



Educational Technology Plan

for Albemarle County Public Schools



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Table of Contents

Executive Summary	3
Process.....	4
Summary of Connections to the Albemarle County Public Schools Mission, Vision, and Lifelong-Learner Standards.....	4
Summary of the Work of the Planning Committee and Its Benchmarks.....	6
Summary of the Evaluation Process and Planned Update Cycle.....	7
Conclusions from the Needs Assessment.....	7
Actions.....	8
State Goals and Objectives with Local Strategies and Measures.....	8
Appendices.....	15
Appendix 1: Timetable and Budget for Goals, Objectives, Strategies, and Measures	
Appendix 2: Division Acceptable Use Policy (AUP)	
Appendix 3: Summary of the Internet Safety Program	

Executive Summary

Schooling is at a crossroads. Throughout the United States and the world, students are rejecting "old school" practices that are seen as interfering with learning (see <http://www.youtube.com/watch?v=P2PGGeTOA4> for an example). What role can technology play in ensuring all learners believe in their power to embrace learning, to excel, and to own their future? What role can technology play in changing the face of school and learning?

The Department of Accountability, Research, and Technology (DART) is in a unique position of working with schools and departments to apply the currently employed traditional methods of measuring accountability while also looking to the future and building the capacity to thrive within an educational reformation. The title of the Draft National Educational Technology Plan 2010 released on March 5, 2010, is "Transforming American Education: Learning Powered by Technology." The draft plan calls for education professionals throughout the United States to engage in "revolutionary transformation rather than evolutionary tinkering." (Executive Summary, p. 3, <http://www.ed.gov/sites/default/files/NETP-2010-exec-summary.pdf>. Retrieved March 15, 2010). The goal areas for this draft plan include: Learning, Assessment, Teaching, Infrastructure, and Productivity.

The 2010-2012 Educational Technology Plan for Albemarle County Public Schools is built on the premise that technology is not an add-on; rather, it is a critical tool for master craftspeople working with our young people and with each other to transform education and to establish a community of learners and learning, through rigor, relevance, and relationships, one student at a time. Our plan attempts to amplify the points of convergence and resolve the differences between the newly adopted Educational Technology Plan for Virginia and the Draft National Educational Technology Plan 2010 released on March 5, 2010.

We found the Environment, Engagement, Application, Tools, and Results framework established in Virginia's plan aligns to Infrastructure, Teaching, Learning, Productivity, and Assessment within the national plan and to the Division's work on the Framework for Quality Learning, Teacher Performance Appraisal, and Professional Learning Communities. An outline of this alignment follows:

Educational Technology Plan for Virginia: 2010-2015	Draft National Educational Technology Plan 2010
Goal 1: Provide a safe, flexible, and effective learning environment for all students.	4.0 Infrastructure All students and educators will have access to a comprehensive infrastructure for learning when and where they need it.
Goal 2: Engage students in meaningful curricular content through the purposeful and effective use of technology.	3.0 Teaching Professional educators will be supported individually and in teams by technology that connects them to data, content, resources, expertise, and learning experiences that enable and inspire more effective teaching for all learners.
Goal 3: Afford students with opportunities to apply technology effectively to gain knowledge, develop skills, and create and distribute artifacts that reflect their understandings.	1.0 Learning All learners will have engaging and empowering learning experiences both in and outside of school that prepare them to be active, creative, knowledgeable, and ethical participants in our globally networked society.
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.	5.0 Productivity Our education system at all levels will redesign processes and structures to take advantage of the power of technology to improve learning outcomes while making more efficient use of time, money and staff.
Goal 5: Use technology to support a culture of data-driven decision making that relies upon data to evaluate and improve teaching and learning.	2.0 Assessment Our education system at all levels will leverage the power of technology to measure what matters and use assessment data for continuous improvement.

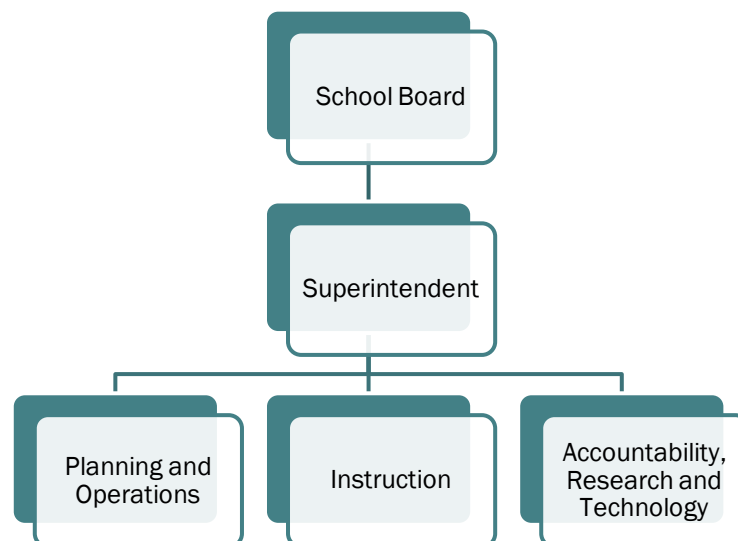
Process

Summary of Connections to the Albemarle County Public Schools Mission, Vision, and Lifelong-Learner Standards

The Albemarle County Schools Strategic Plan was adopted in 2005, and drives the continuous improvement work of the Division. The School Board has adopted priorities for each of the five goals below. These priorities create measurable benchmarks that indicate progress toward each of these goals.

- Goal 1:** Prepare all students to succeed as members of a global community and in a global economy.
- Goal 2:** Eliminate the Achievement Gap.
- Goal 3:** Recruit, retain, and develop a diverse cadre of the highest quality teaching personnel, staff, and administrators.
- Goal 4:** Achieve recognition as a world-class educational system.
- Goal 5:** Establish efficient systems for development, allocation, and alignment of resources to support the Division's vision, mission and goals.

The Division is organized in to three areas of responsibility with primary responsibility for technology planning assigned to the Department of Accountability, Research, and Technology (DART). DART was formed under the leadership of the Chief Information Officer to maximize support for formative and summative assessment, data analysis, student information management, and school technology. DART also serves as an independent arm—separate from student learning and operations and planning—to analyze the efficiency and effectiveness of the school division's programs and initiatives through the use of data and technology to drive continuous improvement.



The strategic work of the Division is supported by the organizational structure as well as three “levers” that were developed in response to the following questions:

1. What do we want our classrooms to look like? (Framework for Quality Learning)
2. How will we know? (Teacher Performance Appraisal)
3. How will we cause this to happen? (Professional Learning Communities)



Mission

The core purpose of Albemarle County Public Schools is to establish a community of learners and learning, through rigor, relevance, and relationships, one student at a time.

The 2010-2012 Educational Technology Plan for Albemarle County Public Schools is built on the premise that technology is not an add-on; rather, it is a critical tool for master craftspeople working with our young people and with each other to transform education and to establish a community of learners and learning, through rigor, relevance, and relationships, one student at a time.

Vision

All learners believe in their power to embrace learning, to excel, and to own their future.

What role can technology play in ensuring all learners believe in their power to embrace learning, to excel, and to own their future? For too long, educational institutions have behaved as if teaching is something that is done to cover pre-determined content and skills, on a fixed schedule, and at designated places. For learners—both students and education professionals—to own their futures as set forth in our vision statement, this paradigm must shift. Ownership is achieved through empowerment. This plan established objectives and action statements geared toward empowering students by using technology to exercise options with content, process, products, and learning environments. These empowered students will own their learning by engaging in inquiry, creativity and problem-solving, on tools that are available within and outside the school day and the school buildings. Technology plays an integral role in achieving our vision and revolutionizing education for today's learners.

Lifelong-Learner Standards

In 2003, Albemarle County Public Schools began developing its set of Lifelong-Learner Standards as a key component of the Framework for Quality Learning. We began with three standards—Systems Thinking, Communication, and Problem Solving—and landed on 12 by 2004. These Lifelong-Learner Standards are designed to be cross-functional, interdisciplinary skills that can and should be taught at all levels and in all content areas in order for our students to foster a love of learning and the skills needed to succeed in an information-driven, fast-paced, global community.

Since these standards were adopted, a lot of “lists” have been published or received additional attention since 2003 (e.g., Dan Pink’s Essential Aptitudes, AASL Standards for the 21st-Century Learner, Tony Wagner’s Seven Survival Skills, The Partnership for 21st Century Skills Framework, IB Attitudes, and Engineering Habits of Mind). In analyzing the language and intent across these various lists of “21st Century Skills”, the word “skills” is used a great deal, with “collaboration,” “knowledge,” “creativity,” “thinking,” “communication,” and “information” emerging quite often as well. The word “knowledge” is used in multiple contexts (e.g., acquire

new knowledge, gain knowledge, apply knowledge, create new knowledge, share knowledge). These “new” lists align with Albemarle County Public Schools Lifelong-Learner Standards and represent different ways of categorizing the same essential skills. In summary, “21st Century Skills” are not about new skills; rather, they are about doing old things—acquiring, applying, creating, and sharing—in new ways with new knowledge. These “new ways” and “new knowledge” have resulted largely due to innovations in technology that have created ways for new knowledge can to be acquired differently; no longer are students dependent upon the teacher or the textbook when information is available at their fingertips. New knowledge can be applied, created, and shared differently now that everyone can be a published author through electronic tools that have expanded ways to create with words, pictures and sound! “New knowledge”—acquiring, applying, creating, and sharing it—should be the focus of schools and technology is an essential tool to access and apply this new knowledge, to achieve our vision and to revolutionize education for the new millennium.

Albemarle County Public Schools Lifelong-Learner Standards, circa 2004:

1. Plan and conduct research.
2. Gather, organize and analyze data; evaluate processes and products; and draw conclusions.
3. Think analytically, critically and creatively to pursue new ideas, acquire new knowledge, and make decisions.
4. Understand and apply principles of logic and reasoning, and develop, evaluate, and defend arguments.
5. Seek, recognize and understand systems, patterns, themes and interactions.
6. Apply and adapt a variety of appropriate strategies to solve new and increasingly complex problems.
7. Acquire and use precise language to clearly communicate ideas, knowledge and processes.
8. Explore and express ideas and opinions using multiple media, the arts and technology.
9. Demonstrate ethical behavior and respect for diversity through daily actions and decision making.
10. Participate fully in civic life, and act on democratic ideals within the context of community and global interdependence.
11. Understand and follow a physically active lifestyle that promotes good health and wellness.
12. Apply habits of mind and metacognitive strategies to plan, monitor and evaluate one’s own work.

Summary of the Work of the Planning Committee and Its Benchmarks

The Albemarle County Public Schools Technology-rich Learning Planning Committee consists of students, parents, teachers, building- and central-level administrators, instructional leadership, and technology staff from Albemarle County Public Schools as well as education professors from Virginia Commonwealth University and the University of Virginia. The work of this committee is vetted through the DART Advisory Committee, which includes representation from community stakeholder groups as well. Work on the plan has taken place on GoogleDocs with all members of the responsible committees having full editing rights. Related survey data was captured from a variety of Google Forms open to all ACPS students, teachers, staff and parents. Oversight for the entire planning process rests with the DART Leadership Team.

Activity	Person(s) of Responsibility	Timeline
Develop a vision and a strategy for technology planning	DART Advisory	Fall 2009
Participate in targeted work sessions around key components of the technology plan	Technology-rich Learning Planning Committee, other advisory groups as appropriate	Spring 2010
Collect data via needs assessment surveys aligned to the Goals	Assistant Director for Information Management and Instructional Technology	February 26, 2010
Ensure alignment of the technology plan components to the vision for technology planning	DART Leadership Team	Spring 2010

Receive and review a draft technology plan	School Board, DART Advisory, Technology-rich Learning Planning Committee	April 30, 2010
Present draft technology plan to the School Board for first reading	DART Leadership Team	May 13, 2010
Receive technology plan for approval	School Board	May 27, 2010
Submit School Board approved technology plan to Virginia Department of Education for approval	Assistant Director for Information Management and Instructional Technology	June 3, 2010

Summary of the Evaluation Process and Planned Update Cycle

The *2010-2012 Educational Technology Plan for Albemarle County Public Schools* will be evaluated annually through the DART Advisory Committee via an annual report to the local School Board. The plan will be revised on a two-year cycle through the Albemarle County Public Schools Technology-rich Learning Planning Committee process with oversight provided by the DART Advisory Committee. The committee will tour schools and review artifacts of technology-rich learning during the first year of the update cycle, while also informing "just in time" work and decisions at the district level. Year two of the cycle will consist of reviewing and revising the technology planning document. A report will be presented to the School Board in the spring of each year. Throughout the 2010-2011 school year, DART Leadership will evaluate data gathered from our measures, establishing baseline targets for each measure. This evaluation will be summarized in the annual technology report to the School Board.

Conclusions from the Needs Assessment

A needs assessment was conducted in the form of a Google Survey that was built around the five state goals and 15 state objectives and the common question, "What do we need to have in place to consistently meet this goal?" The survey was distributed to the Department of Accountability, Research, and Technology Advisory Committee; the Technology-rich Learning Planning Committee; and, all school division staff.

Recommendations from the Needs Assessment:

- Develop a plan for simultaneously establishing standards and allowing for customization.
- Ensure instructional staff is involved in decisions regarding instructional technology purchases and deployments.
- Increase the technical competence of all end users.
- Evaluate current systems and tools to identify gaps and overlaps.
- Maintain funding for systematic replacement of existing technology, deployment of new technologies, and innovative seed projects that allow students and teachers to explore new technologies.
- Ensure staff becomes more aware of issues of Internet safety.
- Ensure staff remains abreast of current technologies.
- Evaluate means to maximize technology use and support while minimizing costs (e.g., cloud computing and student-provided technical support).

Actions

State Goals and Objectives with Local Strategies and Measures

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.

Strategies	Measures/Evaluation Strategies
1. Expand virtual course offerings and the use of virtual communities that support face to face courses: • Collect information about what is currently being offered on-line as “stand alone courses” or in support of face to face courses. • Analyze findings to identify gaps and overlaps in current offerings. • Communicate the findings to stakeholders. • Evaluate local and state policies that promote or limit on-line courses.	1. The continuum of opportunities available to all students through the High School Program of Studies and the Middle School Program Guide
2. Develop a "virtual school" model utilizing the findings of strategy 1 and aligned to the Framework for Quality Learning.	2. Approval of a project charter related to the implementation of a virtual school model
3. Continue implementation of the Framework for Quality Learning with an emphasis on the use of technology as a learning accelerator and community builder.	3. Monitor related School Board metrics for this strategy (see http://bsc.k12albemarle.org/), monitor data captured in principal-conducted Learning Walks.
4. Continue implementation of the Learning Walks component of the Teacher Performance Appraisal, with an emphasis on looking at student-centered, inquiry-driven learning.	4. Monitor related School Board metrics for this strategy (see http://bsc.k12albemarle.org/), monitor data captured in principal-conducted Learning Walks.
5. Ensure all instructional leaders (principals, assistant principals, coaches, department chairs, etc.), teachers, students, and parents are aware of virtual learning opportunities for students and provide support for implementation.	5. The number and frequency of related communications via the weekly Superintendent's Advisory Bulletin and the bi-weekly Division Compass Newsletter for staff, the number and frequency of workshops provided for staff, students, and parents, and the number of students who report participating in virtual learning opportunities.

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

Strategies	Measures/Evaluation Strategies
1. Identify potential partnerships that can be leveraged to increase access to virtual learning opportunities, being mindful of the different needs associated with credit acceleration versus credit recovery.	1. Number of partners and contacts pursued
2. Provide resources and support to assist teachers in integrating technology into teaching and learning.	2. Number of professional development opportunities, conduct surveys, the number of communications/resource disseminations, and conference attendance, number of times instructional coaches work with teachers on integrating technology
3. Meet or exceed the Standards of Quality staffing requirements.	3. DART Staffing Plan provides for a minimum of 13 Technical Services positions (currently staffed at 16 FTE), Instruction Staffing Plan provides for a minimum of 13 Instructional Coaches (currently staffed at 13 FTE).
4. Meet or exceed state standards for infrastructure necessary to participate in on-line SOL testing.	4. Maintain 145 Mbps District connection to the Internet, the fiber Wide Area Network connecting all campuses and service facilities, and full wireless coverage in all schools.
5. Ensure all virtual courses are accessible to all students regardless of technology access outside of school.	5. Language in the High School Program of Studies and the Middle Schools Program Guide guaranteeing access to virtual courses. The number of students who request and receive technology for home use.
6. Develop a plan for simultaneously establishing standards and allowing for customization, document the process for establishing standards and how exceptions are approved.	6. 100% of the processes recommended by DART Advisory are documented and include exceptions, if applicable.
7. Ensure instructional staff is involved in decisions regarding instructional technology purchases and deployments.	7. 100% of identified stakeholder groups are represented through DART Advisory. DART Advisory provides input to 100% of large-scale purchase plans and deployment projects.
8. Evaluate current infrastructure against next-generation standards.	8. 100% of the recommendations are implemented or addressed in budget initiatives.
9. Develop a student technology support program that includes training for students to provide additional resources for school-level technology support.	9. Program guide, count of students participating, and number of student workshops provided by DART technical staff.
10. Increase the number of model classrooms (interactive whiteboard, audio system, document cameras, classroom response system) installations at all levels.	10. Number of model classrooms by level

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

Strategies	Measures/Evaluation Strategies
1. Identify, develop, disseminate, and maintain resources aligned to the Framework for Quality Learning to support teaching and learning using SchoolNet Align.	1. Continue to monitor related School Board metrics for this strategy
2. Continue to partner with the Curry School of Education on the Technology Infusion Program (TIP).	2. Number of Curry students placed in Albemarle County classrooms, number of schools involved
3. Continue to implement the Instructional Coaching model, incorporating the use of technology as a learning accelerator and community builder.	3. Continue to monitor related School Board metrics for this strategy.

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.

Strategies	Measures/Evaluation Strategies
1. Participate in UVA's eTeacher pilot (PSEW6100, 6101, 6102, and 6103)	1. Student rosters and pilot feedback
2. Develop the capacity for virtual PLC and virtual student project work	2. Number of users trained on WebEx, number of WebEx hosted sessions
3. Implement Cisco/WebEx video over IP project.	3. 100% completion of VoIP upgrade project charter

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

Strategies	Measures/Evaluation Strategies
1. Continue implementation of the Framework for Quality Learning	1. Continue to monitor related School Board metrics for this strategy
2. Provide resources and support for Instructional Coaches and Technology Lead Teachers to assist teachers in integrating technology in to teaching and learning	2. Number of inclusions on internal workshop agendas, Number of communications/resource dissemination, and number of technology integration related conference attendance.
3. Identify, develop, disseminate, and maintain resources to support teaching and learning using SchoolNet Align.	3. Continue to monitor related School Board metrics for this strategy

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

Strategies	Measures/Evaluation Strategies
1. Provide resources and support for parents, teachers, Instructional Coaches, Technology Lead Teachers, School Librarians, and principals to assist in ensuring Internet safety	1. Number of Internet safety web site made available. Number of internet safety workshops and communications disseminated.
2. Identify, develop, disseminate, and maintain resources to support teaching and learning using SchoolNet Align.	2. Continue to monitor related School Board metrics for this strategy
3. Require all principals and directors to review IIBE annually through the established School Board policy review process.	3. The percentage of principals completing required annual acceptance of the AUP electronic form
4. Issue an annual "read receipt" certification survey related to our Internet Safety Plan to all instructional staff.	4. The percentage of instructional staff completing annual "read receipt" certification survey
5. Configure SchoolNet require acceptance of the AUP annually.	5. Data captured through SchoolNet
6. Develop virtual lesson materials for students	6. The number of students completing a virtual lesson on Internet Safety. The percentage of students achieving proficient score on final assessment

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

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

Strategies	Measures/Evaluation Strategies
1. Continue implementation of the Framework for Quality Learning	1. Monitor and evaluate progress made on School Board metrics related to this strategy
2. Develop professional development workshops and courses that support integrating technology into teaching and learning	2. Number of inclusions on internal workshop agendas, Number of communications/resource disseminations, and number of technology integration related conference attendance.
3. Identify, develop, disseminate, and maintain resources to support teaching and learning using SchoolNet Align.	3. Monitor and evaluate progress made on School Board metrics related to this strategy, evidence of discussions within Professional Learning Communities
4. Continue implementation of the Learning Walks component of the Teacher Performance Appraisal, with an emphasis on looking at student-centered, inquiry-driven learning	4. Monitor related School Board metrics for this strategy (see http://bsc.k12albemarle.org/), monitor data captured in principal-conducted Learning Walks.
5. Continue participation in SVTC's NTTI	5. Number of teachers who participate in NTTI

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

Strategies	Measures/Evaluation Strategies
1. Ensure all teachers and administrators are TSIP certified	1. The percentage of teachers and administrators achieving TSIP certification
2. Encourage NETS*T certification for all teachers	2. The number of teachers pursuing and achieving NETS*T certification
3. Review NETS*S, NETS*T, and NETS*A standards with principals annually	3. The number of meetings/opportunities that standards are reviewed with administrators
4. Develop and administer a NETS*S-informed assessment to be completed by all students prior to the end of 8th grade	4. The percentage of students achieving proficiency.

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

Strategies	Measures/Evaluation Strategies
Continue implementing SchoolNet Assess	The number of school-level and division-level assessments administered via SchoolNet Assess

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

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

Strategies	Measures/Evaluation Strategies
1. Continue Seed Project application process	1. The number of applications received by school
2. Develop the capacity to support student use of personal devices at school	2. The number of schools with ACPS-PUBLIC access to the Internet
3. Seek outside funding to support 1:1 projects	3. The number of grant applications submitted
4. Continue implementing physics netbook project	4. Increased enrollment in physics, increased levels of engagement as measured through Learning Walks

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

Strategies	Measures/Evaluation Strategies
1. Provide resources and support to assist teachers in integrating technology into teaching and learning	1. Number of inclusions on internal workshop agendas, Number of communications/resource dissemination, and number of technology integration related conference attendance.
2. Meet or exceed the Standards of Quality staffing requirements	2. DART Staffing Plan provides for a minimum of 13 Technical Services positions (currently staffed at 16 FTE), Instruction Staffing Plan provides for a minimum of 13 Instructional Coaches (currently staffed at 13 FTE)
3. Focus principal conversations on TPA: Domain: Planning, Delivery, and Assessment of Instruction - Standard e: Uses comprehensive materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills. - Key element: Technology - Uses technology to support student-centered teaching and learning including critical thinking, problem solving, and performance.	3. Number of explicit agenda topics for leveled principal meetings, Learning Walks data

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.

Strategies	Measures/Evaluation Strategies
1. Update the School Board's Learning Resources Adoption policy and procedures	1. School Board approval of policy
2. Implement a project management process that requires all projects be documented and supported through a charter that is reviewed by appropriate staff who can provide advice	2. The number of project charters
3. Provide resources and support for teachers to pursue innovative uses of emerging technologies (DART Seed Projects)	3. Number of seed project applications, number of deliverables provided through the funded seed projects

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

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

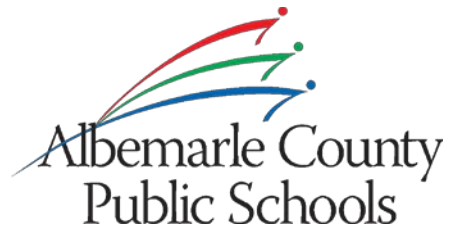
Strategies	Measures/Evaluation Strategies
1. Continue implementing the School Board Balanced Score Card approach.	1. 100% of the metrics will be updated and presented to the Board quarterly.
2. Evaluate current systems and tools to identify gaps and overlaps.	2. 100% of the recommendations are implemented or addressed in budget initiatives.
3. Evaluate funding for systematic replacement of existing technology, deployment of new technologies, and innovative seed projects that allow students and teachers to explore new technologies through a “return on investment” and “total cost of ownership” model.	3. 100% of all major deployments are evaluated against metrics and/or deliverables.
4. Partner with SchoolNet/GradeSpeed to implement a “Virginia Compliant” SIS system by July 1, 2010, and to continue introducing enhancements through December 2012.	4. 100% of all project milestones will be delivered on-time and under budget.

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

Strategies	Measures/Evaluation Strategies
Use SchoolNet Account and Assess to disaggregate, interpret, and use data to plan, improve, and differentiate instruction	The number of school-level assessments administered via SchoolNet Assess, evidence of use of Account for quarterly and mid-year reviews, evidence of discussions within Professional Learning Communities, evidence of use of SchoolNet for school-level mid-year and quarterly reviews

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

Strategies	Measures/Evaluation Strategies
1. Use SchoolNet Assess	1. The number of school-level assessments administered via SchoolNet Assess
2. Work with SchoolNet to implement product improvements related to next generation standardized assessments	2. The number of “Voice of the Customer” enhancements requested of SchoolNet



2010-2012

Appendix 1:

Timetable and Budget for Goals, Objectives, Strategies, and Measures

Funding Source	2010-2011 Requested	2011-2012 Estimated
State Grant (VPSA)	\$700,000	\$700,000
Instructional CIP	\$0	\$575,000
Administrative CIP	\$183,000	\$183,000
WAN Upgrade CIP	\$418,000	\$0
Computer Replacement Cycle	\$1,000,000	\$1,000,000
2115 – COMPUTER TECHNOLOGY	\$3,555,304	\$3,569,863
2118 – ASSESSMENT AND INFORMATION SERVICES	\$1,305,261	\$1,311,581
TOTAL	\$7,161,565.00	\$7,339,444.00

Strategies Measures	Timetable	Budget Source
1.1.1	Annually in the fall	N/A
1.1.2	Spring 2011	N/A
1.1.3	Quarterly	Learning Walks-related technology is funded through 2115 – COMPUTER TECHNOLOGY fund code
1.1.4	Quarterly	Learning Walks-related technology is funded through 2115 – COMPUTER TECHNOLOGY fund code
1.1.5	Quarterly	N/A
1.2.1	Quarterly	N/A
1.2.2	Quarterly	N/A
1.2.3	Annually on July 1	Technical Services staffing is funded through 2115 – COMPUTER TECHNOLOGY fund code
1.2.4	On-going	Telecommunications fees are funded through 2115 – COMPUTER TECHNOLOGY fund code, WAN upgrade is funded through CIP on a four-year cycle
1.2.5	Annually in the fall	N/A
1.2.6	January 1, 2011, Quarterly after	N/A
1.2.7	Quarterly	N/A
1.2.8	Annually in the spring	N/A for evaluation, additional funds provided through 4-year CIP cycle or budget initiatives as needed
1.2.9	Beginning January 1, 2011	N/A
1.2.10	Quarterly	2011-12 Instructional CIP, grants as available
1.3.1	Quarterly	N/A
1.3.2	By semester	TIP is funded through 2115 - COMPUTER TECHNOLOGY fund code
1.3.3	Quarterly	Instructional Coaching Model is funded through Office of Instruction
2.1.1	By November 1, 2010	Funded through Title IID
2.1.2	Quarterly	Funded through 2115 – COMPUTER TECHNOLOGY fund code and CIP
2.1.3	By July 1, 2012	N/A

2.2.1	Quarterly	N/A
2.2.2	Quarterly	Instructional Coaching Model is funded through Office of Instruction
2.2.3	Quarterly	N/A
2.3.1	Quarterly	N/A
2.3.2	Quarterly	N/A
2.3.3	Annually in the spring	N/A
2.3.4	Annually in the fall	N/A
2.3.5	Annually in the summer	N/A
2.3.6	Summer 2011	Funded through Title IID
3.1.1	Quarterly	N/A
3.1.2	Quarterly	Instructional Coaching Model is funded through Office of Instruction
3.1.3	Quarterly	N/A
3.1.4	Quarterly	Learning Walks-related technology is funded through 2115 – COMPUTER TECHNOLOGY fund code
3.1.5	Annually	Membership in SVTC is funded through 2115 – COMPUTER TECHNOLOGY fund code
3.2.1	Quarterly	Funded through Title IID
3.2.2	Annually	Funded through SVTC Title IID grant
3.2.3	Annually in the fall	N/A
3.2.4	By July 2011	Funded through Title IID
3.3	On-going	SchoolNet is funded through 2118 – ASSESSMENT AND INFORMATION SERVICES
4.1.1	Quarterly	Seed Projects are funded through Instructional CIP
4.1.2	To be complete by Summer 2011	Funded through 2115 – COMPUTER TECHNOLOGY fund code
4.1.3	On-going	N/A
4.1.4	Quarterly	Funded through 2115 – COMPUTER TECHNOLOGY fund code
4.2.1	On-going	Instructional Coaching Model is funded through Office of Instruction
4.2.2	Annually, by July 1	Funded through 2115 – COMPUTER TECHNOLOGY fund code
4.2.3	On-going	N/A
4.3.1	Annually or as needed	N/A
4.3.2	By January 2011	N/A
4.3.3	Quarterly	Seed Projects are funded through Instructional CIP
5.1.1	On-going	N/A
5.1.2	By January 2011	N/A, may result in budget initiatives
5.1.3	On-going	N/A
5.1.4	Monthly through Division Project Management Oversight Committee	SIS funded through 2118 – ASSESSMENT AND INFORMATION SERVICES

5.2	On-going	SchoolNet is funded through 2118 – ASSESSMENT AND INFORMATION SERVICES
5.3.1	On-going	SchoolNet is funded through 2118 – ASSESSMENT AND INFORMATION SERVICES
5.3.2	On-going	SchoolNet is funded through 2118 – ASSESSMENT AND INFORMATION SERVICES



2010-2012

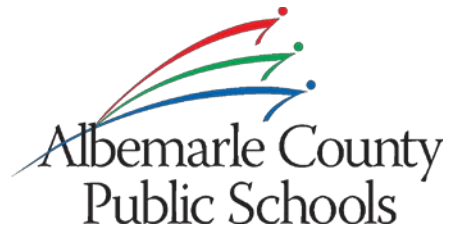


Appendix 2:

Division Acceptable Use Policy (AUP)



www.k12albemarle.org



2010-2012

Appendix 3:

Summary of the Internet Safety Program

www.k12albemarle.org/internetsafety

Overview

- I. **Instructional Philosophies and Strategies to be Supported by Internet Access in Schools:** Albemarle County Public Schools' philosophy on Internet use in education is to promote educational excellence by facilitating resource sharing, innovation, and telecommunications as outlined in the Technology Acceptable Use policy and applicable regulations. Internet and computer network and non-network access is available to authorized students, teachers, and other staff in the Albemarle County Public Schools.

Specific strategies supported by Internet access include but are not limited to:

- A. Staff members assigning or permitting Internet use will seek to promote a safe online environment by preventing access by students to material that the school division deems to be harmful to juveniles, and as defined in §18.2-390 of the Code of Virginia.
- B. Staff members assigning student Internet use will recommend safe search strategies and resources which meet the curricular needs of the assignment and the developmental level of the student.
- C. Staff members assigning or permitting Internet use will provide or arrange for instruction in acceptable use of the Internet based on information or materials provided by the Office of Instruction. Topics to be addressed include:
 - D. Content of the Technology Acceptable Use Policy and Regulations
 - E. Generally accepted rules of network etiquette and safety
 - F. Copyright guidelines
 - G. Respect for use of time and resources
 - H. Evaluating sites for appropriateness and validity
 - I. Discriminating among types of information sources and assessing the appropriateness of using the Internet as a resource for a specific learning activity.

- II. **Roles and responsibilities for division personnel and students with regard to Internet safety:** In the detailed Internet Safety plan below, division personnel implementation roles and responsibilities are detailed in the "Implemented By:" section of each component. Student roles and responsibilities are defined in the "Student Regulations" section of the AUP which are reviewed and signed by students and parents and kept on file at school. An overview and outline of the AUP and the Internet Safety Plan is available in electronic format for all to view through the Albemarle County Public Schools website: <http://www.k12albemarle.org/internetsafety>.

- III. **Roles and responsibilities for community stakeholders with regard to the acceptable use of electronic-based resources and Internet:** In the detailed Internet Safety plan below, community stakeholders roles and responsibilities are detailed in the "Implemented By:" section and are further detailed in the "Community Outreach" section of each component.

- IV. **Safety measures in place, including filtering and monitoring procedures:** In accordance with §22.1-70.2 of the Code of Virginia, Albemarle County Public Schools has implemented a technology for the division's computers having Internet access to filter or block Internet access through such computers to child pornography as set out in §18.2-374.1:1 of the Code of Virginia and obscenity as defined in §18.2-372 of the Code of Virginia.

Specific strategies and guidelines include but are not limited to:

- A. Staff members assigning or permitting Internet use will seek to prevent access by students to material that the school division deems to be harmful to juveniles, and as defined in §18.2-390 of the Code of Virginia.
- B. Staff members assigning student Internet use will recommend safe search strategies and resources which meet the curricular needs of the assignment and the developmental level of the student.

- C. School Division employees who, based upon job responsibilities, have access to monitor the technology use of students or staff must follow guidelines established by the site administrator (school principal or administrative director). These guidelines shall be placed on file with the Office of Technology.
- D. Any Department of Accountability, Research and Technology (DART) employee monitoring the technology use of students or staff must follow established site-based or District-level guidelines, a copy of which is included in these regulations.

Measures for Future Implementation:

- A. There will be an ongoing evaluation by DART of measures in the AUP to promote a safe environment for all school division employees and students. The action plan will be reviewed as needed.
- V. **Methods by which the division ensures data and network security:** The normal operation and maintenance of the division's technical infrastructure and services requires that general usage and activity is monitored, data and electronic communications are routinely backed up, and programs or other devices are employed to maintain the functionality, integrity, or security of the network infrastructure.
- VI. **Technology-based applications and hardware prohibited for employee and student use:** While ACPS does not prohibit any particular technology-based applications or hardware because of their educational implementation possibilities. There are guidelines in places as detailed in the Technology Acceptable Use Policy regarding inappropriate use including but not limited to:
- A. Some world-wide resources available on the Internet are not of educational value in a school setting and, if not filtered, should not be accessed.
 - B. Students may access personal e-mail accounts and other forms of electronic communication with specific, written parental permission as provided on the Good Technology User Agreement, to the extent that access does not interfere with the educational process as determined by school staff. Student access to personal e-mail at school is intended for educational purposes and is not guaranteed to be private. No student may use Albemarle County Public Schools software or equipment to access any service for the purpose of conducting a purchase or participating in any other commercial activity.
 - C. Employees should not use electronic mail for confidential matters or privileged communications, such as student education records, unless appropriate measures are taken to ensure confidentiality and to maintain the appropriate privilege. Employees shall adhere to all school, School Division, state and federal laws, policies and standards including the Family Education Rights and Privacy Act (FERPA).

Penalties:

- A. Inappropriate use will result in an immediate termination of access and other privileges relating to use and may also result in disciplinary action (up to and including suspension or expulsion, formal reprimand, or dismissal) as well as potential civil or criminal liability and prosecution.
- B. Administration, faculty, or staff may request that the systems administrator deny, revoke, or suspend specific user access in the event of violation of the Technology Acceptable Use policy.
- C. The use of computer resources is a privilege, not a right. Misuse of Internet access or a violation of this regulation may result in the account or the user's access privilege being denied, revoked, or suspended. Misuse may also subject the user to disciplinary action up to and including suspension, expulsion, formal reprimand, or dismissal as well as potential civil or criminal liability and prosecution. Any illegal activities will be reported to the appropriate agencies.

VIII. Procedures to address breaches of Internet and intranet security and safety:

- A. Administration, faculty, or staff may request that the systems administrator deny, revoke, or suspend specific user access in the event of violation of this policy.

- B. Maintaining the security of School Division computers, networks and other technology systems is of great importance and requires the cooperation and diligence of all users. Any user who identifies a security problem must notify the site administrator (principal or director) who must then notify the School Division Help Desk. The user shall not demonstrate the problem to others. Any user who attempts or causes a breach of the system security shall have his/her privileges revoked and may be subject to any additional disciplinary and/or legal action.

Legal actions resulting from breaches:

- A. Inappropriate use will result in an immediate termination of access and other privileges relating to use and may also result in disciplinary action (up to and including suspension or expulsion, formal reprimand, or dismissal) as well as potential civil or criminal liability and prosecution.
- B. Use or transmission of any material in violation of any United States or state law is strictly prohibited. Also prohibited are the uses or transmission of the following: material protected by federal or state intellectual property laws; copyrighted material (except in accordance with School Board policy EGAAA); licensed material; threatening, harassing, or obscene material; and/or pornographic material. In addition, it shall be prohibited to access, attempt to access, use, or attempt to use the Internet or other computer network or non-network facilities for any other unauthorized purposes, including but not limited to commercial activities, introduction of viruses, and manipulation or corruption of systems, files, and other related resources.

Ongoing professional development opportunities for each stakeholder group: The Internet Safety plan below names all stakeholders in the “Implemented By:” section who will be provided guided ongoing professional development in the process of incorporating Internet Safety into the curriculum.

Community outreach activities that are consistent with the program’s goals: In the detailed Internet Safety plan below, community outreach activities are detailed in the in the “Community Outreach” section of each component.

- XI. **Division procedures for the evaluation and revision of the AUP, including the Internet safety program:** The evaluation of the AUP occurs not only when mandated by the Virginia Department of Education but when determined as needed by ACPS to ensure the safety of division employees, students and network infrastructure.

Table of Contents

I.	Cyber Citizenship	5
A.	K-2	5
1.	<i>Cyber Community Citizenship</i>	5
B.	3-5	5
1.	<i>Cyber Community Citizenship</i>	5
C.	6-8	7
1.	<i>Cyber Community Citizenship</i>	7
D.	9-12	9
1.	<i>Security: Cyber Citizenship</i>	9
2.	<i>Social Issues</i>	10
II.	Cyber Safety	11
A.	K-2	11
1.	<i>Personal Safety</i>	11
2.	<i>Cyber Security</i>	11
B.	3-5	12
1.	<i>Online Personal Safety</i>	12
2.	<i>Cyber Security</i>	13
3.	<i>Cyber Bullying</i>	14
C.	6-8	14
1.	<i>Cyber Bullying and Harassment</i>	14
2.	<i>Predator Identification</i>	16
D.	9-12	17
1.	<i>Privacy and the Internet</i>	17
2.	<i>Security: Malicious Code and Pornography on the Web</i>	18
3.	<i>Cyber Relationships & Harassment</i>	18
III.	Intellectual Property	18
A.	3-5	18
1.	<i>Intellectual Property</i>	18
B.	6-8	19
1.	<i>Intellectual Property</i>	19
C.	9-12	20
1.	<i>Intellectual Property Theft</i>	20

I. Cyber Citizenship

A. K-2

1. Cyber Community Citizenship

a. Vocabulary

- 1) Cyberspace – Virtual Internet community in which real people interact through electronic means.
- 2) URL – Defined as Universal/Uniform Resource Locator, is another name for a Web address. The URL is located at the top of a web page and generally begins with <http://www>.
- 3) Netiquette – Blend of "network" and "etiquette" describing the informal code on Internet conduct.

b. Suggested Resources and Activities

- 1) (Grade K) iSafe: Cyber Community Citizenship – In this lesson, students will develop an understanding of the concept of community and apply it to knowledge of the Internet: compare the physical community to the abstract Cyberspace community. A discussion will take place after the song "I Got a Buddy" is played to introduce Internet safety. (Taught by school librarian/media specialist when teaching the community unit, classroom teacher, guidance, PE)
- 2) (Grades 1-2) iSafe: Cyber Community Citizenship – This lesson will reinforce the comparison of physical community to cyber community through discussion and in an activity mini-booklet. (Taught by school librarian/media specialist, classroom teacher)
- 3) (Grades K-2) The Virginia Department of Education School & Student Safety Internet Safety site offers a variety of resources: http://www.doe.virginia.gov/support/safety_crisis_management/internet_safety/index.shtml, as does <http://www.k12albemarle.org/internetsafety>. Some internet safety materials are available within SchoolNet, and teachers are encouraged to publish Internet Safety lessons and instructional resources within SchoolNet.
- 4) (Grades K-2) Online curriculum and interactive/downloadable activities for students in K-2: www.netsmartz.org/education
- 5) (Grades K-2) Printable pledge for kids to take to be safe: www.netsmartz.org/resources/pledge.htm
- 6) (Grades K-2) Additional curriculum ideas with scope and sequence: <http://www.cybersmartcurriculum.org/>

c. Implemented By:

- 1) 3-5 grade iMentors with Teachers teach Netiquette early in the year before or when doing a web-based activity
- 2) Additional support and instruction provided by school librarian/media specialist, classroom teacher, and guidance

d. Community Outreach

- 1) County-wide web-based resource
- 2) Coordinate a county-wide/city technology convention for parents, students and community members to include student projects, activities, robotics, resources, vendors, and Internet safety
- 3) Informative brochure created by ACPS for parents and students to review at home
- 4) Include in student handbook

e. Follow-Up/Assessment

- 1) Principal or designee coordinates program to be sure all grade K-2 classrooms are visited by 3-5 graders

B. 3-5

1. Cyber Community Citizenship

a. Vocabulary

- 1) Cyberspace – Virtual Internet community in which real people interact through electronic means.

- 2) URL – Defined as Universal/Uniform Resource Locator, is another name for a Web address. The URL is located at the top of a web page and generally begins with http://www.
 - 3) Bulletin Boards – Message boards, public areas on the Internet where messages or comments can be posted for other board members to read and reply to.
 - 4) Posting – Placing a message or photo to an online message board or website.
 - 5) Chat Room – A virtual room, or gathering place, for Internet users with shared interests to congregate and converse.
 - 6) IM-Instant Messaging – Real time Internet communication. A "private chat room".
 - 7) Screen name – Online name or nickname. An alias used in Cyberspace.
 - 8) Buddy List – Instant message addresses of favorite users. List enabled designated users to know when their "buddy" is online so that both can easily communicate.
 - 9) Flame – To send a mean or hurtful electronic message.
 - 10) Mentors Club – iSafe website where Mentors exchange ideas, chat with other Mentors and learn Internet safety information to provide to their schools and communities.
 - 11) Mentor "Link" – Adult in a school who helps iSafe Student Mentors organize events and activities.
- b. Suggested Resources and Activities
- 1) (Grades 3-4) iSafe: Cyber Citizenship and Safety Online – This lesson compares real community to cyber community. Includes rules, community members and appropriate communications. (Taught by school librarian/media specialist, classroom teacher, guidance, PE in context of classroom community and rules)
 - 2) (Grade 3) iSafe: Cyber Community Citizenship – This lesson introduces terms such as URL, cyberspace, e-mail, etc. Many Internet concepts are introduced. Compares the physical community to the cyber community, and there's a folded book activity. (Taught by classroom teacher, school librarian/media specialist)
 - 3) (Grade 3) iSafe: Cyber Bullying – This lesson is all about being friendly vs. bullying. Delves into social interactions, feelings, compliments, etc. and, then, compares this to online treatments. (Taught by classroom teacher, school counselor)
 - 4) (Grade 3) iSafe: Personal Safety – This lesson uses the character iBuddy to address safety tips for the cyber community. Includes sample dialogue for the lesson as well as an FBI tips reference page and an online field trip via FBI kids' site. (Taught by classroom teacher, school counselor)
 - 5) (Grades 3-5) iSafe: Music and Movement – This lesson includes the music for songs that can be used to teach about internet safety. A CD can be ordered thru iSafe at a cost. Movement activities that go with lyrics and chants, etc. (Taught by music teacher, PE teacher, classroom teacher)
 - 6) (Grades 3-5) iSafe: Text Messaging Safety – This lesson involves defining text messaging, IM'ing and the vocabulary that is associated with these forms of communication. It also includes personal and security consequences. (Taught by parents, any adult in the school that has to address the impact of text messaging within the educational setting)
 - 7) (Grades 3-5) iSafe: Safety and Your Identity – This lesson differentiates between common information and personal information. It also allows discussions on identifying dangers and understanding consequences when personal information is shared. There's a song included that supports the objectives of this lesson. (Taught by parents, all teachers and staff)
 - 8) (Grade 4) iSafe: Personal Safety – This lesson focuses on making responsible choices while on the Internet and includes open-ended questions and activities. The lesson also includes mini-poster of tips and the link to FBI field trip. Spanish activity sheets available. (Taught by school counselor, classroom teacher, school librarian/media specialist, GRT)
 - 9) (Grade 4) iSafe: Cyber Bullying – This lesson introduces netiquette. Great one-page posters that offer tips for display or home communication. Kids get a chance to edit a copy of an e-mail based on info learned in this lesson. Great integration of the OLWEUS anti-bullying model in ACPS. (Taught by classroom teacher, school counselor)

- 10) (Grade 5) iSafe: Cyber Community Citizenship – This lesson builds on 3rd-4th grade lessons in comparing physical community to cyber community. Students become mentors for other students, and there's an iMentor registration opportunity. There's a PowerPoint and a web activity that supports this lesson. Student activity includes comparing places of real life to cyber places and talks about appropriateness. (Taught by school librarian/media specialist, classroom teacher, school counselor)
- 11) (Grade 5) iSafe: Cyber Bullying – This lesson builds on the 4th grade lesson and offers the same posters and tip sheets. It has a PowerPoint to support the lesson. New information includes IM'ing, and there's an IM aptitude test included. Real focus on Netiquette and what to do when bullying happens. Great integration of the OLWEUS anti-bullying model in ACPs. (Taught by classroom teacher, school counselor, school librarian/media specialist)
- 12) (Grade 5) iSafe Online Personal Safety Unit – This series of four separate lessons can be taught in a long session or in a series of shorter ones. There is a component on online predators and predator identification if this is deemed appropriate for your students. Other topics include choosing passwords, screen names, dealing with Internet strangers, reporting suspicious behaviors, etc. Includes a PowerPoint to use with lessons. (Taught by classroom teacher, school counselor, school librarian/media specialist)
- 13) (Grades 3-5) An Internet Pledge for kids: www.netsmartz.org/resources/pledge.htm
- 14) (Grades 3-5) Chart of acronyms used in text messaging, blogging, IMing: <http://www.netlingo.com/e-mailsh.cfm>
- 15) (Grades 3-5) Cyberethics for kids (interactive): <http://www.cybercrime.gov/rules/kidInternet.htm>
- 16) (Grades 3-5) Surf Swell Island (Disney): http://disney.go.com/surfswell/index.html?name=ac_med6_surfSwell
- c. Implemented By:
 - 1) 6-8 Grade iMentors with Teachers during individual classroom visits to 3rd-5th grade classes
 - 2) Guidance – in conjunction with bullying counseling
 - 3) Additional support and instruction provided by school librarian/media specialist, GRT, and parents
- d. Community Outreach
 - 1) County-wide web-based resource
 - 2) Informative brochure created by ACPs for parents and students to review at home
 - 3) Include in student handbook
 - 4) Awareness Posters
- e. Follow-Up/Assessment
 - 1) Principal or designee coordinates program to be sure all grade 3-5 classrooms are visited by 6-8 graders

C. 6-8

1. *Cyber Community Citizenship*

- a. Vocabulary
 - 1) Chat Room – A virtual room, or gathering place, for Internet users with shared interests to congregate and converse.
 - 2) IM-Instant Messaging – Real time Internet communication. A "private chat room".
 - 3) Screen name – Online name or nickname. An alias used in Cyberspace.
 - 4) Buddy List – Instant message addresses of favorite users. List enabled designated users to know when their "buddy" is online so that both can easily communicate.
 - 5) YE (Youth Empowerment) – iSafe campaign in which students take ownership of what they have learned by reaching out to others through peer-to-peer communication.
 - 6) Mentors Club – iSafe website where Mentors exchange ideas, chat with other Mentors and learn Internet safety information to provide to their schools and communities.
 - 7) Mentor "Link" – Adult in a school who helps iSafe Student Mentors organize events and activities.

b. Suggested Resources and Activities

- 1) (Grade 6) iSafe: Cyber Community Citizenship – Learners will be provided with reference materials to engage in an enrichment activity, which includes creating a simple awareness campaign about cyber community issue awareness at school and/or locally. (Taught by guidance/health teacher/intervention period teacher/teacher advisory)
- 2) (Grade 6) iSafe: Integrated Literacy – Learners will review and reinforce the security concepts associated with interaction in the cyber community. Learners will then engage in an enrichment activity which involves reading developed stories to another class either inside own school or at neighboring school as appropriate. (Taught by teacher advisory/facilitated in the teacher advisory group in collaboration with the classroom teacher/intervention period teacher)
- 3) (Grade 6) iSafe: AUP's – In this lesson, learners will publicize the information found in the school's AUP, and/or, if necessary, make positive recommendations for change in the school's AUP. (Taught by school librarian/media specialist/intervention period teacher)
- 4) (Grade 7) iSafe: Negative Networking: A Look at Gangs Online – In this lesson, learners will be provided with background information to create a poster or flyer awareness campaign about online gang activity to promote safe online interaction. (Taught by guidance/health/teacher advisory/facilitated in the teacher advisory group in collaboration with the classroom teacher)
- 5) (Grade 7) iSafe: Cyber Community Citizenship – Students will develop a comprehensive understanding of the concept of community and its application to the Internet. Learners will be provided with reference materials to engage in an enrichment activity, which includes writing articles for the school and/or local newspaper about what they learn regarding cyber citizenship. (Taught by classroom teacher/intervention period teacher/teacher advisory/facilitated in the teacher advisory group in collaboration with the classroom teacher)
- 6) (Grade 7) iSafe: AUP's – In this lesson, learners will publicize the information found in the school's AUP, and/or, if necessary, make positive recommendations for change in the school's AUP. (Taught by school librarian/media specialist/intervention period teacher)
- 7) (Grade 7) iSafe: Legal Trends in Cyber Safety and Security – Learners will interact in the classroom environment through group discussion and examination of current legal trends as they apply to central cyber safety and security issues. Learners will be provided with materials to engage in an enrichment activity, which involves helping to form policy by writing to an elected official concerning a legal cyber security/safety issue of their choice. Resources and information for further involvement in policy are also provided. (Taught by health teacher)
- 8) (Grade 8) iSafe: Cyber Community Citizenship – Students will develop a comprehensive understanding of the concept of community and its application to the Internet. Learners will be provided with reference materials to engage in an enrichment activity, which includes creating an awareness poster campaign. (Taught by classroom teacher/intervention period teacher/teacher advisory/facilitated in the teacher advisory group in collaboration with the classroom teacher)
- 9) (Grade 8) iSafe: AUP's – In this lesson, learners will publicize the information found in the school's AUP, and/or, if necessary, make positive recommendations for change in the school's AUP. (Taught by principal/school librarian/media specialist/intervention period teacher)
- 10) (Grade 8) iSafe: Cyber Security – Learners will become more familiar with online communication and consequences of uneducated interaction on the Internet such as virus downloading and cyber bullying. Learners will interact in the classroom environment through group discussion, and creation and presentation of skits on cyber security issues. (Taught by health teacher/intervention period teacher/teacher advisory/facilitated in the teacher advisory group in collaboration with the classroom teacher)

- c. Implemented By:
 - 1) Teachers (i.e. Technology Elective Teacher) – work in conjunction with principal or designee on Youth Empowerment program for peer-to-peer communication
 - 2) Principal or designee – work in conjunction with Mentor Teacher on Youth Empowerment program for peer-to-peer communication
 - 3) Guidance – discuss in conjunction with bullying counseling
 - 4) Teacher Advisory Groups
 - 5) Additional support provided by Principal
- d. Community Outreach
 - 1) County-wide web-based resource
 - 2) Informative brochure created by ACPS for parents and students to review at home
 - 3) Include in student handbook
 - 4) Student groups aid teachers of 3-5 students to implement iSafe program
- e. Follow-Up/Assessment
 - 1) Principal or designee coordinates program to be sure lessons are implemented
- D. **9-12**
 - 1. *Security: Cyber Citizenship*
 - a. Vocabulary
 - 1) YE (Youth Empowerment) – iSafe campaign in which students take ownership of what they have learned by reaching out to others through peer-to-peer communication.
 - 2) PSA's (Public Service Announcements) – A TV or radio commercial that educates people on specific issues such as the need to be safe online.
 - b. Suggested Resources and Activities
 - 1) (Grades 9-12) iSafe: Lesson on Legal Trends in Cyber Safety and Security – Student group discussion on current trends, writing letters to congressional leaders on the topic of their choice, and future involvement ideas
 - 2) (Grades 9-12) iSafe: Lesson on Online Freedoms and the Culture of the Internet Community – Students will take the online preassessments, students enroll in the iMentor program, teacher guides discussion about the Internet, students read an article about the cultural divide, students divide into groups and investigate Internet issues in the US and abroad and present their findings to the class, teacher leads class discussion on Internet freedoms, students host a parent/community night to inform on Internet safety
 - 3) (Grades 9-12) iSafe: Webcast Lesson on Security – Cyber Citizenship-Students take online preassessment, watch webcasts and discuss at predetermined breaks, students engage Community Leaders in a meeting to discuss issues
 - 4) (Grades 9-12) iSafe: Service Learning Curriculum – Access materials to implement the iSafe program by students through service learning and using the iSafe Student Toolkit as a reference
 - 5) (Grades 9-12) iSafe: Webcast Lesson on Social Issues – Watch webcasts and discuss at predetermined breaks, complete cooperative group exercises, create Internet safety message with film
 - 6) (Grades 9-12) Include colleges and job impact information in lessons
 - c. Implemented By:
 - 1) Health Teacher – teach lessons under personal safety theme
 - 2) Government Teacher – teach legal trends and online freedoms
 - 3) Social Studies Teacher – Incorporate Internet safety into community service projects
 - 4) Broadcast Studio Teacher, Leadership class, Key Club, Mentors Programs – work in conjunction with principal or designee to enable Youth Empowerment program participants to create PSA's for the school
 - 5) Principal or designee – work in conjunction with Mentor Teacher to enable Youth Empowerment program participants to create PSA's for the school and/or conduct sessions in the beginning of the year.
 - 6) Guidance – discuss in conjunction with bullying counseling

- d. Community Outreach
 - 1) County-wide web-based resource
 - 2) Informative brochure created by ACPS for parents and students to review at home
 - 3) Include in student handbook
 - 4) Put PSA's up on Public Access channel
- e. Follow-Up/Assessment
 - 1) Principal or designee coordinates program to be sure lessons are implemented
- 2. Social Issues
 - a. Vocabulary
 - 1) YE (Youth Empowerment) – iSafe campaign in which students take ownership of what they have learned by reaching out to others through peer-to-peer communication.
 - 2) PSA's (Public Service announcements) – A TV or radio commercial that educates people on specific issues, such as the need to be safe online.
 - b. Suggested Resources and Activities
 - 1) (Grades 9-12) iSafe: Lesson – Students take online assessments, students conduct community surveys, parents take a survey, students register in iMentor program
 - 2) (Grades 9-12) iSafe: Lesson on Online Gambling – Students take online preassessment, teacher leads discussion about online gambling, students read and discuss Online Gambling reference page, students debate issues of online gambling, discuss the debate as a class, iMentors conduct a Parent presentation
 - 3) (Grades 9-12) iSafe: Webcast Lesson on Cyber Harassment – Bullying and Stalking Online-Students take online preassessment, watch webcasts and discuss at predetermined breaks, students start a poster/digital announcements campaign to promote anti-cyber bullying policy
 - 4) (Grades 9-12) iSafe: Webcast Lesson on Pornography on the Web – Students take online preassessment, watch webcasts and discuss at predetermined breaks, students start an iAdopt a school program to teach to lower grade levels
 - 5) (Grades 9-12) iSafe: Lesson on Online Relationships – Students take online preassessment, students enroll in the iMentors program, teachers engage students in discussion on online relationships, divide students in groups to complete an activity page to spur conversation, students present findings, teacher leads whole class discussion on online activities, students create a drop box for whole school to ask questions and express concerns about online safety
 - 6) (Grades 9-12) iSafe: Webcast Lesson on Cyber Relationships – Students take online preassessment, watch webcasts and discuss at predetermined breaks, students divide into groups and discuss cyber relationships and report back to class, an assembly experience on the topic occurs
 - c. Implemented By:
 - 1) Health Teacher – teach lessons under personal safety theme
 - 2) Broadcast Studio Teacher – work in conjunction with CTIP to enable Youth Empowerment program participants to create PSA's for the school
 - 3) Principal or designee – work in conjunction with Mentor Teacher to enable Youth Empowerment program participants to create PSA's for the school and helps to coordinate whole school presentation
 - 4) Guidance – in conjunction with bullying counseling
 - d. Community Outreach
 - 1) County-wide web-based resource
 - 2) Informative brochure created by ACPS for parents and students to review at home
 - 3) Include in student handbook
 - 4) Put PSA's up on Public Access channel
 - e. Follow-Up/Assessment
 - 1) Principal or designee coordinates program to be sure lessons are implemented

II. Cyber Safety

A. K-2

1. Personal Safety

- a. Vocabulary
 - 1) Internet Safety – Being educated and empowered to take control of online experiences.
- b. Suggested Resources and Activities
 - 1) (Grade K) iSafe – This lesson focuses on the reinforcement of the idea that it is unsafe to talk to strangers. Teachers will lead a discussion about why it is important to get help from an adult to make the Internet safe. A copy of an e-mail message is shared so students know what it looks like. The word stranger is discussed. (Taught by school librarian/media specialist, classroom teacher, guidance)
 - 2) (Grade 1) iSafe – This lesson reinforces the discussions of strangers from (K) and discusses the importance of telling adults when the child feels uncomfortable and what to do about it. The iBuddy character is referred to again for reinforcement of what that character would do. The terms personal and permission are introduced. The FBI's 5 Internet Safety Tips are included to share. (Taught by school librarian/media specialist, classroom teacher, guidance, PE)
 - 3) (Grade 2) iSafe: Safety and Identity – This lesson includes discussion of why everyone is special and different and focuses on the term/concept of identity. The use of the song "PRIVACY" from the purchased iSafe CD is available to reinforce the idea that personal identity/information is private, especially on the Internet. (Taught by school librarian/media specialist, classroom teacher, guidance, PE)
 - 4) (Grades K-2) The U.S. Department of Justice Cybercrime site presents tips for online safety and privacy: <http://www.cybercrime.gov/rules/rules.htm>
 - 5) (Grades K-2) Federal Trade Commission's OnGuardOnline Privacy website: <http://www.onguardonline.gov/topics/kids-privacy.aspx>
- c. Implemented By:
 - 1) Teachers – Teach in PE curriculum in conjunction with OLWEUS Anti-Bullying Committee.
 - 2) OLWEUS Anti-Bullying Committee – Give whole school presentation and work with PE teachers to implement in classroom.
 - 3) Guidance in conjunction with bullying counseling
 - 4) Teacher during a computer-based lesson
- d. Community Outreach
 - 1) County-wide web-based resource
 - 2) Informative brochure created by ACPS for parents and students to review at home
 - 3) Whole school presentation to include parents and community
 - 4) Include in student handbook
- e. Follow-Up/Assessment
 - 1) Principal or designee coordinates program to be sure lessons are implemented

2. Cyber Security

- a. Vocabulary
 - 1) File – The specific location of data within a computer record.
 - 2) Parental Controls – Special features or software packages that enable restricted access to Internet sites.
- b. Suggested Resources and Activities
 - 1) (Grades K-2) iSafe – This lesson develops the understanding that computers can become infected with viruses and that caution should be used when opening e-mail. The concepts of computer virus and how it can spread, and e-mail can carry viruses through attachments are discussed and are reinforced with a hands-on activity of making a mini-booklet. A discussion with open-ended questions is included. A selection from iSafe songs is a culminating activity. (Taught by school librarian/media specialist, classroom teacher)

- 2) (Grade 1) iSafe: Safety and Identity – This lesson discusses how to differentiate between common information and personal information and what dangers lie in revealing personal information to strangers while online. Terms include: personal information, communication, Internet, online. (Taught by school librarian/media specialist, classroom teacher, guidance, PE)
 - 3) (Grade 2) iSafe – This lesson reinforces an understanding of the need to make responsible choices to make sure students are safe while using the Internet. Dangers of Cyberspace are discussed. Posters, iBuddy e-mail and role-playing are included. (Taught by school librarian/media specialist, classroom teacher, guidance, PE)
 - 4) (Grades K-2) Federal Bureau of Investigation: <http://www.fbi.gov/fbikids.htm>
 - 5) (Grades K-2) Non-profit foundation supporting online safety experiences: <http://www.isafe.org/>
 - 6) (Grades K-2) Resource for parents and children on how to keep kids and computers safe, including an extensive list of safe sites for kids and families: <http://www.getnetwise.org/>
 - 7) (Grades K-2) Disney's interactive treasure hunt for learning how to be safe: http://disney.go.com/surfswell/index.html?name=ac_med6_surfSwell
 - 8) (Grades K-2) Official "Get Your Web License": <http://pbskids.org/license/>
 - 9) (Grades K-2) Iggy and Rasper's Tips for Internet Safety and Good Manners: <http://www.kidscomjr.com/games/safety/safety.html>
 - c. Implemented By:
 - 1) Teachers – Teach in PE curriculum in conjunction with OLWEUS Committee.
 - 2) OLWEUS Anti-Bullying Committee – Give whole school presentation and work with PE teachers to implement in classroom.
 - 3) Additional support and instruction provided by school librarian/media specialist, classroom teacher, guidance, PE
 - d. Community Outreach
 - 1) County-wide web-based resource
 - 2) Informative brochure created by ACPS for parents and students to review at home.
 - 3) Whole school presentation to include parents and community
 - 4) Include in student handbook
 - e. Follow-Up/Assessment
 - 1) Principal or designee coordinates program to be sure lessons are implemented
- B. 3-5**
1. *Online Personal Safety*
 - a. Vocabulary
 - 1) Internet Safety – Being educated and empowered to take control of online experiences.
 - 2) Identifying Information – Personal information that can be used by online predators to distinguish you from another person and possibly to find you in real life (e.g.: name, gender, age, etc.).
 - b. Suggested Resources and Activities
 - 1) (Grades 3-5) iSafe: Spam Scam Safety – Lesson involves discussion on SPAM. (in Spanish and English) (Taught by classroom teacher)
 - 2) (Grades 3-5) iSafe: Spyware Risks and Acceptable Use Policies – Two lessons that offer more advanced discussions on Cybersecurity risks and the need for institutional AUP's. AUP PowerPoint available. (Taught by school librarian/media specialist, classroom teacher)
 - 3) (Grades 3-5) Additional resources and easy to read scope and sequence chart: http://www.cybersmartcurriculum.org/assets/files/cybersmart_scope.pdf
 - 4) (Grades 3-5) More education for teachers, including publications: <http://csriu.org/>
 - 5) (Grades 3-5) Another web resource that offers online and hard copy activities, animated characters in the lesson plans, etc.: <http://www.netsmartz.org/>
 - 6) (Grades 3-5) An online field trip for Internet safety by FBI: <http://www.fbi.gov/kids/k5th/safety2.htm>
 - 7) (Grades 3-5) Safety tips for various age groups and more: http://www.bewebaware.ca/english/safety_tips_8_10.aspx

- 8) (Grades 3-5) Additional resources on Internet Safety topics, and detailed glossary of terms: <http://www.getnetwise.org/>
- 9) (Grades 3-5) Printable Internet safety poster for upper elementary: <http://www.cybersmartcurriculum.org/materials/posters/>
- 10) (Grades 3-5) "Get Your Web License", an interactive PBS site: <http://pbskids.org/license/>
- 11) (Grades 3-5) Iggy and Rasper's Internet Safety Game: <http://www.kidscomjr.com/games/safety/safety.html>
- 12) (Grades 3-5) Online safety quiz: <http://www.safekids.com/quiz/index.html>
- c. Implemented By:
 - 1) Teachers – Teach in PE curriculum in conjunction with OLWEUS Anti-Bullying Committee.
 - 2) OLWEUS Anti-Bullying Committee – Give whole school presentation and work with health teachers to implement in classroom.
 - 3) Additional support and instruction provided by school librarian/media specialist.
- d. Community Outreach
 - 1) County-wide web-based resource
 - 2) Informative brochure created by ACPS for parents and students to review at home
 - 3) Whole school presentation to include parents and community
 - 4) Include in student handbook
- e. Follow-Up/Assessment
 - 1) Principal or designee coordinates program to be sure lessons are implemented
2. *Cyber Security*
 - a. Vocabulary
 - 1) File – The specific location of data within a computer record.
 - 2) File Extensions – The three or more letters at the end of a file name (e.g.: .exe, .jpg, and .doc) defining the file "type", such as a text file, executable file, database file, or graphic file.
 - 3) Parental Controls – Special features or software packages that enable restricted access to Internet sites.
 - 4) Firewall – Set of related hardware and software programs designed specifically to protect a computer or computer network from unauthorized external use.
 - 5) Code – Written instructions in a computing language.
 - 6) Malicious Code – Intentionally destructive computer program (e.g.: viruses, worms, and Trojan horses).
 - 7) Anti-virus – Software that protects a computer from malicious code.
 - 8) SPAM – Mass mailing or posting of messages. Also known as Internet junk mail.
 - 9) Flame – To send a mean or hurtful electronic message.
 - 10) FW (Forward) – Informs the recipient a redirected message has been sent to them. The sender is not the author and, therefore, is suspicious.
 - 11) Phishing – Phishing attacks use "spoofed" e-mails and fraudulent websites designed to fool recipients into divulging personal financial data (see "Spoofs/Spoofing").
 - b. Suggested Resources and Activities
 - 1) (Grade 3) iSafe: *Cyber Security* – This lesson involves making responsible choices while using the Internet. This lesson introduces computer viruses and compares to health. Activity includes a mini-booklet to make. Spanish activity sheets available. (Taught by classroom teacher, school librarian/media specialist)
 - 2) (Grade 4) iSafe: *Cyber Security* – This lesson involves all of gr. 3 lessons and builds into more in-depth vocabulary and concepts. Lesson includes a sample dialogue that the teacher can use. Introduces terms like attachment and more virus terminology. Mini-booklet available. (Taught by classroom teacher, school counselor, school librarian/media specialist)

- 3) (Grade 5) iSafe: *Cyber Security* – This lesson introduces malware, malicious, and code terms. It also involves proper e-mail protocols, etc. This lesson can be done with or without computers and involves a Handshake game that demonstrates how viruses spread, and discusses opening attachments, etc. This lesson involves the student as mentor and offers opportunity to register with iSafe. Other terms introduced: phishing, flaming, forwarding, spamming. PowerPoint and web activity available. (Taught by classroom teacher, school librarian/media specialist)
- c. Implemented By:
 - 1) Teachers – Teach in PE curriculum in conjunction with OLWEUS Anti-Bullying Committee.
 - 2) OLWEUS Anti-Bullying Committee – Give whole school presentation and work with PE teachers to implement in classroom.
 - 3) Additional support provided by school librarian/media specialist and guidance.
- d. Community Outreach
 - 1) County-wide web-based resource
 - 2) Informative brochure created by ACPS for parents and students to review at home
 - 3) Whole school presentation to include parents and community
 - 4) Include in student handbook
- e. Follow-Up/Assessment
 - 1) Principal or designee coordinates program to be sure lessons are implemented
3. *Cyber Bullying*
 - a. Vocabulary
 - 1) Flame – To send a mean or hurtful electronic message.
 - b. Suggested Resources and Activities
 - 1) (Grade 5) iSafe: *Cyber Bullying Lesson* – After completing a KEWL sheet, learners will be provided with reference materials to engage in an enrichment activity, which includes creating a Pledge Wall about cyber bullying awareness at the school. (Taught by Health Teacher)
 - c. Implemented By:
 - 1) Teachers – Teach in PE curriculum in conjunction with OLWEUS Anti-Bullying Committee.
 - 2) OLWEUS Anti-Bullying Committee – Give whole school presentation and work with PE teachers to implement in classroom.
 - d. Community Outreach
 - 1) County-wide web-based resource
 - 2) Informative brochure created by ACPS for parents and students to review at home
 - 3) Whole school presentation to include parents and community
 - 4) Include in student handbook
 - e. Follow-Up/Assessment
 - 1) Principal or designee coordinates program to be sure lessons are implemented
- C. **6-8**
 1. *Cyber Bullying and Harassment*
 - a. Vocabulary
 - 1) Code – Written instructions in a computing language.
 - 2) Malicious Code – Intentionally destructive computer program (e.g.: viruses, worms, and Trojan horses).
 - 3) Trojan Horse – A malicious code that appears harmless yet launches a virus or worm.
 - 4) Virus – Executable code (computer program) that infects or attaches itself to other executable code in order to cause destructive computer events.
 - 5) Worm – Self-propagating computer virus embedded in a file.
 - 6) Anti-virus – Software that protects a computer from malicious code.
 - 7) Firewall – Set of related hardware and software programs designed specifically to protect a computer or computer network from unauthorized external use.
 - 8) Attachment – A data file sent from one computer to another along with an e-mail or an instant message.
 - 9) FW (Forward) – Informs the recipient a redirected message has been sent to them. The sender is not the author and, therefore, is suspicious.

b. Suggested Resources and Activities

- 1) (Grade 6) iSafe: Negative Networking: A Look at Gangs Online Lesson – In this lesson, learners will be provided with background information to create a poster or flyer awareness campaign to promote safe online interaction. (Taught by health teacher)
- 2) (Grade 6) iSafe: Safety in Online Gaming Lesson – Students will understand the concept of online gaming, its safety and security risks, and develop an action plan for informing others of how to play online safely. (Taught by health teacher/intervention period/broadcast)
- 3) (Grade 6) iSafe: Cyber Bullying Lesson – After completing a KEWL sheet, learners will be provided with reference materials to engage in an enrichment activity, which includes creating a Pledge Wall about cyber bullying awareness at the school. (Taught by health teacher)
- 4) (Grades 6-7) iSafe: Risks of Spyware Lesson – In this lesson, learners will develop Public Service Announcements (PSA) to inform others about spyware. The enrichment activity will provide guidance to broadcast one or more of the PSA's at school or through local news media. (Taught by broadcast teacher)
- 5) (Grades 6-7) iSafe: Cyber Security Lesson – Learners will develop an understanding of proper e-mail protocol, and the necessity of using caution when opening e-mail to protect computer security and inform others about cyber security issues. (Taught by health teacher)
- 6) (Grades 6-8) iSafe: Safe Website Design Lesson – Learners will design and build a website using Internet safety principles. (Taught by health teacher/exploratory teacher)
- 7) (Grade 7) iSafe: Cyber Harassment Lesson – Learners will develop an awareness of the problems associated with cyber communication and the various aspects of cyber harassment including cyber bullying and cyber stalking. This awareness will lead to an understanding of safer Internet usage to minimize risks. (Taught by health teacher)
- 8) (Grade 7) iSafe: Cyber Harassment Lesson – The current lesson format is designed to provide an opportunity to write a story for younger children to be shared in a school setting. (Taught by language arts teacher)
- 9) (Grade 7) iSafe: Cyber Security Lesson – Learners will become more familiar with online communication and consequences of uneducated interaction on the Internet such as virus downloading and cyber bullying. Learners will interact in the classroom environment through group discussion, and creation and presentation of skits on cyber security issues. (Taught by language arts teacher)
- 10) (Grade 7) iSafe: Introduction to Graphs with Internet Safety Lesson – Learners will continue developing their understanding of online dangers through a math-themed lesson aimed at reinforcing basic graphing skills. Students will be introduced to the bar graph and practice making bar graphs. (Taught by math teacher)
- 11) (Grade 7) iSafe: Online Shopping Risks Lesson – Learners will interact in the classroom environment through group discussion and examination of various online shopping sites using a self-created evaluation tool. Learners will develop and publicize an informational web page about safe online shopping. (Taught by classroom teacher/broadcast teacher)
- 12) (Grade 7) iSafe: Social Networking in Online Communities Lesson – Learners will become familiar with the various types of online communities, including dangers and benefits associated with online social networking, and tips for safe and secure online communication. In this lesson, learners will be provided with reference materials to develop and broadcast public service announcements to inform their peers about safe online social networking. (Taught by broadcast teacher/intervention period teacher)
- 13) (Grade 7) iSafe: Web Logs: A Positive Approach to Blogging Lesson – Learners will model safe and secure blogging techniques through the maintenance of a blog concerning ongoing school events and activities. (Taught by language arts teacher)
- 14) (Grades 7-8) iSafe: Safety in Online Gaming Lesson – Learners will interact in the classroom environment through group discussion and the creation of an online gaming creed. (Taught by health teacher/intervention period teacher/broadcast)

- 15) (Grades 7-8) iSafe: Cyber Bullying Lesson – Students will practice netiquette as they communicate with others on the Internet and develop resources to cope with online bullying. (Taught by health teacher)
- 16) (Grade 8) iSafe: Negative Networking: A Look at Gangs Online Lesson – In this lesson, learners will be provided with background information to create a poster or flyer awareness campaign to promote safe online interaction. Learners will identify ways online communities can be used in negative ways; become familiar with the negative ways the Internet is being used to network gangs and gang activity; identify online services designed to counteract negative online activity; discuss how online gang interaction can help authorities; identify online gang activity that needs to be reported to authorities immediately; and to know to whom to report online gang activity. (Taught by health teacher)
- c. Implemented By:
 - 1) Teachers – Teach in health curriculum in conjunction with OLWEUS Anti-Bullying Committee.
 - 2) OLWEUS Anti-Bullying Committee – Give whole school presentation and work with health teachers to implement in classroom.
 - 3) Additional support and instruction provided by principal or designee.
- d. Community Outreach
 - 1) County-wide web-based resource
 - 2) Informative brochure created by ACPS for parents and students to review at home
 - 3) Whole school presentation to include parents and community
 - 4) Include in student handbook
- e. Follow-Up/Assessment
 - 1) Principal or designee coordinates program to be sure lessons are implemented
2. *Predator Identification*
 - a. Vocabulary
 - 1) Identifying Information – Personal information that can be used by online predators to distinguish you from another person and possibly to find you in real life (e.g.: name, gender, age, etc.).
 - b. Suggested Resources and Activities
 - 1) (Grade 6) iSafe: Predator Identification Lesson – Students will be able to identify the characteristics of tactics used by an online predator and make wise choices while interacting online. (Taught by health teacher)
 - 2) (Grade 6) iSafe: Willing Participant Lesson – Learners will create a poster or bulletin board to inform others about strangers on the Internet and to provide strategies to stay safe in online communication. (Taught by health teacher)
 - 3) (Grade 7) iSafe: Predator Identification Lesson – Learners will be provided with materials to engage their parents in an online survey about Internet safety issues. Students will be able to identify the characteristics of tactics used by an online predator and make wise choices while interacting online. (Taught by health teacher)
 - 4) (Grade 7) iSafe: Willing Participant Lesson – Learners will create a poster or bulletin board to inform others about strangers on the Internet and to provide strategies to stay safe in online communication. Students will understand the concept of willing participation understand the safety risks of pursuing online relationships/friendships. (Taught by health teacher)
 - 5) (Grade 8) iSafe: Predator Identification Lesson – Students will be able to identify the characteristics of tactics used by an online predator and make wise choices while interacting online. (Taught by health teacher)
 - 6) (Grade 8) iSafe: Willing Participant Lesson – Students will understand the concept of willing participation and understand the safety risks of pursuing online relationships/friendships. Learners will create a poster or bulletin board to inform others about strangers on the Internet and to provide strategies to stay safe in online communication. (Taught by health teacher)

- c. Implemented By:
 - 1) Teachers – Teach in health curriculum in conjunction with OLWEUS Anti-Bullying Committee.
 - 2) OLWEUS Anti-Bullying Committee – Give whole school presentation and work with health teachers to implement in classroom.
 - d. Community Outreach
 - 1) County-wide web-based resource
 - 2) Informative brochure created by ACPS for parents and students to review at home.
 - 3) Whole school presentation to include parents and community
 - 4) Include in student handbook
 - e. Follow-Up/Assessment
 - 1) Principal or designee coordinates program to be sure lessons are implemented
- D. 9-12**
- 1. *Privacy and the Internet*
 - a. Vocabulary
 - 1) Identity Theft – When someone uses your personal info (e.g.: Social Security #, credit card #) to steal your identity for illegal purposes. The fastest-growing crime in the U.S.
 - 2) Phishing – Phishing attacks use "spoofed" e-mails and fraudulent websites designed to fool recipients into divulging personal financial data (see "Spoofs/Spoofing").
 - 3) Spoofs/Spoofing – Fake e-mail messages or web pages mimicking those of legitimate businesses in order to trick you into providing personal information (identity theft).
 - b. Suggested Resources and Activities
 - 1) (Grades 9-12) iSafe: Lesson on Identity Theft – Students take online preassessment, enroll in iMentors program, students discuss identity theft issues, students prepare a presentation for parents on identity theft
 - 2) (Grades 9-12) iSafe: Lesson on Homeland Security – Students take online preassessment, enroll in iMentors program, teacher leads discussion on cyber issues related to homeland security, students complete CD-ROM or paper-based activity, students share out what they learned, students take online post-assessment
 - 3) (Grades 9-12) iSafe: Webcast on Privacy and the Internet-Students take the online preassessment, students watch the webcast, teacher leads three directed discussion breaks during the webcast, students participate in cooperative group exercises at the conclusion of the webcast, students participate in the iAdopt a school program to share findings to lower grade levels, students take the online post-assessment
 - 4) (Grades 9-12) iSafe: Lesson on Online Privacy – Students take online preassessment, teacher guides discussion on online privacy, students take online privacy survey, teacher leads whole-class discussion of survey, students write a letter to the editor on this issue, students complete the online post-assessment
 - 5) (Grades 9-12) iSafe: Lesson on Online Shopping – Students take online preassessment, teacher leads class discussion on online shopping, in groups, students brainstorm what can go wrong in online shopping, students read and discuss an online shopping reference page, in groups, students complete an online shopping evaluation form activity and explain their findings, teacher leads whole class concluding discussion, students create a brochure to educate others, students take the online post-assessment
 - c. Implemented By:
 - 1) Teachers – Teach in health curriculum in conjunction with OLWEUS Anti-Bullying Committee.
 - 2) OLWEUS Anti-Bullying Committee – Give whole school presentation and work with health teachers to implement in classroom.
 - d. Community Outreach
 - 1) County-wide web-based resource
 - 2) Informative brochure created by ACPS for parents and students to review at home
 - 3) Whole school presentation to include parents and community
 - 4) Include in student handbook

- e. Follow-Up/Assessment
 - 1) Principal or designee coordinates program to be sure lessons are implemented
- 2. *Security: Malicious Code and Pornography on the Web*
 - a. Vocabulary
 - 1) Looping – Website code that does not allow a visitor to exit. Feature of many adult Internet sites.
 - b. Suggested Resources and Activities
 - 1) (Grades 9-12) iSafe: Webcast Lesson on Cyber Security-Malicious Code – Student take online preassessment, students watch the webcast and participate in three teacher-facilitated student discussion breaks during the webcast, students participate in cooperative group exercises at the conclusion of the webcast which include implementation of a plan for an Information table, students take the online or post-assessment
 - c. Implemented By:
 - 1) Teachers – Teach in health curriculum in conjunction with OLWEUS Anti-Bullying Committee.
 - 2) OLWEUS Anti-Bullying Committee – Give whole school presentation and work with health teachers to implement in classroom.
 - d. Community Outreach
 - 1) County-wide web-based resource
 - 2) Informative brochure created by ACPS for parents and students to review at home
 - 3) Whole school presentation to include parents and community
 - 4) Include in student handbook
 - e. Follow-Up/Assessment
 - 1) Principal or designee coordinates program to be sure lessons are implemented
- 3. *Cyber Relationships & Harassment*
 - a. Vocabulary
 - 1) SPAM – Mass mailing or posting of messages. Also known as Internet junk mail.
 - b. Suggested Resources and Activities
 - 1) iSafe: Lesson on Online Social Networking – Students take online preassessment, teacher leads online social networking discussion, in groups or individually, students share what they have learned about online risks and create posters or webpages with safety tips, teacher leads class discussion, students help to create a student advisory board on online social networking, students take online post-assessment
 - c. Implemented By:
 - 1) Teachers – Teach in health curriculum in conjunction with OLWEUS Anti-Bullying Committee.
 - 2) OLWEUS Anti-Bullying Committee – Give whole school presentation and work with health teachers to implement in classroom.
 - d. Community Outreach
 - 1) County-wide web-based resource
 - 2) Informative brochure created by ACPS for parents and students to review at home.
 - 3) Whole school presentation to include parents and community
 - 4) Include in student handbook
 - e. Follow-Up/Assessment
 - 1) Principal or designee coordinates program to be sure lessons are implemented

III. Intellectual Property

A. 3-5

- 1. *Intellectual Property*
 - a. Vocabulary
 - 1) Copyright – The exclusive rights to reproduce, publish, and sell things produced by the person who owns the copyright.
 - 2) Intellectual Property – Material protected by copyright laws including songs, movies, software, and books.

- 3) Download – To copy information (data) from the Internet.
 - 4) Plagiarism – Stealing someone else's work and pretending it's yours.
 - b. Suggested Resources and Activities
 - 1) (Grade 3) iSafe: Be Responsible with Intellectual Property Lesson – Introduces the basic concept of what is intellectual property, using it from the Internet, and citing sources. Lesson provides a sample dialogue of exactly what to say. There's a "Cite your Source" activity with iBuddy worksheet. (Taught by classroom teacher, school librarian/media specialist, GRT, any other adults that work with students and conduct Internet research)
 - 2) (Grade 4) iSafe: Intellectual Property Lesson – Students will learn the basic concepts of property and intellectual property and understand the basics of how to cite a source. Students will learn how to cite a source correctly. This lesson has great reference pages. Spanish pages available. (Taught by classroom teacher, school librarian/media specialist, GRT, any adult involved in research with students)
 - 3) (Grade 5) iSafe: Intellectual Property – This lesson goes more in-depth on intellectual property. Provides K-W-L charts, scenarios, a PowerPoint, a web activity and reference sheets. Introduces copyright and plagiarism terms. (Taught by classroom teacher, school librarian/media specialist, GRT, and any adult that does research with students)
 - c. Implemented By:
 - 1) School librarian/media specialist – in conjunction with Educational databases instruction
 - 2) Teachers – providing a reference poster and/or weblink to put in all classrooms
 - 3) Additional support and instruction provided by GRT
 - d. Community Outreach
 - 1) County-wide web-based resource
 - 2) Informative brochure created by ACPS for parents and students to review at home
 - 3) Include in student handbook
 - e. Follow-Up/Assessment
 - 1) Principal or designee follows up with school librarian/media specialist to be sure all classes participate
- B. 6-8**
1. *Intellectual Property*
 - a. Vocabulary
 - 1) Copyright – The exclusive rights to reproduce, publish, and sell things produced by the person who owns the copyright.
 - 2) Intellectual Property – Material protected by copyright laws including songs, movies, software, and books.
 - 3) Download – To copy information (data) from the Internet.
 - 4) Plagiarism – Stealing someone else's work and pretending it's yours.
 - 5) Piracy – Theft to produce counterfeit copyrighted software and other material.
 - b. Suggested Resources and Activities
 - 1) (Grade 6) iSafe: iSafe Intellectual Property Unit – Students take online preassessment, students enroll in the iMentors program, teacher/school librarian/media specialist guides discussion on tangible vs. intangible (intellectual) property and link copyright to the concept, students complete an activity chart with or without computers to understand why intellectual property needs to be governed leading to developing a slogan campaign on intellectual property, students take online post-assessment. There are PowerPoints to supplement discussion. (Taught by school librarian/media specialist/language arts teacher)
 - 2) (Grade 7) iSafe: Plagiarism and the World Wide Web Lesson – Students will define plagiarism, identify how plagiarism occurs, and understand the basic guidelines for fair use of intellectual property. (Taught by school librarian/media specialist/language arts or social studies teacher)
 - 3) (Grades 7-8) iSafe: Plagiarism and the World Wide Web Lesson – Students will define plagiarism, identify how plagiarism occurs, and understand the basic guidelines for fair use of intellectual property. (Taught by school librarian/media specialist/language arts or social studies teacher)

- 4) (Grades 7-8) iSafe: P2P (Peer to Peer) Networking Lesson – Students identify the safety, security risks, and legal issues surrounding P2P networks. (Taught by intervention period teacher)
 - 5) (Grades 7-8) iSafe: Learn Before You Burn Lesson – Students will take a survey about their own illegal download behavior and learn about the consequences of piracy. (Taught by school librarian/media specialist/intervention period teacher)
 - 6) (Grade 7) iSafe: Donny the Downloader on All About Piracy Lesson – Students create and display a slogan poster or website banner to create awareness about piracy. (Taught by school librarian/media specialist/exploratory teacher)
 - 7) (Grade 8) iSafe: Mock Trial Activity-Students act out a mock trial about intellectual property based on a provided script. (Taught by civics teacher/intervention period teacher)
 - 8) (Grade 8) iSafe: Intellectual Review PowerPoint Lesson-Students view a PowerPoint about intellectual property and have a discussion about property rights. (Taught by school librarian/media specialist/intervention period teacher)
 - c. Implemented By:
 - 1) School librarian/media specialist – in conjunction with educational databases instruction
 - 2) Teachers – providing a reference poster and/or weblink to put in all classrooms
 - d. Community Outreach
 - 1) County-wide web-based resource
 - 2) Informative brochure created by ACPS for parents and students to review at home
 - 3) Include in student handbook
 - e. Follow-Up/Assessment
 - 1) Principal or designee follows up with school librarian/media specialist to be sure all classes participate
- C. 9-12**
1. *Intellectual Property Theft*
 - a. Vocabulary
 - 1) Copyright – The exclusive rights to reproduce, publish, and sell things produced by the person who owns the copyright.
 - 2) Intellectual Property – Material protected by copyright laws including songs, movies, software and books.
 - 3) Download – To copy information (data) from the Internet.
 - 4) Plagiarism – Stealing someone else's work and pretending it's yours.
 - 5) Piracy – Theft to produce counterfeit copyrighted software and other material.
 - b. Suggested Resources and Activities
 - 1) (Grades 9-12) iSafe: Lesson on Copyright and Fair Use – Students take online preassessment, teacher/school librarian/media specialist guides copyright and fair use discussion, students read and discuss copyright reference page, students complete activity sheets by conducting research, discuss the activity as a class, students make brochures to inform others of their findings.
 - 2) (Grades 9-12) iSafe: Lesson on Learn B4U Burn – Students take online preassessment, enroll in the iMentors program, teacher/school librarian/media specialist guides class discussion on intellectual property, divide students into groups to conduct research on intellectual property from a certain viewpoint, groups present their viewpoints to the class, students complete a free-write activity discussing impact of illegal downloading, students take online post-assessment
 - 3) (Grades 9-12) iSafe: Webcast Lesson on Intellectual Property – Students take the online preassessment, students watch the webcast and participate three teacher-facilitated student discussion breaks during the webcast, participate in cooperative group exercises at the conclusion of the webcast, students prepare to give a presentation on Intellectual Property to the school or lower grade-level schools, take the online post-assessment
 - c. Implemented By:
 - 1) School librarian/media specialist – in conjunction with Educational databases instruction
 - 2) Teachers – providing a reference poster and/or weblink to put in all classrooms

- d. Community Outreach
 - 1) County-wide web-based resource
 - 2) Informative brochure created by ACPS for parents and students to review at home
 - 3) Include in student handbook
- e. Follow-Up/Assessment
 - 1) Principal or designee follows up with school librarian/media specialist to be sure all classes participate