

Educational Technology Plan

2012-
2015

for Albemarle County Public Schools

www.k12albemarle.org

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 Word of the Planning Committee and Its Benchmarks.....	6
Summary of the Evaluation Process and Planned Update Cycle.....	7
Conclusions of Needs Assessment.....	7
Actions.....	8
State Goals and Objectives with local strategies and measures.....	8
Appendices.....	22
Appendix 1: Timetable and Budget for goals, objectives, strategies, and measures.....	
Appendix 2: Division AUP.....	
Appendix 3: Summary of Internet Safety Program for 2008-2010.....	

Executive Summary

The educational landscape is shifting from teacher-centered to learner-centered, spotlighting innovative thinking and renewed approaches to instruction. This transition requires changes in pedagogy, learning spaces, and increased awareness that all students have the opportunity to succeed.

School divisions across the county, state, and nation are redesigning classrooms into learning spaces that facilitate active learning environments. These learning environments provide flexibility and mobility to adapt to the student's needs. By providing, incorporating and utilizing technology, students accomplish learning objectives through innovative perspectives and tool sets. Albemarle County Public Schools supports the provision of a variety of devices and technologies for students to foster and encourage these innovations in learning.

Pedagogical practices are key to the adaptation and allowance for more student choice within the instructional day. These practices must be engrained in the fabric of learning – to be a part of the who, what, when, where, why, and how of student learning. Instilling academic freedom in the classroom and instruction allows students to engage in learning at a new level of ownership.

Professional development opportunities in instructional technology further enable teachers and administrators to explore methodologies that promote student choices at all levels of instruction. Based on Lee Shulman's idea of Pedagogical Content Knowledge (PCK), TPACK is model to assess and strengthen teachers' professional competencies. Technological Pedagogical Content Knowledge (TPACK) is a mechanism to identify the knowledge and professional development required to enable teachers to maximize the infusion of technology into their instruction, while addressing the complex nature of teacher knowledge. By focusing on the three primary forms of knowledge – Content (CK), Pedagogy (PK), and Technology (TK) - the division will reinforce excellence through high quality professional development opportunities, as well as identifying and encouraging teacher knowledge.

One of the fastest moving trends in the K-12 space is the adoption of virtual learning. Albemarle County Public Schools has a strong reputation in the Commonwealth of Virginia for providing comprehensive education. Our strong tradition of excellence and strategic planning provided a gradual approach to adopting a virtual presence. Focusing on quality and rigor first, the division's development of digital content and digital learning opportunities is materializing at the classroom-level.

The Albemarle County Public Schools' 2012-2015 Educational Technology Plan is established to be in concert with the federal, state, and division School Board strategic goals. This plan as with all strategic initiatives within the division is sculpted and supported by the Deming Cycle (*Plan, Do, Check, Act*), created by W. Edwards Deming to track continual improvements and progress as well as feedback and adaptation. Adopted by ACPS as *Plan, Do, Study, Act*, this model allows the division to approach complex projects with clarity and purpose. The ACPS Educational Technology Plan follows these best of class principles.

Process

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

The Albemarle County Public 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 to 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.

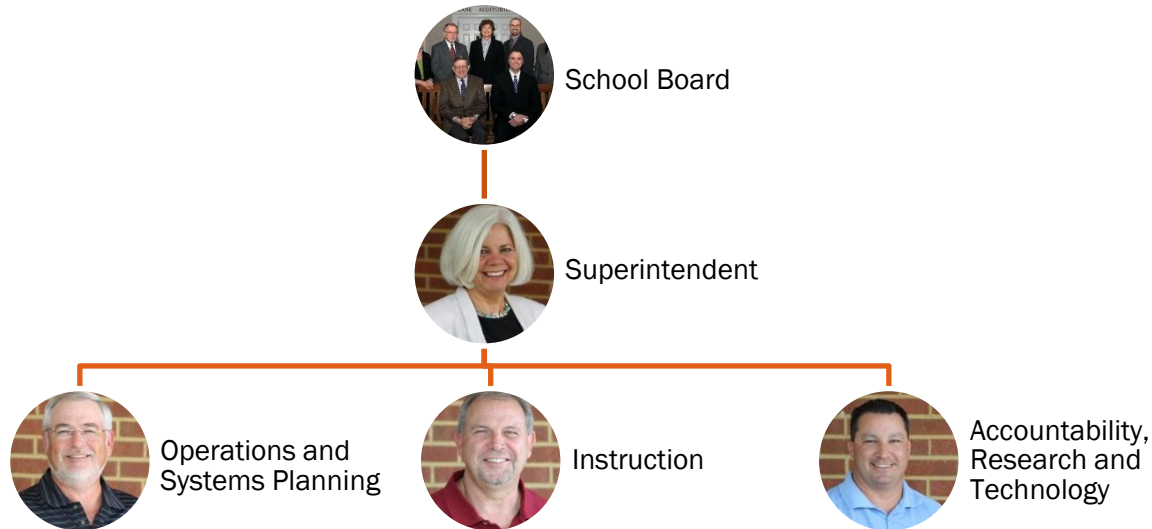
Goal 2: Eliminate the Achievement Gap.

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 the primary responsibility for strategic planning in technology 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.



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 2012-2015 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 the high quality teaching personnel, staff and

administrators working with our students 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 done to cover pre-determined content and skills, on a fixed schedule, and in designated spaces. For learners—both students and education professionals—to own their future as set forth in our vision statement, this paradigm must shift. Ownership is achieved through empowerment. This plan establishes objectives and action statements geared toward empowering students and teachers alike by utilizing technology to exercise options with content, process, products, and learning environments. 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.



Strategic Plan

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*)

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 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

Planning work began with the Department of Accountability Research and Technology leadership team assessing the previous Educational Technology Plan for completeness. The leadership team reviewed the document for evidence that strategies/measures for the 2010-2012 plan had been completed. Documentation and evidence was reviewed by DART leadership and presented to the DART Advisory Committee. The Advisory Committee reviewed the evidence and past plan for relevancy moving into the future. Over a three month process, the committee of 45 staff members redesigned the local strategies to ensure alignment with the operational and instructional goals of the entire school division.

Activity	Person(s) of Responsibility	Timeline
Develop a strategy for technology planning and review of the previous plan.	DART Leadership Team	Fall 2009
Ensure alignment of the technology plan components to the vision for technology planning.	DART Advisory Committee	Spring 2010
Craft new local strategies	DART Advisory Committee	2011-2012
Final review of strategies	DART Advisory Committee	April 23, 2012
Present draft technology plan to the School Board for first reading	DART Leadership Team	May 10, 2012

Receive technology plan for approval	School Board	June 7, 2012
Submit School Board approved technology plan to Virginia Department of Education for approval	Chief Information Officer	June 11, 2012

Summary of the Evaluation Process and Planned Update Cycle

The 2012-2015 *Educational Technology Plan for Albemarle County Public Schools* will be evaluated annually by the DART Advisory Committee and communicated to the School Board via an annual report. The Albemarle County Public Schools' DART Advisory Committee will revise a plan that will coincide with the federal and state educational technology plan in 2015. The needs generated by learning work of our students, teachers, and administrators, are collected from a series of information sources including building-level spending, attendance rates at our professional development opportunities, advisory committee feedback, and division surveys. This data is reviewed in totality with the learning work of the school division. Throughout the 2012-2013 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 Needs Assessment

The survey was distributed to the Department of Accountability, Research, and Technology Advisory Committee, providing input from key stakeholder groups outside the committee and reiterating findings from the 2010-2012 Educational Technology Plan. While standardization of systems and process can have profound impact of efficiency, it can also serve to stall innovation. Standardized procedures and staff participation in professional development opportunities throughout the division allow for an increased technical competency among end users. The DART team must maintain funding allocations for a systematic replacement cycle for existing technologies, as well as the deployment of new technologies. Through the implementation of innovation seed projects, allowing students and teachers to explore new technologies, and a systematic purchasing cycle for new technology. An evaluation of current systems and tools will aid in the inventory of technology and devices to identify areas with gaps or overlaps to bridge the digital divide effectively throughout the division. Educating all ACPS employees and students of digital citizenship, Internet safety, and emerging technologies will further the division's goal as a world class education system. Through these efforts, as well as the implementation of cloud computing and student-provided technical support, the division will maximize technology use and support while minimizing costs.

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	Responsibility
1. Develop a student technology support program that includes training for students to provide additional resources for school-level technology support.	Establish a Student Help Desk model.	CIO, Client Services, Ed Tech, and Service Desk
2. Expand virtual course offerings and the use of virtual communities that support face-to-face courses.	Analysis of virtual course offerings available as evidenced in the High School Program of Studies Report the number of teachers reporting the use of virtual communities that support face-to-face courses (via alternating year surveys) Develop an online learning pedagogy series Professional Development for staff	CIO, Ed Tech, Office of Instruction
3. Develop a virtual academy with accessibility to all students (Elementary, Middle, High School) regardless of technology access outside of school.	Create a project charter for virtual academy Project report(s) presented to the Division's Project Management Oversight Committee	Assistant Director of Curriculum

	Student enrollment in the virtual academy	
4. 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.	Partnership report to the School Board Documentation of outreach efforts (including letters of support for grants, etc.)	CIO, Director of Educational Technology and PD, Assistant Director of Curriculum, Superintendent
5. Ensure all virtual and/or digital courses are accessible to all students regardless of technology access outside of school.	Develop a blueprint for online learning success that incorporates: • Learning models • Hardware needs • Bandwidth needs • Infrastructure needs • Access needs	CIO, Ed Tech, Infrastructure Services

Objective 1.2: Provide resources and support systems to assist teachers in integrating technology into teaching and learning.

Strategies	Measures/Evaluation Strategies	Responsibility
1. Ensure all instructional leaders (principals, assistant principals, coaches, department chairs, etc.), teachers, students, and parents are engaged in virtual learning opportunities for students and provide support for implementation.	Documentation of related professional development efforts (including meeting agendas, workshop attendance, workshop descriptions, etc.) Availability of related resource materials for all instructional staff	CIO, Ed Tech
2. Meet or exceed the Standards of Quality staffing requirements.	ITRT and Technical Support Standards of Quality report	Chief Information Officer and the Assistant Superintendent for Student Learning
3. Meet or exceed state standards for infrastructure necessary to participate in on-line SOL testing.	Develop testing readiness reporting document based on DoE/Pearson requirements and system upgrade evaluation/implementation cycle.	CIO, Infrastructure Services

4. Develop a plan for establishing standards allow for customization, as well as establish protocols for new standards and the approval of expectations.	Develop at list of applications for a standard student image at each instructional level. Develop a standard operating procedure for feedback from stakeholder groups about the image creation.	Ed Tech, Client Services
5. Ensure instructional staff is involved in decisions regarding instructional technology purchases and deployments.	Documentation of related Standard Operating Procedures, including technology purchasing and deployment cycles	CIO, Ed Tech
6. Evaluate current infrastructure against next-generation standards/curricular standards/demands (define).	Analyze the infrastructure to ensure it meets/exceeds industry standards. Create reporting matrix detailing the various infrastructure technologies, adherence to open standards, peer reviewed best practices, and rationale behind school division direction and adopted implementation.	Chief Information Officer and Infrastructure Services
7. Increase the effective use of technology to improve student learning	Analyze current student, parent, and teacher uses of technology Analyze and report an evaluation of Office of Instruction projects and programs that incorporate the use of technology	ED Tech, Office of Instruction, principals

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	Responsibility
1. Identify, develop, disseminate, and maintain resources aligned to the Framework for Quality Learning to support teaching.	Analyze the quality, availability, and usage of identified resources	Ed Tech, Office of Instruction
2. Continue to implement the Instructional Coaching model, incorporating the use of technology as a learning accelerator and community builder.	Analyze the data collected through Instructional Coach self-reports with respect to ITRT services provided	Ed Tech, Lead Coaches
3. Provide a continuum professional learning opportunities designed to assist teachers with creating digital-age learning activities that are technology-infused, student-centered, and inquiry-driven.	Archives of Opportunities publications, Compass, and SAB communications Report of Access to Professional Learning Opportunities (including the number of participants in a variety of events and workshops as well as PDRP applications, Instructional Coach interactions, etc.)	Ed Tech, PD Planning Team, Lead Coaches
4. Provide a continuum of “Just in Time Professional Learning” opportunities through vertical team meetings, the instructional coaching program, Social Media, online opportunities, and PLC groups.	Report of teacher survey results indicating access to “just in time”, job-embedded resources for professional learning	Ed Tech, PD Planning Team, Lead Coaches

Goal 2: Engage students and staff 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	Responsibility
------------	--------------------------------	----------------

1. Provide resources, training, and support for Instructional Coaches and Technology Lead Teachers to assist teachers in integrating technology in to teaching and learning	Need something more here - for specific meetings Archives of outreach and informational efforts Usage statistics for Educational Technology web site (perhaps involving a brief survey)	Ed Tech
2. Develop the capacity for virtual PLCs and virtual student project work by implementing virtual learning spaces.	Develop a report on Evaluate the usage statistics of tools such as our Learning Management System and Web Conferencing System.	Ed Tech
5. Continue to partner with the world-class outside education institutions to increase the opportunities and rigor of our digital offerings.	Contractual agreement with Curry School of Education (specifically related to the Technology Infusion Program (TIP)) Present annually a partnership report to the School Board Document the outreach efforts (including letters of support for grants, etc.)	CIO, Director of Educational Technology and PD, Assistant Director of Curriculum, Superintendent

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

Strategies	Measures/Evaluation Strategies	Responsibility
1. Identify, develop, disseminate, and maintain resources to support teaching and learning using a curriculum	Analysis of quality, availability, and usage of identified resources	Ed Tech, Office of Instruction

management database.		
2. Establish a means for all students and staff in the division to have high speed wireless internet access anywhere in the county.	% of students with high speed Internet access at home Develop vision for eliminating the digital divide Development an assessment of wired and wireless options Construct a plan to eliminate the gap	CIO, Infrastructure, Ed Tech

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

Strategies	Measures/Evaluation Strategies	Responsibility
1. Provide resources and support for parents, teachers, Instructional Coaches, Technology Lead Teachers, School Librarians, and principals to assist in ensuring appropriate digital citizenship.	Revised Internet Safety web site Usage statistics for the Internet Safety web site (perhaps including a user survey) Develop virtual lesson resources for students.	Ed Tech
2. Require the Leadership Team to review IIBE annually through the established School Board policy review process.	Leadership Team agenda and feedback Develop virtual lesson for IIBE. Develop virtual lesson Digital Citizenship/Internet Safety Plan	Ed Tech
3. Configure all major systems possible to require acceptance of the AUP annually.	Acceptance reports Correlate major systems list with those systems that have the capability	Ed Tech, infrastructure

	and have (not) been implemented; revisit and recertify systems bi-annually.	
4. Require all school division employees to acknowledge knowledge of key elements of the ACPS AUP (School Board Policy IIBE)	Certification of completion of the required Online Annual Training (OATS)	Human Resources, Ed Tech

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	Responsibility
1. Develop professional development workshops and courses that support infusing technology into teaching and learning	Catalog of courses evaluated against NETS*A/T/S	Ed Tech, Office of Instruction
2. Identify, develop, disseminate, and maintain resources to support teaching and learning using a curriculum resource database.	Analysis of quality, availability, and usage of identified resources	Ed Tech, Office of Instruction
3. Continue participation in SVTC's NTTI	Number of teachers who participate in NTTI	Ed Tech

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

Strategies	Measures/Evaluation Strategies	Responsibility
1. Ensure all teachers and administrators are TSIP certified	% of teachers TSIP certified	Ed Tech, Human Resources
2. Encourage NETS*T certification for all teachers	The number of teachers pursuing and achieving	Ed Tech, principals

	NETS*T certification	
3. Require Administrators to demonstrate NETS*A competencies	The number of teachers pursuing and achieving NETS*A certification	Superintendent, Ed Tech
4. Review NETS*S, NETS*T, and NETS*A standards with principals annually	The number of meetings/opportunities that standards are reviewed with administrators	Superintendent's Cabinet, Ed Tech
5. Develop and administer a NETS*S-informed assessment to be completed by all students prior to the end of 8th grade	The percentage of students achieving proficiency.	Ed Tech, Office of Instruction, principals

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

Strategies	Measures/Evaluation Strategies	Responsibility
1. Develop and implement a district-wide formative assessment tool that can be used at the individual, teacher, PLC, and district level and can support multiple forms of assessment (performance tasks, technology enhanced items, constructed response, multiple choice, etc.)	Analysis of quality, availability, and usage of identified resources	CIO, Assistant Director of Assessment, Enterprise Applications

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	Responsibility
1. Continue DART Innovation Seed Projects	Call for proposals issued, # of proposals received	CIO, Ed Tech, DART Leadership Team

	Archive of related communications to teachers and principals	
	Develop a rubric to measure SEED project effectiveness	
	Develop to plan to scale successful SEED projects if appropriate	
2. Develop the capacity to support student use of personal devices at school	Evaluation of wireless infrastructure Project plan and project budget Establish level of service to provide and scale corresponding infrastructure and accessible bandwidth.	Client Services, Infrastructure Services
3. Seek outside funding to support 1:1 projects	Develop a strategy for what and how 1:1 can become a reality in Albemarle Number of grant applications	CIO

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	Responsibility
1. Provide learning opportunities so that the principles of UDL can be implemented.	Archives of Opportunities publications, Compass, and SAB communications Analysis of information received from teacher survey of professional development (to occur	Ed Tech, PD Planning Team, Office of Instruction, Special Education group

every other year)

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	Responsibility
1. Update the School Board's Learning Resources Adoption policy and procedures	Provide updates to DART related board policy on a yearly basis at a minimum.	CIO, Director of Educational Technology and PD, Assistant Superintendent for Student Learning, Lead Coaches
2. Implement a project management process that requires all projects be documented and supported with standards set in ITIL and PMO or Six Sigma.	Number and % of projects documented	CIO
3. Provide resources and support for teachers to pursue innovative uses of emerging technologies	Number of seed project applications, number of deliverables provided through the funded seed projects	CIO, Ed Tech
4. Implement a process to scale innovative blank horizontally and/or vertically	Documented and funded process	CIO, Ed Tech

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	Responsibility
1. Administrators will use multiple sources of information to analyze staff technology integration practices to inform collaborative	Analysis of goals established for professional learning and student academic	CIO, Ed Tech, Human Resources, Executive Director of Operations and

teacher and administrative goal setting process	progress Create a list of possible sources of data Make data available to staff and admins in an easy to find/read format Analysis of goals established for professional learning and student academic progress	Strategic Planning
2. Evaluate current data systems and tools cyclically to identify gaps and overlaps in access to tools, learning spaces, and pedagogies that support of contemporary learning opportunities	Develop a lifecycle for data systems and tools to be reviewed for effectiveness. Develop and maintain current a timeline for data systems/tools to be reviewed	CIO, Directors and Managers of DART
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.	A resource utilization plan Evidence of meetings with stakeholders about plan Construct a resource utilization plan Obtain stakeholders feedback about the resource utilization plan Normalize division spending habits by developing policies to support best practices	CIO, Directors and Managers of DART, Stakeholder group leaders (Teacher Advisory, Parent Council, Gifted Advisory, etc)

Align technology
purchases with
instructional goals

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

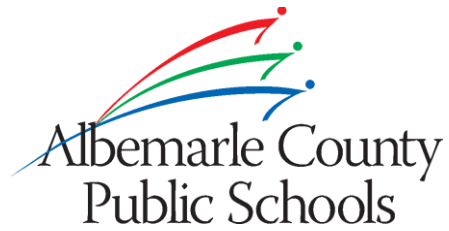
Strategies	Measures/Evaluation Strategies	Responsibility
1. Teachers receive the necessary support and professional development in order to utilize assessment data effectively.	Teacher responses on professional development survey Report on assessment-related Instructional Coach interactions Identify professional development needs Develop professional development offerings Evaluate efficacy of professional development Teacher responses on professional development survey Report on assessment-related Instructional Coach interactions	Assist Director of Assessment, Research Coordinator, Enterprise Applications, PD Planning Team, Lead Coaches, Instructional Coaches
2. Support PLC's in interpreting data gathering and interpreting data	Teacher responses on professional development survey Report on assessment-related Instructional Coach interactions Make data available to	Assist Director of Assessment, Research Coordinator, Enterprise Applications, PD Planning Team, Lead Coaches, Instructional

teachers in an easy to find/read format	Coaches
Provide opportunities for PLCs to meet regularly to discuss and analyze data	
Make coaches a regular part of PLC meetings for the purpose of assisting PLC members with data interpretation	
Encourage inter-PLC sharing of successful strategies for gathering and interpreting data	

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

Strategies	Measures/Evaluation Strategies	Responsibility
1. Develop a strategy to research and develop new assessment types and methodologies	Summary of research Example assessments Create a structure for identifying shortcomings in current assessment types and methodologies Create a structure for defining the purpose and desired outcomes for new assessment types and methodologies	Assist Director of Assessment, Research Coordinator, Lead Coaches
2. Create new systems to support innovative assessment types	% of teachers who can access new systems Work with existing vendors to implement new assessment types and methodologies as	CIO, Assist Director of Assessment, Research Coordinator, Lead Coaches, Enterprise

	defined by staff	Applications
	Identify new vendors who can implement new assessments types and methodologies as defined by staff	
3. Pilot assessments with teachers and students	Create a standardized process for evaluating new assessment types and methodologies Evaluate new assessment types and methodologies against the defined purpose and desired outcomes % of teachers and students involved in assessment pilot	Assist Director of Assessment, Research Coordinator, Lead Coaches, principals



2012-2015

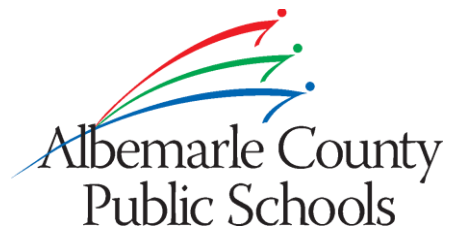
Appendix 1:

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

Funding Source	2012-2013 Requested	2013-2015 Estimated
State Grant (VPSA)	\$752,000	\$752,000
Instructional CIP	\$575,000	\$575,000
Administrative CIP	\$183,000	\$183,000
WAN Upgrade CIP	\$0	\$418,000
LAN Upgrade CIP	\$700,000	\$500,000
3907 – Computer Replacement Cycle	\$1,000,000	\$1,000,000
2115 – Computer Technology	\$3,817,174	\$3,909,570
2118 – Assessment and Information Services	\$1,420,041	\$1,459,976
TOTAL	\$8,447,215.00	\$8,797,546.00

Strategies	Timetable	Budget Source
Measures		
1.1.1	Quarterly	2115 - Computer Technology
1.1.2	Quarterly	2115 - Computer Technology/CIP Instructional
1.1.3	Quarterly	2115 - Computer Technology
1.1.4	Quarterly	2115 - Computer Technology
1.1.5	Quarterly	2115 - Computer Technology
1.2.1	Quarterly	2118 - Assessment and Information Services
1.2.2	Quarterly	2115 - Computer Technology/2118 - Assessment and Information Services
1.2.3	Annually	2115 - Computer Technology/State Grant/CIP Instructional
1.2.4	On-going	2115 - Computer Technology
1.2.5	Annually	2115 - Computer Technology
1.2.6	Quarterly	2118 - Assessment and Information Services/CIP Administrative
1.2.7	Quarterly	2115 - Computer Technology
1.3.1	Quarterly	2115 - Computer Technology/CIP Instructional
1.3.2	Quarterly	2115 - Computer Technology
1.3.3	Quarterly	
1.3.4	Quarterly	2115 - Computer Technology/CIP Instructional
2.1.1	Quarterly	2118 - Assessment and Information Services
2.1.2	Quarterly	2115 - Computer Technology/2118 - Assessment and Information Services
2.1.3	Annually	2118 - Assessment and Information Services
2.2.1	Quarterly	2118 - Assessment and Information Services
2.2.2	Quarterly	CIP LAN
2.3.1	Quarterly	2118 - Assessment and Information Services
2.3.2	Quarterly	2118 - Assessment and Information Services
2.3.3	Annually	2115 - Computer Technology/CIP WAN/ CIP LAN

2.3.4	Annually	2115 - Computer Technology
3.1.1	Quarterly	2118 - Assessment and Information Services
3.1.2	Quarterly	2118 - Assessment and Information Services/Office of Instruction
3.1.3	Quarterly	2115 - Computer Technology
3.2.1	Quarterly	2115 - Computer Technology
3.2.2	Annually	2115 - Computer Technology/3907 - Computer Equipment Replacement
3.2.3	Annually	2115 - Computer Technology
3.2.4	Annually	
3.2.5	Annually	2115 - Computer Technology
3.3.1	On-going	2115 - Computer Technology
4.1.1	Quarterly	CIP Instructional
4.1.2	Annually	2115 - Computer Technology
4.1.3	On-going	N/A
4.2.1	On-going	2118 - Assessment and Information Services
4.3.1	Annually	N/A
4.3.2	Annually	2115 - Computer Technology/2118 - Assessment and Information Services
4.3.3	Quarterly	CIP Instructional
4.3.4	Quarterly	CIP Instructional
5.1.1	Quarterly	N/A
5.1.2	Annually	2118 - Assessment and Information Services
5.1.3	On-going	2115 - Computer Technology/2118 - Assessment and Information Services
5.2.1	On-going	2118 - Assessment and Information Services
5.2.2	On-going	2118 - Assessment and Information Services
5.3.1	On-going	2118 - Assessment and Information Services
5.3.2	On-going	2118 - Assessment and Information Services



2012-2015



Appendix 2:

Division Acceptable Use Policy (AUP)



www.k12albemarle.org

ACCEPTABLE USE OF TECHNOLOGY

Internet, computer network, and non-network access is available to authorized students, teachers, and other staff in the Albemarle County Public Schools. Albemarle County Public Schools' primary goal for technology use in education is to promote educational excellence by facilitating resource sharing, innovation, and telecommunications as outlined in this policy and applicable regulations. However, some world-wide resources available on the Internet and other networks are not of educational value in a school setting.

Students and/or their parents or other legal guardians shall, prior to beginning grades K, 3, 6 and 9 or otherwise entering a school, receive and sign an acknowledgment of this Policy and return same to the appropriate individual school. The school shall maintain an accurate record of who has returned the signed acknowledgment and shall respond accordingly.

Use of the Albemarle County Public Schools' internet and other technology resources is a privilege, not a right. Inappropriate use will result in 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. Any use of cellular telephones or other portable communications devices, on school property and during the school day, is subject to the terms of School Board policies JFC and GBC.

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 technology resources 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.

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.

Adopted: August 26, 1996

Amended: February 22, 1999; April 22, 2004; May 24, 2007

Legal Ref.: Virginia Code §§22.1-70.2, 18.2-374.1:1, 18.2-372.

Cross Refs.: EGAAA, *Reproduction and Use of Copyrighted Material (Non-print/Print)*
GBC, *Standards of Conduct*
JFC, *Student Conduct*
JO, *Student Records*
GBL, *Personnel Records*

ACCEPTABLE USE OF TECHNOLOGY

I. GENERAL & LEGAL REQUIREMENTS

A. Provision of Technology Resources

1. Albemarle County Public Schools retains control, custody, and supervision of all technology resources owned or leased by it. "Technology resources" means all computers, internet access, servers, networks, software, portable electronic communication devices, computer-related hardware, and any other technology equipment or resource provided for student and/or staff use.
2. The use of Division technology resources is a privilege, not a right. Misuse of internet access or any other violation of this policy may result in the revocation, suspension, or loss of that privilege. Misuse may also subject the user to student disciplinary action up to, and including, suspension or expulsion, and employee disciplinary actions up to, and including, dismissal. Any unlawful or illegal activities will be reported to the appropriate agencies and may be subject to civil or criminal liability and prosecution.
3. Users of Division technology resources shall have no expectation of privacy in their use of technology resources, nor in the information and records created or transmitted through them. The Division reserves the right to monitor all use of technology resources by employees and other users in accordance with this policy.

B. Responsibilities of All Users

1. All employees and students using technology resources must follow and enforce this policy in accordance with all relevant School Board and school policies and codes of conduct. In addition, the following forms in the Appendix of this policy will be used by employees and/or students:
 - a. All students using technology resources must first read and sign the appropriate grade-band version of the Student Good Technology User and Secondary Student Acceptable Use of Technology forms. (Forms A-C)
 - b. Employees wishing to use student work or photographs should use the Web Publishing Permission Form (Form D), or the Web Publishing Special Permission Form (Form E), or ensure that the appropriate publishing form included in the annual student registration materials has been completed.
 - c. Employees wishing to use cloud computing for instructional work must use the Cloud Computing Permission Form. (Form F)
 - d. Employees wishing to issue students Division equipment for instructional work must use the Equipment Loan Form. (Form G)
2. Users will use technology resources in a responsible, ethical and legal manner. Unethical or illegal activities include, but are not limited to: knowingly spreading viruses, violating copyright laws, using unauthorized software, impersonating another user, unauthorized entry, and/or destruction of computer systems and files.
3. Users should understand that any information generated, stored or sent through Division technology resources is the same as written documentation and may be subject to requests under the Virginia Freedom of Information Act and disclosure pursuant to subpoenas, search warrants, court orders and discovery requests.

4. Users shall not use, create, distribute, import or otherwise promote illegal, offensive, obscene, libelous language, pictures, or other similar material on any computer, technology resource, network or the internet.
5. Users shall not respond to harassment encountered on any technology system, but shall report any such activity to the appropriate supervisor or administrator immediately.

C. Provision of Internet Access

1. The Division does not guarantee the availability of internet access for any users, and shall not be responsible for the accuracy or content of any information accessed by users, or for any user information that may be lost, damaged, or unavailable due to technical or other difficulties.
2. In accordance with Virginia Code §22.1-70.2, the Division has implemented a technology for the division's computers and other devices having internet access to filter or block internet access to child pornography as set out in Virginia Code §18.2-374.1:1 and obscenity as defined in §18.2-372. Cellular telephones or other portable communications devices may use networks other than the ones maintained by the Division and are subject to the terms of service of those network providers.

D. Personal Use of Technology Resources by Employees

1. In accordance with School Board policy GBC, Division employees may not abuse their access to technology resources.
 - a. Abuse may consist of either excessive or unacceptable use. Generally, a use is unacceptable if it conflicts with the School Division's or individual school's or department's purpose, goal, or mission or with an employee's authorized job duties or responsibilities.
 - b. Incidental personal use of Division technology resources must not interfere with the employee's job performance, must not violate any of the rules contained in this policy or any other policy, and must not damage any hardware, software or communications system.
2. Staff shall not use School Division technology systems for personal, non-School Division purposes to solicit, proselytize, advocate or communicate the views of an individual or of non-school sponsored organizations except through means that have been provided specifically for such purposes (e.g., County Bulletin Board). However, the School Division recognizes that employees have the right to speak out on matters of public concern, and this provision shall not be construed to restrict or prohibit the legal rights of employees to engage in speech that is protected under federal or state laws.

II. EMPLOYEE USE OF TECHNOLOGY RESOURCES FOR INSTRUCTIONAL PURPOSES

A. General Requirements

Staff members supervising students' use of technology resources must take reasonable steps to ensure that students understand and follow the requirements of this policy and all applicable School Board policies.

B. Internet Safety Requirements

Staff members assigning or permitting student internet use must do the following:

1. Deliver instruction regarding internet safety utilizing materials provided through the Division's Internet Safety Program. See: www.k12albemarle.org/internetsafety. Topics to be addressed include:
 - a. Content of this Policy and Regulations
 - b. Generally accepted rules of network etiquette and safety
 - c. Copyright guidelines
 - d. Internet Safety
 - e. Other acceptable use/safety related topics
 - f. Respect for use of time and resources
 - g. Evaluating sites for appropriateness and validity
 - h. Discriminating among types of information sources and assessing the appropriateness of using the Internet as a resource for a specific learning activity.
2. 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.
3. Recommend safe search strategies and resources which meet the curricular needs of the assignment and the developmental level of the student.
4. Ensure that students use only their first name and last initial when participating in web-based activities unless participating in a moderated learning activity which requires full names. Home phone numbers, addresses, or other personal information shall not be revealed without parental and teacher permission.
5. Ensure that students only access the internet through technology resources under appropriate supervision of a staff member.

C. Confidentiality of Personally Identifiable Student and Employee Data

1. Employees may not use technology resources to share personally identifiable student educational information, personally identifiable employee information, or any other Division confidential information with individuals not authorized to receive such information.
2. Whether using Division technology resources at a worksite, or at other locations, or while using portable communication devices, employees must use appropriate judgment and caution in communications concerning students and staff to ensure that personally identifiable information remains confidential.
3. Employees shall adhere to all school, School Division, state and federal laws, policies and standards, including the Family Education Rights and Privacy Act (FERPA) regarding confidential information.
4. Account access to systems containing confidential data will only be granted to employees who meet the conditions of School Board Policy JO – Student Records, School Board Policy GBL – Personnel Records and other School Board policies, local, state and federal laws as applicable to the particular system. The use of such accounts must comply with all applicable laws and policies.

D. Web Publication

1. All Albemarle County employees have the opportunity to publish internet home pages, facilitated by the school or department Web Page Coordinator (or administrator's designee). Home pages must adhere to all applicable Albemarle County Public Schools guidelines. See Section V for guidelines on web pages.
2. With appropriate notification and/or permission, student projects and other material relating to individual students may be published on the school division web server or through other services selected by Albemarle County Public Schools staff. In all cases, content must be appropriate and relevant to the mission and the business of the school division. Consent is obtained when a parent signs a hard copy of the Web Publishing Permission Form included in these Regulations. In no case shall information about a student such as home phone number, personal e-mail address, etc. be published.

E. Commercial/Purchasing Activities

1. Internet-based purchases of school supplies, instructional resource materials or other products intended for use by students or staff must follow Albemarle County purchasing guidelines and all applicable policies. All technology-related purchases or product demonstrations, including consultant and development services, must comply with the guidelines established by the Superintendent's designee.
2. Staff and students shall not use technology systems for private financial gain, including the conduct of commercial activity for any business in which there is a personal interest, or for advertising or solicitation purposes.
3. 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.

III. EMPLOYEE AND STUDENT USE OF ELECTRONIC MAIL

A. Acceptable Use of E-Mail by Employees

1. 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 Department of Accountability, Research, and Technology.
2. 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.
3. Staff shall report any incident of harassment or any other unauthorized or inappropriate use of technology encountered over School Division computer resources to the building or department administrator who will report it to the Superintendent's designee as appropriate.
4. Global Distribution Lists exist to facilitate communication, in the conduct of school or Division business, with specified groups of staff. Use of Global Distribution Lists is limited to the business of the School Division. Sending mass e-mails to School Division employees or outside parties for non-school purposes is prohibited.

5. Public Folders are created to provide multiple users an efficient means of communicating information, with either specified groups of School Division employees or with all School Division employees, in order to conduct the business of the School Division. Public folders will be created if and only if they serve the purpose of facilitating such communications. Public Folders should be used only for the purposes for which they were created. They are not a forum for the expression of personal opinions and should not conflict with the School Division's purpose, goal, or mission or with an employee's authorized job duties or responsibilities. The County Bulletin Board has been established to provide a single, non-work related avenue for employees to communicate non-work related business such as advertising, promoting non-School Division sponsored events, etc. The content of items posted on the County Bulletin Board must remain within acceptable limits for employee conduct.

6. User Etiquette

- a. Signature blocks must contain, at a minimum, the employee's name, title, department or school, and phone number. Signature blocks should not include any personal slogans, quotes, aphorisms, links to non-Division websites, or any other personal messages.
- b. E-mail attachments should be used only when necessary. File attachments should be in a format that can be opened by the recipient and of a type appropriate to the content being transmitted. Files that are platform dependent or require the user to have software that is not commonly available are often unusable and waste Division resources.
- c. Users may not participate in any form of on-line mass e-mails, "chain letters" or the like.
- d. Users will follow general rules of communication etiquette.
- e. Users may not create, open or forward any e-mail attachments that are known or suspected to contain viruses.

- B. Creation of Employee E-Mail Accounts

1. E-mail accounts are established only upon the receipt by the Department of Accountability, Research, and Technology of a valid AUTHSCHLS form. E-mail accounts should be requested if and only if an employee must have access in order to fulfill the requirements of his or her job.
2. The creation of, change to, or deletion of employee e-mail accounts is accomplished by the submission of an AUTHSCHLS form to the Department of Accountability, Research, and Technology. Forms should be accurately completed, signed by the appropriate supervisor, and submitted in a timely manner.
3. Persons not eligible for e-mail accounts:
 - a. Student teachers are not eligible for e-mail accounts as their work within the School Division is conducted under the direct supervision of the cooperating teacher/counselor. However, an AUTHSCHLS form, listing a university or private e-mail address, should be submitted to the Department of Accountability, Research, and Technology. Their names will then appear in the Division's Global e-mail Address Book, and may be added to school distribution lists. Administrative interns are employees of the School Division and, as such, do receive e-mail accounts.
 - b. Contractors, subcontractors, and volunteers are not eligible for e-mail accounts without approval of the Superintendent/Designee.

4. Employees with e-mail accounts are responsible for maintaining their accounts in a manner that promotes the conservation and protection of School Division resources. E-mail system backups are maintained for short periods of time for the purpose of disaster recovery only. Individual users are responsible for their own backups. E-mail communications may be subject to Virginia Freedom of Information Act inquiries.

C. Monitoring of Employee E-Mail Accounts

1. Audits of account information are routinely conducted. Accounts deemed dormant are investigated and may be removed.
2. Any Department of Accountability, Research, and Technology employee monitoring the technology use of students or staff must follow established site-based or Division-level guidelines, which is included in Section VI of this policy.

D. Acceptable Use of E-Mail by Students

1. Students may not participate in any form of on-line mass e-mails, "chain letters" or the like.
2. Students will follow general rules of communication etiquette.
3. Students may not create, open or forward any e-mail attachments that are known or suspected to contain viruses.
4. Students will comply with the Good Technology User Agreement they have signed.
5. Students will only access the Internet using school technology resources under appropriate supervision of a staff member.

E. Student E-Mail Account Creation

1. Students may not use staff members' e-mail accounts. Class accounts may be used by students under the direct supervision of the person to whom the account was issued. Teachers must apply for a class account by submitting an AUTHSCHLS form to their principal for approval. Albemarle County Public Schools may facilitate hosted e-mail accounts for students when a parent signs a hard copy of the Cloud Computing Permission Form.
2. Students shall not use technology systems for private financial gain, including the conduct of commercial activity for any business in which there is a personal interest, or for advertising or solicitation purposes.
3. 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 or through the Cloud Computing Permission Form, 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.

IV. NETWORK GUIDELINES FOR ALL USERS

- A. Users will access only files and data created and maintained by them, that are publicly available within the school network, or to which they have been given authorized access. This includes but is not limited to files residing on individual workstations, servers or other storage devices.

- B. User files are not private. The School Division reserves the right to review the content of all computer accounts and files. Network administrators may review files and communications to keep the network working properly and to ensure that users are using the system responsibly.
- C. Users will use the network without disrupting its use by others. Network users are expected to respect all forms of password protection and use responsible file management techniques (saving, deleting, naming, etc.).
- D. 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 Superintendent's designee. 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.
- E. Users should not share passwords with others except for specific instructional reasons approved by a teacher. Employee passwords, necessary for access to e-mail and systems that contain confidential information, must be changed at least quarterly to protect the security of the network. Periodic password changes may be enforced by the systems administrator. It is recommended that for personal security all users choose a password unique to their Albemarle County account(s).
- F. Personal, portable communications devices may be used to access the Internet through a public network established at School Division sites. All use of the School Division's network, including through personal devices, must follow the terms of this and other applicable School Board policies.

V. DIVISION AND SCHOOL WEBSITE MANAGEMENT

- A. General Requirements for Division Web Pages
 - 1. All use of Division Web servers and resources shall promote educational excellence by facilitating resource sharing, innovation and communication for the enhancement of the Division's mission.
 - 2. Items published on the Division's server shall be in accordance with applicable web site management rules and guidelines. Each web page author with rights to publish a web page shall be responsible for ensuring that pages published within the school or department's directory comply with this policy and applicable rules and guidelines. Each principal or director will assign the Web Page Coordinator duties to a staff member or staff members as appropriate. The Web Page Coordinator activities are managed by the Superintendent's designee for web-based communications.
 - 3. Schools and departments must develop and use templates that meet the requirements for Division web pages and use navigational strategies common to those used by effective web sites. The templates should provide a common, professional "look and feel" to the Division's web site and sub-sites as appropriate. For example, the Division template would apply to all pages linked from the site home page. As another "site" begins, so may another template. These templates must be approved by the Superintendent's designee for web-based communications.

B. Home Page Guidelines

All School or Department home pages must include the following basic, current information:

- Name of school or department
- Name of principal or director
- Address
- Phone number
- Fax number
- Link to staff directory page containing names, current assignments, and school e-mail addresses for all professional staff (staff may substitute personal e-mail address if desired)
- Albemarle County Public Schools logo
- Link to the school's updated annual fact sheet
- Link to Division's home page
- Link to Division's Internet Privacy Statement
- Name and e-mail address of Web Page Coordinator (in case there are errors)

C. Web Page Guidelines

1. All web pages posted to the Division's web site must:

- contain only content appropriate and relevant to the business of the school division;
- provide no more than limited personal information on "About the Teacher" pages, similar to introductory remarks that would be appropriate comments at a "Back to School Night" or similar function;
- promote educational excellence by facilitating resource sharing and/or innovation;
- comply with school and division "Web Site Management Rules and Guidelines;"
- be technically sound and work properly;
- be reasonably up-to-date, with information from the current school year;
- protect the rights and privacy of students and staff;
- include a faculty/staff directory with individual names, e-mail addresses and current assignments listed;
- adhere to all applicable Albemarle County guidelines and School Board policies, which means, among other things, that the website may not be used to transmit or otherwise deal with illegal, offensive, obscene, libelous language, pictures, or other similar material, any material protected by federal or state intellectual property laws; copyrighted or licensed material, for which permissions have not been obtained; private, commercial links or materials; threatening or harassing language or material; and/or pornographic material;
- include name and e-mail address of web page owner (in case there are errors);
- include link to parent page;
- include link to school's or department's home page;
- include link to the Division's Internet Privacy Statement and Non-Discrimination Statement;
- include date of last update;
- include appropriate title header that associates the page with the school or department;
- include the date of last revision;
- include an appropriate title;
- utilize standard web site management and page creation tools (additional technical standards may be obtained from the Department of Accountability, Research & Technology); and
- be reviewed by the web page author for typographical errors, grammatical errors, content errors and similar problems before posting.

2. School directory pages should also contain the following statement:

Notice: E-mail communication is not guaranteed to be immediate. If you have a message that requires immediate attention or must be communicated to your child in a timely manner, please phone the school office.

3. Web Page Coordinators should contact the Superintendent's designee for communications for information regarding web page design and style. The following elements of web design and graphics should be considered:
 - a. Graphics should be used with a thoughtful purpose. Graphics should provide useful, visual clues about the information provided and not distract from the purpose of the web page.
 - b. Consideration should be given for the many different browsers that will be displaying the page.
 - c. It is recommended that web page designs accommodate the common screen resolution of 800 X 600 pixels.
4. Information should be as current and accurate as possible. In addition, all links to Internet resources should be checked regularly as appropriate and revised as necessary by the author of the web page. Any page that includes external links must include the following warning, informing the user that they are leaving www.k12albemarle.org.

WARNING! This page contains hyperlinks to one or more external web sites. Accuracy and quality of information obtained from either internal or external sources cannot be guaranteed.

VI. GUIDELINES FOR MONITORING STUDENT OR STAFF USE OF TECHNOLOGY

- A. Albemarle County Public Schools does not routinely monitor an individual's usage of the Division's technology resources. However, there is no guarantee of privacy granted to the user of these resources. 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.
- B. Albemarle County Public Schools reserves the right to monitor any activity, communication, or file creation or storage that utilizes Division technology resources. An individual user's account or activity may be monitored, without notice, under specific conditions, including, but not limited to the following:
 - 1) The user has posted the material to the Division's web server.
 - 2) Routine monitoring reveals excessive traffic (file downloads/uploads, e-mail generation, etc.) or violations of the Acceptable Use Policy (School Board policy IIBE) associated with a particular account.
 - 3) It is determined that the activity associated with a particular account threatens the functionality or security of the Division's technical infrastructure.
 - 4) There is a legal requirement to do so.
 - 5) An employee's supervisor, or a student's principal or designee requests such monitoring to ensure compliance with the Acceptable Use Policy (School Board policy IIBE). All requests must be approved by the Superintendent's designee.

FORM A:
Grades K-2 Student Good Technology User Agreement

A Good Technology User:

1. Uses technology with good intentions and for educational purposes only. Does not use computers or other technology to hurt people or their work.
2. Respects technology as our school's property. Does not break or hurt the computer or other technology.
3. Practices good citizenship using technology. Does not look at, send, or print bad or mean messages or pictures.
4. Respects the environment. Does not waste paper by printing too much.
5. Respects the rights of others. Does not go into another person's folders, work, or files without permission.
6. Acts responsibly. Immediately tells an adult if his/her computer or other technology shows bad or inappropriate things.
7. Tells the truth. Does not copy a picture, website, music, video, words, or other work found on the internet without saying who made it.
8. Accepts responsibility. If you do something wrong, expect to be disciplined.

I agree to be a good technology user!

Student Name

School

Student Signature

Date

I expect my student to be a good technology user as defined by this document and the Albemarle County School Board Policy IIBE, *Acceptable Use of Technology*.

Parent's/Legal Guardian's Signature

Date

For a full copy of the Albemarle County School Board Policy IIBE, *Acceptable Use of Technology* and accompanying regulations, please contact your child's principal.

FORM B:
Grades 3-5 Student Good Technology User Agreement

A Good Technology User:

1. Uses the computer and other technology with good intentions and for educational purposes only. Does not use technology to hurt people or their work.
2. Respects the computer and other technology as our school's property. Does not damage the computer or other school community property.
3. Respects the law. Does not download and/or install software, shareware, or freeware unless approved by a teacher and does not violate copyright laws.
4. Practices good citizenship using technology. Does not look at, send, or print inappropriate messages or pictures.
5. Respects the environment. Does not waste paper by printing too much.
6. Respects privacy rights. Does not share or use passwords that are not his/her own without a teacher's permission.
7. Respects the rights of others. Does not go into another person's folders, work, or files without permission. Does not use another person's words, pictures, video, music, or other content in their own work without citing where it was found.
8. Acts responsibly. Tells an adult if his/her computer or other technology displays inappropriate material.
9. Accepts responsibility for proper technology use. Misuse of technology can result in loss of privileges and other punishments.

I agree to be a good technology user!

Student Name

School

Student Signature

Date

I expect my student to be a good technology user as defined by this document and the Albemarle County School Board Policy IIBE, *Acceptable Use of Technology*.

Parent's/Legal Guardian's Signature

Date

For a full copy of the Albemarle County School Board Policy IIBE, *Acceptable Use of Technology* and accompanying regulations, please contact your child's principal.

FORM C:
Secondary Student Acceptable Use of Technology User Agreement

Secondary students are expected to:

1. Use the computer and other technology for educational purposes only.
2. Use technology in a manner which does not harm
 - a. People
 - b. Physical equipment, hardware
 - c. Software, operating systems, folders, and files
3. Protect the privacy of self and others by
 - a. Keeping passwords secret
 - b. Respecting the privacy of other student's, teacher's, and the school system's files.
4. Access Internet sites that are appropriate and avoid sites that
 - a. Are offensive, obscene, libelous, or disruptive or contain inflammatory language or pictures
 - b. Require a fee for access (unless authorized by the school and teacher permission is granted).
5. Use computer resources responsibly by
 - a. Self-limiting use of disk space
 - b. Self-limiting use of printing paper
6. Download materials from the Internet, or copy materials from the network, only as approved by a teacher. Ethically uses available internet content by properly and accurately citing all content downloaded from the internet and used in a student's own work. This includes pictures, text, video, music, and other content.
7. Protect the use of the computer for others by never
 - a. Knowingly loading or creating viruses
 - b. Violating copyright laws
 - c. Destroying or deleting other's files, folders or programs.
 - d. Deliberately causing harm to any computer, system, or network
8. Use e-mail responsibly by
 - a. Accessing personal e-mail, and other forms of electronic communication, during the school day for educational purposes only
 - b. Respecting the privacy of letters: letters will not be re-posted without a sender's permission
 - c. Ignoring and refusing to re-send "chain letters" and the like
 - d. Using appropriate language and subject matter
9. Protect, for personal safety reasons, your own privacy on the Internet by using first name and last initial unless the teacher-approved activity requires full names. Home telephone numbers, addresses, and other personal information may not be released unless written parental permission is granted.
10. Accept the consequences of improper use of technology that may include loss of privileges and other disciplinary actions. School Board policy JFC applies to the use of technology as well, including use that may occur outside of school time and resources.

I have read the above Agreement based on Albemarle County School Board Policy IIBE and state that I fully understand and agree to abide by its requirements in all respects. Should I violate any aspect of this Policy, I specifically agree that I shall accept and be subject to all ramifications, including but not limited to the loss of access and other privileges.

Student Name

School

Student Signature

Date

I expect my student to be a good technology user as defined by this document and the Albemarle County School Board Policy IIBE, *Acceptable Use of Technology*.

Parent's/Legal Guardian's Signature

Date

If the above-named student does not have a personal e-mail account I give her/him permission to apply for a free Internet-based e-mail account from school if deemed necessary for educational purposes by school staff. Furthermore, I give the above-named student permission to access his/her personal e-mail account from school if deemed necessary for educational purposes by school staff.

Parent's/Legal Guardian's signature

Date

NOTE: Your signature on this acknowledgment is binding and establishes that you understand the terms and conditions of this policy and their significance.

For a full copy of the Albemarle County School Board Policy IIBE, *Acceptable Use of Technology* and accompanying regulations, please contact your child's principal.

FORM D:
Albemarle County Public Schools
Web Publishing Permission Form

Dear Parent/Guardian,

Each school in Albemarle County maintains school web pages that often highlight events or student accomplishments and work. Your child may be featured in some of these pictures, or may complete work our staff deems worthy of being posted on the Internet. In order to ensure the privacy and safety of all students, Albemarle County Schools requires parental consent before publishing student photographs and student work to these web sites. Albemarle County Schools will not associate names with student pictures on the web and will only associate first name with student work.

Please fill out the form below and return it to school as soon as possible.

I give permission for my child's photograph to be used on the school web pages.

Please check one: ☐ Yes ☐ No

(In order to ensure safety and privacy, Albemarle County Schools will not associate names with student pictures on the web)*

I give permission for my child's school work to be posted on the school's web pages.

Please check one: ☐ Yes ☐ No

(In order to ensure safety and still allow for proper credit and recognition, Albemarle County Schools will associate first name only with student work on the web)*

Student's Name: _____ School: _____

Teacher's Name: _____ Grade: _____

Parent's/Legal Guardian's Signature: _____ Date: _____

*In certain circumstances, when posting additional student information to the web may be appropriate (ex. sports, academic recognition, etc), special permission will be requested.

FORM E:
Albemarle County Public Schools
Web Publishing Special Permission Form

Dear Parent/Guardian, Visitor, or Staff:

To ensure the safety and privacy of all students, visitors, and staff, Albemarle County Schools does not associate names with student or other photographs on our website. First name only may be associated with student work. In some cases, it may be appropriate to step outside these guidelines to provide proper recognition in a certain area. The form below describes the special circumstance and asks for permission to publish specific student information to a school web page. This form should also be used for granting permission to publish staff or visitor photographs or other information to the school's web page.

Special Circumstance (please describe: e.g. recognitions, team membership, etc.):

Student, Visitor, or Staff Information to be Published (e.g. photographs):

I give permission for this information to be published on the school's web page for this special circumstance:

Please check one: ☐ Yes ☐ No

Student's Name _____ School _____

Teacher's Name _____ Grade _____

Parent's/Legal Guardian's Signature _____ Date _____

If adult visitor or staff permission granted, please sign below:

Name _____ Signature _____ Date _____

FORM F:
Albemarle County Public Schools
Cloud Computing Permission Form

Albemarle County Public Schools is utilizing “cloud computing” to support student learning through collaboration. “Cloud computing” allows students to access certain computer programs, services, and files not hosted by Albemarle County Public Schools from anywhere they have an Internet connection.

Upon instruction by the teacher in the terms of service, safe and appropriate use, I give my student permission to establish an account or the School Division to establish an account for my student on the following cloud computer system:

_____ (provide name and web address)

My student will use the cloud computing service to:

The following actions will be taken to protect and monitor my student's use:

1. Instructions in the Terms of Services agreement for the cloud computing provider.

Student's Name

Teacher's Name

Parent's/Legal Guardian's Signature

Date

NOTE: Your signature on this acknowledgment is binding and establishes that you understand the terms and conditions of this policy and their significance.

For a full copy of the Albemarle County School Board Policy IIBE, Acceptable Use of Technology and accompanying regulations, please contact your child's teacher.

FORM G:
Albemarle County Public Schools Equipment Loan Form

Equipment – Type, brand and model	
Condition	
Asset Tag/Serial Number/Other identifier	

I have been issued the above equipment to use for _____. By signing below, I agree that I am responsible for the care of this equipment and that I will only use it for school-related purposes.

 Student Name

 Student Signature

 Date Issued

To be signed by the Parent:

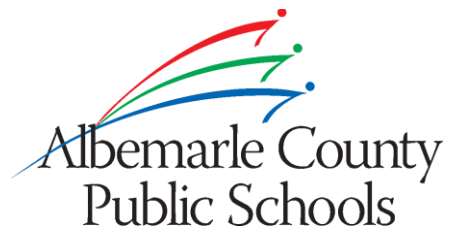
I request that my child be issued the above equipment for use outside of the classroom to support _____. I understand and agree that if the equipment is lost, stolen or damaged, I will pay the school up to \$_____ for its full replacement cost.

 Parent Name

 Parent Signature

 Date Approved

*This form must be completed only if you wish your child to be able to use the technology equipment outside of the classroom to which the equipment is assigned. Non-classroom use of the technology equipment is not required.



2012-2015



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 place 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