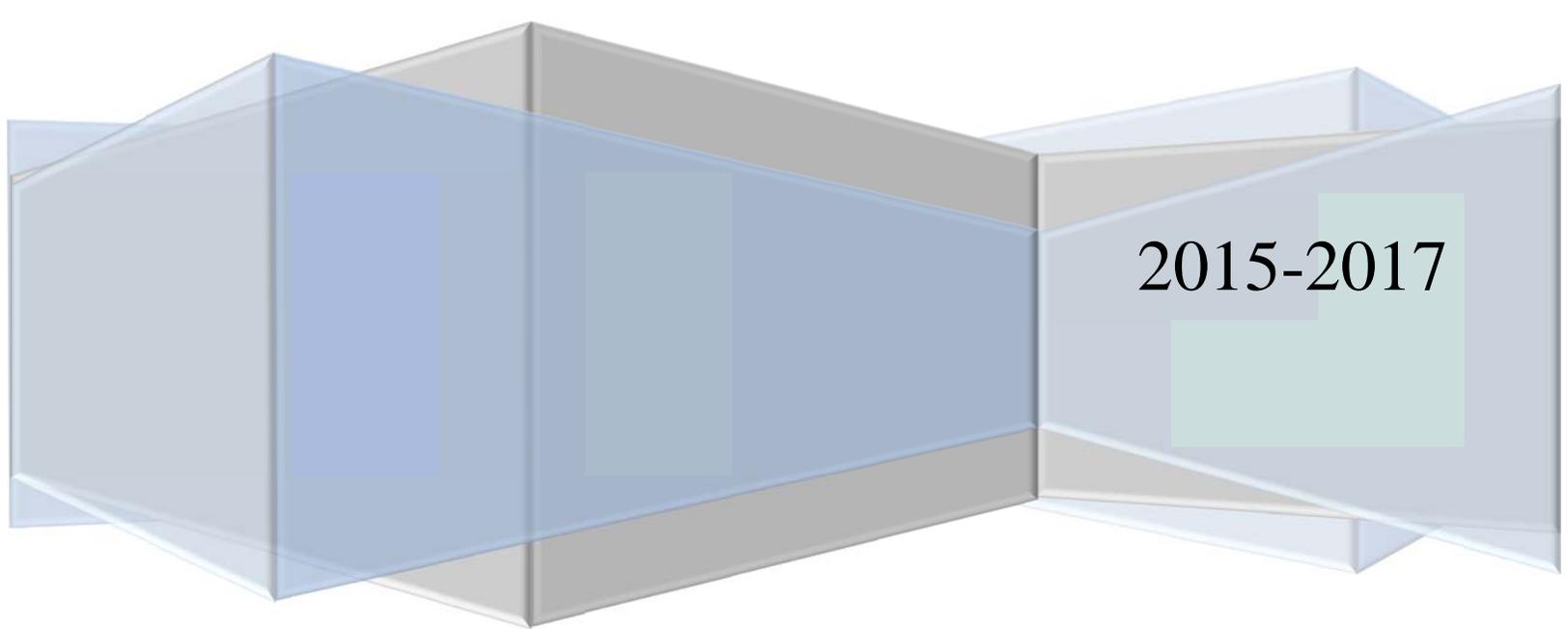


Chesapeake Public Schools

Division Technology Plan Update and Addendum



2015-2017

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Executive Summary

Chesapeake Public School's (CPS) students use technology at every grade level as a tool to enhance the curriculum and support the standards of learning. To promote this integration, Chesapeake has made a significant effort to provide the appropriate and necessary technology on an equitable basis across the school system. Chesapeake has provided a significant amount of staff development and training for teachers and staff members. It is the goal of Chesapeake Public Schools to ensure that the provided technology is used optimally to enhance the learning of students and to provide a more efficient and effective operation of the school system.

CPS has made significant progress in providing the necessary technology, both hardware and software, on an equitable basis across the school system. Every CPS school has an automated media center; a minimum of one computer for every three students; Internet access for all students, faculty, and staff; and a solid infrastructure for the sharing of resources.

CPS has made progress in the use of Web 2.0 tools by providing secured access to web-based tools for instructional purposes. CPS is able to do so while maintaining safety for both students and staff by following our Internet Safety Program and division guidelines. In 2014, CPS added the Bring Your Own Device (BYOD) initiative to our goals. CPS continues to increase its online course options to meet new State mandates. Our goal is to provide our teachers with multiple free resources for use in the classroom to benefit instruction.

CPS strives to provide a learning environment that offers alternate learning opportunities in addition to traditional environments, all of which will incorporate the use of effective technology. To accomplish this goal, the school division will equip its faculty and staff with the ability to recognize and utilize technologies to engage students in contextual learning. The appropriate selection of technology tool, training, and the improved communication between staff, students and parents allows CPS to focus on a holistic learning approach.

PROCESS

A. Summary of Connections to the Division's Mission and Vision.

Chesapeake Public School students' use of technology is designed to empower learning and support instruction. Technology is becoming transparent and its integration is effectively improving the way lessons are taught so that individual learners can reach their full potential. In alignment with our division mission and vision statements, technology is used across the curriculum and at every grade level as a tool to enhance the curriculum and support the standards of learning. The revised Computer Technology Standards of Learning have been incorporated into the core subject areas, and technology use is not taught as a separate subject, but is integrated into all subject areas.

Technology use is widespread throughout the elementary and secondary curricula. The elementary school philosophy emphasizes the importance of a curriculum that promotes strong basic skills in the most technology enriched environment possible. Emphasis is placed on communication skills (reading, writing, speaking), math, science, social studies, the arts, physical education, and technology. Secondary schools focus their emphasis on real-world experiences tied to the use of technology in addition to supporting the curricula. Every effort is made to maximize instructional time by integrating technology into the curricula. To facilitate the use of technology in instruction, each school has a 30-workstation computer lab and multiple mobile computing labs.

Classroom computers at the elementary level are used for group work or to reinforce classroom instruction. Many teachers rotate a group of students through the workstation setup in the classroom, while another group of students is working on a different part of the project. All network-ready classroom computers are connected to the school's infrastructure to allow access to the media center and the Internet. Programs such as *System 44* and *Read 180* are computer-based assistive tools designed to target students with no or limited reading proficiencies at all levels. These two programs were phased in over a four year period in 75% of our schools to assess and remediate student reading skills. In 2014, *i-Ready*, a math and reading diagnostic tool was implemented for all elementary and middle school students. The division continues to expand its use of *i-Ready* to reach students in need of remediation. This tool provides information regarding the skill levels and needs of students to target their remediation needs for math. The schools were selected based on test data indicating that students were in need of such programs.

Chesapeake Public Schools administers all web-based SOL tests offered by the state department. Surveys show that students and teachers prefer this method of testing. Administrators like the quick turnaround of the test results. In addition to online SOL testing, the division completed its goal of phasing in the online benchmark testing in all of our schools in September 2012. The benchmark tests have enabled teachers to focus on remediation needs of students prior to SOL testing. During the 2014-2015 school year, the ACCESS for ELLs test was piloted with students who are English Language Learners. Full deployment of the ELL online test begins during the 2015-2016 school year, providing instructors with valuable information as to how to best remediate students learning English as a second language.

The division has standardized on certain classroom tools for use in the instructional program. Classroom tools having a division standard include the following: interactive whiteboards, sound enhancement systems, ceiling or integrated projectors, docking stations, and document cameras. A new committee was formed to further assess accommodations needed for changing technology and the lack of current funding for such purchases.

Throughout the division, the use of interactive whiteboards is prominent. After initial purchases through the NCLB Title II D grants, as of 2015, Chesapeake has approximately 1978 interactive whiteboards in use. Boards were also funded using capital budgets, operating budgets, and Title I grants. Three renovated and two new schools were equipped with wall-mounted interactive whiteboards and either an integrated or ceiling-mounted projector. The division had reached its goal of a 3:1 ratio of instructional spaces to standard classroom tools in 2011, with 20 schools currently at a 1:1 ratio. In 2015, the division average is 2:1; due to the budget constraints, the division has been unable to reach the ultimate goal of 1:1 in all schools.

To quickly provide our students and staff with access to a viable network and Internet access to support instruction and daily tasks, an elaborate technical infrastructure was developed. CPS upgraded the infrastructure to allow for more bandwidth. The increase in bandwidth, along with the expansion of wireless coverage in all of the schools, greatly enhances our ability to provide mobile computing and to support instructional initiatives. The high schools are connected to the central router with a minimum of 50 MB circuits, middle schools with 40 MB, elementary schools with 30 MB, and administrative buildings are connected to the central router with a minimum of 25 MB circuits. All middle, high and elementary schools' local area networks are connected via a central switch with a Gigabit backbone. All wiring closets are connected back to the central switch via fiber cabling. In 2013, the division implemented an intrusion protection system to enhance the security of our network.

Chesapeake Public Schools continues to expand its Virtual Instruction Program (VIP) using alternate course delivery methods, such as video-conferencing, fully online courses, blended courses, Web 2.0 tools, and other innovative programs to provide students various learning experiences/environments. Offering courses using multiple venues provides an alternative way for students to complete courses with differentiated learning opportunities. Exposure to this technology prepares our students for the future.

Since 2001, each of the high schools has dedicated distance learning rooms with state-of-the-art video-conferencing equipment that are not only used to transmit courses, but also to facilitate meetings. Two middle schools have dedicated distance learning rooms, with the goal to expand to the other eight middle schools. Every school has at least two web cameras for facilitating conferences via Skype and other video-conferencing opportunities offered by NASA, Old Dominion University, and other educational venues.

The division began offering online courses in 2005 (fully and blended) and has steadily worked to increase the number of courses offered. The ability to offer several courses was, in part, due to the involvement with the regional consortium, comprised of local area school systems. Regional writing teams developed online courses for use by consortium members, and are currently delivering the last high school courses (for a total of 22 courses). The online platform is used in a blended environment by our traditional classroom teachers who use the asynchronous environment to expand classroom discussions and collaborative activities. The division is fully prepared to meet the State mandate requiring the freshman cohort of 2013-2014 to have at least one virtual experience prior to graduation due to our previously existing Virtual Instruction Program.

During the 2015-2016 school year, the division is participating in the Virginia Department of Education's Virtual Full-time Program pilot, offering students an opportunity to take all of the courses online. By working collaboratively with the VDOE, two members of CPS serve on the Virtual Learning Advisory Committee to ensure decisions regarding online learning and the

future of the Virtual Full-time pilot meet the goal of serving Virginia public school students. Our goal is to continue the trend in the future.

The implementation of BYOD has provided teachers with an effective way to enhance Web 2.0 tools integration. The effective use of BYOD and Web 2.0 tools is assisting the division in its ability to provide students with the appropriate tools during the budget crisis. We have seen a decreased need for response systems and other tools that are successfully being replaced by the influx of apps. The school division is continually exploring new easily accessible Web 2.0 tools to foster interactive communication. The use of Twitter and other similar tools are an optional form of communication.

The school system has revamped its official website which contains links to school and department web pages to improve communication. It is designed to be user-friendly and to provide necessary information to students, parents, staff and the community. Parents can get information regarding enrollment, graduation, attendance and other procedures. The division website contains a link to our Internet Safety page which contains numerous resources. The page is conveniently divided by grade level, teacher resources, and parent resources. Students can access school-specific web pages and teacher homework web pages. There are links to our student-run radio station. Live video streaming from WCPS Channel 46 is also included and provides live streams of School Board meetings. The radio station is the official method of announcing emergency school closures to students and staff. Having this information available via the website has made the information more accessible.

The school division utilizes a Parental Alert System to notify parents of important information. This is a web-based phone system capable of sending various notifications via phone or text message. This notifies parents when their child is absent from school, and can also be used to remind parents of upcoming events or activities. The system is an invaluable communication tool for the school division in the event of weather related emergencies or other emergency situations when it is used to notify parents and all school division personnel of specific school openings and closings.

Teachers are all provided an electronic grade book. The electronic grade book allows them to easily provide information to parents and to import grades into the student data system. Teachers are also able to keep parents informed of their child's progress, upcoming school events, and any other pertinent class information via a secured online parental resource system. Parents log into the system using a unique ID and password to access their child's grades, view calendar events, and announcements. Students in high and middle school are able to view their grades and information pertaining to their school and/or classes. A new student information and electronic grade book system was successfully deployed in August of 2015. Certain features are still being phased in accordingly to ensure the faculty and staff has had ample time for training.

Chesapeake Public Schools uses a Geospatial Information System (GIS) application to assist with school zoning, bus routing, and instruction. The GIS system is accessible from the Internet and allows a parent to identify the school attendance zone by entering a house address. The student data system has grown beyond that of just managing schedules; has become a mini data warehouse storing all data required for decision-making and for state and federal reports. The GIS system is used to provide students with experience using maps to better understand topology, demographics, and other related topics. CPS has participated in the National GIS Day for the past two years by providing online scavenger hunts which use the GIS technology. The goal is to provide access to all students by the fall of 2016.

Additionally, several other enterprise applications are used for inventory control, work order tracking, and asset management. The applications improve the efficiency and effectiveness of the support departments. In 2015, CPS deployed an electronic employee and payroll application support system (ePASS). ePASS allows the integration of several school division operations, such as Human Resources, financial services, and payroll. All departments can work off of the same data. ePASS also ensures that employees have access to the most up-to-date and accurate personal and pay information via a web interface.

The division continually updates its goals to meet the needs of our students, faculty and staff. All goals are tied to our division Mission and Vision:

Mission Statement on Optimizing Technology

Technology represents a tool that supports and empowers learning. Chesapeake Public Schools is committed to providing the best educational opportunities for its children and, therefore, should:

- invest in technology and its use in the classroom, since the future of the students is in a world inundated by technology.
- continue to work toward equitable access to the technologies that are essential to daily living.
- continue to provide technology that supports and empowers learning.
- continue to address the needs of students, parents, teachers, administrators and the community at large in reference to the optimal use of technology.
- continue to work to provide the connections to make technology viable as a tool in classroom instruction.

Vision for Optimal Use of Technology

- Strive to maximize the effective use of technology in instruction and learning.
- Emphasize the key role of staff development in the effective use of technology.
- Recognize the importance of communication to the success of the school program.
- Strive to maximize the effective use of technology in the administrative function in schools.
- Emphasize the need for technical support to facilitate the use of technology.
- Give consideration to accurately measuring the effectiveness of technology in instruction and learning.
- Recognize the need to research emerging technologies and methods to enhance instruction and learning.

B. Summary of Work of the Planning Committee and Its Benchmarks.

The Superintendent requested that the office of School Improvement Planning and Program Evaluation convene a planning team to act as a steering committee to review and revise the division's School Improvement Division Plan. The School Board identified seven different action areas on which the planning team was to focus. One of the action areas was to optimize the use of technology.

A Technology Action Team composed of members representing parents, administrators and community members was formed to develop action items specific to optimizing the use of

technology throughout the division. The action team began by conducting a comprehensive examination of the school division's administrative and instructional activities relative to technology. Specifically, the action team sought answers to the following key questions.

- What type of technology is being used?
- How is the technology being used?
- What is the school division doing relative to optimizing the use of technology?
- What are the best practices associated with optimizing the use of technology?
- Is technology being optimized under the current plan?

Answers to these questions laid the groundwork for establishing future uses of technology that will benefit the school division. In considering the key questions, action team members collected, reviewed, and summarized the literature on uses of technology in education. Current programs, practices, procedures and documents were reviewed and discussed. Additionally, the action team reviewed what other school divisions of comparable size were doing. The Commonwealth's technology plan contributed additional information on technology trends and expectations for the division. Data collection methods included surveys to school personnel and surveys to students, training data maintained by the Departments of Staff Development and Information Technology, expectations of the Virginia Computer Technology Standards, and expectations in the Virginia Technology Standards for Instructional Personnel. The surveys focused on the use of technology as well as the staff development and support needs. Individual school technology plans were also reviewed to identify technology expectations for individual facilities and areas of responsibility. Finally, the committee compared current practices with best practices and identified appropriate alignment with the objectives of the school division.

The action team developed the five-part mission statement and subsequent guiding principles reflecting the technology needs of students, teachers, and administrators for Chesapeake Public Schools. Using the mission statement as a foundation, the action team formulated forty recommendations. These were presented to and accepted by the Superintendent.

The team meets regularly in the fall and spring to discuss any changes and/or updates. Committee members communicate with various department members to gain further insight on progress and needs.

C. Summary of the Evaluation Process and Planned Update Cycle

Quarterly Action Plan Update reports are prepared for the Superintendent and School Board in November, February, May and August of each year throughout the five-year implementation of the plan. Items specific to Optimizing Technology are included in the updates. The citywide School Improvement Planning Team is also convened annually to review student performance data and the progress made on the implementation of the action plans. Each school is asked to specify their individual goals by re-evaluating their School Achievement Improvement Plan annually and align the plan to division goals and objectives.

To help ensure that evaluations of plans are completed, departments charged with the responsibility of developing action plans are also required to submit evaluation or assessment components to the plan. Additionally, many grants and federal funding sources require CPS to provide an assessment component to evaluate the effectiveness of the program/project.

D. Conclusions from the Needs Assessment

The Technology Action Team of the division's School Improvement Planning and Program Evaluation's steering committee met to review the goal to *Optimize the Use of Technology*. Action team members included administrators, teachers, information technology specialists, and parents. In making recommendations, these stakeholders began by reviewing the district's current technology plan, determining what goals had been completed and which of the remaining goals needed to be continued. The recognition that the world will continue to be a technology-driven global society, and the desire to effectively use technology in instruction, learning, and administrative tasks became guiding principles for planning for the optimal use of technology within the district. Based on this framework, the fifty (50) identified goals will remain as ongoing monitored goals with the exception of seven (7) goals that were completed, and one (1) that was reincorporated into another goal. For 2015-2017, the division has added nine (9) goals which focus on providing optimal technology to facilitate the implementation of instruction, as the budget permits.

It is important to keep up with the current trends in technology and education. The division decided to use a formula to ensure equitable access for all students in regards to available classroom technology. The division uses an instructional space-to-equipment ratio when determining which classroom tools to place in a school, and a student-to-computer ratio when determining the number of computers to purchase. By using concrete qualitative data, the division is able to quickly determine where there is a greater need and can easily justify the purchases to interested parents, school board members and division administrators.

Expanding the division's infrastructure to accommodate the growing demand for bandwidth is a challenge. Financial factors make it difficult to purchase the necessary bandwidth that the new web-based tools demand. There are physical factors the division must consider when providing fiber interconnections between schools or other buildings within the division. By providing our own fiber interconnections, we are able to increase network speeds at a reduced cost. With the proliferation of mobile computing in the division, it was decided that wireless access was to be installed in all buildings to facilitate access. The division has been phasing in building-wide wireless access beginning with the high schools. By the fall of 2013, all buildings were successfully configured to have wireless capabilities.

The Virginia Department of Education is encouraging school divisions to use the alternate methods of course delivery, along with an increased use of Web 2.0 technologies to facilitate collaboration and to improve pedagogy. Several students are engaged in extracurricular activities which make it challenging to make effective use of their time for their studies. Students who are involved in sports, the Governor's School for the Arts and numerous extracurricular activities are often the students who need alternate ways to acquire classroom instruction. Various learning styles also require innovative ways to teach traditional curricula. The division selected to improve its learning environment by recommending more online courses and video conferencing courses. The availability of these courses will allow us to reach all students.

We conducted studies on the use of Social Networks and concluded that we could introduce their use on our network in a secured environment. Our research prompted several training sessions on the appropriate integration of Web 2.0 technology. Guidelines were created in alignment with the division's acceptable use policies and are posted on our Intranet for faculty and staff. All faculty and staff can benefit from the flexibility of using existing social networking sites. Future benefits include the teachers' ability to better understand how to properly use

these sites in an educational environment and expand opportunities for student use with consideration to Internet safety.

In addition to the use of Social Networks for collaborative purposes, the faculty has been given access to Skype and other interactive live communication systems to facilitate conferences, meetings, and instructional activities. Several teachers have participated in conferences with others as culminating activities. Students and teachers develop a list of questions to focus the video-conferences with guests. Teachers and students have participated with other schools in the division to further enhance instruction. The use of Skype for debates, question and answer sessions, and instructional delivery has prompted the purchase of web-cameras for each school building in the district. The goal is to support instruction through meaningful communication with others not only within the division, but worldwide, also.

The goal of the division is continual re-evaluation of the existing technology tools and infrastructure as they pertain to teaching. Data driven analysis will ensure the technology integration is relevant and effective. The transparency of technology is a goal towards which we are progressing.

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: *Provide the technical infrastructure necessary to support formal and informal learning environments.*

- **Strategy 1.1.1:** Facilitate the implementation/expansion of wireless access to the Internet in every school as funding allows. (36)
- **Strategy 1.1.2:** Continue to expand the use of the work order management system to provide a better level of service and use the system to assess the division's resources regarding the maintenance and service of software, hardware, networks, and other technical areas at all facilities. (22)

Evaluation Strategy: Document the various departments using the work order management tool.

Evaluation Strategy: Describe the improvements in the turnaround time for the completion of work orders and how they compare to previous methods.

- **Strategy 1.1.3:** Facilitate the implementation/expansion of fiber per the division fiber plan to every school as funding allows. (35)

Evaluation Strategy: Describe state-level efforts to facilitate funding for this objective.

Evaluation Strategy: Describe the extent to which fiber will be implemented in the future, pending funding.

Evaluation Strategy: Describe the extent to which wireless access has been implemented in all schools in the division.

- **Strategy 1.1.4:** Continue to expand the use of the classroom management tools such as the electronic grade book and the parental access to student grades. (5)

Evaluation Strategy: Document the ongoing expansion and the phase-in of the management tools.

Evaluation Strategy: Describe the ongoing training for the classroom management tools.

- **Strategy 1.1.5:** Deploy new grading program and tools to all students. This will allow them to monitor their homework assignments, grades, attendance, and communicate with their teachers. (1a)

Evaluation Strategy: Describe the ongoing training provided to the students.

- **Strategy 1.1.6:** Replace copy machines in schools, as funding permits. (5a)
- **Strategy 1.1.7:** Replace PA systems in several schools, as funding permits. (6a)
- **Strategy 1.1.8:** Replace auditorium sound systems in several schools, as funding permits. (7a)
- **Strategy 1.1.9:** Expand IP Telephony by at least 25%. (8a)

Evaluation Strategy: Document replacements and project completion.

Objective 1.2: *Provide the human infrastructure necessary to support formal and informal learning environments.*

- **Strategy 1.2.1:** Continue to provide instructional support staff (Technology Integration Specialists) to improve the integration of technology into the instructional program and ensuring a better understanding of the SOL objectives. (7)

Evaluation Strategy: Document the support and training provided by the Technology Integration Specialists (ITRTs) to students, faculty and staff.

Evaluation Strategy: Track the ratio of one Technology Integration Specialist per 1,000 students as mandated by the State.

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

- **Strategy 1.2.2:** Continue providing appropriate staff development so that all employees understand the role of technology integration in classroom instruction and as it relates to employee performance evaluations. (4)

Evaluation Strategy: Document the types and numbers of courses offered.

Evaluation Strategy: Monitor the professional development program attendance.

Evaluation Strategy: Through the use of surveys, determine the value of information received during professional development.

- **Strategy 1.2.3:** Provide appropriate staff development to employees ensuring that the educational goals of the division are met; the employee understands the role of technology integration in classroom instruction and as it relates to their specific work responsibilities. (3)

Evaluation Strategy: Document the training sessions on the integration of technology provided by the Department of Information Technology, Staff Development, content area supervisors, and other central administrators.

Evaluation Strategy: Determine which training should be expanded upon through data gathered from surveys.

Evaluation Strategy: Describe other support efforts which assist in staff training.

Evaluation Strategy: Document the division's Staff Development program.

- **Strategy 1.2.4:** Investigate partnerships with colleges and universities to promote and expand technology courses being offered for CPS employees and prospective employees. (12)

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

Evaluation Strategy: Describe the quality of professional development for the integration of technology provided by the partnerships.

- **Strategy 1.2.5:** Research alternative funding sources by creating business partnerships or applying for grants. (18)

Evaluation Strategy: Document the types of partnerships from past years and document new partnerships.

Evaluation Strategy: Describe the quality of professional development for the integration of technology provided by the partnerships.

- **Strategy 1.2.6:** Continue to pilot and expand the use of alternative methods to engage students in instructional activities by expanding use of Web 2.0 tools in the classroom. (30)

Evaluation Strategy: Document the number, types, and scope of each pilot project.

Evaluation Strategy: Document the new methods implemented due to pilot projects.

- **Strategy 1.2.7:** Continue to provide resources and support for one technical support position (Technical Support Specialist) per 1,000 students to ensure that technology and infrastructure is operational, secure, and properly maintained. (34)

Evaluation Strategy: Document the resources and the amount of tech support for equipment provided by technology support specialists to faculty/students.

Evaluation Strategy: Track the ratio of technical support personnel to students by each school in the division.

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

- **Strategy 1.2.8:** Continue to explore the organizational structure and job expectations currently in place. (9)

Evaluation Strategy: Describe the division needs, and document all restructuring that takes place.

- **Strategy 1.2.9:** Continue to reinforce student assessments which use technology. (44)

Evaluation Strategy: Document the percentage of students who meet the Technology Standards of Learning by incorporating lessons into the curriculum.

- **Strategy 1.2.10:** Require that all teachers and administrators achieve TSIP certification, as mandated by the state. (45)

Evaluation Strategy: Document the percentage of teachers and administrators who are certified.

- **Strategy 1.2.11:** Encourage NETS*T and NETS*A certification. (46)

Evaluation Strategy: Document the percentage of teachers and administrators who are certified.

Objective 1.3: *Develop sound policies and procedures for the acquisition and management of technologies.*

- **Strategy 1.3.1:** Review the identified and established list of technology tools for use by teachers and students in every classroom and work to provide equitable access to these identified tools (such as, laptop computers, classroom computers, and projection devices). (1)

Evaluation Strategy: Describe current use of tools and determine effectiveness and/or need for expansion.

Evaluation Strategy: Document the number of tools provided using appropriate ratios.

Evaluation Strategy: Describe the use of other tools and determine whether the division should modify the list.

- **Strategy 1.3.2:** Assess the prioritization for the distribution of technology when funding is an issue to ensure equitable access to all technology for all staff in the school division. (2)

Evaluation Strategy: Document the number of items and the ratios to determine future purchases.

Evaluation Strategy: Use the data to prioritize purchases in alignment with division goals.

- **Strategy 1.3.3:** Increase individual access to and utilization of technology resources for instructional purposes. (11)

Evaluation Strategy: Document the use of the tools and their effective integration into lessons.

Evaluation Strategy: Provide replacement of instructional machines, as funding permits.

- **Strategy 1.3.4:** Continue to provide reasonable access to Internet-connected devices that offer students the flexibility to learn anytime, anywhere. (39)

Evaluation Strategy: Document the number of Internet-connected devices per each school.

Evaluation Strategy: Describe access policies for students and staff.

- **Strategy 1.3.5:** Continue to allow the use of personal electronic devices by teachers and students to encourage and provide the flexibility of learning “anytime, anywhere.” (39)

Evaluation Strategy: Survey the number of schools participating in BYOD best practices.

Evaluation Strategy: Describe access policies for students and staff.

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

Objective 2.1: *Deliver appropriate, rigorous, and challenging technology-enhanced curricula to support formal and informal learning experiences.*

- **Strategy 2.1.1:** Continue to expand the use of alternative methods for delivery of instruction to students by creating more online curriculum, as appropriate, and expanding the distance learning program to middle school and staff development through online learning and the use of video conferencing. (16)

Evaluation Strategy: Track the number of distance learning courses and student enrollment.

Evaluation Strategy: Track the various alternative methods used to deliver instruction.

Evaluation Strategy: Document the various video-conferencing courses offered.

Evaluation Strategy: Track the number of teachers using a hybrid environment to supplement traditional courses.

Evaluation Strategy: Use the data to prioritize course offering based on need.

- **Strategy 2.1.2:** Continue to expand the current CPS online courses and continue to provide access to Virtual Virginia courses offered by the DOE. (31).

Evaluation Strategy: Track the number of online courses and student enrollment.

- **Strategy 2.1.3:** Continue participation in the HRETA regional course development process to acquire additional online courses, and revisions to previously developed courses. (32).

Evaluation Strategy: Document the number of online courses created.

- **Strategy 2.1.4:** Continue to expand and update the CPS Online Courses website as needed. (33).

Evaluation Strategy: Monitor the website and document changes/updates.

- **Strategy 2.1.5:** Expand participation in the VDOE's Virtual VA Full-time online school. (2a).

Evaluation Strategy: Track the number of online courses and student enrollment.

- **Strategy 2.1.6:** Meet and/or exceed the state's technology goals as outlined in the state's technology plan. (15).

Evaluation Strategy: Monitor the website and document changes/updates.

- **Strategy 2.1.7:** Expand the Virtual Learning Program; research feasibility of adding a centralized Virtual Learning Center. (3a)

Evaluation Strategy: Conduct feasibility study.

- **Strategy 2.1.8:** Research the feasibility of using online learning to assist with credit recovery. (4a)

Evaluation Strategy: Conduct feasibility study/needs assessment.

Objective 2.2: *Provide resources to support personalized learning for all students.*

- **Strategy 2.2.1:** Continue to expand the professional development opportunities delivered via alternative methods. (37)

Evaluation Strategy: Document the current uses of Web 2.0 tools and other collaborative environments.

- **Strategy 2.2.2:** Continue to provide Web 2.0 training sessions to administrators and teachers. (38)

Evaluation Strategy: Document the training provided via Web 2.0 and other alternative methods that is provided by the Department of Information Technology, Staff Development, content area supervisors, technology integration specialists and other central administrators.

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

Objective 3.1: *Provide resources and applications that encourage creativity, collaboration, and problem solving.*

- **Strategy 3.1.1:** Review the division's policies and procedures for the use of technology throughout the division to ensure that students and staff have the appropriate tools they need to learn and work. (28)

Evaluation Strategy: Describe the Acceptable Use Policy and how it impacts the use of appropriate tools.

Evaluation Strategy: Document the number of new tools requested; describe how they could be implemented in the future.

Evaluation Strategy: Document the research on new tools (physical and virtual) and how they impact instruction and any existing policies.

- **Strategy 3.1.2:** Promote the safe and responsible use of instructional Web 2.0 tools and social media. (42)

Evaluation Strategy: Describe the division's policies and Internet Safety program as to its impact on promoting safety when using social media.

- **Strategy 3.1.3:** Provide opportunities for teachers and students to use Web 2.0 technologies to participate in global communication and collaboration. (43)

Evaluation Strategy: Describe the division's plan on its use of Skype and other video-conferencing software to foster global communication.

Evaluation Strategy: Document the various activities that take place via Skype, NASA, and other educational venues which offer virtual field-trip opportunities.

Objective 3.2: *Develop and evaluate technology policies to effectively balance the need for instructional innovation with safety and security.*

- **Strategy 3.2.1:** Provide resources and best practices to all staff, students, and the community to promote the integration of Internet safety and security throughout the curricula. (40)

Evaluation Strategy: Document the resources available to all students, faculty, and community on the division website.

Evaluation Strategy: Document the updates to the Internet Safety website.

- **Strategy 3.2.2:** Continue to reinforce and expand the Internet Safety program for the division. (10)

Evaluation Strategy: Document the Internet Safety program and the various staff training in existence.

Evaluation Strategy: Use data collected via surveys to revise training as needed.

- **Strategy 3.2.3:** Continue to implement the Internet Safety policies and programs and provide technical assistance and support to ensure that the division has effective training and policies. (41)

Evaluation Strategy: Document the monitoring methods.

Evaluation Strategy: Describe the training programs offered to ITRTs, teachers, and administrators.

Evaluation Strategy: Describe the availability of technical assistance and support.

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

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

- **Strategy 4.1.1:** Expand the program of providing surplus technology equipment in the homes of disadvantaged students. (17)
- **Strategy 4.1.2:** Develop a formal cycle for the replacement of technology equipment to be used in the creation of appropriate funding formulas. (27)

Evaluation Strategy: Document the findings of the various action plan committees.

- **Strategy 4.1.3:** Continue to provide instructional tools to reach the goal of 1:1 computing. (49)

Evaluation Strategy: Track the ratio of computers per student enrollment.

Evaluation Strategy: Track the ratio of interactive whiteboards per instructional spaces in each school.

- **Strategy 4.1.4:** Establish a BYOD program to provide other means by which students have access to equipment and to alternative learning methods. (51)

Objective 4.2: *Identify and disseminate information and resources that assist educators in selecting authentic and appropriate tools for all grade levels and curricular areas.*

- **Strategy 4.2.1:** Expand the school system's website to provide better communication and to be more interactive for students, staff, parents, and the community (i.e., sharing of lesson plans, teacher web pages, providing access to work documents from home, parent portal). (20)

Evaluation Strategy: Document the continual changes to the division website.

- **Strategy 4.2.2:** Improve division-wide communication and productivity through the implementation and/or enhancement of email, voice mail, implementation of IP Telephony and a system-wide intranet. (6)

Evaluation Strategy: Describe the improvements in communication as they relate to collaboration and retrieval of resources.

- **Strategy 4.2.3:** Expand the CPS cable station to support learning and communication with students, parents and community members. (14)

Evaluation Strategy: Document the number of programs, streams, and live broadcasts that enhance learning and communication.

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

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

- **Strategy 5.1.1:** Develop a tool to assist in the evaluation of the effectiveness of the technology placed in classroom and administrative areas. (19)

Evaluation Strategy: Document the data derived from the computing plan and how it is adjusted to meet the goals of the division.

Evaluation Strategy: Describe how ratios are calculated for classroom tools.

Evaluation Strategy: Document the ratios of all classroom tools and align them to the division computing plan.

- **Strategy 5.1.2:** Establish a process for evaluating new applications to ensure that data can be shared and is accessible when needed. (25)

Evaluation Strategy: Describe the evaluation process and document the findings.

Evaluation Strategy: Document how the findings impact decisions to acquire new applications.

Evaluation Strategy: Describe the training offered to staff to implement the new application.

- **Strategy 5.1.3:** Review all data sources, investigate the use of data warehousing applications to provide appropriate data to specific personnel to assist in data driven decision making. (21)

Evaluation Strategy: Document the findings of the investigation; using the data, implement an appropriate strategy.

- **Strategy 5.1.4:** Review the division's ability to store and retrieve all electronic documents in a timely manner. (24)

Evaluation Strategy: Describe current procedures for the storage and retrieval of documents.

- **Strategy 5.1.5:** Continually assess the effectiveness of network security and make appropriate modifications to ensure the security of all data on the network. (26)

Evaluation Strategy: Review the action plans in place and make modifications as necessary.

- **Strategy 5.1.6:** Review the division's security and disaster recovery plans annually and implement necessary changes to ensure a viable system. (23)

Evaluation Strategy: Review the action plans in place and make modifications as necessary.

- **Strategy 5.1.7:** Annually review the demands on the division's network to ensure that the data flows efficiently and make appropriate budget requests and modifications. (29)

Evaluation Strategy: Document the findings in order to facilitate adjustments when necessary.

- **Strategy 5.1.8:** Continue to provide online benchmark tests to reinforce content acquisition while using technological resources. (47)

Evaluation Strategy: Document the current plan for the expansion of the benchmark testing program.

- **Strategy 5.1.9:** Continue to provide teachers with benchmark results in order to facilitate instruction/remediation. (48)

Evaluation Strategy: Track student improvement.

- **Strategy 5.1.10:** Provide adequate resources to research, test, evaluate and support existing technologies and emerging technology to determine appropriate use by Chesapeake Public Schools (division-owned fiber network, IP Telephony, IP Video distribution, Electronic Document Management System, SCCM). (8)

Evaluation Strategy: Document the various resources and the rate of expansion.

Evaluation Strategy: Describe the tools in use and the impact on instruction.

Evaluation Strategy: Reassess plans already in place and determine necessary changes.

Objective 5.2: *Promote the use of technology to inform the design and implementation of next-generation standardized assessments. .*

- **Strategy 5.2.1:** Continue to support pilot programs which include technology-based activities using multiple environments. (50)

Evaluation Strategy: Describe the program offered by the Technology Academy.

Evaluation Strategy: Describe the program to be offered by the Science and Medicine Academy.

- **Strategy 5.2.2:** Support online math and reading diagnostic and instructional remediation programs. (9a)

Evaluation Strategy: Document the effectiveness of SOLAR, Read 180, and iReady diagnostics.

Evaluation Strategy: Evaluate the data of diagnostic and instructional remediation programs.

APPENDIX 1: CPS Initiatives 2015-2017

Initiative #	CPS Initiatives 2015-2017	DOE ALIGNMENT	Completion Dates
1a	Deploy new grading program and tools to all students. This will allow them to monitor their homework assignments, grades, attendance, and communicate with their teachers.	1.1.5	
2a	Expand participation in the VDOE’s Virtual VA Full-time online school.	2.1.5	
3a	Expand the Virtual Learning Program; research feasibility of adding a centralized Virtual Learning Center.	2.1.7	
4a	Research the feasibility of using online learning to assist with credit recovery. (4a)	2.1.8	
5a	Replace copy machines in schools,, as funding permits.	1.1.6	
6a	Replace PA systems in several schools,, as funding permits.	1.1.7	
7a	Replace auditorium sound systems in several schools,, as funding permits.	1.1.8	
8a	Expand IP Telephony by at least 25%.	1.1.9	
9a	Support online math and reading diagnostic and instructional remediation programs.	5.2.2	

APPENDIX 2: Ongoing Initiatives

Initiative #	ONGOING INITIATIVES	DOE ALIGNMENT	Notes
1	Review the identified and established list of technology tools for use by teachers in every classroom and work to provide equitable access to these identified tools	1.3.1	
2	Assess the prioritization for the distribution of technology when funding is an issue to ensure equitable access to all technology for all staff in the school division.	1.3.2	
3	Provide appropriate staff development to employees ensuring that the educational goals of the division are met; the employee understands the role of technology integration in the classroom and as it relates to their specific work responsibilities.	1.2.3	
4	Continue providing appropriate staff development so that all employees understand the role of technology integration in classroom instruction and as it relates to employee performance evaluation.	1.2.2	
5	Continue to expand the use of the classroom management tools such as the electronic grade book and the parental access to student grades.	1.1.4	Completed 2015-2016
6	Improve division-wide communication and productivity through the implementation and/or enhancement of e-mail, voice mail, implementation of IP Telephony and a system-wide intranet.	4.2.2	
7	Continue providing instructional support staff (Technology Integration Specialists) to improve the integration of technology into the instructional program and ensuring a better understanding of the SOL objectives.	1.2.1	
8	Provide adequate resources to research, test, evaluate, and support existing technologies and emerging technology to determine appropriate use by Chesapeake Public Schools (division-owned fiber network, IP Telephony, IP Video distribution, Electronic Document Management System).	5.1.10	
9	Continue to explore the organizational structure and job expectations currently in place.	1.2.8	Completed 2014-2015
10	Continue to reinforce and expand the Internet Safety program for the division.	3.2.2	
11	Increase utilization and individual access to technology resources for instructional purposes.	1.3.3	
12	Investigate partnerships with colleges and universities to promote and expand technology courses being offered for CPS employees and prospective employees.	1.2.4	
13	Evaluate the current level of service and resources and provide resources to support emerging district applications and management systems.	Removed and incorporated with objective 4	
14	Expand the use of the Chesapeake Public School's cable station as an additional resource to support learning.	4.2.3	

Initiative #	ONGOING INITIATIVES	DOE ALIGNMENT	Notes
15	Meet and/or exceed the state's technology goals as outlined in the state's technology plan.	2.1.6	
16	Continue to expand the use of alternative methods for delivery of instruction for students by creating more online curriculum, as appropriate expanding the distance learning program to middle school and staff development through online learning and the use of video conferencing.	2.1.1	
17	Expand the program of providing surplus technology equipment in the homes of disadvantaged students.	4.1.1	Completed 2014
18	Research alternative funding sources by creating business partnerships or applying for grants.	1.2.5	
19	Develop a tool to assist in the evaluation of the effectiveness of the technology placed in classroom and administrative areas.	5.1.1	Completed 2013
20	Expand the school system's website to provide better communication and to be more interactive for students, staff, parents, and the community (i.e., sharing of lesson plans, teacher web pages, providing access to work documents from home, parent portal).	4.2.1	
21	Review all data sources investigate the use of a data warehousing applications to provide appropriate data to specific personnel to assist in data driven decision making.	5.1.3	
22	Expand the use of the work order management system to provide a better level of service and use the system to assess the division's resources regarding the maintenance and services of software, hardware, networks, and other technical areas at all facilities.	1.1.2	
23	Review the division's security and disaster recovery plans annually and implement necessary changes to ensure a viable system.	5.1.6	
24	Review the division's ability to store and retrieve all electronic documents in a timely manner.	5.1.4	
25	Establish a process for evaluating new applications to ensure that data can be shared and is accessible when needed.	5.1.2	
26	Continually assess the effectiveness of network security and make appropriate modifications to ensure the security of all data on the network.	5.1.5	
27	Develop a formal cycle for the replacement of technology equipment to be used in the creation of appropriate funding formulas.	4.1.2	Completed
28	Review the divisions policies and procedures for the use of technology throughout the division to ensure that students and staff have the appropriate tools they need to learn and work	3.1.1	
29	Annually review the demands on the division's network to ensure that the data flows efficiently and make appropriate budget requests and modifications.	5.1.7	
30	Continue to pilot and expand the use of alternative methods to engage students in instructional activities by expanding use of Web 2.0 tools in the classroom.	1.2.6	

Initiative #	ONGOING INITIATIVES	DOE ALIGNMENT	Notes
31	Continue to expand the current CPS online courses and continue to provide access to Virtual Virginia courses offered by the DOE.	2.1.2	
32	Continue participation in the HRETA Regional Course development process to acquire additional online courses.	2.1.3	
33	Continue to expand and update the CPS Online Courses website as needed.	2.1.4	
34	Continue to provide resources and support for one technical support position (Technical Support Specialist) per 1,000 students to ensure that technology and infrastructure are operational, secure, and properly maintained.	1.2.7	
35	Facilitate the implementation/expansion of fiber per the division fiber plan to every school as funding allows.	1.1.3	
36	Facilitate the implementation/expansion of wireless access to the Internet in every school as funding allows.	1.1.1	Completed 2013
37	Continue to expand the professional development opportunities delivered via alternative methods.	2.2.1	
38	Continue to provide Web 2.0 training sessions to administrators and teachers.	2.2.2	
39	Continue to provide reasonable access to Internet-connected devices that offer students the flexibility to learn anytime, anywhere.	1.3.4	
40	Provide resources and best practices to all staff, students, and the community to promote the integration of Internet Safety and security throughout the curricula.	3.2.1	
41	Continue to implement the Internet Safety Policies and Programs and provide technical assistance and support to ensure that the division has effective training and policies.	3.2.3	
42	Promote the safe and responsible use of Web 2.0 tools and social media.	3.1.2	
43	Provide additional opportunities for students to use Web 2.0 technologies to participate in global communication and collaboration.	3.1.3	
44	Continue to reinforce student assessments which use technology.	1.2.9	
45	Require all teachers and administrators achieve TSIP certification as mandated by the state.	1.2.10	
46	Encourage NETS*T and NETS*A certification.	1.2.11	
47	Continue to provide online benchmark tests to reinforce content acquisition while using technological resources.	5.1.8	
48	Continue to provide teachers with benchmark results in order to facilitate instruction/remediation.	5.1.9	
49	Continue to provide instructional tools to reach the goal of 1:1 computing.	4.1.3	
50	Continue to support pilot programs which include technology-based activities using multiple environments.	5.2.1	

Initiative #	RECOMMENDATION	DOE ALIGNMENT	Notes
51	Establish a BYOD program to provide other means by which students have access to equipment and to alternative learning methods.	4.1.4	High & Middle completed 2013-2014 Elementary completed 2014-2015

APPENDIX 3: ACCEPTABLE USE POLICIES

Instruction P 6-36

P 6-36. Acceptable Telecommunications and Internet Use for Students

Chesapeake Public Schools provides its students access to telecommunications networks, (including the Internet, together with the necessary hardware and software) to support research and education. All components of the telecommunications network shall be used in ways that are legal, respectful of the rights of others, and protective of juveniles and that promote the educational objectives of Chesapeake Public Schools.

This Policy prohibits any Division student from using the Chesapeake Public Schools telecommunications system for any unlawful purpose and from the sending, receiving, viewing or downloading of any unlawful material that the Division deems harmful to juveniles as defined in Section 18.2-390 of the Code of Virginia. The Division staff charged with designing and maintaining the Chesapeake Public Schools telecommunication system will select and install appropriate filtering devices to block Internet access to child pornography as set forth in Section 18.2-374.1:1 and obscenity as defined in Section 18.2-372.

The Superintendent shall establish guidelines for Acceptable Telecommunications and Internet Use. Violation of this policy or these guidelines by students of Chesapeake Public Schools may result in suspension and/or termination of access privileges, appropriate school disciplinary action, up to and including suspension and/or expulsion, and/or legal action. The Superintendent shall also assure that the Division's instructional program shall include a component on Internet safety.

References:

Code of Virginia:

18.2-152.3

18.2-152.4

18.2-152.14

22.1-70.2

18.2-372

18.2-374.1:1

18.2-390

Adopted November 29, 1999

Revised March 14, 2005

Revised April 23, 2007

R 6-36. Acceptable Telecommunications and Internet Use for Students

Applicability

These Guidelines shall apply to all student users of telecommunications systems, including the Internet (Network), that are entered via equipment and access lines located in Chesapeake Public Schools (CPS). Privately owned electronic devices used on school property and/or off school property at school sponsored events are also subject to this regulation. Student use of the Network, including Internet access, requires consent of the student (if 18 years or older) or the parent or guardian (if under 18 years) by signing an appropriate form indicating that the student, or parent, or guardian has received, read, understands, and agrees to abide by applicable policies and guidelines. The parent or guardian may withdraw his or her approval at any time.

Purpose

The purpose of these Guidelines is to encourage and promote appropriate knowledge, procedures, and use of the Network, when entered through CPS equipment and Internet resources, or through privately owned electronic devices used on school property or at school sponsored events.

Compliance

All students will comply with these Guidelines and policies adopted, changed, or implemented from time to time by CPS. All users will abide by proper Network etiquette (Netiquette), electronic communication ethics and rules, and user responsibilities. Netiquette requires users to be polite, use only appropriate language at all times, work efficiently so others may use the equipment, and avoid using or revealing personal information, especially when this might embarrass or harm another person.

Penalties for Inappropriate Behavior

Violations of these Guidelines may result in suspension and/or termination of access privileges. Violations may also result in appropriate school disciplinary action, up to and including suspension and/or expulsion, and/or legal action. Each user will be obligated to indemnify CPS from and against any and all liabilities, expenses (including attorney's fees) and damages arising out of claims based upon the user's use (or the use by anyone who gains access to the Network through the user's account) of the Network, including any claim of libel, defamation, violation of rights of privacy or publicity, or infringement of intellectual property or other rights.

No Expectation of Privacy

The use of the Network carries no right or expectation of privacy. CPS reserves the right to monitor, review, and restrict any user's Network access and use. The Network and all files on this system, including personal files, are the property of and belong to CPS, and the contents are subject to review at any time for any reason.

Acceptable Network Use

1. CPS' objective in providing and accessing the Network is to support research and educational activities, and use must be in support of this objective. Specific guidelines shall be as follows:
2. Sending, knowingly receiving, viewing, storing, or downloading material via the Network which might reasonably be determined unlawful or inappropriate for or harmful to juveniles, including defamatory or obscene or pornographic materials, is prohibited.
3. The Network, including the Internet, may not be used to make or disseminate hate mail, threats, personal attacks, defamatory statements, harassment, or discriminatory remarks; to violate any person's rights of privacy or publicity; or to engage in similar behaviors. Harassment or discrimination is conduct that is intended or has the effect of identifying or affecting another person in an unfavorable way on the basis of race, sex, age, religion, national origin, disability or other factors.
4. Use of the Network for personal and private business or use, including product advertisement or financial gain, is prohibited.
5. Use of the Network for political lobbying is prohibited. Communications concerning political issues for educational purposes is permissible.
6. Use of the Network for advancing a private or non-profit cause, however worthwhile, is prohibited. The Network is not a public place for the user to express his or her personal beliefs or opinions. The use of the Network as a public forum is prohibited.
7. Network users must abide by the rules of any other network that is accessed from CPS *Network*.
8. Each user is responsible for his or her own password and Network use and shall not intentionally seek information on or use passwords belonging to other users, or misrepresent themselves as other users on the Network. A user shall not allow others to use his or her password or allow Network access by anyone else under the user's own password.
9. Any improper use of the Network or any other system such as developing or using programs or any other means to threaten or harass others; intercept e-mail; infiltrate a computer or computing system (e.g., hacking); interfere, clog, or damage the performance, files, data, or the software components of a computer or computing system (e.g., introducing a computer virus or "spamming"); or to attempt any of the foregoing, is prohibited. Users shall not

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10. disrupt any discussion group, mailing list or newsgroup with frivolous, vulgar, or repetitious postings; by posting of binary, or excessively large, unrelated text files; or by posting articles that are off-topic according to the charter or other public statement of the forum. Any breach or suspected breach of Network security must be reported to the teacher. Users should not attempt to locate or duplicate a security breach because this may be construed as improper use.
11. The illegal installation, copying, distribution, or downloading of material (e.g., without authorization of the owner of such material) that has not been made generally available, or the unauthorized use of copyrighted or marked materials, including those containing trade secrets, on the network or with CPS computers is prohibited. Academic use of materials obtained from the Network shall be properly cited.
12. The unauthorized installation of hardware or software to the Network or any of its components is strictly prohibited.
13. CPS maintains the right to determine whether specific uses of the Network are consistent with these Guidelines, its educational objectives, and generally acceptable practices.
14. Personal information regarding minors should not be provided or used across the Network through electronic mail, chat rooms, bulletin boards, or other direct electronic communication methods (e.g., last name, pictures, video files, audio files, address, telephone numbers, Social Security numbers, date of birth) unless specifically authorized by the principal.
15. The Network may not be used to send unsolicited bulk e-mail, or otherwise unsolicited e-mail messages where the recipient objects to the content of the message or to receipt of the message in general. Each user should understand that unauthorized use of the Network in connection with the transmission of unsolicited bulk e-mail, including the transmission of counterfeit e-mail, may result in civil and criminal penalties against the user.
16. CPS has implemented appropriate software to block and/or filter Network access provided by CPS, and such software is designed to filter or block obscene material, pornographic material, and other material that is harmful to minors. Efforts to disable, tamper with, or otherwise interfere with the filtering software shall be deemed by CPS to be an improper and unacceptable use of the Network by the user for which the user can be disciplined.
17. Users shall not agree to meet with persons contacted online. Users shall promptly disclose to a teacher or other school employee any message received that is inappropriate or makes the user feel uncomfortable.

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18. Specific exceptions to these Guidelines that are consistent with CPS research and educational objectives may be proposed. Any requested exception must be submitted in writing with an explanation and justification of the exception and must be approved in advance by the Superintendent or designee.

19. The following document titled Telecommunications and Internet Terms and Conditions: Student Consent Agreement shall be reviewed, signed and returned by students and their parent or guardian prior to usage of the CPS Network.

Approved November 29, 1999
Revised August 9, 2001
Revised May 24, 2010
Revised June 10, 2013

Telecommunications and Internet Terms and Conditions

Student Consent Agreement

PLEASE READ THE FOLLOWING BEFORE SIGNING THE CONSENT FORM.

1. **Acceptable Use** - The purpose and educational objectives of using the Chesapeake Public Schools (CPS) Telecommunications network, including access to the Internet (Network), is to support research and education. All use of the Network must be in support of and be consistent with the educational objectives of CPS.
2. **Privileges** - Each student accessing the Network will be trained on its proper uses. Teachers and staff will make reasonable efforts to provide Internet Safety training and supervise student use of the network and Internet access. However, use of the Network is a privilege, and inappropriate use may result in a suspension and/or termination of that privilege and further school discipline, up to and including suspension and/or expulsion, if appropriate. CPS Guidelines for Acceptable Telecommunications and Internet Use (Guidelines) are attached to this Consent Form.
3. **Netiquette** - Students using the Network will follow the generally accepted rules of network etiquette. These include the following:
 - a. Be polite.
 - b. Use appropriate language at all times. Inappropriate language includes obscene, abusive or threatening language and/or profanity or obscenity.
 - c. Work efficiently so that others may use this shared resource.
 - d. Do not reveal any personal information about yourself or others (e.g., last name, pictures, video files, audio files, address, telephone numbers, Social Security numbers, or date of birth).
 - e. Do not place any information on the Internet that might upset or embarrass you or anyone else.
4. Remember that electronic mail (e-mail) is not guaranteed to be private. People who operate various e-mail systems have access to all mail. Any messages relating to or in support of illegal activities may be reported to the authorities. The contents of all files that reside on CPS equipment are the property of CPS, and the student has no expectation of privacy for his or her use of the Network.
5. Security on any computer system is a high priority, especially when the system involves many users. If you identify a security problem, you must notify your teacher or the school principal. Do not demonstrate the problem to other users. Attempts to access the Network without permission will result in cancellation of user privileges.

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6. It is important that student users develop respect and appreciation for the privilege of using the Network. To further this goal, CPS requires improper use to be reported to a teacher or principal if observed.

7. If you have any questions about the acceptable use of the Network, please contact the Director of the Department of Information Technology at (757) 482-5635.

8. Parents and/or guardians for students under the age of 18 have the right to opt out of allowing their children to have access to the Internet services provided by Chesapeake Public Schools. If a parent and/or guardian choose to exercise such option, he or she should provide written notice to the student's school principal.

By signing the cover sheet to the school information packet, all students, parents and/or guardians are affirmatively stating that they have received, read and fully understand the Acceptable Telecommunications and Internet Use for Students and have reviewed and explained the policy to their children, if applicable. By signing the cover sheet to the school information packet, all students, parents and/or guardians also are agreeing that they understand that any violation of the policy may result in the student's access to the Network being suspended and/or terminated and that disciplinary action and/or appropriate legal action may be taken. The students, parents and/or guardians understand that Network access is a privilege as opposed to a right and may be terminated at any time. The student, parent and/or guardian further understand that this access is designed for educational purposes and that CPS has taken reasonable precautions to eliminate Network use for non-educational purposes. The student, parent and/or guardian also recognizes, however, that it is impossible for CPS to restrict access to all controversial or inappropriate materials, and the student, parent and/or guardian will not hold CPS, the School Board, or any individuals employed by CPS responsible for damages related to the student's use of the Network or for material reviewed by any student on the Network.

Revised June 9, 2008

Revised May 24, 2010

Revised June 10, 2013

P 8-37. Acceptable Telecommunications and Internet Use for School Board Members, Faculty, Employees, and Administrative Staff

Chesapeake Public Schools provides School Board members, faculty, employees, and administrative staff access to a telecommunications network including the Internet and e-mail, together with the hardware and software necessary to support the use of this technology for research, education, and the general administration of the Division. All components of the telecommunications network shall be used in ways that are legal, respectful of the rights of others, protective of juveniles, and promote the educational objectives of Chesapeake Public Schools.

This policy prohibits any Division employee or School Board members, from using the Chesapeake Public Schools telecommunications system for any unlawful purpose and from the sending, receiving, viewing, or downloading of any unlawful material that the Division deems harmful to juveniles as defined in Section 18.2-390 of the Code of Virginia. The Division staff charged with designing and maintaining the Chesapeake Public Schools telecommunication system will select and install appropriate filtering devices to block Internet access to child pornography as set forth in Section 18.2-374.1:1 and obscenity as defined in Section 18.2-372.

Violation of this policy, or such guidelines as may be further developed by the Superintendent, by any of the persons granted access to the Chesapeake Public Schools telecommunication network, including students, may result in appropriate disciplinary and/or legal action. Following existing disciplinary procedures, any such action may include suspension or termination of access privileges, and other disciplinary responses depending on whether the violator is an employee or student of the Division.

References:

Code of Virginia:

22.1-70.2

18.2-372

18.2-374.1:1

18.2-390

Adopted November 29, 1999

Revised March 14, 2005

Revised June 30, 2008

R 8-37. Acceptable Telecommunications and Internet Use for School Board Members, Faculty, Employees, and Administrative Staff

Applicability

These guidelines shall apply to all School Board members, faculty, employees, and administrative staff users (users) of telecommunications systems, including the Internet (Network), that are entered via equipment and access lines provided by Chesapeake Public Schools (CPS). Privately owned electronic devices used on school property and/or off school property at school sponsored events are also subject to this regulation.

Purpose

The purpose of these guidelines is to encourage and promote appropriate knowledge, procedures, and use of the Network, when entered through CPS equipment and access. Specific acceptable uses of the Network include:

1. Purposes directly related to CPS mission, goals, and the user's assigned tasks;
2. Professional development, training or education, or discussions related to the user's job or responsibilities to CPS;
3. Research related to issues pertinent to CPS or assigned tasks; and
4. Research related to new laws, procedures, policies, rules, or information that pertain to CPS interests.

Compliance

All users will comply with these guidelines and policies adopted, changed, or implemented from time to time by CPS. All users will abide by proper Network etiquette (Netiquette), electronic communication ethics and rules, and user responsibilities. Among other things, Netiquette requires users to be professional and polite at all times, use only appropriate language, work efficiently so others may use shared equipment, and avoid using or revealing personal information, especially when this might embarrass or harm another person.

School Use

The Network is for school use. Use that supports research and educational activities, including, but not limited to, e-mail, is permitted. When using the Network, users are acting as agents of CPS and must abide by these standards. Use for personal, private, or political business, including product endorsement or for financial gain, must be conducted elsewhere. Brief, incidental use for personal communication is not prohibited herein, but such use is not private, is subject to administrative review, and shall not affect performance of a user's duties and responsibilities.

No Expectation of Privacy

The use of the Network carries no right or expectation of privacy. CPS reserves the right to monitor, review, and restrict any user's Network access and use. The Network and all files on this system, including files created by an employee or School Board member, are the property of CPS, and the contents are subject to review at any time for any reason.

Acceptable Network Use

CPS objective in providing and accessing the Network is to support research and educational activities and use should be in support of this objective. Specific guidelines shall be as follows:

1. Sending, knowingly receiving, viewing, storing, or downloading material via the Network that might reasonably be determined unlawful or inappropriate, including obscene or pornographic materials, is prohibited. The Network, including the Internet, may not be used to make or disseminate hate mail, threats, personal attacks, defamatory statements, harassment, or discriminatory remarks; to violate any person's rights of privacy or publicity; or to engage in similar behaviors. Harassment or discrimination is conduct that is intended or has the effect of identifying or affecting another person in an unfavorable way on the basis of race, sex, age, religion, national origin, disability, or other factors.
2. The Network is not a public place for the user to express his or her personal beliefs or opinions, and use of the Network as a public forum is prohibited.
3. Each user is responsible for his or her own password and Network use and shall not intentionally seek information on or use passwords belonging to other users, or misrepresent themselves as other users on the Network. A user shall not allow others to use his or her password or allow Network access by anyone else under the user's own password.
4. Network users must abide by the rules of any other network that is accessed from CPS equipment.
5. Any improper use of the Network or any other system such as developing or using programs or any other means to threaten or harass others; intercept e-mail; infiltrate a computer or computing system (e.g., hacking); interfere, clog, or damage the performance, files, data, or the software components of a computer or computing system (e.g., introducing a computer virus or "spamming"); or to attempt any of the foregoing, is prohibited. Users shall not disrupt any discussion group, mailing list, or newsgroup with frivolous, vulgar, or repetitious postings; by posting of binary, or excessively large, unrelated text files; or by posting articles that are off-topic according to the charter or other public statement of the forum. Any breach or suspected breach of Network security must be reported to the network administrator. Users should not attempt to locate or duplicate a security breach because this may be construed as improper use.

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6. The illegal installation, copying, distribution, or downloading of material (e.g., without authorization of the owner of such material) that has not been made generally available, or the unauthorized use of copyrighted or trademarked materials, including those containing trade secrets, on the Network or with CPS computers is prohibited. Academic use of materials obtained from the Network shall be properly cited.
7. The unauthorized installation of hardware or software to the Network or any of its components is strictly prohibited.
8. The Network may not be used to send unsolicited bulk e-mail, or otherwise unsolicited e-mail messages where the recipient objects to the content of the message or to the receipt of the message in general. Each user should understand that unauthorized use of the Network in connection with the transmission of unsolicited bulk e-mail, including the transmission of counterfeit e-mail, might result in civil and criminal penalties against the user.
9. CPS has implemented appropriate software to block and/or filter Network access provided by CPS, and such software is designed to filter or block obscene material, pornographic material, and other material that is harmful to minors. Efforts to disable, tamper with, or otherwise interfere with the filtering software shall be deemed by CPS to be an improper and unacceptable use of the Network by the user for which the user can be disciplined.
10. A user should promptly disclose to the supervisor any message received that the user deems inappropriate.
11. Laws and regulations on confidential student records and their disclosure, including those sent to parents, apply to electronic communications and the Network.
12. Specific exceptions to these guidelines that are consistent with CPS research and educational objectives may be proposed. Any requested exception must be submitted in writing with an explanation and justification of the exception and must be approved in advance by the Superintendent or designee.

Records Retention

1. Under some circumstances documents created or communicated on the Network may constitute public records which must be maintained under the Virginia Freedom of Information Act or other records retention requirements. Examples may include correspondence or memos regarding School Board business, messages that authorize, initiate, or complete business transactions and reports or recommendations on CPS issues.
2. A user who has a question about whether a document he or she has received, sent, or created is subject to records retention, should contact the Records Manager for CPS for assistance.

Personal Websites and Internet Postings

1. CPS employees are required to comply with various federal and state laws regarding student privacy and the protection of student educational records, as well as, CPS policies that otherwise address employee conduct.

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2. Employees need to be aware that posting images or information created and/or obtained about students in an educational context may violate a student's privacy rights. Such information includes any personal information about a student that is created within or would not otherwise be disseminated outside of the educational environment.
 - a. Such information may not be posted on the Internet without express permission of the administration and the student (If 18) or the student's parent (If under 18).
Photographs and/or video, and any other type of information regarding a student in the educational context, whether taken or created at school functions, on school property, or in any other venues related to the CPS educational mission, may not be posted on the Internet in any manner.
 - b. This prohibition includes school websites and personal websites such as, but not limited to, personal social networking websites such as Facebook, YouTube, and Flickr, regardless of whether such sites are private or public. School functions include, but are not limited to, field trips, sporting events, and social events (prom, ring dance, etc.).
 - c. In short, employees must understand that most information about students is protected as an educational record, and such information may not be disclosed by CPS employees without the authorizations identified in this policy.
3. CPS recognizes that many employees have interactions with students outside of the educational context, such as in community settings outside of the school environment. While all such interactions should be conducted with an awareness of the policies of CPS, and some conduct in such contexts could be a violation of CPS policies, CPS does not generally control Internet postings related to these non-educational contexts. As an example, if a teacher and a student are members of the same community sports complex, the teacher may choose to post photographs taken in such a context on his or her personal website without violating this policy, so long as the photographs do not otherwise violate CPS policy.

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P 8-38. Sexual Misconduct

The important responsibility for protecting students from sexual misconduct and abuse is shared by the School Board, Superintendent, administrators, teachers, and other school employees, as well as school volunteers and parents.

Personal contact between adults and students must always be nonsexual, appropriate to the circumstances, and unambiguous in meaning. Staff and volunteers should respect boundaries consistent with their roles as educators, mentors, and caregivers.

Digital technology and social networking provide multiple means for educators and other school employees to communicate with students and personalize learning. Electronic and online communications between employees, volunteers, and individual students should be clear as to intent and meaning, accessible to supervisors and parents, and professional in content and tone. As with in-person communications, staff and volunteers should avoid appearances of impropriety and refrain from inappropriate electronic communications with students.

Inappropriate conduct of a sexual nature, whether physical, oral, written, or electronic shall be reported immediately to the appropriate supervisor or administrator, and to Child Protective Services and/or the police when appropriate. A failure to make such a report is itself a violation of this policy.
Adopted September 12, 2011

R 8-38. Sexual Misconduct

School Board employees and volunteers should avoid actual and even the appearance of impropriety when interacting with students. Interaction may occur at any location, sometimes without prior planning or intent, and so conduct of school staff must always be appropriate and professional. Staff and volunteers never step out of their position as role models and mentors, uniquely capable of influencing students.

When communicating with students either personally or digitally, the subject, content, purpose, timing, and frequency of the communication must be appropriate and accessible to parents and school officials. Digital communication includes but is not limited to e-mail, text messaging, chat rooms, and video conferencing. Communication via social networks with students must be of an educational nature and should be limited to sites available on the school network. Employees should not communicate with students via sites such as Facebook, Twitter, My Space, etc.

Educators, other employees, and volunteers should be aware of behaviors often associated with inappropriate conduct that can create an appearance of impropriety, including:

- conducting ongoing, private, conversations with individual students when those conversations are unrelated to school activities or the well-being of the student and/or that take place in locations inaccessible to others;
- inviting a student or students for home visits without informing parents;
- visiting the homes of students without the knowledge of parents;
- inviting students for social contact off school grounds without the permission or knowledge of parents;
- transporting students in personal vehicles without the knowledge of parents or supervisors;
- communicating in a sexually explicit manner or one that could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- having physical contact with a student that could be reasonably interpreted as constituting sexual harassment;
- showing pornography or any other image containing nudity or sexual conduct to a student;
- invading a student's personal privacy;
- singling out a particular student or group of students for personal attention and friendship beyond the bounds of an appropriate educator/mentor-student relationship;
- having conversations of a sexual or flirtatious nature with students not related to the employee's professional responsibilities; and
- participating in a flirtatious, romantic, or sexual relationship with a student.

Because the avoidance of sexual misconduct is an imperative for everyone associated with the School Division, all persons, including students and parents, who reasonably suspect or who have witnessed inappropriate conduct should report such actions. School based employees may report sexual misconduct to a principal, assistant principal or the Central Office Director of

Human Resources. All other employees should report to their immediate supervisor, a higher supervisor if the immediate supervisor is involved in the misconduct, or the Director of Human Resources.

Students or parents who wish to report sexual misconduct should report information to either a school based guidance counselor or to the principal or an assistant principal.

Any report of sexual misconduct will be promptly investigated and appropriate action taken in response.

Adopted August 29, 2011

APPENDIX 4

Internet Safety Plan Chesapeake Public Schools 2013-2016

Chesapeake Public Schools continues to cultivate technology literacy and digital citizenship by collaborating with administrators, teachers, students, and staff so that the learning experience advocates safe, legal, and responsible use of information and technology. The information below highlights the Student Achievement Improvement Plan, which incorporates the division's commitment to integrate Internet Safety into the curriculum. We are continually training our stakeholders with the objective in mind to equip each person with skills for life long lessons. This evaluation process has included accountability, effectiveness, impact, operations and utility with an overall goal of program improvement.

Program Impact for Students

Students of Chesapeake Public Schools are reminded of Internet Safety guidelines through the AUP every time they log on to the Internet; via teacher, media specialist and the Technology Integration Specialist. Internet Safety posters are in classrooms throughout the buildings with helpful hints. The constant reminders have proven to be an effective strategy for students in assisting with good decision making while online.

Chesapeake Public Schools utilizes a content filter which has been configured to work with our network operating system for its authentication structure. In order to obtain access to the Internet at CPS, it is necessary for each student to login to the network with a unique username and password.

Focus has been placed on providing our content filtering system, which is a database of 35 million websites that have been classified under 90+ categories, including: Adult Material, Drugs, Hacking, Racism and Hate, Social Networking, and Violence, as well as Education, Government, Health and Job Search. Depending on the category under which a website has been classified, a User may or may not have access to the website. Through our content filter, an administrator can completely block access to a category, allow quota time access, allow access during a specified date/time or allow complete access (provided there are no restrictions from the firewall).

A database update is obtained nightly (via automated server download) so that new categories and site classifications are added on a regular basis. Often, many previously uncategorized websites become classified following the new update. Our content filter includes a Custom Category feature that allows the administrator to create new categories and assign them as blocked or unblocked. The administrator can also re-classify a website that may have been categorized incorrectly. Several custom policies are created in the content filter so that central office personnel, faculty and staff, IT staff and students have varying permissions to specified websites.

Schools have used several resources in their programs to provide diverse learning experiences. Additional resources provided by the state have also been used with students. In addition to this, the district's Guidance Counselors are visiting classrooms sharing lessons focusing on cyber bullying.

Plans for continued evaluation include a student survey to determine their online behavior. In the past, student results have been gathered via verbal feedback during classroom discussions, as well as observation of student computer use. To date, student feedback has indicated that CPS students are less likely to post or share personal information online and more likely to report harassment, bullying and offensive content online.

Ongoing Professional Development for all Division Employees

Internet Safety information is continually provided by the Technology Integration Specialists to division employees through training, web sites, newsletters, and other media to further their knowledge of online safety. The division requests during the scheduled in-service days the inclusion of online safety training. As issues arise, such as sexting and cyber bullying, we are empowering all those involved with knowledge to be better equipped with the ever changing climate of the Internet. Through our Staff Development Department, school administrators are offered training sessions that address the various Internet Safety issues. These sessions include the most current information on topics that can be problematic with the proliferation of websites as they pertain to student safety. These sessions also offer insight on addressing issues that impact staff.

Administrators focus on the following:

- Enforce AUP and adhere to discipline guidelines in the student conduct policy guidelines.
- Respond to any cyber bullying claims.
- Be knowledgeable and current about Internet Safety.
- Ensure that teachers are monitoring students' use of school computers and other technologies.
- Ensure that teachers are integrating Internet Safety skills throughout instructional lessons.
- Work with IT to provide feedback in regards to content filtering.

Teachers and staff focus on the following:

- Report AUP violations to administrator.
- Report any cyber bullying claims.
- Be knowledgeable and current about Internet Safety.
- Integrate Internet Safety concepts into daily instruction.
- Monitor students' use of school computers and other technologies.
- Work with IT to provide feedback in regards to content filtering.

The Internet Safety committee has developed resources to use for the effective integration within their course of study. These activities are considered "teachable moments" which highlight internet safety concepts that integrate into the regular SOL based curriculum. This information is located on the [Internet Safety](#) web site. Schools are asked to include activities which focus on Internet Safety for their students and staff. All roles and responsibilities are reviewed annually as a part of the overall evaluation of the program. Roles and responsibilities will be evaluated and updated as needed to promote student safety.

Community Outreach

The division developed a page of information for students, parents, educators, and other stakeholders in the community. To reach parents and the community, Parent Resource Newsletters are sent home from the principal requesting that parents discuss the Internet Safety rules with their child/children. The newsletters were found to be another effective means of educating the parents.

Presentations have been given as part of the PTA programs at schools and available literature is offered at all times. We felt that this measure will attempt to reach all members of the community.

Conclusion

In summary, the Internet Safety program has been implemented, enforced, evaluated and adjusted when needed. The goal of the division is to ensure that Internet Safety is integrated into the instructional curriculum. The division provides training to faculty, staff and administrators pertaining not only to the safety of their students, but for their own professional and personal benefit. The division views Internet Safety as a topic that must consistently be reviewed and reassessed to incorporate training to account for the proliferation of various emerging web-based tools and the risks that accompany them.