide testing with data collection and reporting, district-wide deployment of video conferencing technologies, online learning resources, and numerous open source tools. The technological literacy of stakeholders impacts all future initiatives and is a moving target requiring frequent and on-going analysis. Assessing and advancing this literacy will be a primary focus of the district over the next six years. Technological literacy must concentrate on real-world and existing technologies. The district will examine open-source resources and test a variety of tools through pilot programs. Included in these pilot programs are student email, online and collaborative learning environments, eBooks and eReaders. Through the Instructional Goals and Strategies outlined in this plan, Suffolk Public Schools is committed to providing instructional opportunities that will serve all stakeholders into the future.

A needs assessment needs to be conducted prior to the development of the next full Technology Plan.

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

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

**Strategy 1.1.1:** Develop technology enhanced learning environments that promote flexible,collaborative, interactive and customized learning.

* *Explore communication tools for students.*
* *Explore and research new technologies, including open-source alternatives to existing Technologies.*
* *Expand innovative partnering to increase resources - person to person, class to class, building to building, district to district (example: video conferencing and Moodle online learning environment.*
* *Increase the use of video conferencing both within the district and globally.*

***Evaluation Strategy:*** *Ongoing observation of district needs and resources available.*

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

**Strategy 1.2.1:** Continue to maintain and improve computing hardware and software throughoutschools and departments.

* *Evaluate new equipment, software and services as available. Where applicable, plan for purchase and implementation based on approved instructional or business practices.*
* *Monitor equipment usage and maintain a regular cycle to refresh and/or replace.*

***Evaluation Strategy:*** *Ongoing observation of district needs and resources available.*

**Strategy 1.2.2:** Continue to provide fast, effecting, and reliable connectivity to all networkdevices.

* *Monitor all connections and periodically evaluate changing needs. Plan for upgrades and purchases of new equipment based on results of evaluations.*
* *Research new methods of delivery and plan for purchase of equipment and services to maintain fast, effective, and reliable connectivity throughout the school district.*

***Evaluation Strategy:*** *Ongoing observation of district needs and resources available.*

**Strategy 1.2.3:** Continue to maintain and improve the human resources supporting variouslearning environments provided through technical resources.

* *Continue to employ knowledgeable and certified (HP, A+, and Microsoft) technical support staff needed for installing, maintaining, updating, developing, and replacing all technical resources.*
* *Continue to employ knowledgeable and certified (IDQ) data support staff needed for harvesting, maintaining, updating, developing, and reporting from all data resources.*

* *Continue to employ knowledgeable and certified (Cisco, HP, and A+) network support staff needed for maintaining, monitoring, updating, replacing, and developing all components of the network resources.*
* *Continue to employ knowledgeable and certified instructional staff needed for resource development, resource advisement, staff training, request response, and HelpDesk support needed for the implementation and integration of instructional technology resources.*

***Evaluation Strategy:*** *Documentation of employee certifications and personnel evaluations.*

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

**Strategy 1.3.1:** Provide Professional Development activities that are adaptable to the learnerneeds and abilities.

* *Design Professional Development activities to fit the needs of the participants.*
* *Deliver professional development activities in several formats including: web-based, streamlining videos, video conferences, face-to-face, and other methods.*
* *Develop an online learning environment for blended and online courses.*

***Evaluation Strategy:*** *Documentation of professional development activities offered**annually.*

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

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

**Strategy 2.1.1:** Develop a Professional Development Management system and provide learnercentered staff development.

* *Develop an online staff evaluation form that collects evaluation data in a database to generate reports that will drive individual staff development.*
* *Develop a registration system: enroll, track, and survey staff development activities. Track and survey staff development activities. Track registration and participation in Professional Development activities.*
* *Develop course codes for staff development courses to refine accountability.*
* *Provide feedback information relative to each activity. Create a survey that is based on participation and relevant to the training.*
* *Provide reports related to recertification requirements. Generate reports by users, by groups, or by course to prepare recertification documents.*

***Evaluation Strategy:*** *Development and implementation of Professional Development*

*Management system.*

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

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**Strategy 2.2.1:** Improve student academic performance through the use of technology tools andresources.

* *Increase responsive teaching by using data disaggregation of state assessments, local assessments, grade book performance and district-wide testing.*
* *Expand differentiated instructional strategies through the use of appropriate technological resources.*
* *Provide academic recovery and promotion of on-time graduation by increasing integration of innovative student scheduling, programs and technological resources.*
* *Identify best instructional practices to be shared with district staff through data analysis of student, grade, teacher and building performances.*

***Evaluation Strategy:***

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

**Strategy 2.3.1:** Provide professional development to instructional staff for the district developedInternet safety curricula.

***Evaluation Strategy:*** *Completion of professional development activity.*

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

***Evaluation Strategy:*** *Annual review of district curriculum to insure use of timely, up-to-date**resources.*

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

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

**Strategy 3.1.1: Provide and support professional development opportunities that are driven by data collected from staff evaluations, HelpDesk requests, and other sources.**

* *Use staff evaluation data to drive individual Professional Development activities.*
* *Use reports from the HelpDesk to drive real-time training needs.*
* *Monitor electronic grade book and other district resources/systems to drive staff development activities.*
* *Offer staff development opportunities that are relevant to applications and resources that are currently being utilized by staff.*

***Evaluation Strategy:*** *Review staff development evaluation surveys.*

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

**Strategy 3.2.1:** Increase technological literacy of all stakeholders.

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* *Develop a tool and assess current level of technological literacy.*
* *Provide developmentally appropriate training to improve technological literacy.*
* *Develop and provide access to self-help resources for technology tools.*

***Evaluation Strategy:*** *Comparative analysis of data associated with technology literacy**assessment tool.*

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

**Strategy 3.3.1:** Subscribe to PowerSchool

* *Fund PowerSchool*

***Evaluation Strategy:*** *Implementation of PowerSchool*

**Strategy 3.3.2:** Implement PowerSchool for teacher made assessments

* *Vendor to provide training and self-help tools for the implementation of teacher scanning and data analysis.*

***Evaluation Strategy:*** *Completed training and observed use by teachers of Lexmark scanning**and scoring solution for teacher-made assessments.*

**Goal 4: Provide students with access to authentic and appropriate tools to gain knowledge, develop skills, extend capabilities, and create and disseminate artifacts that demonstrate their understandings.**

**Objective 4.1: Provide resources and support to ensure that every student has access to a personal computing device.**

* *Explore communication tools for students.*
* *Explore and research new technologies, including open-source alternatives to existing Technologies.*
* *Expand innovative partnering to increase resources - person to person, class to class, building to building, district to district (example: video conferencing and Moodle online learning environment.*
* *Increase the use of video conferencing both within the district and globally.*

***Evaluation Strategy:*** *Ongoing observation of district needs and resources available.*

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

**Strategy 4.2.1:** Promote communication paths between Information Technology and all otherdepartments.

* *Attend regularly scheduled instructional committee meetings, principal meetings, and departmental meetings.*
* *Organize an annual Technology Open House.*

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***Evaluation Strategy:*** *Ongoing observation of district needs and resources available.*

**Strategy 4.2.2:** Develop an annual summer training to improve effective use of technology tools.

* *Support and develop training sessions for administrators.*
* *Develop an annual fall Professional Development Event*

***Evaluation Strategy:*** *Exit evaluation surveys completed by participants at the culmination of**each training session.*

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

* *Explore communication tools for students.*
* *Explore and research new technologies, including open-source alternatives to existing Technologies.*
* *Expand innovative partnering to increase resources - person to person, class to class, building to building, district to district (example: video conferencing and Moodle online learning environment.*
* *Increase the use of video conferencing both within the district and globally.*

***Evaluation Strategy:*** *Ongoing observation of district needs and resources available.*

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

**Objective 5.1: Use data to inform and adjust technical, pedagogical, and financial support.**

**Strategy 5.1.1:** Implement a program of data quality to ensure accurate, timely and secure datacollection.

* *Identify critical data elements in the student information system for continuous monitoring, consolidate data entry screens and collaborate in staff education to reduce the opportunity for data errors.*
* *Together with data stakeholders, produce and maintain an ongoing data calendar identifying established local, state and federal report timelines and plan for data cycles designed to reduce impact on data entry and administrative staff.*
* *Provide schools a flexible system for viewing the data elements entering the system at their building to continually groom the data captured in the student information system.*
* *Support the Administrative Services Department in ensuring that access to the SIS is permitted exclusively to authorized staff members.*
* *Advance communication pathways between existing applications/agencies to support improved interoperability in student data transfer.*

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* *Encourage principals and central office staff ultimately responsible for the quality of specific data elements entered into the SIS to complete the VDOE Investment in Data Quality Level 1 Coursework.*
* *Institute a data drop box system to eliminate emailed communication of confidential student information.*

***Evaluation Strategy:*** Ongoing observation of district needs.

**Strategy 5.1.2:** Convert administrative forms to secure online use, storage, and retrieval.

* *Identify administrative data collection processes at the school level that could translate seamlessly to an online environment and benefit stakeholders through enhanced data entry, system maintenance and local reporting of that appropriate content to authorized end users.*
* *Outline a feasibility report including technology resources, stakeholder investment, and project timeline required to develop online solutions to prioritize data needs.*
* *Develop and evaluate an online process to satisfy the requirements for approved forms-based administrative practices.*

***Evaluation Strategy:*** Conversion of identified administrative forms.

**Strategy 5.1.3:** Partner with Instruction to research the efficacy of instructional initiatives.

* *Collaborate when requested in research design for projects (Differentiated Instruction, intelligence testing, Response to Instruction, etc…) benefitting from data collection and integration at the start of the project.*
* *Report on the likely impact to existing data systems and information technology staff with respect to new initiatives for which collaboration is requested.*
* *Partner with the Instruction Department for data collection and informal research when projects are mutually approved for collaboration.*

***Evaluation Strategy:*** Collaboration in research design as needed.

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

**Strategy 5.2.1:** Develop equitable and flexible information systems for end users that providereal-time and historical data.

* *Accelerate the use of the online data request system providing customized reports to central office and building administration.*
* *Deploy a reporting tool to administrators to provide access to reports generated from multiple sources inside the data warehouse and/or integrated from real-time application data to inform instructional and administrative decisions.*
* *Collaborate in training and support to improve staff awareness and increase use of existing reporting capability across applications currently in place.*
* *Enhance the data warehouse with appropriate content for all administrative levels to provide the resources to engage in focused data-driven decision making.*

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* *Develop an end-user evaluation survey measuring satisfaction with the Online Data Request system to guide modifications to that system.*

***Evaluation Strategy:*** Ongoing observation of district needs and resources.

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

**Strategy 5.3.1:** Transition to PowerSchool

* *Complete transition from SOLO to PowerSchool*

***Evaluation Strategy:*** *Completed implementation of PowerSchool*

**Strategy 5.3.2:** Expand the data warehouse with more complete historical data and increase stakeholder awareness of the extent of the student data that is available for reporting.

* *Build a reporting framework to provide access to student the testing data requested by administrators to facilitate data driven decisions.*
* *Provide teachers with real-time and historical student testing performance data to help guide classroom instructional activities, decisions about flexible grouping/individual skill reinforcement or other needs.*

***Evaluation Strategy:*** Educate stakeholders regarding prescriptive data available.

**Goal 6: Use technology resources to promote a culture of efficiency and learning for all stakeholders.**

**Objective 6.1 Use technology resources to modernize, improve and standardize department processes impacting students, teachers, staff, the community and prospective employees.**

**Strategy 6.1.1: Investigate the possibility of modernizing district Finance, Human Resources and Procurement systems.**

***Evaluation Strategy:*** *Evaluation of Finance, Human Resources, and Procurement web-based systems for affordability and feasibility.*

**Strategy 6.1.2:** Research and develop applications that assist with efficient management of timeand resources.

* *Develop a substitute teacher management system that will allow school administrators to quickly and efficiently identify and reserve substitute teachers.*
* *Develop an application that will efficiently and securely manage employee and applicant information for all departments.*
* *Develop a software management system that automates the evaluation process and maintains a list of approved applications.*

***Evaluation Strategy:*** *Completion of management systems.*

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | **Timeline** | **Funding Source** |  | **Type** | **Budget amount** | |  |
| **Goal 1:** | **Provide a safe, flexible, and effective learning environment for all students** | | | |  |  |  |  |  |  |  |
|  |  | | | |  |  |  |  |  |  |  |
|  | **Objective** | Deliver appropriate and challenging curricula through face-to-face, | | |  |  |  |  |  |  |  |
|  | **1.1:** | blended, and virtual learning environments. | | |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | **Strategy** |  | Develop technology enhanced learning environments that | Ongoing | SOQ/State |  | Staff \*\* |  |  |  |
|  |  | **1.1.1:** |  | promote flexible, collaborative, interactive and customized |  | Tech/Local/Education |  |  |  |  |  |
|  |  |  |  | Jobs Fund |  |  |  |  |  |
|  |  |  |  | learning. |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | |  |  |  |  |  |  |  |
|  | **Objective** | Provide the technical and human infrastructure necessary to support real, | | |  |  |  |  |  |  |  |
|  | **1.2:** | blended, and virtual learning environments. | | |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | **Strategy** |  | Continue to maintain and improve computing hardware | Ongoing | Local and State |  | Equipment | $ | 800,000.00 |  |
|  |  | **1.2.1:** |  | and software throughout schools and departments. |  | Technology Funds |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | **Strategy** |  | Continue to provide fast, effecting, and reliable | Ongoing | SOQ/State Tech |  | Staff \*\* | $ | 235,000.00 |  |
|  |  | **1.2.2:** |  | connectivity to all network devices. |  | eRate |  |  |  |  |  |
|  |  |  |  | Local/Education |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | Jobs Fund |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | **Strategy** |  | Continue to maintain and improve the human resources | Ongoing | SOQ/Local/Education |  | Staff \*\* |  |  |  |
|  |  | **1.2.3:** | supporting various learning environments provided | |  | Jobs Fund |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  | through technical resources. |  |  |  |  |  |  |  |
|  | **Objective** | Provide high-quality professional development to help educators create, | | |  |  |  |  |  |  |  |
|  | **1.3:** | maintain, and work in a variety of learner-centered environments. | | |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | **Strategy** |  | Provide Professional Development activities that are | Ongoing | SOQ/State Tech |  | Staff \*\* | $ | 20,000.00 |  |
|  |  | **1.3.1:** |  | adaptable to the learner needs and abilities. |  |  |  |  |  |  |  |
|  |  |  |  | Local/Education |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | Jobs Fund |  |  |  |  |  |
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| **Goal 2:** | **Engage students in meaningful curricular content through the purposeful and** | | | |  |  |  |  |  |  |  |
|  | **effective use of technology** | | |  |  |  |  |  |  |  |  |
|  | **Objective** | Support innovative professional development practices that promote | | |  |  |  |  |  |  |  |
|  | **2.1:** | strategic growth for all educators and collaboration with other educators, | | |  |  |  |  |  |  |  |
|  |  | content experts, and students. | | |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | **Strategy** |  | Develop a Professional Development Management system | 2012 | SOQ/Local/Education |  | Staff \*\* |  |  |  |
|  |  | **2.1.1:** |  | and provide learner centered staff development. |  | Jobs Fund |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | |  |  |  |  |  |  |  |
|  | **Objective** | Actualize the ability of technology to individualize learning and provide | | |  |  |  |  |  |  |  |
|  | **2.2:** | equitable opportunities for all learners. | | |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | **Strategy** |  | Improve student academic performance through the use of | Ongoing | SOQ/State Tech |  | Staff \*\* |  |  |  |
|  |  | **2.2.1:** | technology tools and resources. | |  |  |  |  |  |  |  |
|  |  |  | Local/Education |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | Jobs Fund |  |  |  |  |  |
|  |  |  | | |  |  |  |  |  | 14 |  |
|  |  | \*\*Staff funding is for ITRT and Technical funding from SOQ, Local funds, and Education Jobs Fund (ending June 2012). | | | | | |  |  |  |  |
|  |  | \*\*\*LDS grant funding has not been awarded. | | |  |  |  |  |  |  |  |

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|  | | **Objective** | Facilitate the implementation of high-quality Internet safety programs in | |  |  |  |  |  |  |  |
|  | | **2.3:** | schools. |  |  |  |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |  |  |  |
|  | |  | **Strategy** | Provide professional development to instructional staff for | Ongoing | SOQ/State Tech |  | Staff \*\* |  |  |  |
|  | |  | **2.3.1:** | the district developed Internet safety curricula. Needs to be update and revised |  |  |  |  |  |  |  |
|  | |  |  | Local/Education |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |  |  |
|  | |  |  |  |  | Jobs Fund |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |  |  |  |
| **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** | Provide and support professional development that increases the capacity | |  |  |  |  |  |  |  |
|  | | **3.1:** | of teacher and facilitate meaningful learning experiences, thereby | |  |  |  |  |  |  |  |
|  | |  | encouraging students to create, problem-solve, communicate, collaborate, | |  |  |  |  |  |  |  |
|  | |  | and use real-world skills by applying technology purposefully. | |  |  |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |  |  |  |
|  | |  | **Strategy** | Provide and support professional development | Ongoing | SOQ/State Tech |  | Staff \*\* |  |  |  |
|  | |  | **3.1.1:** | opportunities that are driven by data collected from staff |  |  |  |  |  |  |  |
|  | |  |  | Local/Education |  |  |  |  |  |
|  | |  |  | evaluations, HelpDesk requests, and other sources. |  |  |  |  |  |  |
|  | |  |  |  | Jobs Fund |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |  |  |  |
|  | | **Objective 3.2** | Ensure that students, teachers, and administrators are able to use Technology resources. | | Ongoing |  |  |  |  |  |  |
|  |
|  | |  |  |  |  |  |  |  |  |  |  |
|  | |  | **Strategy** | Increase technological literacy of all stakeholders. | Ongoing | SOQ/State Tech |  | Staff \*\* |  |  |  |
|  | |  | **3.2.1:** |  |  |  |  |  |  |  |  |
|  | |  |  |  | Local/Education |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |  |  |
|  | |  |  |  |  | Jobs Fund |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |  |  |  |
|  | | **Objective** | Implement technology-based formative assessments that produce further | |  |  |  |  |  |  |  |
|  | | **3.3:** | growth in content knowledge and skills development. | |  |  |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |  |  |  |
|  | |  | **Strategy** | Redesign Suffolk’s SOLO (Standards of Learning Online) | Fall 2016 | Local funding |  | subscription | $ | 181,000.00 |  |
|  | |  | **3.3.1:** | interface.  SOLO was retired and replaced with PowerSchool |  |  |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |  |  |  |
|  | |  | **Strategy** | Implement Lexmark scanning and scoring for teacher made | Fall 2016 | Local Funding |  | Subscription | $ | 181,000.00 |  |
|  | |  | **3.3.2:** | assessments.  Lexmark Scanning was replaced with PowerSchool |  |  |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |  |  |  |
|  |
| **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** | Provide resources and support to ensure that every student has access to a | | Ongoing | State Tech/Local |  | Equipment |  |  |  |
|  | | **4.1:** | personal computing device. Purchased 3000 Chromebooks | |  |  |  |  |  | $675,000 |  |
|  | |  |  | |  |  |  |  |  |  |  |
|  | | **Objective** | Provide technical and pedagogical support to ensure that students, | |  | SOQ/Local |  |  |  |  |  |
|  | | **4.2:** | teachers, and administrators can effectively access and use technology | |  |  |  | Staff |  |  |  |
|  | |  | tools. |  |  |  |  |  |  |  |  |
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|  | |  | **Strategy** | Promote communication paths between Information | Ongoing | Local | Staff \*\* |  |  |  |
|  | |  | **4.2.1:** | Technology and all other departments. |  |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |  |  |
|  | |  | **Strategy** | Conduct annual fall conference to improve effective | Fall | State Tech/Local | Staff and other resources |  |  |  |
|  | |  | **4.2.2:** | use of technology tools. SEEC | 2015 & ongoing |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |  |  |
|  | | **Objective** | Identify and disseminate information and resources that assist educators | | Ongoing | Local | Staff \*\* |  |  |  |
|  | | **4.3:** | in selecting authentic and appropriate tools for all grade levels and | |  |  |  |  |  |  |
|  | |  | curricular areas. | |  |  |  |  |  |  |
|  | |  |  | |  |  |  |  |  |  |
|  |
| **Goal 5:** | | **Use technology to support a culture of data-driven decision making that relies upon** | | |  |  |  |  |  |  |
|  | | **data to evaluate and improve teaching and learning.** | | |  |  |  |  |  |  |
|  | |  | | |  |  |  |  |  |  |
|  | | **Objective** | Use data to inform and adjust technical, pedagogical, and financial | |  |  |  |  |  |  |
|  | | **5.1:** | support. |  |  |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |  |  |
|  | |  | **Strategy** | Implement a program of data quality to ensure accurate, | Ongoing | SOQ/Local | Staff \*\* |  |  |  |
|  | |  | **5.1.1:** | timely and secure data collection. |  |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |  |  |
|  | |  | **Strategy** | Convert administrative forms to secure online use, storage, | Ongoing | SOQ/Local | Staff \*\* |  |  |  |
|  | |  | **5.1.2:** | and retrieval. |  |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |  |  |
|  | |  | **Strategy** | Partner with Instruction to research the efficacy of | Ongoing | SOQ/Local | Staff \*\* |  |  |  |
|  | |  | **5.1.3:** | instructional initiatives. |  |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |  |  |
|  |
|  | | **Objective** | Provide support to help teachers, administrators and other district staff | |  |  |  |  |  |  |
|  | | **5.2:** | disaggregate, interpret, and use data to plan, improve, and differentiate | |  |  |  |  |  |  |
|  | |  | instruction. |  |  |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |  |  |
|  | |  | **Strategy** | Develop equitable and flexible information systems for end | 2012 | SOQ/Local | Staff \*\* |  |  |  |
|  | |  | **5.2.1:** | users that provide real-time and historical data. |  |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |  |  |
|  |
|  | | **Objective** | **Promote the use of technology to inform the design and implementation** | |  |  |  |  |  |  |
|  | | **5.3:** | **of next-generation standardized assessments.** | |  |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |  |  |
|  | |  | **Strategy** | Redesign Suffolk’s SOLO (Standards of Learning Online) | Fall 2016 | Local | Subscription | $ | 181,000.00 |  |
|  | |  | **5.3.1:** | interface.  SOLO was retired and replaced with PowerSchool |  |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |  |  |
|  | |  | **Strategy** | Expand the data warehouse with more complete historical | Ongoing | SOQ/Local |  |  |  |  |
|  | |  | **5.3.2:** | data and increase |  |  |  |  |  |  |
|  | |  |  | stakeholder awareness of the extent of the student data |  |  |  |  |  |  |
|  | |  |  | that is available for reporting. |  |  |  |  |  |  |
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\*\*Staff funding is for ITRT and Technical funding from SOQ, Local funds, and Education Jobs Fund (ending June 2012).

\*\*\*LDS grant funding has not been awarded.

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| **Goal 6:** | **Use technology resources to promote a culture of efficiency and learning for all** | | |  |  |  |  |  |
|  | **stakeholders.** | |  |  |  |  |  |  |
|  | **Objective** | Use technology resources to modernize, improve and standardize | |  |  |  |  |  |
|  | **6.1** | department processes impacting students, teachers, staff, the community | |  |  |  |  |  |
|  |  | and prospective employees. | |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  | **Strategy** | Investigate the possibility of modernizing out Finance, | 2013 | Local | Software | $ | 250,000.00 |
|  |  | **6.1.1:** | Human Resources and Procurement systems. Purchased Weidenhammer Finance System Alio |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  | **Strategy** | Research and develop applications that assist with efficient | Ongoing | SOQ/Local | Staff \*\* |  |  |
|  |  | **6.1.2:** | management of time and resources. |  |  |  |  |  |
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**Article XIX**

REGULATIONS GOVERNING EMPLOYEE USE

OF INFORMATION TECHNOLOGY RESOURCES

**Section 5-19.1 Statement of purpose; modest personal use permitted; violators subject to discipline.—** A.Suffolk Public Schools’ information technology resources have beenassembled to facilitate the pursuit of excellence in the division’s missions of teaching, research, and service. The opportunity to use computing systems and software, as well as internal and external data networks, is important to all members of the school division community. To preserve that opportunity for the full community, each individual faculty member, staff member, and student must comply with institutional and external standards for acceptable use of these shared resources.

1. Although modest personal use of school-supplied technology resources may improve the skills of individual users and otherwise contribute indirectly to the School Board’s mission, these resources should be used primarily for school-related educational and administrative purposes. By using Suffolk Public Schools’ information technology facilities and resources, users agree to abide by all related school division policies and procedures, as well as applicable federal, state, and local law.
2. Violations may result in School Board disciplinary action or referral to appropriate external authorities. The use of Suffolk Public Schools computing resources -- like the use of any other division- provided resource and like any other division-related activity -- is subject to the normal requirements of legal and ethical behavior within the school division community. Thus, legitimate use of a computer, computer system, switching system, or network does not extend to whatever is technically possible. Although some limitations are built into computer operating systems and networks, those limitations are not the sole restrictions on what is permissible. Users must abide by all applicable restrictions, whether or not those restrictions are built into the operating system or network and whether or not they can be circumvented by technical means.

**Legal Authority –** School Board Policy § 5-6.3

**Section 5-19.2. Scope of regulation; definitions. —** A. This acceptable use regulationapplies to all users of Suffolk Public Schools information technology (IT) resources. This

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includes the resources under the management or control of the Technology Department or other units of Suffolk Public Schools such as the Pruden Center for Industry and Technology, Southeastern Cooperative Educational Programs, and any other groups or programs using information technology resources provided by Suffolk Public Schools.

B. The following terms are defined as follows:

1. A “user” is defined as any individual who uses, logs into, or attempts to use or log into, a system; or who connects to, or attempts to

connect to or traverse, a network, whether by hardware or

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| software | or both, whether on campus or from remote locations. The term |
| “user” | thus includes system sponsors and system managers, faculty, |

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | staff, students, and other customers. | | | |  |  |  |
| 2. | “Information | technology | | resources” | are | those | facilities, |
|  | technologies, and | | information | resources | required to | | accomplish |
|  | information processing, storage, and communication, whether | | | | | | |
|  | individually controlled or shared, stand-alone | | | | | or | networked. |
|  | Included in this definition are all classroom technologies, electronic | | | | | | |
|  | resources, and computing and electronic | | | | communication devices | | |
|  | and services, such as, but not limited to, computers, printers, | | | | | | |
|  | modems, e-mail, fax transmissions, video, telephones, cell phones, | | | | | | |
|  | Student Information Systems, electronic grade books, multi-media, | | | | | | |
|  | instructional materials, and healthcare and administrative systems. | | | | | | |
|  | Personal equipment | | connected to the school division network is | | | | |
| also | subject to this regulation. | | |  |  |  |  |

**Legal Authority –** School Board Policy § 5-6.3

**Section 5-19.3 Security and privacy encouraged; inspection upon probable cause; response to court orders; subject to public record request.—**A. Suffolk Public Schoolsemploys various measures to protect the security of its computing resources and of its user accounts. Users should be aware, however, that the school division cannot guarantee such security. Users should therefore engage in “safe computing” practices by utilizing appropriate

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access restrictions for their accounts, guarding their passwords, and changing passwords regularly. Users are responsible for maintaining backup and recovery systems in accordance with disaster recovery guidelines, as well as for implementing and maintaining computer security in accordance with best practices and Suffolk Public Schools policies and procedures. Suffolk Public Schools respects encryption rights on its networks and may itself encrypt information and transactions when secure confidentiality is an obligation. Users should also be aware that their uses of Suffolk. Public Schools computing resources are not completely private. While Suffolk Public Schools does not routinely monitor individual usage of its computing resources, the normal operation and maintenance of the school division’s computing resources require the backup of data and communication records, the logging of activity, the monitoring of general usage patterns, and other such activities that are necessary for the rendition of service.

1. Suffolk Public Schools may also inspect files or monitor usage for a limited time when there is probable cause to believe a user has violated this regulation. Inspections or monitoring related to violations of this regulation must be authorized in advance by the

Superintendent or by the Superintendent’s designee, or the Director of Technology Services.

Such inspections or monitoring will be conducted without notice to the user by an authorized investigator.

1. In addition, users should be aware that their right to privacy in electronic records may be subject to Suffolk Public Schools’ obligation to respond to subpoenas or other court orders, reasonable discovery requests, and requests for documents pursuant to *Virginia Code.*
2. Suffolk Public Schools’ administrative records are subject to public record requests, unless an expressed exception recognizes the confidentiality of the material. By statute, public records include all “records, documents, tape or other information, stored or preserved in any medium,” whether generated by school division administrators, faculty, or staff. The statute contains no expressed exception for documents generated by faculty or staff in the course of their employment. Although it is Suffolk Public Schools’ position that personal electronic files of faculty, staff and students are not ordinarily to be considered

“public records,” users should be aware that a court of law, and not school division officials, may ultimately decide such issues.

**Legal Authority –** School Board Policy § 5-6.3

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**Section 5-19.4 Individual Responsibilities.—** The following responsibilities apply to anyemployee using Suffolk Public Schools’ technology resources.

1. Use resources appropriately. Uses that interfere with the proper functioning of Suffolk Public Schools’ information technology resources are prohibited.

Such inappropriate uses would include but are not limited to insertions of viruses into computer systems, tapping a network or running a “sniffer” program, e-mail spam, chain letters, destruction of another’s files, use of software tools that attack IT resources, violation of security standards, and the like.

1. Respect the rights of others. Interference with the ability of other users to make appropriate use of the resources is prohibited. Such inappropriate uses include, without limitation, invading the privacy of another’s files or otherwise gaining unauthorized access to the files of another. Such uses would include but are not limited to denial of service attacks, misrepresentation, forgery, use of software tools that attack IT resources, and the like.
2. Adhere to the EDUCAUSE Code of Software and Intellectual Rights as follows:

Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to works of all authors and publishers in all media. It encompasses respect for the right to acknowledgment, right to privacy, and right to determine the form, manner, and terms of publication and distribution. Because electronic information is volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments. Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access, and trade secret and copyright violations, may be grounds for sanctions against members of the academic community.

1. Adhere to data access policies. Accessing restricted data without permission or need to know is prohibited. Where access to restricted data is permitted, use of such data shall be limited to the purpose for which access was authorized. Secondary use of Suffolk Public Schools’ data subject to access

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restriction, without adhering to the restrictions, is also not permitted. Medical information retained by Suffolk Public Schools is further protected by state and federal law which prohibits any disclosure without specific written consent of the person to whom it pertains, or as otherwise required by law. A general authorization for release of medical or other information is not sufficient for this purpose.

1. Adhere to software licenses. Persons loading software on any Suffolk Public

Schools’ computer must adhere to all licensing requirements for the software. Except where allowed by Suffolk Public Schools’ site licenses, copying software licensed for school division use for personal use is a violation of this regulation. Users are responsible for adhering to agreements for software licensed and databases owned by the school division. f. Avoid excessive personal use. Personal use of computer resources should be kept to a minimum. Personal use may be excessive if it takes place during regularly scheduled work time, if it overburdens a network, if it results in substantial use of system capacity, or if it otherwise subjects the school division to increased operating costs. Some uses will be plainly excessive in all environments, but the extent to which other uses become excessive may vary. In those instances, supervisors will provide more specific guidance to individual users by providing advice on a case-by-case basis.

1. Refrain from prohibited personal uses. Information technology resources, including Suffolk Public Schools’ electronic address (e-mail, web), shall not be used for personal commercial gain, for charitable solicitations unless these are authorized by the Superintendent, for personal political activities such as campaigning for candidates for public office, or for lobbying of public officials. For purposes of this regulation, “lobbying’ does not include individual faculty or staff sharing information or opinions with public officials on matters of policy within their areas of expertise. Faculty and staff consulting that is in conformity with Suffolk Public Schools’ guidelines is permissible.
2. Use Suffolk Public Schools name as authorized. Unless authorized to speak for the school division, users should avoid creating the impression they are

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doing so. Electronic exchange of ideas is encouraged. However, users shall take appropriate steps to avoid the possible inference that communication of a message via the school division e-mail system or posting to an electronic forum connotes official Suffolk Public Schools authorization or endorsement of the message.

1. Adhere to other Suffolk Public Schools policies. Inappropriate use of electronic technology resources may violate a number of generally applicable school division policies. In addition, specific policies created by Suffolk Public Schools IT community, under the oversight of the Superintendent are also included.
2. Obey external laws. Information technology resources shall not be used in a manner that violates federal, state, or local law, including without limitation the federal requirement that Suffolk Public Schools provide employment and educational environments free from race-based or gender-based hostility (see Titles VI and VII, Civil Rights Act of 1964, and Title IX, Educational Amendments of 1972); and state criminal laws forbidding harassment, exhibition of obscene materials to minors, rental or sale of pornography, official misconduct, computer crime, and federal and state copyright and fair use laws. Nothing in this regulation prohibits the use of appropriate material for educational purposes in any school, or library, or in any educational program in which a minor is participating.
3. Staff members should avoid open social networking websites offering an interactive, user-submitted network of Mends, personal profiles, blogs, groups, photos, music and videos (My Space, Face Book, etc.) where students can send messages and pictures. Participation in sites of this nature may compromise the ethical integrity of an employee’s position and jeopardize one’s employment.
4. Staff members may not post or submit student pictures and other identifying information for print media, such as local newspapers without approval by the Superintendent, the Superintendent’s designee, or the

Public Information Officer. Many local newspapers are now available as both print and Web-based media. While schools may grant permission for local newspapers to use student pictures with articles about student

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activities, schools should be aware that the newspaper may extend this use to electronic versions of the newspapers. Ample evidence suggests that posting student pictures and identifying information on Web sites is an Internet safety issue and could pose a serious threat to student safety. In some instances, student pictures and personal information—including height, weight, and athletic statistics have been posted to sites owned and managed by division staff to support activities such as sharing athletic rosters. These types of sites could also pose serious threats to student safety and are subject to the same approval process as stated above.

1. All users must abide by the rules of network, email and Internet etiquette, which include:
   1. Be polite. Use appropriate language in your electronic communications.
   2. Be safe. In using the computer network and Internet, do not

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| reveal personal | information | such as | your home | address |
| or telephone number. Do not | | arrange a | face-to-face | meeting |

with someone you ‘meet’ on the computer network or

Internet, in a secluded place or in a private setting.

3. Be careful. Do not jeopardize the security of user access and of

|  |  |  |
| --- | --- | --- |
| the computer | network or other networks on the | Internet. |
| For example, don’t disclose or share your password with | | others or |

impersonate another user. It is recommended to include numbers in passwords as this further improves security.

1. Be mindful of viruses. All data files received as attachments should only be opened if they are from a reputable source.
2. Users should not use the services of the school division’s

Internet and/or e- mail to obtain or send such material which contravenes the law or published School Board policies

(articles which are sexist, racist, violent, obscene or pornographic, or promote illegal behavior).

6. Users are advised that the use of email to send personal data (e.g. about staff or students) to a third party is expressly

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forbidden unless prior approval by the Superintendent or his designee is obtained.

7. Users are advised that all e-mail sent from an account is the

|  |  |  |
| --- | --- | --- |
| responsibility of the individual account holder. To | | maintain |
| consistency and clarity of contact information, | users | must only |
| supply relevant contact information as part of | e-mail | signatures. |
| The use of wallpaper, pictures, graphics or animations | | is |
| discouraged. |  |  |

1. Users are advised that the contents of a network account home directory are the responsibility of the individual account

holder.

1. Users must not use chat sessions unless they relate to instruction or technology support.
2. Users must not tamper with the settings of the network or workstations.

11. Users are advised that web-based audio streaming services are provided for work-related purposes only.

1. Suffolk Public Schools does not allow users to install or use unauthorized software or copy or remove software from the school division’s PCs and/or network.
2. Users are required to exit or lock the system when not in close proximity to the

computer workstation.

**Legal Authority –** School Board Policy § 5-6.3

**Section 5-19.5 Administration and Enforcement; report of violations; —** A. Principalsare charged with communicating this regulation to the user community through partnering with the Director of Technology Services and for providing staff with access to educational programs to achieve technical proficiency and appropriate use of the resources. Requests for

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interpretation of the regulation as applied to particular situations may be directed to the Assistant Superintendent of Administrative Services.

B. Reports of apparent violations of the regulation may be made to the

Superintendent or his designee, the Director of Technology Services or the employee’s supervisor. Where violations of law are alleged, the Principal, Department Head, School Resource Officer, Suffolk Police Department, and the Assistant Superintendent of Administrative Services should be contacted. Where sanctions are appropriate, they may include a formal reprimand, loss of user privileges for a definite or an indefinite period, or termination of employment. Serious or repeated violation of this regulation by staff members will be governed by the general Grievance Procedures. Violations of this regulation by staff members will be addressed by the staff member’s supervisor, principal, Assistant

Superintendent of Administrative Services, or Superintendent. Appeals from any formal disciplinary action taken against a staff member are governed by Grievance Procedures for Staff Members.

**Legal Authority –** School Board Policy § 5-6.3

**Section 5-19.6 No expressed or implied warranties; not responsible for damages; not responsible for accuracy of information.—** A. Suffolk Public Schools makes no warranties ofany kind, whether expressed or implied, with respect to the information technology services it provides.

1. The school division will not be responsible for damages resulting from the use of communication facilities and services, including, but not limited to, loss of data resulting from delays, non-deliveries, missed deliveries, service interruptions caused by the negligence of a school division employee, or by the user’s error or omissions.
2. Use of any information obtained via the Internet is at the user’s risk. Suffolk Public

Schools specifically denies any responsibility for the accuracy or quality of information obtained through its electronic communication facilities and services, except material represented as an official Suffolk Public Schools’ record or document. Suffolk Public Schools also does not accept responsibility for removing material that some users may consider

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defamatory or otherwise offensive. Users should be advised, however, that dissemination of such material may subject them to liability in other forums.

**Legal Authority –** School Board Policy § 5-6.3

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**Article IV**

REGULATIONS GOVERNING STUDENT

USE OF INFORMATION TECHNOLOGY RESOURCES

**Section 6-4.1. Statement of purpose; safety training and supervision required; written parental consent required; student responsibility.—** A.

Suffolk Public Schools makes available to students access to its electronic communication system for educational purposes. The electronic communications system is defined as the

District’s network, servers, computer workstations, telephones, printers, modems, video, fax transmissions, peripherals, applications, databases, library catalog, online resources, Internet access, email, multi-media, instructional materials, and any other technology designated for use by the District for students. Personal equipment (cell phones, laptops, iPods, IvIP3 players, DVD players, cameras, etc.) used on school property is also subject to this regulation.

Use of the electronic communication system is a privilege. With this educational opportunity comes responsibility. In order for the School District to be able to make its computer network and Internet access available, all students must take responsibility for appropriate and lawful use of internet resources.

1. Teachers and other Staff will make reasonable efforts to provide Internet safety training and supervise student use of network and Internet access.

Students must understand that inappropriate Internet use can result in one or more of the following; school discipline, loss of the privilege of using Internet resources and/or criminal prosecution.

1. Below is the Acceptable Use and Internet Safety Regulation

(“Regulation”) of the School District and the Data Acquisition Site that provides Internet access. Upon reviewing, signing, and returning this Regulation, a student will be eligible for

Internet access at the school he/she attends. The “PARENT’S

OR GUARDIAN’S AGREEMENT” must be signed and returned as Suffolk Public Schools cannot provide access to any student until the “PARENT’S OR

GUARDIAN’S AGREEMENT is signed and recorded. Also listed below are the provisions of your agreement regarding computer network and Internet use. If you have any questions about these provisions, you should contact the Suffolk Public Schools Technology Director.

D. Please note that Internet access is part of Suffolk Public Schools’ electronic communications systems. The Internet is a network of many types of communication and information networks, which are used frequently in classroom assignments and include access to library materials and purchased online databases. Some material accessible via the Internet may contain content that is illegal, inaccurate, or potentially offensive to students (or their parents). It is possible for students to access (accidentally or otherwise) these areas of content.

While the District uses filtering technology and protection measures to restrict access to such material, it is not possible to absolutely prevent such access. It will be each student’s responsibility to follow the rules for appropriate and acceptable use.

(Issued June 28, 2007)

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**Legal Authority –** School Board Policy § 5-6.3

**Section 6-4.2 Personal responsibility—**By signing this Regulation, you are agreeing tofollow all rules outlined in the regulation and to report violations of the regulation by other students.

(Issued June 28, 2007)

**Legal Authority –** School Board Policy § 5-6.3

**Section 6-4.3 Term of permitted use. —** A student who returns a properly signedRegulation will have computer network and Internet access for the current school year.

(Issued June 28, 2007)

**Legal Authority –** School Board Policy § 5-6.3

**Section 6-4.4 Acceptable and unacceptable use; consequences for inappropriate use; netiquette—** A. Suffolk Public Schools is providing access to its computer networks andthe Internet for educational purposes only.

B. Among the uses that are considered unacceptable and which constitute a violation of this regulation include, but are not limited to, the following:

1. Uses that violate the law or encourage others to violate the law (gambling, hacking, etc.).
2. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering, or other security measures.
3. Transmittal of offensive or harassing messages.
4. Any use which is commercial in nature.
5. To use technology to view, transmit or download pornographic or otherwise objectionable materials.
6. Downloading or plagiarizing copyrighted information without permission from the copyright holder.
7. To use technology to download any program, partial program or game without the express permission of the supervising teacher and Suffolk Public Schools Technology Director.
8. Any use of the technology which causes harm to others or their property.
9. Any improper use of passwords.
10. Sharing your username and/or password with others, borrowing someone else’s username (i.e. teacher or student), password or account access
11. Any programming vandalism.
12. Any “hacking” activities.
13. Electronically posting personal information about yourself or others (i.e., addresses, phone numbers, pictures, etc.).
14. Electronically posting messages or accessing materials that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal.

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* 1. Wasting or abusing school resources through unauthorized system use (e.g. online gaming, Internet radio, downloading music, watching videos, participating in chat rooms, checking personal email, etc.).
  2. Any activities designed to expose school district or other computers to computer “viruses”.
  3. Purposefully opening, viewing, using, or deleting files belonging to another system user without permission
  4. Provide personal/private information about any other individual over the Internet, including credit card numbers and social security numbers.
  5. Inappropriate cyber communication (cyber threats, cyber bullying, harassment, and/or other inappropriate communications) through open social networking websites offering an interactive, user-submitted network of friends, personal profiles, blogs, groups, photos, music and videos (My Space, Face Book, etc.) where students can send messages and pictures.
  6. Gaining unauthorized access to restricted information or network resources.
  7. Any violation of School Board policy or supporting regulations.

1. All users must abide by rules of network etiquette, which include the following:
   1. Be polite. Use appropriate language. No swearing, vulgarities, suggestive, obscene, belligerent, or threatening language.
   2. Avoid language and uses that may be offensive to other users. Do not use, distribute, or redistribute jokes, stories, or other materials that are based upon slurs or stereotypes relating to race, gender, ethnicity, nationality, religion, or sexual orientation.
   3. Do not assume that a sender of e-mail is giving his or her permission for you to forward or redistribute the message to third parties or to give his/her e-mail address to third parties. This should only be done with permission or when you know that the individual would have no objection.
   4. Be considerate when sending attachments with e-mail (where this is permitted). Be sure that the file is not too large (5 Mb or smaller) to be accommodated by the recipient’s system and is in a format that the recipient can open.

(Issued June 28, 2007)

**Legal Authority –** School Board Policy § 5-6.3

**Section 6-4.5 Consequences for inappropriate use.—** The following consequences may beimposed for inappropriate use of the school division’s technology resources:

1. Suspension of access to the District’s electronic communications system;
2. Revocation of the District’s electronic communications system account(s); and/or
3. Other appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws.

(Issued June 28, 2007)

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**Legal Authority –** School Board Policy § 5-6.3

**Section 6-4.6. Internet general warning; disclosure of personal information prohibited; illegal activities; parental permission required for disclosure of personal identifiable information; use of filtering software required; network security and monitoring reviewed annually. —** A. All users and their parents/guardians are advised that access to theelectronic network may include the potential for access to materials inappropriate for school-aged students.

Every user must take responsibility for his or her use of the computer network and

Internet and stay away from these sites. Parents are the best guide to materials to avoid. If a student finds that other users are visiting offensive or harmful sites, he or she should report such use to his/her supervising teacher.

1. In using the computer network and Internet, do not reveal personal information such as your home address or telephone number. Do not use your real last name or any other information which might allow a person to locate you without first obtaining the permission of a supervising teacher. Do not arrange a face-to-face meeting with someone you “meet” on the computer network or Internet without your parent’s permission. If someone attempts to arrange a meeting with you as a result of an internet contact you must report the communication, immediately, to your supervising teacher.
2. It is a violation of this Regulation to use the School’s computer network or the

Internet to gain unauthorized access to other computers or computer systems, or to attempt to gain such unauthorized access. Any use which violates state or federal law relating to copyright, trade secrets, the distribution of obscene or pornographic materials, or which violates any other applicable law or municipal ordinance, is strictly prohibited.

1. Personally identifiable information concerning students may not be disclosed or used in any way on the Internet without the permission of a parent or guardian or, if the student is 18 or over, the permission of the student himself/herself. Users should never give out private or confidential information about themselves or others on the Internet, particularly credit card numbers, Social

Security Numbers, and Student Testing Identifiers. Only a member of the school administration may authorize the release of student information, as defined by Virginia law, for internal administrative purposes or approved educational projects and activities.

1. The School, either by itself or in combination with the Data Acquisition

Site providing Internet access, will utilize filtering software or other technologies to prevent students from accessing visual depictions that are (1) obscene, (2) child pornography, or (3) harmful to minors. The School Division may monitor the online activities of students, through direct observation and/or technological means, to ensure that students are not accessing such depictions or any other material that is inappropriate for minors. The term “harmful to minors” is defined by the Communications Act of 1934 (47 USC Section 254 [h] [7], as meaning any picture, image, graphic image file, or other visual depiction that taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted

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sexual acts, or a lewd exhibition of the genitals; or taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

F. Network security, filtering, and monitoring procedures will be reviewed and evaluated on a regular basis to address emerging technologies not currently deployed in the system.

(Issued June 28, 2007)

**Legal Authority –** School Board Policy § 5-6.3

**Section 6-4.7 No expectation of privacy rights.—**Network and Internet access is provided asa tool for student education. The School District reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of the School District and no user shall have any expectation of privacy regarding such materials.

(Issued June 28, 2007)

**Legal Authority –** School Board Policy § 5-6.3

**Section 6-4.8 Failure to follow Internet regulations. —** A. The user’s use of the computernetwork and Internet is a privilege, not a right. A user who violates this regulation, shall at a minimum, have his or her access to the computer network and Internet terminated, which the

School District may refuse to reinstate for the remainder of the student’s enrollment in the School District. A user violates this Regulation by his or her own action or by failing to report any violations by other users that come to the attention of the user. Further, a user violates this Regulation if he or she permits another to use his or her account or password to access the computer network and Internet, including any user whose access has been denied or terminated. The School District may also take other disciplinary action in such circumstances. In some instances inappropriate computer and

Internet use violates state and/or federal laws and may result in criminal prosecution or juvenile court action.

(Issued June 28, 2007)

**Legal Authority –** School Board Policy § 5-6.3

**Section 6.4-9 No warranties of any kind; user assumes full responsibility; cooperation expected.—**A. The School District makes no warranties of any kind, either express or implied,in connection with its provision of access to and use of its computer networks and the Internet provided under this Regulation. It shall not be responsible for any claims, losses, damages or costs (including fees) of any kind suffered, directly or indirectly, by any user or his or her parent(s) or guardian(s) arising out of the user’s use of its computer networks or the Internet under this Regulation. By signing this Regulation, users are taking fall responsibility for his/her use, and the user who is 18 or older or, in the case of a user under 18, the parent(s) or guardian(s) are agreeing to indemnify and hold the School, the School District, the Data Acquisition Site that provides the computer and Internet access opportunity to the School

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District and all of their administrators, teachers, and staff harmless from any and all loss, costs, claims or damages resulting from the user’s access to its computer network and the Internet, including but not limited to any fees or charges incurred through purchases of goods or services by the user. The user or, if the user is a minor, the user’s parent(s) or guardian(s) agree to cooperate with the School in the event of the School’s initiation of an investigation of a user and his or her access to its computer network and the Internet, whether that use is on a School computer or on another computer outside the School District s network.

(Issued June 28, 2007)

**Legal Authority –** School Board Policy § 5-6.3

**Section 6-4.10 Updates of account information.—**Users, and if appropriate, the user’sparents/guardians, may be asked from time to time to provide new or additional registration and account information or to sign a new Regulation for example, to reflect developments in the law or technology. Such information must be provided by the user (or his/her parents or guardian) or such new Regulation must be signed if the user wishes to continue to receive service. If after you have provided your account information, some or all of the information changes, you must notify the person designated by the School to receive such information.

(Issued June 28, 2007)

**Legal Authority** –School Board Policy § 5-6.3

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**STUDENT’S AGREEMENT**

***Every student, regardless of age, must read and sign below:***

**I have read, understand** and agree to abide by the terms of the foregoing Acceptable Use andInternet Safety Regulation. Should I commit any violation or in any way misuse my access to Suffolk Public Schools computer network and the

Internet, I understand and agree that my access privilege may be revoked and School disciplinary action may be taken against me.

Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

If I am signing this Regulation when I am under 18, I understand that when I turn

18, this Regulation will continue to be in full force and effect and agree to abide by this Regulation.

PARENT’S **OR** GUARDIAN’S AGREEMENT

***To be read and signed by parents or guardians:***

As the parent or legal guardian of the above student, I have read, understand and agree that my child or ward shall comply with the terms of the School District’s Acceptable Use and Internet Safety Regulation for the student’s access to the School District’s computer network and the

Internet. I understand that access is being provided to the students for educational purposes only. I understand that it is impossible for the School to restrict access to all offensive and controversial materials and understand my child’s or ward’s responsibility for abiding by the

Regulation. I am therefore signing this Regulation and agree to indemnify and hold harmless the School, the School District and the Internet provider against all claims, damages, losses and costs, of whatever kind, that may result from my child’s or ward’s use of his or her access to such networks or his or her violation of the foregoing Regulation. Further. I hereby give permission for my child or ward to use the School District’s computer network and the

Internet.

Parent or Guardian Name(s)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent or Guardian Signature(s)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Suffolk Public Schools Student Email Acceptable Use Policy

Student access to Suffolk Public Schools student email accounts is a privilege extended to specific students based on the academic need of identified instructional programs or courses. The goal of these email accounts is to allow appropriate communication as required by these instructional programs. In addition to signing this Email Acceptable Use Policy (EAUP), students must also sign the Suffolk Public Schools Acceptable Use Policy (AUP) before receiving email account information. Instructions for using student email will be provided by instructional staff. The student email account will remain active for the period of time that the student is enrolled in a course or program requiring email access. These email accounts are the property of Suffolk Public Schools and are not private email accounts. Potential violations of the EAUP will be fully investigated by Suffolk Public Schools. During investigative processes the student email account will be locked and student access will be restricted.

I understand use of the Suffolk Public Schools Email is a privilege and is to be utilized only for educational purposes. I realize misuse will result in school disciplinary action and in loss of Internet and email privileges.

I will not:



Send electronic mail *inappropriate* for educational purposes



Download files without teacher permission



Subscribe to inappropriate newsgroups or newsfeeds



Harass other users



Use *inappropriate* language



Reveal personal information about myself or another person



Participate in illegal activity



Engage in activity which may pose a risk to anyone



Violate school or district policy



Use email for commercial, political or advertising purposes



Allow others to use my account name or password

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (print name) have read and agree to the terms of use for the Suffolk Public Schools Student Email account. I understand that inappropriate behavior will lead to disciplinary action.

**STUDENT SIGNATURE:**

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PARENT SIGNATURE**

As the parent/guardian of the above student, I have read the above EAUP contract and guidelines. I understand that this access is designed for educational purposes only. I hereby give permission to issue a Suffolk Public Schools email account to my child.

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Omnipresent technology in the lives of Suffolk Public Schools’ students greatly increases academic achievement and opportunity. With this opportunity also comes the possibility for abuse and danger. The district strives to curtail negative technological activities through monitoring and education. The use of individual authentication for all users, group authorization for access to resources, and a content filtering system allows students to safely use all technology on the Suffolk Public Schools network. In addition, the district enforces a strict Acceptable Use Policy that is evaluated annually. This curriculum is available on the district’s internal portal. The site features videos, interactive quizzes, lesson plans, handouts, songs, activities and games. Each lesson is correlated to match the developmental level of students in each grade. In addition to this scaffolding curriculum the site features other resources that teachers may integrate into the classroom. The grade specific Internet Safety curriculum follows.

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