Mathews County Public Schools
Mathews, Virginia
www.mathews.k12.va.us

TECHNOLOGY PLAN

Five-Year Plan (2014 - 2016 Update)

2010-2016

Embracing and Managing the Differences Between Traditional and Digital Learning Environments

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I. EXECUTIVE SUMMARY

Mathews County Public Schools has aligned its Technology Plan and the associated local goals with the Educational Technology Plan for Virginia: 2010-16. It provides a unified and consistent approach to technology development and helps promote state-wide goals and objectives. The Plan is intended to give administrators, teachers, staff, students and the community a guide to technology implementation and use in the district.

School divisions face an enormous challenge in trying to meet Federal, State and Local requirements. No Child Left Behind (NCLB), Adequate Yearly Progress (AYP), Standards of Learning (SOL), Student Growth Model initiatives and difficulty securing local funding are just a few examples. The Mathews County Public Schools Technology Plan takes a methodical, well-organized approach to addressing these challenges.

The Mathews County Technology Plan contains aligned strategy and evaluation adaptations to the five Goals and Objectives of the Educational Technology Plan for Virginia: 2010-2016.

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

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

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

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

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

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

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

Objective 2.3: Facilitate the implementation of high-quality Internet safety programs in schools.
Goal 3: Afford students with opportunities to apply technology effectively to gain knowledge, develop skills, and create and distribute artifacts that reflect their understandings.

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

Objective 3.2: Ensure that students, teachers, and administrators are Information Computer Technology (ICT) literate.

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

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.

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

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

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.

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

Objective 5.3: Promote the use of technology to inform the design and implementation of next generation standardized assessments.
The associated local strategies and evaluations for each State objective are intended to be broad enough to encompass a multiple number of elements for technology improvement cited by division Leadership Teams and Technology Committees during their needs assessment, review and update meetings as well as division and school surveys.

Public education success is dependent on our progress in revitalizing schools. Administrator, teacher, staff and student access to new training, learning and assessment software, as well as timely infrastructure updates, are all required for effective integration of technology into the curriculum. Through its Technology Plan, Mathews County Public Schools will continue its "Tradition of Excellence."

II. MISSION STATEMENTS

School Division

The mission of the Mathews County Public School system is to provide educational programs to meet the identified needs of all students in a learning environment that will instill academic achievement, develop a positive outlook, and foster respect for individual differences.

Technology

The School Board of Mathews County Public Schools, working in partnership with school administrators, faculty, staff, community, educational institutions and vendor partners will provide students with the knowledge, skills and abilities to use technology effectively. Every student will have the opportunity to:

- Utilize software and other media to meet or exceed State and Federal standards
- Become a proficient and critical consumer of information
- Become an independent 21st Century Learner

III. VISION FOR TECHNOLOGY

We envision that the use of instructional technology will become second nature to our students, administrators, teachers and staff. We look to a classroom of the future, which will give teachers the capability of improving instruction dramatically by accessing a variety of resources through interactive assessment, instruction and telecommunications. Learning will become more exciting and self-motivating because of immediate access to information.

Assessment and use of data in order to address student needs more efficiently and effectively will be the key to minimizing budget challenges and working smarter with less. High-speed Internet and network access between the Division Schools, School Board Office, Federal, State and Local Agencies will be mandatory. This connectivity will improve teaching and learning across the curriculum and facilitate integration of emerging technologies.

Training and development will become project based so that skills learned in each training session are used on an ongoing basis. This training approach will insure that administrators,
teachers, and staff meet or exceed Federal, State and Local standards. Providing training during the regular school day and during special administrative retreats instead of before and after school will become the norm and will increase involvement and acceptance of new technologies.

It is also important that technology costs be put into perspective in order to dispel commonly held beliefs. For example, the annual local contribution toward all technology hardware, software, instructional technology, Internet access, technology employee benefits and salaries for Mathews County Public Schools is only 2% of the total school budget--about the same cost as the annual electric bill for the Division.

IV. PROCESS AND CONNECTIONS

Mathews County Public Schools has succeeded in meeting over 90% of the goals outlined in past Technology Plans. Administrators, teachers, para-professionals and staff have been provided a wide variety of training opportunities. Summer institutes, workshops, planning retreats and mini-courses have been delivered through the division’s collaboration with Rappahannock Community College (RCC) as well as many other educational and vendor partners.

Student and employee access to computers, learning software, and Internet resources have become key elements of the school division's technology strategy. All of these efforts have been designed to meet state technology requirements, Division Focus Areas, curriculum alignment, Standards of Learning and the Improvement Plan.

Surveys continue to identify specific technology needs among students and teachers. Recent survey results indicate a greater number of students than was predicted have a home computing device capable of connecting to the Internet. Given our rural area and limited options for broadband access it is apparent that students and parents and will do whatever it takes to gain Internet access even if costs are high. Students are the driving force in this effort since they see Internet access as vital to their daily lives the same way great grandparents saw rural electrification in the 1930’s. It is interesting that even with the complaints of high Internet costs, the average home electric bill is much greater that the average Internet access bill.

Technology classes taught at school will continue to provide students and parents with information they can use to make home computer and software purchases. Digital learning and information environments can now be extended to the home by means of Moodle, Power School, the Division website and other Internet based systems.

Computer Based Training (CBT) programs have become increasingly important as textbook companies move their curriculum to electronic media. The school division has added a new wireless computer lab at Lee-Jackson Elementary School and 4 wireless netbook carts, which includes a skill-building CBT program for reading and math. Thomas Hunter Middle School already uses one of its two labs as an open lab with math, reading, geography and remediation CBT programs available. An additional lab and wireless cart has been installed at Mathews
High School and includes several CBT programs designed to facilitate Distance learning, Standards of Learning (SOL) success, and remediation recovery.

To date, all schools have been wired with high-speed category 5 and 6 cabling and dual mode 1000baseT-fiber hub backbones. Computer labs at all schools meet the standard of having at least Pentium III networked multimedia computers. Classrooms have two to four network multimedia computers or access to mobile wireless multimedia labs. More than 100 classrooms have a multimedia white board system installed. All other school classrooms have at least a 25” color television with video tape player/recorder connected to the County cable system.

All three division schools and the School Board Office are connected to a Wide Area Network (WAN) 150mb commercial grade wireless system that has maintained a 99.9% up time record. Classrooms, labs and libraries are provided Internet content filtering through a fiber DS3 45mb backbone to the Internet. All school offices and classrooms have telephones connected to a voice mail system that is accessible from outside their school buildings. All faculty and staff have access to district provided E-mail accounts. There are more than 50 software titles in the District. Major division software includes:

- eMedia Virginia
- Apex Learning
- Renaissance Learning
- Kidspiration
- Nova Net
- Cafè Term
- iTunes
- Destination Reading and Math
- Read & Write OutLoud
- IEP online
- Pearson SuccessNet
- Open Office
- World Book
- TroubleTracker
- Moodle
- Pearson Success Maker
- Read 180
- System 44
- Inspiration
- Power Teacher Gradebook
- MBGUI
- Follett Destiny
- ReadWrite Gold
- IXL Math
- Tests for Higher Standards
- Microsoft Office
- Nova Net
- Pearson Power School
- Interactive Achievement
- Audacity

Ongoing evaluation of software determines educational and productivity merit before upgrades or additional purchases are made.

The division technology focus will continue to include:

a) Administrator, teacher, para-professional and staff software training in components that are relevant to classroom SOL implementation, instruction and management; b) Purchase and upgrades of CBT programs and hosted web learning and assessment tools designed to provide student SOL and graduation success; c) Network upgrade and integration of Student Information, Library Automation, Computer Lab, network filter, network monitor and network
Technology planning activities from the summer of 2010 through October 2013 were the culmination of activities from technology committees, school based vertical instructional teams, departments and subject level leadership faculty members. Their responsibility was to collect strategies and evaluations from their respective areas and enter this information on technology planning grid tables. The tables were then posted in the Division’s Google Doc’s folder area for review by the technology planning team and ultimately compiled by the Division Technology Coordinator.

The division technology and school committees have representatives from a cross section of stakeholders including administrators, teachers, staff, students and community members. Committee members communicate regularly with other school and community committee representatives from a cross section of stakeholders including administrators, teachers, staff, students and community members. Committee members communicate regularly with other school and community committee members.

V. PLANNING

The division technology steering committee is responsible for all aspects of technology planning. The technology committee meets each month in conjunction with the division Leadership Team staff meeting and conducts a minimum of two special extended half-day meetings annually. The technology committee’s actions are supervised by the Assistant Superintendent who provides weekly electronic updates to members as a group and individually. These updates cover a wide range of topics as well as technology link items which include but are not limited to:

1. Curriculum and instructional benchmarks as they related to the Division’s Focus Areas.
2. Assessment and Testing developments, programs and procedures.
3. Developments and requirements related to Special Education, Gifted Education and Career and Technical Education.
4. Evaluation, management and training strategies related to State and other database systems such as EMIS, Pearson Access, and Interactive Achievement.
5. Review, comment and suggest action on all Department of Education memos and press releases as they pertain to instruction.

Planning for alignment strategies and evaluations to meet the goals and objectives of the Virginia 2010–2016 Technology Plan began in the summer of 2008 during the School Board and Administrators Leadership retreats. The day long sessions are designed to evaluate the school division’s Focus Areas and make adjustments as needed. Since many of the participants in these sessions are also part of the technology planning team, the subsequent integration with the technology plan is a relatively seamless process.

VI. EVALUATION & UPDATE CYCLE

Technology planning activities from the summer of 2010 through October 2013 were the culmination of activities from technology committees, school based vertical instructional teams, departments and subject level leadership faculty members. Their responsibility was to collect strategies and evaluations from their respective areas and enter this information on technology planning grid tables. The tables were then posted in the Division’s Google Doc’s folder area for review by the technology planning team and ultimately compiled by the Division Technology Coordinator.

The division technology and school committees have representatives from a cross section of stakeholders including administrators, teachers, staff, students and community members. Committee members communicate regularly with other school and community committee
members and organizations on any matter that might be of interest or impact instructional technology. The alignment strategies and their subsequent evaluation components will be reviewed by the Assistant Superintendent and Technology Coordinator on an annual basis prior to the summer School Board and Leadership retreats. If there are changes to any of the division focus areas that might affect the technology plan then modifications will be made as needed. Adjustments due to budget factors will also made at this point and will be based on feedback received for the technology steering committee and school based committees.

VII. NEEDS ASSESSMENT

During August, November and March of each year, the division technology committee, school technology committees, leadership teams and other stakeholders meet to discuss technology design, implementation, use and future needs. Questionnaires and surveys are used to determine what training and staff development are needed to support teaching and learning, using technology as well as current and future equipment, infrastructure and software needs. Administrators, teachers and media specialists play a key role in this process. Information from these meetings is used by the division technology steering committee to determine which technology strategies still need to be addressed or modified and if new strategies need to be created.

The local contribution for the technology funding years 2013–2016 will be limited due to cuts at the State and Federal levels. The School Board continues to be an aggressive supporter of technology, but it is expected that schools will receive less than 30% of the total projected technology cost from local sources. Funding from Federal, State, grants, business and private donations will ultimately determine if and when specific Strategies associated with the State aligned Goals and Objectives are implemented.

A. Staff Development

1. Apply for grants related to administrative and staff development with special focus on all competitive components of No Child Left Behind (NCLB).
2. Participate in Educational Consortiums, Boards and Foundation programs such as the Southern Regional Education Board (SREB), Wallace Foundation, WHRO CII and utilize free training and workshops offered by VDOE and other educational partners.
3. Coordinate training to achieve technology standards for all administrators, teachers and staff.
4. Continue to use Rappahannock Community College (RCC) and other Educational Partners to evaluate, test and train administrators and teachers so that technology proficiency levels associated with state and national recommendations is maintained.
5. Establish a recurring training model and continue to implement train-the-trainer programs in all departments.

6. Use Tests for Higher Standards, Interactive Achievement, Pearson Success Maker, Star Reading & Math, System 44, Read 180, AIMSWeb as well as other computer based assessment and learning programs to establish benchmarks in student performance and support the Division’s “Name to a Number” initiative.

7. Utilize reports from the State Testing Management and Reporting systems and Power School to dynamically modify instruction and support the Division’s “Mark of Excellence” program.

8. Schedule additional 1:00 p.m. early release days for students in order to provide staff development afternoon mini-sessions.

B. Infrastructure

1. Provide 100mb or greater bandwidth speeds at the Division gateway.

2. Provide Gigabit wide area network (WAN) and local area network (LAN) connections to all division sites.

3. Create a second path to the Internet from Mathews High School.

4. Create an electronic video conferencing classroom at each school and district office.

5. Purchase Smartphones for all administrators.

6. Maintain and upgrade all classrooms with multi-media white board projector systems.

7. Purchase new computer workstation furniture for all classrooms and offices.

C. Equipment & Software

1. Lease high speed color printers/copiers for offices, labs and libraries.

2. Purchase new network intrusion detection system.

3. Purchase a mix of Chromebooks, Ipads, and laptops for new mobile classroom carts.

4. Replace all file servers with hosted or virtual systems.

5. Purchase laptop computers with Internet access to support “Name to a Number” program.

6. Support educational paradigm shifts that allow more students to use their personal computing and Smartphone devices for educational activities during class.

7. Move all remaining software applications to Internet accessible hosted and virtual solutions.
D. **Curriculum and Technology Link**

1. Select software that establishes a clear correlation to the Virginia Standards of Learning.
2. Provide educators with support and timely in-service opportunities to make curriculum and technology components work together in the delivery of instruction.
3. Expand distance learning opportunities and participate in future distance learning initiatives from Colleges that promote awarding two year college degrees to High School students.
4. Align the Technology Plan with the Division Focus Areas, Special Education and Title programs, Gifted and Career & Technical Education Plans.

E. **Community Coordination**

1. Establish a working plan for school and county government coordination in the development of a county-wide learning network.
2. Communicate school information, educational content and performance via the Internet using the division website and software programs such as Power School parent and student Portals and the Moodle course management system.
3. Continue the relationship with regional 2 and 4 year colleges to promote educational programs to students, teachers and the general public.
4. Open selected computer labs and wireless public access areas in school buildings after hours for students and the public to use division computer and Internet access for educational and job searching activities.
4. Provide technology consultation to area Daycare and Youth Centers that promotes a unified learning environment.

VIII. **GOALS, OBJECTIVES, STRATEGIES AND EVALUATION**

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

**Objective 1.1:** Deliver appropriate and challenging curricula through face-to-face, blended, and virtual learning environments.
Strategy 1.1.1: Equip all classrooms with interactive whiteboards, interactive slates, document cameras, web cameras, digital readers with textbooks loaded, response clickers and sound systems.

Evaluation 1.1.1: Review research on the use of these devices and monitor student progress in areas that research indicates success should be evident.

Strategy 1.1.2: Continue to build on new programming such as System 44, APEX Learning, Edmark Reading, Reading Milestones and Earobics.

Evaluation 1.1.2: Document use and impact on student progress in associated instructional areas.

Strategy 1.1.3: Use direct teaching, Moodle, regular classroom lessons, class discussions, guided practice with supportive feedback, writing assignments, research papers, interviews, claymation and emerging instructional research to support student achievement.

Evaluation 1.1.3: During staff meetings describe how these strategies are working and which groups of students seem to benefit the most.

Strategy 1.1.4: Support the Gifted education program by providing access to online AP and college level courses at the high school and implementing online foreign language curriculum for middle school students.

Evaluation 1.1.4: Document the number and type of students succeeding in online courses.

Strategy 1.1.5: Offer hybrid classes using Moodle based courses developed in house or by consortium partners to provide students online learning skills coupled with hands-on classroom opportunities.

Evaluation 1.1.5: Attend regional meetings related to hybrid class models and compare student/parent acceptance and student success in other districts and make adjustments to the curriculum.

Objective 1.2: Provide the technical and human infrastructure necessary to support real, blended, and virtual learning environments.
Strategy 1.2.1: Move all server/client software to hosted Internet based applications such as Power School, Moodle, Library system, SIF data systems, RDA Payroll Systems and any other critical system that require high availability and redundancy.

Evaluation 1.2.1: Compare, document and review costs of proposed installations and support of hardware and software to virtualized and hosted alternatives.

Strategy 1.2.2: Facilitate independent study opportunities for students desiring curriculum that is not offered in the classroom setting by providing a mentorship program in partnership with the community and the gifted resource teacher and administrative assistant.

Evaluation 1.2.2: Document the frequency of student acceptance to their first choice of college or work opportunity by using information from the Virginia Wizard database, guidance counselor and state reports.

Strategy 1.2.3: Maintain, recruit and train certified technology teachers, specialists, assistants and distance learning specialists at both the division and school levels.

Evaluation 1.2.3: Department administrators will evaluate technology hardware, software and training support needs and submit budget requests that facilitate school instructional goals.

Strategy 1.2.4: Support more 1pm dismissal days for professional development and vertical teams technology training and curriculum integration.

Evaluation 1.2.4: Evaluate to what extent 1pm days allow staff members to participate in targeted technology training that meet the changing needs during the school year.

Strategy 1.2.5: Provide high speed secure Internet connectivity district-wide and cached network access storage locations for digital file archiving and video streaming.

Evaluation 1.2.5: Review logs for possible digital intrusions and document the quantity and type of files requiring archive availability.
Objective 1.3: Provide high-quality professional development to help educators create, maintain, and work in a variety of learner-centered environments.

Strategy 1.3.1: Compile and update a district level staff development guidance document that includes components that offer teachers and administrators choices in professional growth related to instructional technology.

Evaluation 1.3.1: Document forms, proposals and registrations related to professional development.

Strategy 1.3.2: Provide professional development workshops that educate staff and teachers about referral, identification, differentiation strategies, needs and resources related to Special Education and Gifted students to include a component on complementary technology tools.

Evaluation 1.3.2: Document the frequency of teacher and staff contact with and requests to the Special Education and Gifted offices.

Strategy 1.3.3: Offer a wide variety of opportunities to explore technology based hardware and software through affiliations with regional consortiums and local programs.

Evaluation 1.3.3: Observe tutorial use of resources from, Smart Foundation, Atomic Learning, eMedia VA, Moodle, APEX Learning, WHRO CII/Video Classroom, Thinkfinity and Virginia on iTunes U and other online resources.

Strategy 1.3.4: Through the efforts of regional consortiums, RCC workforce development and in-house training, refresh and reinforce use of resources such as online interviews, live and recorded events and virtual field trips to expand learning opportunities outside of the classroom.

Evaluation 1.3.4: Use classroom observation by administrators to gauge skill acquisition and effective use of online resources.

Strategy 1.3.5: Conduct periodic needs assessments and staff surveys related to professional development and include instructional technology components.

Evaluation 1.3.5: Results delivered to instructional leaders for review.
Goal 2: Engage students in meaningful curricular content through the purposeful and effective use of technology.

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

Strategy 2.1.1: Use the resources of Rappahannock Community College, William & Mary, Old Dominion University, University of Virginia and other higher education partners to provide teachers access to meetings, conferences, online training, content experts and their peers.

Evaluation 2.1.1: Staff members share experiences when they return to their district.

Strategy 2.1.2: Use consortium ownership and membership in the Hampton Roads Educational Telecommunications Association (HRETA) to foster and support programs such as the Consortium for Interactive Instruction (CII) and Teacher Line.

Evaluation 2.1.2: Record course participation rate and meeting attendance for review and comment during district leadership team meetings.

Strategy 2.1.3: Use division website, Moodle, grade/subject level meetings, staff meetings and email to inform staff about workshops, online training/meetings and forums related to instructional technology and best practices.

Evaluation 2.1.3: Review information postings annually, and adjust distribution frequency and methods.

Strategy 2.1.4: Actively solicit grant and private donation opportunities from organizations like the White Trust Fund, Mathews Education Foundation, Kiwanis, Ruritan, 4-H and other national and local organizations in order to support conferences and educational enrichment trips for teachers and staff.

Evaluation 2.1.4: Document funding received from outside sources.

Strategy 2.1.5: Assign a member of the Leadership Team to review the Virginia Department Education’s Technology website each month and share current technology initiatives in
Professional Development, Assessment, Internet Safety, Virtual Learning, and other programs during team meetings.

Evaluation 2.1.5: Review team meeting records for discussion of innovative and new technology initiatives.

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

Strategy 2.2.1: Continually review academic intervention software opportunities similar to currently used titles like Success Maker Enterprise, Read 180, System 44, Quick Reads, Lexia Reading, Read out Loud, Earobics, Language Master, Boardmaker, Writing with Symbols and Intellitools.

Evaluation 2.2.1: Discuss effectiveness of current intervention software at grade/course level meetings and make budget decisions on continued support and use.

Strategy 2.2.2: Use audio text books, teacher recorded MP3/MPEG4 content, and other audio and video recorded media to provide individual access to instructional material for all students who have a learning style that benefits from these opportunities.

Evaluation 2.2.2: Use progress monitoring data to determine effectiveness.

Strategy 2.2.3: Guidance and scheduling staff at all schools and grade levels will regularly review on-line individualized learning opportunities and website like current resources APEX Learning, NovaNET, Virtual Virginia and John Hopkins.

Evaluation 2.2.3: Each school will keep ongoing records of on-line enrollment.

Strategy 2.2.4: Purchase laptops with Internet wireless access, digital readers, portable CD/DVD players, mini audio players, PDA’s and Smartphone’s for students identified as having a high probability of not passing grade or course standards.

Evaluation 2.2.4: Measure effectiveness of devices by reviewing grade progress.
Strategy 2.2.5: Create and maintain resource rooms at each school that are equipped with the technology students need to participate in online or blended instruction at any grade level.

Evaluation 2.2.5: Examine current use of electronic classrooms and resource rooms without technology and document availability needs and use for individualized technology required instruction.

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

Strategy 2.3.1: Review and update the Mathews County Public Schools Internet Safety Plan annually.

Evaluation 2.3.1: Gather feedback from school staff meetings regarding suggested activities and changes to the plan.

Strategy 2.3.2: Use division Moodle and Power School student portal to facilitate safe web 2.0 student to student communication and teachers to student communication by use of Moodle blogs, chat, journal, assignment descriptions and resource links.

Evaluation 2.3.2: Use access logs to determine the extent of use and verify acceptable communication.

Strategy 2.3.3: Use division website and Moodle to disseminate Internet safety information to include what all stakeholders need to know about Internet safety, study guides, role playing interactive websites and other age appropriate resources.

Evaluation 2.3.3: Teachers will ask questions related to posted resources to determine if students understand Internet safety material.

Strategy 2.3.4: Incorporate internet safety statements in the AUP policy and include in the student agenda with other district policies.

Evaluation 2.3.4: Verify parents, guardians and students have signed documentation signifying their agreement and understanding of district policies.

Strategy 2.3.5: Ask teachers in all subject and grade levels to include Internet safety related graded assignments in their curriculum.
Evaluation 2.3.5: Power Teacher Grade Book review by administrators.

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

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

Strategy 3.1.1: Members of the School Board, Superintendent, Principals and other key leadership team staff that attend regional and State conferences will review professional development activities and presentations, and share successful programs at district and school level meetings.

Evaluation 3.1.1: Presentations at School Board meetings of conferences past and present and other staff presentations at school meetings.

Strategy 3.1.2: The Assistant Superintendent, principals and other leadership team members will request targeted professional development from partnerships with local higher education partners and regional consortiums.

Evaluation 3.1.2: Summer workshops, after school training and professional development days training opportunities.

Strategy 3.1.3: Leadership team members will include budget requests that allow staff they supervise to attend conferences and workshops that model successful use of technology they already have access to, as well as future technology.

Evaluation 3.1.3: Ability to successfully keep professional development funding at current or increased levels.

Strategy 3.1.4: Maintain collaborative relationships with TTAC Old Dominion University Assistive Technology Specialist, Autism Specialist, and the Virginia Department of Education Deaf & Blind Specialist.

Evaluation 3.1.4: Annual review of appointment schedule records.
Strategy 3.1.5: Train teachers on how to utilize resources such as iPod shuffles, e-readers, Airliner slates, science probes, enhanced calculators, flip cameras, SmartBoards, 3D projectors, and other innovative instructional devices.

**Evaluation 3.1.5:** Review lesson plans for items utilizing technology devices.

**Objective 3.2:** Ensure that students, teachers, and administrators are Information Computer Technology (ICT) literate.

Strategy 3.2.1: All teachers and building administrators will meet the Virginia Technology Standards for Instructional Personnel (TSIP).

**Evaluation 3.2.1:** Technology Standards for Instructional Personnel Certificate certification in personnel file.

Strategy 3.2.2: Teachers and building administrators will be provide professional development opportunities related to all areas of the National Educational Technology Standards for Teachers (NETS-T).

**Evaluation 3.2.2:** Completion of course work and certification similar to recent WHRO CII, Teacher Line, ThinkQuest and Intel Teach programs.

Strategy 3.2.3: Teachers in all subjects will integrate the VDOE Standards of Learning documents for computer technology for kindergarten through grade 12 in the lesson plan.

**Evaluation 3.2.3:** Review of lesson plans by building administrators.

Strategy 3.2.4: Performance Indicators for Students related to National Educational Technology Standards for Students (NETS-S) will be regularly integrated into class activities in all grade and subject areas.

**Evaluation 3.2.4:** Review of lesson plans by building administrators.

Strategy 3.2.5: Students will use Information Communication Technology in a safe and responsible manner.

**Evaluation 3.2.5:** Building principals will manage review of AUP and Internet Safety violations and make adjustments to instructional curriculum as needed.
Objective 3.3: Implement technology-based formative assessments that produce further growth in content knowledge and skills development.

Strategy 3.3.1: Use Interactive Achievement Reports to deliver district-wide benchmarks and school based tests, quizzes and practice tests.

Evaluation 3.3.1: Monitor plan and implementation of remediation sessions based on Interactive Achievement results.

Strategy 3.3.2: Teachers will utilize assessment components of network based programs like online Standards of Learning practice tests, Success Maker, APEX Learning, Star Reading/Math, Accelerated Reader/Math, Scholastic Reading Inventory (SRI), ExamView, as well as web based screening tools such as AIMS WEB Response to Intervention (RtI) and Phonological Awareness Literacy Screening (PALS).

Evaluation 3.3.2: Review and document use during grade and subject level meetings and make adjustments and recommendations for optimal utilization.

Strategy 3.3.3: As traditional assessment and placement tools like PSAT/SAT, Standards of Learning, Virginia Alternative Assessment, Otis Lennon Ability Assessment and others become available in computer versions, formulate a plan to use them.

Evaluation 3.3.3: Monitor paper based assessment use.

Strategy 3.3.4: Provide industry online certification courses and assessments like Internet and Computing Core Certification (IC3), CDX Automotive, and Automotive Service Excellence (ASE).

Evaluation 3.3.4: Review Career and Technology goals and plans.

Strategy 3.3.5: Use hardware like Quizdom and Senteo and software apps for smartphones and tablets in conjunction with Interactive White Boards and free vendor portals to provide quick grade and subject level assessments that give teachers immediate student knowledge attainment feedback.

Evaluation 3.3.5 Administrators observe and record component use.
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: Correspond, inform and meet with State and local legislators and commissions to secure continued funding of Virginia Technology Bond notes as well as future technology funding increases, since this bond currently accounts for 100% of student computer funding.

Evaluation 4.1.1: Town Hall meetings with Legislators, as well as written and online correspondence by School Board Members, administrators, staff, parents and residents.

Strategy 4.1.2: Purchase wireless laptops and permanently assign them to grade levels or multiple classrooms in order to provide teachers more flexibility and to reduce loss of instructional time caused by moving back and forth between computer labs and classrooms.

Evaluation 4.1.2: School technology committee achievements and goals.

Strategy 4.1.3: Allow students to use their own laptop, digital reader, or other mobile device in all classroom and all grade levels.

Evaluation 4.1.3: Modify and review district and school policies and regulations.

Strategy 4.1.4: Upgrade the district’s filtered wireless network in all instructional areas in order to allow more density and safe connectivity to student’s mobile computing devices.

Evaluation 4.1.4: Increased connections to district educational resources.

Strategy 4.1.5: Set-up virtual clients on older computers currently in classrooms that will enable newer applications to run from a central virtual server.

Evaluation 4.1.5: Use inventory and connections to virtual servers to calculate savings associated with older computers over multiple years.
Objective 4.2: Provide technical and pedagogical support to ensure that students, teachers, and administrators can effectively access and use technology tools.

Strategy 4.2.1: Maintain a full time district level technology support specialist and a full time instructional and software support specialist.

Evaluation 4.2.1: Budget documentation and reduction in technology support response time.

Strategy 4.2.2: Schedule school based lab teachers with a duty period each day that they can assist other teachers with routine technology hardware and software needs.

Evaluation 4.2.2: Schedule documentation and reduction in technology support response time.

Strategy 4.2.3: Determine the type of in-service group or one-to-one training and workshops teachers need in order to effectively use the technology they already have as well as new technology.

Evaluation 4.2.3: Use information from staff meetings, grade and department level meetings, surveys and Trouble Tracker requests to determine needs.

Strategy 4.2.4: Use programs such as Camtasia Studio, Movie Maker, Audacity, and Power Point to provide information video, audio and presentation training and use resources for teachers and students.

Evaluation 4.2.4: Reduction in instruction and training time require for familiarization with routine productivity and learning software.

Strategy 4.2.5: Encourage teachers to use the Moodle course management system on conjunction with Power Teacher assignments in order to provide students detailed directions and links to resources directly off the Power School student portal which will allow students to upload their completed work.

Evaluation 4.2.5: Monitor the reduction in paper based home work and increased access to assignments by absent students.
Strategy 4.2.6: Provide Internet, Wide Area Network, Wireless and Local Area Network speeds at sufficient levels to meet access and learning needs.

Evaluation 4.2.6: Document using a wide variety of network status tools to determine overall requirements.

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

Strategy 4.3.1: Create a district Moodle or Google Docs resource site and compile and post a list of available hardware, software and websites used by each grade level and subject area.

Evaluation 4.3.1: Review teacher’s postings, updates and requests for new hardware and software as well as the addition of new web resource links.

Strategy 4.3.2: Use interactive white boards to participate in virtual web field trips, Google Earth activities, live SKYPE sessions, and live and recorded WebEx sessions.

Evaluation 4.3.2: Monitor the reduction in transportation cost, and increase in instructional time on task.

Strategy 4.3.3: Provide Instructional Technology “tips and tricks” through division newsletter, Instructional Technology Mood Courses, Google Docs folders, and expand on resources available with Instruction Technology Webpage and Google sites.

Evaluation 4.3.3: Determine if there is an over-all reduction in support calls related to common hardware and software problems and add solutions to new problems to these resource locations.

Strategy 4.3.4: Encourage the creation and maintenance of Moodle courses and Google Apps for Education sites for individual educational and student groupings such as Special Education, Gifted Education, Career and Technology, Student Leadership organizations, extracurricular activities and community organizations.

Evaluation 4.3.4: Monitor usage logs and the number of sites created. Correlate site creation with student participation in online activities.
Strategy 4.3.5: Design and incorporate interactive lesson plans and attach to curriculum documentation.

Evaluation 4.3.5: Review Moodle course management system for examples of interactive lessons and links to interactive resources such as field trips, biology dissections, SmartBoard notebook lessons, eMedia VA and Video Classroom.

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: Compile and review data housed on the DOE Testing and Reporting system to drive responsible and informed instructional decision-making.

Evaluation 5.1.1: Leadership team will review trends in achievement success at grade and subject levels and present findings to Superintendent, School Board and school based instructional teams.

Strategy 5.1.2: Disaggregate longitudinal data at the state, division, school, course and student levels in order to plan for enhanced and supplemental services for all students.

Evaluation 5.1.2: Regularly identify increased communication, shared strategies and resource allocation between departments.

Strategy 5.1.3: Utilize technology tools and programs to streamline and simplify the process of identifying students that have needs in Special Education, Gifted and Career and Technology areas.

Evaluation 5.1.3: Determine if the shorter processing times increases student achievement in targeted areas of instruction.

Strategy 5.1.4: Track enrollment statistics in Special Education, Gifted and Career and Technology areas in order to make fact-based decision on course offerings, scheduling, course content and course equipment and resources.
**Evaluation 5.1.4:** Review local Special Education, Gifted and Career and Technology plans for evidence of data driven decision making.

**Strategy 5.1.5:** Use hardware and software inventories combined with the division online repair and maintenance system to provide data that will support budget, grant, and donation funding requests.

**Evaluation 5.1.5:** Annually monitor the total funding levels for technology related instructional technology items.

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

**Strategy 5.2.1:** The Mathews Mark of Excellence framework, Name to a Number program, Vertical teams and Instructional Consultation Teams (ICT), will use a wide range of district data sources to modify teacher lesson plans, instruction and assessment.

**Evaluation 5.2.1:** Present and review activities and successes of each program at public School Board meetings, Leadership meetings and staff meetings.

**Strategy 5.2.2:** Use the Interactive Achievement OnTRAC system to create online benchmark assessments, tests, quizzes and homework that associate competencies with each question so that teachers can quickly see areas that may need additional instruction or remediation.

**Evaluation 5.2.2:** Monitor the turnaround time between testing and providing students meaningful feedback and success strategies.

**Strategy 5.2.3:** Encourage teachers to use the new Power Teacher Grade Book features like formative assessment standards, summative assessment, and intervention group monitoring.

**Evaluation 5.2.3:** Document use through log and set-up entries and the overall reduction in time identifying areas that need to be re-taught.

**Strategy 5.2.4:** Educational partners will design teacher and administrator summer training sessions, annual retreats, and in-school and after-school programs that focus on analyzing available...
assessment data from multiple sources to make instructional decisions. (i.e.-student growth model)

**Evaluation 5.2.4:** Review training website, training brochures, staff meetings announcements and staff development course enrollment

**Strategy 5.2.5:** Create annual online surveys directed toward teachers and administrators that focus on specific training needs related to data use. (i.e.-student growth model)

**Evaluation 5.2.5:** Collect and review Survey logs and results, then document training offered through educational partners.

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

**Strategy 5.3.1:** Encourage teachers and parents to explore the potential assessment uses of touch screen tablet devices, digital white boards, slates, iPads, digital readers, digital recorders, PDA’s, clickers and smart phones.

**Evaluation 5.3.1:** Monitor student acceptance and engagement of device based assessments.

**Strategy 5.3.2:** Teachers that have SmartBoards installed will use interactive assessments activities, educational games with manipulative components, and remote manipulation of devices (VDOE share the skies initiative) having the student demonstrative their acquisition of skills to the teacher and class.

**Evaluation 5.3.2:** Teacher observation and student class assessments.

**Strategy 5.3.3:** Request that vendors partners like Pearson and Interactive Achievement modify all testing from traditional multiple choice response web assessments to content that has interactive components, increased accessibility and will run on multi platforms to include free versions of Linux and Chrome Operating systems.

**Evaluation 5.3.3:** Observe and participate in pilot projects as they become available and determine what effect they have on student performance.

**Strategy 5.3.4:** At least one leadership team member will attend annual assessment and technology conferences like the Virginia
Association of Test Directors (VATD), Educational Technology Leadership Conference (VETC) and the International Society for Technology in Education Conference (ISTE) to gain exposure to the latest assessment technology tools and trends.

*Evaluation 5.3.4:* Assess materials and workshops for new concepts and ideas related to testing.

*Strategy 5.3.5:* Provide staff development targeted at meeting new assessment models and associated supporting technology.

*Evaluation 5.3.5:* Monitor and record transition to from multiple choice based assessments to assessments that allow students to demonstrate acquired skills and use Assistive Technology and advance manipulations if required.
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2013 INTERNET CONNECTIVITY SURVEY

District

IFA
Internet For All
Are you allowed to access the internet where you spend time after school?

- **YES**: 79.3%
- **NO**: 10.8%
- There is NOT an internet computer where I spend time after school: 2.3%
- The internet computer does not work: 7.7%

**2010**
Are you allowed to access the internet on a computer at your home?

- Yes: 79.8%
- No: 10.2%
- There is NOT an internet computer at home: 7.1%
- The internet computer does not work: 2.8%
Do you have a Cell Phone that can access the internet?

2010

- My cell phone has access to the internet: 49.6%
- My cell phone CAN text message but does NOT have access the internet: 21.1%
- I do NOT have a cell phone: 25.9%
- I have a cell phone but cannot text message or access the internet: 3.4%
Use pictures 1, 2, 3, and 4 to answer question 8 below

1. Dial-Up over telephone line (Slow)
2. Wireless Card (Fast)
3. Satellite or Wireless (Fast)
4. Cable or DSL (Fast)
After looking at the Pictures above this question, which internet access service do you have at home?

1. Dial-up modem (Slow) 33.0%
2. Wireless Card (Fast) 30.8%
3. Satellite or Wireless 13.4%
4. Cable/DSL/ADSL (Fast) 10.5%
5. I do not have internet access at home 7.7%
6. I use another type of system to access the internet 4.6%
7. 2010 19.5%
ACCEPTABLE USE POLICY (AUP) & INTERNET SAFETY

The School Board provides a computer system to promote educational excellence by facilitating resource sharing, innovation and communication. The term computer system includes, computer equipment; software; operating systems; storage media; network accounts providing access to network services, such as email; Web browsing and file systems; as well as telecommunication technologies such as telephones, personal computers, cellular phones, Personal Digital Assistants (PDAs), facsimile machines, and all other wired or wireless telecommunication devices. This policy shall apply to all current and emerging information and telecommunication devices and technologies.

All use of the Division’s computer system must be (1) in support of education and/or research, or (2) for legitimate school business. Use of the computer system is a privilege, not a right. Any communication or material used or stored on the computer system, including electronic mail or other files deleted from a user's account may be archived, monitored and reviewed by school or law enforcement officials.

The Division Superintendent shall establish administrative procedures, for the School Board’s approval, containing the appropriate uses, ethics and protocol for the computer system. The procedures shall include:

1. A prohibition against use by division employees and students of the division’s computer equipment and communications services for sending, receiving, viewing uploading or downloading illegal material via the Division’s computer systems.

2. Provisions, including the selection and operation of technology protection measures for the division’s computer systems to filter or block Internet access in order to prevent access to:
   (a) Child pornography as set out in Va. Code § 18.2-374.1:1 or as defined in 18 U.S.C. § 2256;
   (b) Obscenity as defined by Va. Code § 18.2-372 or 18 U.S.C. § 1460;
   (c) Offensive Internet content as set out in the Children’s Internet Protection Act (CHIPA); and
   (d) Material that the school division deems to be harmful to juveniles as defined in Va. Code § 18.2-390, material that is harmful to minors as defined in 47 U.S.C. § 254(h)(7)(G), and material that is otherwise inappropriate for minors;

3. Provisions establishing data and computer systems security procedures to include:
   (a) Password assignment, complexity, dissemination and storage;
   (b) Encrypted and password protected data transfers and storage of sensitive information between computer systems and client computer systems both local and remote; and
   (c) Limiting outside contractor and vendor access or remote access to computer systems to scheduled times that will be monitored by division personnel.
   (d) Breaches of Internet security and protection of student safety.

4. Provisions establishing that the online activities of minors will be monitored and that technology protection measures are enforced during use of the Division’s computer systems by minors;

5. Provisions designed to educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response;
(6) provisions designed to prevent unauthorized access by minors, including “hacking” and other unlawful activities directed toward any computer system;

(7) provisions prohibiting the unauthorized disclosure, use, and dissemination of personal information regarding minors;

(8) an Internet safety program for students that is integrated into the division’s instructional program as set forth in Va. Code § 22.1-70.2;

(9) promote parental and family involvement as set out in the Family Involvement in Technology (FIT) Program Va. Code § 22.1-212.2:3

Use of the School Division’s computer system shall be consistent with the educational or instructional mission or administrative function of the Division as well as the varied instructional needs, learning styles, abilities and developmental levels of students. The Division’s computer system shall not be used as a public forum or any other function that is not directly related to activities approved by School Board policy and regulations.

Internet safety is the responsibility of the school board, administrators (central office and building), teachers, teacher assistants, counselors, instructional technology resource teachers, library media specialists, building resource officers, technology coordinator, students and community stakeholders. (Including but not limited to parents, caregivers, public library staff, after-school and off-campus program instructors and local law enforcement officials.)

Each teacher, administrator, student, parent/guardian of each student as well as other users of the division’s computer system shall sign the Acceptable Computer System Use Agreement, GAB-E1/LIBEA-E2, before using the Division’s computer system. The failure of any student, teacher, administrator or other user to follow the terms of the Agreement, this policy or accompanying regulation may result in loss of computer system privileges, disciplinary action, and/or appropriate legal action.

The School Board is not responsible for any information that may be lost, damaged or unavailable when using the computer system or for any information retrieved via the Internet. Furthermore, the School Board will not be responsible for any unauthorized charges or fees resulting from access to the computer system.

The Division Technology Steering Committee and School Committees will evaluate and revise the AUP and associated regulations as well as the Instructional Internet Safety Program annually. The School Board will review, amend if necessary, and approve this policy every two years.

Adopted: July 18, 2006
Adopted: August 19, 2008
Adopted: July 21, 2009
Adopted: July 20, 2010


Cross Refs.: GCPD  Professional Staff Members: Contract Status and Discipline  
GDPD  Support Staff Members: Contract Status and Discipline  
JFC  Student Conduct  
JFC-R  Standards of Student Conduct
Mathews County School Division’s computer systems use shall be consistent with the goal of promoting educational excellence by facilitating resource sharing, innovation and communication. The term “computer system” includes, computer equipment; software; operating systems; storage media; network accounts providing access to network services, such as email; Web browsing and file systems; security systems including key pads and monitors; as well as telecommunication technologies such as telephones, personal computers, cellular phones, Personal Digital Assistants (PDAs), facsimile machines, and all other wired or wireless telecommunication devices. This policy shall apply to all current and emerging information and telecommunication technologies.

**Computer System Use-Terms and Conditions:**

1. **Privacy.** Employees and students have no expectation of privacy in their use of school computers, Internet services or computer systems. The use of the computer systems or related services is not intended to create an open or limited forum under the First Amendment to the Federal or State constitutions. The Division retains the right to monitor all computer, computer systems and Internet activity by employees, students and other users. Any information or communications on the computer systems and network services may be intercepted, recorded, read, copied, and disclosed by and to authorized personnel for official purposes, including criminal investigations. Use of the Division’s computers, networks, and Internet systems is a privilege, not a right, and can be withdrawn by the Division at any time.

2. **Acceptable Use.** Access to the Division’s computer systems shall be (1) for the purposes of education or research and be consistent with the educational objectives of the Division or (2) for legitimate school business.

   - Incidental personal use is limited to times outside of instructional or duty time and must not impact use of the computer systems by other users or be in violation of the AUP, school, department, or other division policies and regulations.

3. **Unacceptable Use.** Each user is responsible for his or her actions on the computer system. Prohibited conduct includes but is not limited to:

   - Using the network for any illegal or unauthorized activity, including violation of copyright or contracts, or transmitting any material in violation of any Federal, State or Local law.

   - Any use for a forum for communicating by email or any other medium with other school users or outside parties to solicit, proselytize, advocate, or communicate the views of an individual or non-school-sponsored organization; to solicit membership in or support of any non-school sponsored organization; or to raise funds for any non-school sponsored
purpose, whether profit or non-profit. Employees who are uncertain as to whether particular activities are acceptable shall seek further guidance from their supervisor, Division Superintendent or designee.

- Knowingly provide email addresses to outside parties whose intent is to communicate with school employees, students and/or their families for non-school purposes. Employees who are uncertain as to whether particular activities are acceptable shall seek further guidance from their supervisor, Division Superintendent or designee.

- Leaving any computer system or device accessible to unauthorized users.

- Leaving passwords or other access devices and keys in an unsecure location or writing down passwords and storing them anywhere accessible to others as well as storing passwords in a file on ANY computer system (including PDAs or similar devices) without encryption.

- Copying, providing, receiving or using another users’ log-on information, building security electronic key and pin number, or any user specific password, electronic access or key device issued by the Division.

- Use of administrative, faculty and staff computer access or other administrative computer systems access by, students, guests, visitors and family members.

- Sending, receiving, viewing, uploading or downloading illegal material via the computer system.

- Unauthorized downloading or uploading of software, music/videos and other forms of copyrighted material.

- Using the computer system for private financial or commercial purposes.

- Wastefully using resources, such as file space, Internet bandwidth, wide area network bandwidth and computer or computer systems access.

- Sending mass emails to school users or outside parties for school or non-school purposes without the permission of an administrator.

- Any attempt to delete, erase or otherwise conceal any information stored on computer systems which violates AUP rules, State, Federal or Local law or at any time after being advised by any administrator or supervisor to preserve any materials stored on a computer or computer system.
- Attempting or gaining unauthorized access to computer systems, entities, resources including but not limited to any computer device, network file, folder, data and information.

- Copying, emailing, forwarding, posting, printing or uploading any content or email created by another without his or her consent.

- Submitting, posting, publishing or displaying any obscene, profane, threatening, illegal or other inappropriate material.

- Cyber bullying, threatening, or using the computer system to disrupt the school learning environment.

- Using the computer system while access privileges are suspended or revoked.

- Vandalizing or interfering with any part of the computer systems, including physical and electronic damage, destroying data by creating, emailing or using any other method to spread, adware, malware, viruses, and spyware.

- Intimidating, harassing, or coercing others.

- Threatening illegal or immoral acts.

4. Network Etiquette. Each user is expected to abide by generally accepted rules of etiquette, including the following:

- Be polite. Use of computers and other electronic devices in a manner that disrupts the learning environment, activities or events is prohibited.

- Users shall not forge, intercept or interfere with electronic transmissions.

- Use appropriate language. The use of obscene, lewd, profane, lascivious, threatening or disrespectful language is prohibited.

- Users shall not post personal information other than directory information as defined in Policy JO Student Records about themselves or others unless they have received written permission from that person or the posting and printing meets all district and school policies and regulations.

- Users shall respect the computer system’s resource limits.

- Users shall not forward or post chain letters or similar types of emails.

- Users shall not modify or delete data or printed material owned by others without their permission.
5. **Liability.** The School Board makes no warranties for the computer system it provides. The School Board shall not be responsible for any damages to the user from use of the computer system, including loss of data, non-delivery or missed delivery of information, or service interruptions. The School Division denies any responsibility for the accuracy or quality of information obtained through the computer system. The user agrees to indemnify the School Board for any losses, costs or damages incurred by the School Board relating to or arising out of any violation of these procedures.

6. **Security.** Computer system security is a high priority for the School Division. If any user identifies a security problem, the user shall notify the building principal, supervisor or system administrator immediately. All users shall keep their passwords, key pad pin codes and network access codes and keys confidential and shall follow computer malware, spyware and virus protection procedures. Users are responsible for maintaining vigilance over all district computer systems, digital files and records they use; even while using remote access or a non-district supplied device. Users will not allow anyone to gain access through any device they are using (School Division or personally owned) to district information or store sensitive district, employee, student, and parent/guardian information on personal devices.

7. **Internet Filtering.** As required by the Children’s Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)], Internet blocking and filtering shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized for a bona fide research or other lawful purposes. It shall be the responsibility of all Mathews County Public staff to supervise and monitor usage of the computer network and access to the Internet in accordance with applicable Federal and State laws, guidelines, and regulations of the Virginia Department of Education, and School Board policies and regulations.

8. **Charges.** The School Division assumes no responsibility for any unauthorized charges or fees as a result of using the computer system, including credit card, debit card, account charges and telephone or long-distance charges.

9. **Electronic Mail.** The School Division’s electronic mail system is owned and controlled by the School Division and may be monitored and accessed by the School Division. Unauthorized access to an electronic mail account by any student or employee is prohibited. Users shall be held personally liable for the content of any electronic message they create. Downloading any file attached to an electronic message is prohibited unless the user is certain of that message’s authenticity and the nature of the file.
10. **Instructional Philosophies Related to the Acceptable Use and Internet Safety Policy.** Each school will provide students' integrated ongoing Internet safety instruction at all grade levels and subject areas. The school division will provide parents, guardians and community organizations that serve division students, selected materials and resources to facilitate Internet safety awareness, training, skill attainment and application of knowledge already learned. Mathews County Public Schools will guide student use of computer systems through the Acceptable Computer Use Policy (AUP) and other school and classroom specific policies, procedures and regulations. These policies will be provided to students and their parents or guardians each school year. Internet safety will be an integrated feature embedded in student instruction throughout the school year.

11. **Strategies Related to the Acceptable Use and Internet Safety Policy.** Ultimately, it is the individual computer system user that is responsible for their actions and what they access while using computer systems. Division schools use Federal and State compliant Internet filtering, security and email software on all computer systems in addition to updated virus, intrusion and spy-ware protection. Although these technological systems are intended to protect students and division data and information, no system is 100% effective. Monitoring and observation using non-technical means is just as important to Internet safety and data security and is the responsibility of all division employees.

All student and guest access computers screens are to be placed so that the employee supervising these computers can visually or electronically monitor activities. All office and staff computers screens are to be placed away from student and public view. When administrative, teacher or staff computers are left unattended they should be locked and the screen blanked out to prevent unauthorized access or viewing.

12. **Internet Safety and Security Instruction.** The Division will maintain an Internet Safety Resource Web page that includes current and diverse resources that can be used by the school board, administrators (central office and building), teachers, teacher assistants, counselors, instructional technology resource teachers, library media specialists, building resource officers, technology coordinator, students and community stakeholders. (Including but not limited to parents, caregivers, public library staff, after-school and off-campus program instructors and local law enforcement officials.) Online distance learning opportunities are available to division Administrators, Faculty, Staff and Students through the division's course management system.
Internet safety and security instruction is the responsibility of all instructional personnel at all grade levels and subject areas. The division uses the I-Safe and NetSmartz curriculum which is structured by grade level or student age. The division will maintain or have access to certified instructors that can deliver Internet safety staff development instruction to all staff members on an annual ongoing basis. School level anti-bullying programs as well as relationships already established with local law enforcement programs through the School Resource Officers will include Internet safety components.

Mathews County Schools recognizes that computer system use is not limited to the school environment and as such Internet Safety and Security awareness and vigilance must be provided for school and after school use of computer systems.

The division will regularly organize, participate and promote Internet safety through PTA meetings, newsletters, consortiums and grant related materials and training, public television and radio programs, 4-H events, scout meetings, Rotary and other community organization events and meetings. Free Internet safety materials and media will be available in public spaces such as the school libraries and be given to students, parents and guardians on request.

13. **Review Process.** The Division Technology Steering Committee and each school level technology committee are responsible for reviewing the AUP policy, regulation and Internet safety program annually. Each building administrator will add Internet safety to their lesson plan and evaluation review of instructional personnel. Every two years, the Division Superintendent will file an updated Acceptable Use Policy with the State that has been approved by the Mathews County School Board.

14. **Enforcement.** Hardware and software is installed on the School Division’s computer systems to monitor various activities that include but are not limited to filtering or blocking access to child pornography, obscenity and other activities as outlined in the Children’s Internet Protection Act (CIPA) in addition to other Federal, State and Local policies and regulations. Manual monitoring of students, staff and other users of the division’s computer systems by employees designated by the superintendent may be used to supplement automated monitoring. Any violation of these regulations shall result in loss of computer system privileges and may also result in appropriate disciplinary action, as determined by Mathews County School Board policy, school policy, administrative policy or legal action.
Adopted: July 19, 2005
Amended: April 11, 2006
Amended: August 19, 2008
Adopted: July 21, 2009
Amended: Aug. 21, 2012

Code of Virginia, 1950, as amended, § 18.2-372, 18.2-374.1:1, 18.2-390,
22.1-70.2, 212.2:3, 22.1-78, and "Guidelines and Resources for Internet

Cross Refs:

GCPD Professional Staff Members: Contract Status and Discipline
GDPD Support Staff Members: Contract Status and Discipline
JFC Student Conduct
JFC-R Standards of Student Conduct
NOTE: A copy of the Acceptable Use Policy and other school Division policies are publicly available on our website at http://mathewsschools.com/policy.html. A paper copy of the Acceptable Use Policy is available on request from the school office.

File: IIBEA-E2/GAB-E1

ACCEPTABLE COMPUTER SYSTEM USE AGREEMENT

Each employee must sign this Agreement as a condition for using the School Division’s computer system. Each student and his or her parent/guardian must sign this Agreement before being permitted to use the School Division’s computer system. Read this Agreement carefully before signing.

Prior to signing this Agreement, read Policy IIBEA/GAB and Regulation IIBEA-R/GAB-R, Acceptable Computer System Use. If you have any questions about this policy or regulation, contact your supervisor or your student’s principal.

I understand and agree to abide by the School Division’s Acceptable Computer System Use Policy and Regulation. I understand that the School Division may access and monitor my use of the computer system, including my use of the internet, e-mail and downloaded material, without prior notice to me. I further understand that should I violate the Acceptable Use Policy or Regulation, my computer system privileges may be revoked and disciplinary action and/or legal action may be taken against me.

Student/Employee Signature ___________________________ Date __________________

Student/Employee Name ___________________________

(Please Print)

I have read this Agreement and Policy IIBEA/GAB and Regulation IIBEA-R/GAB-R. I understand that access to the computer system is intended for educational purposes and the Mathews County School Division has taken precautions to eliminate inappropriate material. I also recognize, however, that it is impossible for the School Division to restrict access to all inappropriate material and I will not hold the School Division responsible for information acquired on the computer system. I have discussed the terms of this agreement, policy and regulation with my student.

I grant permission for my student to use the computer system in accordance with Mathews County School Division’s policies and regulations and for the School Division to issue an account for my student.

Parent/Guardian Signature ___________________________ Date __________________

Parent/Guardian Name ___________________________

(Please Print)
<table>
<thead>
<tr>
<th></th>
<th>Student Initials</th>
<th>Parent/Guardian Initials</th>
<th>I/We understand that the laptop and its accessories, equipment, and software are the property of Mathews County Public Schools.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>_____</td>
<td>_____</td>
<td>I/We understand that the student, with the support of the parent or guardian, is responsible for the daily care and maintenance of the laptop. The laptop should be in its case when being transported.</td>
</tr>
<tr>
<td>2</td>
<td>_____</td>
<td>_____</td>
<td>I/We agree to abide by the rules and regulations of the School Board Technology Acceptable Use Policy IIIEA/GAB. Failure to abide by this policy will result in disciplinary and/or legal action.</td>
</tr>
<tr>
<td>3</td>
<td>_____</td>
<td>_____</td>
<td>I/We understand that the laptop and any associated internet access are for the student's educational or school related tasks and cannot be used by other students, guests, siblings, friends and relatives.</td>
</tr>
<tr>
<td>4</td>
<td>_____</td>
<td>_____</td>
<td>I/We understand that I/we must immediately report all laptop damage, operation problems or theft of hardware/software components to the technology department at the school.</td>
</tr>
<tr>
<td>5</td>
<td>_____</td>
<td>_____</td>
<td>I/We understand that passwords and network access associated with the laptop are confidential and should not be shared with other students, guests, siblings, friends and relatives.</td>
</tr>
<tr>
<td>6</td>
<td>_____</td>
<td>_____</td>
<td>I understand that files stored on the laptop and internet access will not be private. Laptop reviews by school personnel can occur at any time by remote access or requesting the laptop and log files.</td>
</tr>
<tr>
<td>7</td>
<td>_____</td>
<td>_____</td>
<td>I/We understand that I/we will be responsible for all repair/replacement charges associated with laptop damages caused intentionally, through a lack of reasonable precautions or loss/theft.</td>
</tr>
<tr>
<td>8</td>
<td>_____</td>
<td>_____</td>
<td>I/We understand that, unless instructed otherwise by division staff, all students must have their fully charged School District issued laptop computer with them each day.</td>
</tr>
<tr>
<td>9</td>
<td>_____</td>
<td>_____</td>
<td>I/We agree not to install, download, or utilize any software that is not authorized by the School Technology Department. I/We will not remove or disable any installed, antivirus, filtering or other District installed software and hardware without permission.</td>
</tr>
</tbody>
</table>

**Written Consent**

I have read the Mathews County Public Schools AUP and the information outlined above and agree to my responsibilities and consequences of not abiding by the AUP and agreement. A full copy of the AUP is available online at: [http://www.mathews.k12.va.us/text/AUP IIIEA GAB_R_09.pdf](http://www.mathews.k12.va.us/text/AUP IIIEA GAB_R_09.pdf).

Student Name: __________________________ Signature: __________________________

Parent Signature: __________________________ Date: __________________________

Laptop Model: __________________________ Serial Number: __________________________

Name of Staff member providing check-out and Laptop Orientation: __________________________
Dear Volunteer:

Please accept our appreciation for your offer to volunteer as a Technology Assistant. We are looking forward to talking with you about the expectations and duties of the experience. Volunteers are an important component of our division’s goal to provide the environment and tools that enable students to become independent 21st Century Learners.

Below are the main duties that are assigned to a Technology Volunteer:

- Assist with updating inventory of computers at all schools and offices
- Enter asset information into electronic inventory database
- Assist with technology cleaning, organization, relocation and set-up
- Perform maintenance and updates on technology equipment
- Assist with installation and maintenance of software
- Other duties as assigned by the Technology Coordinator or their designee

Volunteer pre-requisites

- Complete a background check application and finger print submission
- Ability to work independently and without direct supervision in rooms and offices
- Ability to clean, lift and move computers, monitors and other technology equipment
- Ability to work in a safe manner and ensure power is not applied while moving or repairing equipment
- Have access to transportation in order to meet pre-agreed on weekly work dates and times

Note: Parents or guardians of volunteers under 18 and the volunteer must both sign and date the areas provided below to signify their agreement with the volunteer pre-requisites

Volunteer Name (printed) ____________________________

Volunteer Signature ____________________________ Date _______

Parent/Guardian Name (printed) ____________________________

Parent/Guardian Signature ____________________________ Date _______
PERSONAL ELECTRONIC DEVICE AGREEMENT
(Staff/Contractor/Volunteer)

Prior to connecting any personally owned computing or electronic device to the Mathews County Public Schools computing network or systems, anyone working for or on behalf of Mathews County Public Schools must carefully read and sign this agreement. If you have any questions about this Agreement or any other School Division Policy and Regulation, contact the School department or office you are working with.

1. I must always use the School District’s wireless network to connect to the Internet while on duty and during any interaction with students. I must disable ALL personal Internet access services (Verizon, Sprint, AT&T, etc.) or put the device in “airplane mode” while conducting school business on school property unless I have received prior administration approval allowing this use. If at any time I am unsure how I am connected to the Internet, I will stop using my personal electronic device.

2. I understand that the School Division may access and monitor my use of the computer system network and electronic device without prior notice to me, including my use of the Internet, e-mail and downloaded material while on school property.

3. I may only use my personal electronic device in areas and during times designated by my supervisor.

4. I am responsible for ensuring that any device I use as part of this Agreement is malware and virus free and does not contain or display any inappropriate, illegal or unauthorized content as outlined by the division AUP policy.

5. Incidental personal use of Mathews County Public Schools Internet or network resources that in any way impacts student Internet access or business functions is not permitted.

6. I will put my name on the device and case/cover and make sure I have the model number and serial number recorded and stored in a safe place at home.

I understand and agree to abide by the Personal Electronic Device Agreement conditions listed above in conjunction with the Mathews County School Division AUP Policy (File: IIBEA/GAB).

Employee/Contractor/Volunteer Signature ________________________________

Printed Name ________________________________ Date ________________________

(Please Print)

NOTE: A copy of the Acceptable Use Policy and other School Division Policies and Regulations are publicly available on our website at http://www.mathews.k12.va.us/policy.html A paper copy of any School Division Policy is available on request from the School Office.

Adopted: July 17, 2012

MATHEWS COUNTY PUBLIC SCHOOLS
PERSONAL ELECTRONIC DEVICE AGREEMENT
(STUDENT)

Students are not required to bring personally owned computing or electronic devices to school. However, Mathews County Public Schools recognizes the advantages of allowing these requests from today’s technology empowered parents/guardians and students.

Each student and his or her parent/guardian must sign this Agreement before being permitted to use any Non-School Division issued electronic device. Read this agreement carefully before signing. If you have any questions about this Agreement or any other School Division Policy and Regulation, contact the School Office.

1. I must always use the School District’s wireless network to connect to the Internet. I must disable ALL personal Internet access services (Verizon, Sprint, AT&T, etc.) or put the device in “airplane mode” during school hours and school sponsored events in school buildings. If at any time I am unsure how I am connected to the Internet, I will stop using my personal electronic device.

2. I understand that the School Division may access and monitor my use of the computer system network and electronic device without prior notice to me, including my use of the Internet, e-mail and downloaded material.

3. I may only use my personal electronic device in adult supervised areas and I will immediately turn off/put away my electronic device when any adult asks me to.

4. I will keep my personal electronic device turned off and put away during classroom instruction periods except when the classroom teacher tells me I am allowed to use the device.

5. I am responsible for ensuring that any device I use as part of this Agreement is virus free and does not contain or display any inappropriate/authorized content or files.

6. I will put my name on the device and case/cover and make sure I have the model number and serial number recorded and stored in a safe place at home.

I understand and agree to abide by the Personal Electronic Device Agreement conditions listed above in conjunction with the Mathews County School Division AUP Policy (File: IIABEA/GAB).

Student Signature ____________________________ Date ________________
Student Name __________________________________________ (Please Print)

I grant permission for my student to bring and use their personally owned electronic device with the division’s computing and network systems in accordance with Mathews County School Division agreements, policies and regulations. I understand that any personal equipment damage or loss is my responsibility and district staff will not support or repair any personally owned equipment. I further understand that should my student violate the Personal Electronic Device Agreement their computer system privileges may be revoked and disciplinary and/or legal action may result. I have discussed the conditions of this Agreement with my student.

Parent/Guardian Signature ____________________________ Date ________________
Parent/Guardian Name __________________________________________ (Please Print)

NOTE: A copy of the Acceptable Use Policy and other School Division Policies and Regulations are publicly available on our website at http://mathews.k12.va.us/policy.html A paper copy of any School Division Policy is available on request from the School Office.

Adopted: July 17, 2012
MATHEWS COUNTY PUBLIC SCHOOLS
Mathews County Public Schools
Southern Regional Education Board
Leadership Modules

With support from The Wallace Foundation and the U.S. Department of Education, SREB's Learning-Centered Leadership Program prepares aspiring principals and school leadership teams to aggressively lead improvement in curriculum, instruction and student achievement.

Summer 2009 Creating a High-Performance Learning Culture

In high-performance learning cultures, all members of the school community share beliefs about ability and achievement, efficacy and effort, and power and control, and these beliefs are visible in structures in the physical environment, group relationships, and policies and procedures. Concepts such as distributed accountability have real meaning. This module helps participants explore each of these concepts and apply them to their schools, as they learn how to work as a team of leaders to build a high-performance learning culture.

June 2010 Using Root Cause Analysis to Reduce Student Failure

Schools that are successful at closing performance gaps between subgroups of students consistently improve the school and classroom practices that allow students to meet or exceed academic standards. A culture of high performance is fostered by a school wide approach to closing gaps by identifying problems and understanding their root causes. School leadership teams attending this training will have a chance to closely examine root causes of problems and research-based solutions within their schools.

August 2010 Building Instructional Leadership Teams That Make a Difference

The purpose of this training is to provide a series of workshops that first, will help principals lay the groundwork for building an instructional leadership team (ILT) that can share the work of instructional leadership in the school, and secondly, will help the ILT learn how to function smoothly and focus on their goals. The module focuses on how to form such a team, how to help them define their purpose and goals, and how to work together as leaders of a Professional Learning Community. Leading, learning and influencing are themes that run through the module.

2011 Assessing Academic Rigor to Ensure Grade-Level Proficiency and College Readiness

Academic press, which is the way rigor is frequently manifested at the organizational level, refers to the extent to which the school community experiences a strong emphasis on academic success and specific standards of achievement. Although school leaders generally recognize the importance of rigor, many are not thoroughly and accurately measuring, monitoring, and encouraging rigor. Too often, it is a vague concept that means that instruction is “hard, tough, and sometimes boring.”

The level of cognitive complexity of expected learning (rigor) may be directly examined at the classroom level in lesson plans, unit plans, and course content; teacher assignments and student work; formative and summative assessments and rubrics; and the tight alignment of these elements to challenging standards.

Tools and strategies can determine whether rigor exists in classrooms (by evaluating the alignment among expected student learning, teaching, and assessing) and to determine whether rigor exists systemically in schools.
The ISTE NETS and Performance Indicators for Teachers (NETS-T)

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

1. Facilitate and Inspire Student Learning and Creativity
   Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:
   a. promote, support, and model creative and innovative thinking and inventiveness
   b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources
   c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
   d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and Develop Digital-Age Learning Experiences and Assessments
   Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS-S. Teachers:
   a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
   b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
   c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
   d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

3. Model Digital-Age Work and Learning
   Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:
   a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
   b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
   c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats
   d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and Model Digital Citizenship and Responsibility
   Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:
   a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
   b. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
   c. promote and model digital etiquette and responsible social interactions related to the use of technology and information
   d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools

5. Engage in Professional Growth and Leadership
   Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:
   a. participate in local and global learning communities to explore creative applications of technology to improve student learning
   b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
   c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
   d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community
The ISTE NETS and Performance Indicators for Students (NETS•S)

1. **Creativity and Innovation**
   Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
   a. apply existing knowledge to generate new ideas, products, or processes
   b. create original works as a means of personal or group expression
   c. use models and simulations to explore complex systems and issues
   d. identify trends and forecast possibilities

2. **Communication and Collaboration**
   Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:
   a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
   b. communicate information and ideas effectively to multiple audiences using a variety of media and formats
   c. develop cultural understanding and global awareness by engaging with learners of other cultures
   d. contribute to project teams to produce original works or solve problems

3. **Research and Information Fluency**
   Students apply digital tools to gather, evaluate, and use information. Students:
   a. plan strategies to guide inquiry
   b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
   c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks
   d. process data and report results

4. **Critical Thinking, Problem Solving, and Decision Making**
   Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:
   a. identify and define authentic problems and significant questions for investigation
   b. plan and manage activities to develop a solution or complete a project
   c. collect and analyze data to identify solutions and/or make informed decisions
   d. use multiple processes and diverse perspectives to explore alternative solutions

5. **Digital Citizenship**
   Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
   a. advocate and practice safe, legal, and responsible use of information and technology
   b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
   c. demonstrate personal responsibility for lifelong learning
   d. exhibit leadership for digital citizenship

6. **Technology Operations and Concepts**
   Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:
   a. understand and use technology systems
   b. select and use applications effectively and productively
   c. troubleshoot systems and applications
   d. transfer current knowledge to learning of new technologies
XVI. MATHEWS COUNTY PUBLIC SCHOOLS INTERNET SAFETY PROGRAM
(2010 – 2015)

In response to Superintendent’s Memorandum Number 210, October 6, 2006, Mathews County Public Schools began the process to facilitate the integration of Internet Safety in each school’s academic instructional program.

Outcomes from an initial needs assessment (Fall 2006) of teachers and administrators indicated that Awareness was crucial to the integration of Internet Safety into the academic programs. This became the building block for a division-wide focus, incorporating all stakeholders, in the development of an Internet Safety Awareness Program. Stakeholders include, but are not limited to: students, parents, teachers, library media specialists, school administrators, School Board members, instructional technology teachers, division technology coordinator, Superintendent and designee, webmaster, division technology steering committee, school technology committees, and the community.

Following the needs assessment, the Instructional Technology Resource Teacher and Instructional Technology Specialist began gathering resources related to Internet Safety from a variety sources (Fall 2006-Spring 2007). During this time, both became i-Safe certified and provided initial resources and awareness training division-wide (Summer-Fall 2007). Training sessions included: School Board Retreat, Leadership Academy, Administrative Staff Meetings, School Board Informational Folders, Pre-service Staff Development Days, and the New Teacher & Mentor Program. Internet Safety posters were distributed and are posted in every classroom in the division to serve as a reminder to all that Internet Safety is unequivocally essential to our students’ well-being.

In conjunction with the initial training, building Principals received binders with age appropriate materials relating to Internet Safety that would be made available to parents and community members for review; teachers received an electronic version complete with videos and Power Points for use with their students. A Moodle course was also developed to ensure teachers and students had full access to age and grade level appropriate materials.

I-Safe and NetSmartz are the primary resources, however, teachers are encouraged to use materials from other organizations as well. I-Safe focuses on the following topics: cyber community, online personal safety, cyber predator identification, cyber security, and intellectual property. NetSmartz provides interactive activities that teach the dangers to watch out for online and how to avoid them; fun games to reinforce Internet safety concepts; and rules and guidelines for safer Internet use.

Community outreach plays a key role in the success of the Internet Safety Program. The division Focus Area of Communication ensures that the community is informed of goals and
achievements of Mathews County Public Schools. Outreach initiatives include Website Postings, Moodle course access by students and their parents and guardians, Internet safety nights, local library connection, local law enforcement coordination, local 4-H programs, Boys & Girls Club partnership, and OnGuard Online.

The Mathews County Internet Safety Program continues to evolve as dictated by annual needs assessments. We recognize that students, teachers, and administrators have different knowledge bases that require support in a variety of ways. The annual summer leadership needs assessment and review sessions attended by the School Board and Leadership Team members pinpoints the strengths and weaknesses of division focus areas. Internet Safety instruction is a component of the Communication and Instruction focus areas and is adjusted based on recommendations from district and school level leadership teams.

### MATHEWS COUNTY PUBLIC SCHOOLS INTERNET SAFETY TIMELINE:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct initial needs assessment</td>
<td>Fall 2006</td>
</tr>
<tr>
<td>Technology Department attends trainings and gathers resources</td>
<td>Fall 2006 – Spring 2007</td>
</tr>
<tr>
<td>Develop initial Internet Safety Plan</td>
<td>Fall 2006-Summer 2007</td>
</tr>
<tr>
<td>Develop Community Outreach methods</td>
<td>Fall 2006-ongoing</td>
</tr>
<tr>
<td>Submit Internet Safety Policy and development statement to VDOE</td>
<td>June 2007</td>
</tr>
<tr>
<td>Instructional Technology Department conducts awareness training</td>
<td>Summer 2007 - Fall 2007</td>
</tr>
<tr>
<td>Re-evaluate and revise Internet Safety Plan</td>
<td>Spring/Summer 2008-ongoing</td>
</tr>
<tr>
<td>Submit Revised AUP with Internet Safety component to VDOE</td>
<td>September 2008</td>
</tr>
<tr>
<td>Conduct needs assessment: teachers and students</td>
<td>Fall 2008</td>
</tr>
<tr>
<td>Identify strengths and weaknesses based on needs assessment</td>
<td>Fall 2008</td>
</tr>
<tr>
<td>Schedule staff development based on needs assessment</td>
<td>Fall 2008</td>
</tr>
<tr>
<td>Revised AUP with added Internet Safety and Security statements</td>
<td>May 2009</td>
</tr>
<tr>
<td>Review of Internet Safety Instruction by Assistant Superintendent and Leadership Teams.</td>
<td>Fall 2009 - ongoing annually</td>
</tr>
<tr>
<td>Review and Revise Internet Safety Plan</td>
<td>Fall 2010 - ongoing annually</td>
</tr>
<tr>
<td>Students</td>
<td></td>
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<tr>
<td>------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>➤ Be aware that not all Internet information is valid or appropriate.</td>
<td></td>
</tr>
<tr>
<td>➤ Learn to apply critical thinking skills when conducting Web searches.</td>
<td></td>
</tr>
<tr>
<td>➤ Contact a teacher, parent or other adult when encountering a person or site on the Internet that is offensive or threatening.</td>
<td></td>
</tr>
<tr>
<td>➤ Report illegal Internet communications and activities to Internet service providers and local enforcement authorities.</td>
<td></td>
</tr>
<tr>
<td>➤ Learn to recognize and protect oneself when an Internet encounter may be questionable, or someone on the Internet represents a potentially dangerous situation (e.g. sexual predators, bullies who use instant messaging to harass or spread false rumors about students).</td>
<td></td>
</tr>
<tr>
<td>➤ Never open e-mail or attachments from unknown sources.</td>
<td></td>
</tr>
<tr>
<td>➤ Know which information is safe to share with others online, which information should never be shared, and why sharing it could put one at risk.</td>
<td></td>
</tr>
<tr>
<td>➤ Never reveal any information online about where one lives, attends school, or other personal information including posting pictures of oneself.</td>
<td></td>
</tr>
<tr>
<td>➤ Be aware that all electronic messages, even those to known friends, can leave electronic footprints that can be misused by others.</td>
<td></td>
</tr>
<tr>
<td>➤ Talk with parents or teachers about what gaming sites are safe to access and avoid those that are not.</td>
<td></td>
</tr>
<tr>
<td>➤ Learn how to detect whether a specific file download is legal and or free of malicious code.</td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td></td>
</tr>
<tr>
<td>➤ Parents should ensure that their children participate only in appropriate age related Internet activities.</td>
<td></td>
</tr>
<tr>
<td>➤ Parents should ensure that their children do not spend an excessive amount of time online.</td>
<td></td>
</tr>
</tbody>
</table>
» Parents should understand potential Internet dangers (e.g. pornography, hate literature, aggressive advertising, violent images, cyber bullies) and prepare their children for these potential dangers as they would prepare them for other potential dangers.

» Parents should help their children understand that using e-mail or downloading files can lead to viruses or hidden spyware, which can endanger a family's privacy and computer.

» Parents should help their children understand that information provided over the Internet by children and adults can be used for identity theft.

» Parents should read about and know how to respond to Internet risks by subscribing to a family Internet safety newsletter and working closely with school division personnel.

» Parents should discuss with their children safe and appropriate Web sites and activities.

» Parents should encourage their children to report anything they feel uneasy about related to Internet use.

» Parents should create online rules and agreements with their children about Internet use both at home and away from home and post the rules near the computer.

» Parents should place computers in family areas rather than in bedrooms so they can monitor what their children are doing more easily while on the Internet.

» Parents should become aware that instant messaging devices, cell phones and wireless computers can be used by children to get online anywhere and try to monitor use of such devices.

» Parents need to work closely with young children when they first go online to make them aware of Internet safety.

» Parents should bookmark safe sites for their children and check on a regular basis to ensure that the contents of these sites have not changed and to prevent harmful sites from being bookmarked.

» Parents should block adult chat rooms and instant/personal messages from people they or their child does not know.
- Parents should implement parental controls available on their online service, and install protective software on their home computers.

- If a child has a personal home page, Parents should discuss with the child what information he/she can have on the home page.

- Parents should watch for changes in their child’s behavior such as mentioning adults that the parent doesn’t know, secretiveness, inappropriate sexual knowledge, sleeping problems, etc.

- Parents should check with their child’s school to see if student projects, artwork or photos that are placed on school home pages contain the child’s name. In those cases where this is the rule, parents should request that the name be removed due to potential risk.

- Parents need to become aware of circumventor sites that enable users to circumvent filtering software controls.

- Parents should participate in training to learn different methods of monitoring their children’s Internet use and employ up-to-date techniques and software to track where their children go online.

- Parents need to know that some sites have age restrictions that children may either ignore or not be aware of.

- Parents should check the history and bookmarks of sites on all computers in the house on a regular basis.

- Parents should be able to recognize warning signs of when a child might be in trouble or spending too much time on the Internet, and know how to report a problem to their Internet Service Provider or local law enforcement officials.

- Parents should be aware of laws that cover illegal activities or use of the Internet.

<table>
<thead>
<tr>
<th>Teachers</th>
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- Teachers should create age-appropriate Internet activities for students.

- Teachers should maintain open communication with parents about students’ academic Internet use, both in guided classroom settings and in independent instruction.

- Teachers should monitor where students go on the Internet, and if configured properly, computer labs can assist with Internet monitoring.
Teachers must provide an academic purpose for student Internet use and not allow students to wander aimlessly when online.

Teachers must become acquainted with new tools that allow students to visit protected sites and go into history to keep track of the pages that students have viewed.

Teachers must ensure that classroom rules comply with the school division’s Acceptable Use Policy regarding the steps students should take after accidentally accessing an inappropriate site.

Teachers must keep up-to-date on Internet safety issues and provide accurate and timely information to students.

Teachers must learn about cyber bullying, recognize the signs of a bullied student, and know what to do about it.

Teachers should teach students about which types of personal information are safe to share with others.

Teachers must make students aware that Internet information is not always accurate or appropriate.

Teachers should know and enforce school division policies on exchanging and downloading files.

Teachers should be continually alerted about potential e-mail dangers and learn how to recognize problem signs.

Teachers must carefully monitor student online journals and blogs, even when password protected, as they may reveal more personal information than a student intends and be open to technology-savvy predators.

Teachers should check the age appropriateness of any social-networking sites that students visit.

Teachers should establish and post rules for safe Internet use in computer labs, and in library media centers and classrooms where computers are found, and remind students that the rules have been created for their protection.

Teachers should go over the rules with students on a regular basis.

Teachers should make students and their parents aware of the consequences associated with disobeying the rules.
<table>
<thead>
<tr>
<th>Library Media Specialist</th>
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<tbody>
<tr>
<td>- Teachers should be consistent and fair in enforcing classroom Internet related rules and the school division’s Acceptable Use Policy.</td>
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<tr>
<td>- Library Media Specialists should monitor where students go on the Internet while using computers located in the library media center.</td>
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<tr>
<td>- Library Media Specialists should ensure that classroom and library rules comply with MCPS’s Acceptable Use and Internet Safety Policy regarding the steps students should take after accidentally accessing an inappropriate site.</td>
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<tr>
<td>- Library Media Specialists should monitor blocked web sites and report these to the technology coordinator.</td>
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<tr>
<td>- Library Media Specialists should work closely with classroom teachers to secure additional Internet Safety materials as needed.</td>
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<tr>
<td>- Library Media Specialists should work closely with classroom teachers to ensure that the necessary hardware is available to integrate Internet Safety videos and Power Points into the instructional programs.</td>
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<tr>
<th>Building Administrators</th>
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<tr>
<td>- Administrators should review annually the division’s technology infrastructure with appropriate technology staff, and ensure that necessary improvements are made.</td>
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<tr>
<td>- Administrators should monitor the quality and effectiveness of Internet safety information presented to various stakeholder groups.</td>
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<tr>
<td>- Administrators should incorporate Internet safety into the division’s professional development plans and community outreach programs.</td>
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<tr>
<td>- Administrators should schedule continuing professional development to keep educators updated on the most recent Internet safety developments.</td>
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<tr>
<td>- Administrators should understand the Internet’s educational advantages and how it is being used throughout the school division.</td>
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<tr>
<td>- Administrators must understand the potential risks of using the Internet for instruction, and technology networks for data collection, storage, and communication.</td>
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</table>
- Administrators should stay up-to-date with new developments in capabilities, vulnerabilities, and legal issues related to the Internet and school responsibilities.

- Administrators should appoint a staff member to make sure that all Internet related policies are implemented.

- Administrators should ensure that a systematic review of policies and procedures related to Internet use is carried out annually.

- Administrators and their staff members should be prepared to handle Internet related crises when they arise.

- Administrators should be aware that filters are not foolproof and may be circumvented to get around filtering software controls.

- Administrators should keep parents informed of new Internet safety information as it becomes known.

- Administrators should keep students and parents informed of Internet policies and any consequences associated with violations.

- Administrators must make Internet safety professional development a high priority.

- Administrators must provide necessary funding for improved communication and training and evaluate the effectiveness of both to enhance Internet safety.

- Administrators must ensure that the school division’s Acceptable Use Policy’s Internet safety component clearly emphasizes that protecting children is a high priority.

- Administrators ensure that Internet Safety is being integrated into the instructional curriculum within their buildings. Documentation is provided to the division Technology Coordinator in a timely fashion.

<table>
<thead>
<tr>
<th>Instructional Technology Teachers</th>
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<tr>
<td>Instructional Technology Teachers should support classroom teachers in the integration of Internet Safety in the regular curriculum.</td>
</tr>
<tr>
<td>Instructional Technology Teachers should provide staff development, division-wide, as appropriate.</td>
</tr>
</tbody>
</table>
| **Division Technology Coordinator** | - Oversee the development and implementation of the Internet Safety Program and Acceptable Use Policy.  
- Coordinate the Division Technology Steering Committee in its focus to integrate Internet Safety into the instructional curriculum.  
- Provide ongoing feedback to the Superintendent regarding the implementation of Internet Safety in the division. |
| **School Board Members, Superintendent, and Designee** | - Approve the school division's Acceptable Use Policy and implementation plan.  
- Ensure that the policy complies with current federal, state, and local laws related to Internet safety.  
- Understand the educational advantages of the Internet and how it is being used in the school division.  
- Understand the potential risks of using the Internet for instruction and technology networks for data collection, storage and communication.  
- Remain up-to-date with new developments in the capabilities, vulnerabilities, and legal issues associated with the Internet, and the school division’s responsibilities related to each of these.  
- Conduct an annual systematic review of Internet related policies and procedures.  
- Be prepared to address crises related to Internet use by students.  
- Anticipate and plan for funding to purchase security and safety related technology.  
- Make the provision of Internet related information to parents a high priority.  
- Provide oversight to ensure that students and parents are kept informed about Internet related policies, and the associated consequences when these policies are not followed. |
- Make professional development for all educators on Internet safety a high priority.
- Ensure that funding is budgeted on a regular basis for Internet related communication and training, and charge staff with evaluating their effectiveness.

<table>
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<tr>
<th>Role</th>
<th>Responsibility</th>
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<tr>
<td>Webmaster</td>
<td>Develop and maintain the division's Internet Safety webpage.</td>
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<tr>
<td>Division Technology Steering Committee</td>
<td>Make recommendations for the development and implementation of the Internet Safety Program and Acceptable Use Policy.</td>
</tr>
<tr>
<td></td>
<td>Provide ongoing feedback to the Division Technology Coordinator regarding the implementation of Internet Safety in the division.</td>
</tr>
<tr>
<td>School Technology Committees</td>
<td>Oversee the development and implementation of the Internet Safety Program and Acceptable Use Policy within each school's site.</td>
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<tr>
<td></td>
<td>Provide ongoing feedback to the Division Technology Steering Committee regarding the implementation of Internet Safety.</td>
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<tr>
<td></td>
<td>Advise the Division Technology Steering Committee regarding future Internet Safety practices.</td>
</tr>
<tr>
<td>Community</td>
<td>Be open to communication from the stakeholders regarding Internet Safety.</td>
</tr>
<tr>
<td></td>
<td>Be aware that Internet Safety is now a life skill.</td>
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<tr>
<td></td>
<td>Provide recommendations and suggestions for the betterment of the school division.</td>
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</table>

Sources:


MATHEWS COUNTY PUBLIC SCHOOLS INTERNET SAFETY PROGRAM

Community Connections

Internet Safety Nights

Internet safety nights have been scheduled and posted in the local newspaper inviting the community to participate. These events have been sponsored by the local 4-H Office and included an Internet safety expert, a short safety video, and a student panel to take questions from the audience as well as the division Technology Coordinator. An Internet safety booth with parent and student resources, posters, handouts, and free programs on CD is set up at the annual Mathews Mark of Excellence Night. This is an Annual community event celebrating success in education in Mathews County. The division will continue to seek community sponsors for Safety Nights or afternoons and provide meeting space and a division technology representative to assist with the process.

Community Radio Broadcasts

Xtra 99.1 FM is WXGM AM/FM in Gloucester, Virginia. Mathews County Public Schools schedules weekly on-air interviews with the morning broadcaster, Neal Steele, to ensure the community is informed of division goals and achievements. Technology and related Internet Safety issues are regularly addresses during the academic school year. Mr. Steele provided the district with a letter of appreciation indicating the overwhelming public response for the Internet Safety segments to continue in the future and indicated that these programs have been reaching parents and students in other school districts as well.

Local Library Connection

The division has had meetings with the local library staff to coordinate Internet safety efforts. The library staff has links and materials related to Internet safety, I-Safe program, KidsSmartz and the division AUP policy. At the start of the school year the division will provide any new materials that have been developed as well as an updated AUP policy and regulation. These will supplement what the library is already doing in the area of Internet safety which includes Internet filters on student use computers and placing student computers in a well supervised area.

Local Law Enforcement Coordination

Using the established relationship with the local Sheriff’s Office and the School Resource Officers (SRO), Mathews County Schools has enhanced communication and resource
sharing in the area of Internet safety. Through project Operation Blue Ridge Thunder, the local Sheriff’s Office has provided resources and advice to division personnel as well as their SRO staff that works directly with students in the schools. The most recent meeting with the County Sheriff and Chief Investigator included an Internet safety discussion that validated recent changes in the current AUP regulation.

Local 4-H and Boys & Girls Club Partnership

The local 4-H partnership with the school division has been a source of Internet safety instruction through the I-Safe curriculum. A half day event was held during school hours in which all eight grade students cycled through multiple workshops. The workshops were presented by certified I-Safe instructors and included online safety, chat room behavior, email use, social networking, personal privacy, and Cyber-bullying. The Boys and Girls Club After School Program has received Internet safety materials and resources from the division and also uses contents filters and practices active adult monitoring of all student accessed computers. Through the donation of used laptop computers the Club will expand Internet access and their Internet safety program.

On Guard Online

*On Guard Online* materials are available to students, parents, teachers, administrators, and members of the community at each school site. Topics include, but are not limited to, the following:

<table>
<thead>
<tr>
<th>Social Networking</th>
<th>Cross Boarder Scams</th>
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<tbody>
<tr>
<td>Identity Theft, Spyware</td>
<td>Laptop Security</td>
</tr>
<tr>
<td>Protecting Your Wireless Network</td>
<td>Stop, Think, Click: Seven Practices for Safer Computing</td>
</tr>
<tr>
<td>Phishing, Spam Scams</td>
<td>Peer-to-Peer File sharing</td>
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</table>
MATHEWS COUNTY PUBLIC SCHOOLS INTERNET SAFETY PROGRAM

Staff Development: Division Level

Mathews County School Board Retreat

The Mathews County School Board Retreat is an annual event dedicated to the improvement of Mathews County Public Schools. During the retreat, data from the previous academic year regarding the division Focus Areas: Personnel, Instruction, Communication, and Facilities are analyzed. Through strategic planning, recommendations for future improvement are developed and incorporated into an updated Division Improvement Plan.

Updates from the Director of Technology and Instructional Technology Resource Teacher are presented regarding a variety of topics including Technology and Internet Safety initiatives. All Mathews County Public Schools Board members participated in Internet Safety education as a result of House Bill 58 Charter 52 An Act to Amend and Reenact §22.1-70.2 of the Code of Virginia. Topics included in the workshop are as follows:

- Description of House Bill 58
- Components of Guidelines and Resources for Internet Safety in Schools
- Internet Safety Program Development
- Responsibilities of the stakeholders
- Description and examples of resources available to division administrators and teachers
- Plans for Administrator and Teacher staff development

Mathews County Leadership Academy

The Mathews County Leadership Academy is a yearly institute devoted to the improvement of Mathews County Public Schools. Facilitated by the Division Superintendent and Assistant Superintendent, the Leadership Academy insures that all administrators are updated uniformly regarding division initiatives. Academy participants include the following:

- Superintendent
- Assistant Superintendent
- Director of Business & Finance
- Director of Special Education and Federal Programs
- Director of Transportation
- Technology Coordinator
Instructional Technology Resource Teacher

Director of Maintenance

Coordinator of Gifted Programs

Division Cafeteria Manager

Building Principals

Building Assistant Principals

All Leadership Academy participants collaborated in Internet Safety education as a result of House Bill 58 Charter 52 An Act to Amend and Reenact §22.1-70.2 of the Code of Virginia. Topics included the following:

- Description of House Bill 58
- Components of *Guidelines and Resources for Internet Safety in Schools*
- Internet Safety Program Development
- Responsibilities of the stakeholders
- Description and examples of resources available to division administrators and teachers
- Plan for professional development program
- Documentation requirements
- Acceptable Use Policy components
- Division Technology Plan update requirements
- Division Technology Tools as they related to Internet Safety.

Each school administrative team received a copy of the following materials:

- *Guidelines and Resources for Internet Safety in Schools*
- *Related Resources for Internet Safety in Schools*
- *Ideas for Integrating Internet Safety into the Curriculum*
- CDs and notebooks containing NetSmartz and i-Safe lesson plans, media files, and presentation*
- On Guard Online pamphlets*

*Material are made available to parents, as well as, teachers to preview and utilize with their children and/or students.
Administrative Staff Meetings

Mathews County Public Schools Administrative Staff Meetings are held in the School Board Office on the 3rd Wednesday of the month, except for the November and December meetings, which take place on Monday. Staff Meeting participants include the following:

- Superintendent
- Assistant Superintendent
- Director of Special Education and Federal Programs
- Technology Coordinator
- Instructional Technology Resource Teacher
- Coordinator of Gifted Programs
- Building Principals
- Building Assistant Principals

Facilitated by the Division Superintendent and Assistant Superintendent, staff meetings insure that all administrators are up-to-date uniformly regarding division initiatives. The Technology Coordinator and Instructional Technology Resource Teacher maintain a standing agenda item regarding Internet Safety education and implementation strategies for the administrative team. Sessions include, but are not limited to, topics outlined in the Parent & Teacher Connection grid on the following page.

School Board Meetings

Mathews County School Board meetings are held on the 3rd Tuesday of each month. Information folders containing Internet Safety Materials are disseminated to School Board Members monthly. Subject matter distributed is outlined in the Parent & Teacher Connection grid on the following page.

School Board Meeting participants include, but are not limited to, the following:

- School Board Members
- School Board Student Liaison
- Superintendent
- Assistant Superintendent
- Clerk of the Board
- Deputy Clerk of the Board
- Director of Business & Finance
- Director of Special Education and Federal Programs
- Technology Coordinator
- Instructional Technology Resource Teacher
- Coordinator of Gifted Programs
➢ Building Principals
➢ Building Assistant Principals
➢ Local Newspaper Reporters

➢ Community Members
➢ Teachers
➢ Students and Parents
Teacher Staff Development: Division Level Pre-service

The Mathews County Public Schools 2010-2011 School Calendar provides for 9 Teacher Work/Staff Development Days. During the pre-service week, all teachers, K-12 in all grade levels and content areas, attended mandatory technology sessions that include Internet Safety components. All staff members have access to information contained in the Virginia Department of Education’s Guidelines and Resources for Internet Safety in Schools as well as the following materials:

- electronic version of NetSmartz lesson plans, media files, and presentation materials
- electronic version of i-Safe lesson plans, media files, and presentation materials
- Guidelines and Resources for Internet Safety in Schools
- Related Resources for Internet Safety in Schools
- Ideas for Integrating Internet Safety into the Curriculum
- On Guard Online pamphlets

Materials were modeled and reviewed leading to participants to generate implementation strategies as related to their specialty area. Documentation practices per school site are directed by the Building Administrator. See individual school reports for descriptions.

MOODLE: Security Risks What Computer and Network Users Need to Know

Staff Development: Internet Safety

Moodle is an Internet based program that allows users to create online courses.

Mathews County has developed an Internet safety and security course named Security Risks What Computer and Network Users Need to Know. The course is intended to provide information related to computer and network security, as well as, the Mathews County Acceptable Use Policy. All teachers and administrators are required to complete the course. A needs assessment is conducted as a part of the course to drive staff development throughout the school year.

Mathews County has also developed a Staff Development course in Moodle where one section is dedicated to resources related to Internet Safety integration. A variety of materials from the Virginia Department of Education, i-Safe, NetSmartz, and other websites are made available in one location for easy teacher accessibility. All materials may be downloaded for use in the classroom environment without compromising local network capabilities.
New Teacher & Mentor Program

The goal of Teachers Learning Together is to facilitate the novice teacher’s transition into the profession by teaming an experienced teacher (mentor) who will work on a one-to-one basis with the novice teacher. For new teachers and experienced teachers who are new to our school system, the mentor program will provide an opportunity for building relationships and growing professionally. An Internet Safety awareness component is now a standing agenda item for the monthly meetings.

2009 – 2015 Time Line

Mathews County Public Schools shall continue integrating Internet Safety Awareness Training throughout division by means of scheduled meetings and in-service events. This includes, but is not limited to, monthly School Board, Leadership Team, New Teacher & Mentor Program and school faculty meetings. Annual events, such as, the School Board Retreat and Leadership Academy shall include Internet Safety agenda items. Staff development sessions will be based on the outcomes of annual needs assessment conducted by the division technology steering committee.

Parent & Teacher Connection: Newsletter Topics

i-SAFE Inc. is the worldwide leader in Internet safety education. Founded in 1998 and endorsed by the U.S. Congress, i-SAFE is a non-profit foundation dedicated to protecting the online experiences of youth everywhere. i-SAFE newsletters, i-Educator & i-Parent, are monthly publications addressing Internet Safety topics, as well as, offers suggestions for protective measures. These newsletters are disseminated to parents, teachers, school administrators, and local School Board members on a monthly basis.
Mathews County Public Schools
Internet Safety
Curriculum Integration Materials Description: Division Level
PART I

i-SAFE K–12 CURRICULUM SCOPE 07–08

GRADES K–4
Scope and sequence – i-SAFE materials are available in topic modules to provide the teacher with flexibility in creating a program of instruction that best suits the needs of each unique class. Therefore, the sequence of topics is not critical. For the early elementary grades, however, it is recommended that lessons and activities on Cyber Community Citizenship be implemented first to provide a better basis of understanding of the abstract concept of Cyberspace.

Module: Cyber Community

Cyber Community Citizenship (Core)

Grade K
The i-SAFE character, i-Buddy, is used to introduce the abstract concept of a community on the Internet through interactive, hands-on activities.
Strategy introduced: Students should have adult assistance when using the Internet.

Grade 1
The i-SAFE character, i-Buddy, is used to introduce the abstract concept of a community on the Internet and reinforce that students should have adult assistance when using the Internet.
• Cyberspace is described as a community that contains places to visit, just like in the real community. It is called the cyber community.
• Parents are identified as the primary educators who make rules to keep their children safe when in the physical community and when using computers and the Internet.

Grade 2
Grade 1 concepts are introduced and built upon by introducing the following:
• A community has rules to help keep its citizens safe. A good citizen is one who knows and follows the rules of a community.
• Community rules/laws are compared to Internet-use rules.

Grade 3
Grade 2 concepts are introduced and built upon by introducing the following:
• Places in communities are identified by addresses.
• An Internet address is called a URL.
• Terminology introduction and discussion: appropriate and inappropriate, and how the terms apply to Internet use.
• Age-appropriate strategies are introduced to exit inappropriate Web sites.
Grade 4
Grade 3 concepts are introduced and built upon by introducing the following:
- Definitions for inappropriate e-mails are described with age-appropriate terminology.
- Age-appropriate strategies are introduced to handle inappropriate e-mail.
- Concept introduction: Inappropriate Web sites can be fixed so that responsible cyber citizens cannot get out of them easily.

Citizenship and Safety
Grades 3–4
Supplemental lesson to core Cyber Community Citizenship; cyber community concepts are expanded upon with a focus on cyber citizenship and safety rules.

Cyber Bullying
Grade 3
The concepts of cyber bullying as compared to kindness online are introduced through a focus of relating them to behaviors in the physical world. Netiquette is introduced. Students identify courses of action and resources.

Grade 4
The concepts of cyber bullying and kindness online are introduced with a focus on netiquette. Students identify courses of action and resources.

Module: Online Personal Safety

Personal Safety (Core)
Grade K
The i-SAFE character, i-Buddy, is used to introduce the abstract concept of safety while online and reinforce that students should have adult assistance when using the Internet through the following:
- Concept introduction: e-mail.
- Discuss: how rules of the community, such as “Do not talk to strangers,” help safety.

Grade 1
Grade K concepts are introduced and built upon by introducing the following:
- Terminology introduction and discussion: uncomfortable and age-appropriate strategies for uncomfortable situations.
- Introduction of the FBI Internet Safety Tips.
- Strategy reinforced: Students should have adult assistance when using the Internet.

Grade 2
Grade 1 concepts are introduced and built upon by introducing the following:
- The importance of rules and laws.
- Expansion of FBI Tips description.
- Strategy reinforced: Students should have adult assistance when using the Internet.
Grade 3
Grade 2 concepts are built upon by expanding the concepts with a definition and discussion of the term “trusted adult.”

Grade 4
Grade 3 concepts are introduced and built upon by introducing the following:
• Concept introduction: identifying information
• Discussion of other forms of cyber communication
• Terminology introduction and discussion: permission

Safety and Identity
Grades 1–4
Supplemental lesson/activity to the core Personal Safety; an activity designed to demonstrate the meaning of personal/identifying information.

Text-Messaging Safety
Grades 3–4
Supplemental lesson/activity to the core Personal Safety; introduction to specific text messaging and its associated safety strategies (including cell phones).

Play It Safe Online
Grade 4
Supplemental activity to the core Personal Safety facilitated by a PowerPoint presentation to highlight the ways personal, identifying information is revealed through Internet communications.

Module: Cyber Predator Identification

Grades 3-5
An introduction to a predator’s grooming process. Learners will:
• Understand the vocabulary terms: predator, prey, inappropriate as they relate to online communication.
• Be able to identify and comprehend basic components of a predator’s grooming process.

Module: Cyber Security

Cyber Security (Core)
Grade K
The i-SAFE character, i-Buddy, is used to introduce the abstract concept of the computer virus and reinforce that students should have adult assistance when using the Internet.

Grade 1
Grade K concepts are introduced and built upon by introducing new terminology and discussion.
Concept introduction: A computer virus is a computer program.
Grade 2
Grade 1 concepts are introduced and built upon by introducing expanding explanations, vocabulary, and age appropriate computer virus prevention techniques.

Grade 3
Grade 2 concepts are introduced and built upon by introducing expanding explanations, vocabulary, and age appropriate computer virus prevention techniques.

Grade 4
Grade 3 concepts are introduced and built upon by introducing the following:
  • Termination introduction and discussion: e-mail forwarding as it is related to viruses and e-mail
  • Reinforcement of age-appropriate computer virus prevention techniques

E-mail Safety
Grades 1–2
Supplemental lesson to core Cyber Security; introduces the concept that keeping young children safe requires having the help of a responsible adult when opening or sending email.

Spam Scam Safety
Grades 3–4
Supplemental lesson to core Cyber Security; an introduction to spam, dangers associated with spam, and associated safety rules.

Module: Intellectual Property

For grades 3 and 4, i-SAFE offers 2 core units on Intellectual property comprised of mini-lessons/activities to facilitate a variety of implementation strategies and time frames.

Grades 3 and 4
Intellectual Property UNIT (Core)
  • Intellectual Property Overview
  • Intellectual Property Vocabulary Review
  • Introduction to Piracy
  • Cite Your Source
  • Be Responsible with Intellectual Property
  • Build a Bulletin Board activity (Enrichment)

UNIT: Creativity in the Classroom: Creative Ownership and Copyright (Core)
  • The Value of Creativity (Gr. 3) – Respect and Online Property (Gr. 4)
  • What’s in a Symbol? (Gr. 3) – Copyright Know-How (Gr. 4)
  • Vocabulary review
  • Create It – Copyright It!
  • Copyright is KEWL
  • Grade 3 Enrichment: Copyright Collages
  • Grade 4 Enrichment: Originally Ours! Copyright Collages
Movement and Music

Grades K–4
A collection of songs available for download or an audio CD with accompanying movement activity plans for teacher use provides an active mode for reinforcement of concepts learned in core curriculum.

GRADES 5–8
Scope and sequence – i-SAFE materials are available in topic modules to provide the teacher with flexibility in creating a program of instruction that best suits the needs of each unique class.
Therefore, the sequence of topics is not critical.

Module: Cyber Community

Cyber Community Citizenship (Core)
Grade 5
The Internet community is compared to the physical community, highlighting their similarities and the ways people interact within them.
Enrichment goal: Use materials created in the lesson/activity to create a poster project.

Grade 6
The Internet community is compared to the physical community, focusing on responsibilities as citizens.
Enrichment goal: Use a choice of materials created in the lesson/activity to create an awareness campaign.

Grade 7
The Internet community is compared to the physical community, with a focus on who participates, how people interact, and the roles of community leaders.
Enrichment goal: Write and publish articles for the school and/or local newspaper about what has been learned.

Grade 8
The Internet community is compared to the physical community, with a focus on evaluating the appropriateness of Web sites considering age group, intended use, and reliability of information.
Enrichment goal: Create a poster awareness campaign.

Cyber Bullying
Grade 5
Students investigate and identify key concepts associated with cyber bullying and learn strategies to avoid it.
Enrichment goal: Make a display to provide anti-cyber bullying awareness information to students of the school.
Grade 6
Students investigate and identify key concepts associated with cyber bullying and netiquette, including an expansion of definitions and discussion of motivations of bullies.
Enrichment goal: Develop a pledge wall about cyber-bullying awareness.

Grade 7
Students investigate and identify key concepts associated with cyber bullying and netiquette, including an expansion of definitions, discussion of consequences of cyber bullying, and techniques to avoid/report bullying.
Enrichment goal: Create and broadcast public-service announcements (PSAs) about cyber-bullying awareness at school and/or locally.

Grade 8
Students investigate and identify key concepts associated with cyber bullying and avoidance strategies, as well as an introduction to the cyber-stalking concept and laws governing online harassment.
Enrichment goal: Design and distribute an informational brochure about how to recognize and handle cyber bullying.

Grades 6–8

WEBCAST – Cyber Harassment: Online Bullying and Stalking
This investigation of cyber-harassment issues focuses on definitions of bullying and stalking as they apply to the Internet, rules, laws, and consequences, and the Ryan Halligan story.
Enrichment goal: Create a poster campaign to make others aware of how to deal with cyber bullying.

Safe Web Site Design
Grades 5–8
Supplemental lesson/activity to the core Cyber Community Citizenship; learners develop a comprehensive understanding of safety tips to remember when designing and building their own Web sites.

Negative Networking (Gangs Online)
Grades 6–8
Supplemental lesson/activity to the core Cyber Community Citizenship; learners develop an understanding of ways the Internet can be used to have a negative impact on society, such as its use by gangs to network.

Module: Online Personal Safety

Personal Safety UNIT (Core)
The personal safety unit for each of the grades 5 through 8 is comprised of four mini-lessons/activities to facilitate a variety of implementation strategies and time frames.
Grade 5
Unit lessons:
• Safeguarding Your Identity While Online: Screen Names and Passwords
• Protecting Personal Information
• Online Strangers, Predators, and the Grooming Process
• Online Personal Safety Review and Action
Enrichment goal: Create and present a cyber-safety presentation for parents or others.

Grade 6
Unit lessons:
• Safeguarding Your Identity While Online: Screen Names and Passwords
• Protecting Personal Information
• Online Strangers, Predators, and the Grooming Process
• Online Personal Safety Review and Action
Enrichment goal: Engage in a brochure distribution campaign.

Grade 7
Unit lessons:
• Safeguarding Your Identity While Online: Screen Names, Passwords, and Safety Resolutions
• Protecting Personal Information
• Online Strangers, Predators, and the Grooming Process
• Online Personal Safety Review and Action
Enrichment goal: Install the Library Safe Card Program in a school library/media center, or local library.

Grade 8
Unit lessons:
• Your Online Safety: Understanding the Issues
• Proactive Protection Online
• Online Strangers, Predators, and the Grooming Process
• Online Personal Safety Review and Action
Enrichment goal: Engage a lower grade in the lesson survey activity to promote cyber-safety awareness.

Text-Messaging Safety
Grades 5–6
Supplemental lesson/activity to the core Personal Safety Unit; introduction to specific text messaging and its associated safety strategies (including cell phones).

Web Logs: A Positive Approach to Blogging
Grades 5–8
Supplemental lesson/activity to the core Personal Safety Unit; the concepts of personal web logs (blogging) and relevant safety issues are introduced.
Enrichment goal: Develop a safe/secure blog for class or school use.
Online Shopping Risks
Grades 6–8
Supplemental lesson/activity to the core Personal Safety Unit; investigates safety and security issues surrounding online shopping.
Enrichment goal: Design and post a web page about safety in online shopping.

Legal Trends in Cyber Safety and Security
Grades 6–8
Supplemental lesson/activity to the core Personal Safety Unit; investigates current legal trends concerning the Internet.
Enrichment goal: Write letters to an elected official concerning an Internet safety or security issue, and discuss ideas for legislation or policy regarding it.

Social Networking
Grades 6–8
Supplemental lesson/activity to the core Personal Safety Unit; an investigation of the current trends in usage of social-networking sites, safety strategies for social networking, and the positive uses of these activities.
Enrichment goal: Create a public-service announcement to inform others about safe social networking.

Play it Safe Online
Grades 5–6
Supplemental activity to the core Personal Safety Unit facilitated by a PowerPoint presentation to highlight the ways personal, identifying information is revealed through Internet communications.

Module: Predator Identification

Grade 5 (3-5) (Introduction to Grooming)
An introduction to a predator’s grooming process. Learners will:
• Understand the vocabulary terms: predator, prey, inappropriate as they relate to online communication
• Be able to identify and comprehend basic components of a predator’s grooming process

Grades 5–8
Predator identification (Core)
This lesson is facilitated with a PowerPoint presentation and an interactive activity for each grade level; it’s easily implemented with multiple grade levels concurrently.
Investigate and identify key concepts associated with responsible and safe online interaction with a focus on issues associated with Internet predators, including key characteristics of suspicious online communication, the grooming process, and proactive techniques to reduce risk.
Enrichment goal: Engage parents in participation of the online parent survey.
Willing Participant
Grades 6–8
Supplemental lesson/activity to the core Predator Identification; provides a closer investigation into the concept of the willing participation in online relationships with strangers.

Module: Cyber Security

Cyber Security UNITS (Core)
Grade 5
Learners develop an understanding of the vocabulary terms “malware,” “malicious,” and “code,” as well as an understanding of proper e-mail protocol and the necessity of using caution when opening e-mail to protect computer security. Enrichment goal: Create and distribute brochures to inform others about cyber-security issues.

Grade 6
Learners build upon what has been learned previously to develop an understanding of proper e-mail protocol and the necessity of using caution when opening e-mail to protect computer security.
Enrichment goal: Create cyber-security slogans, and post on a web page.

Grade 7
Learners become more familiar with security consequences of online communication and risky interaction on the Internet, such as virus downloading and cyber bullying, and develop strategies to maintain computer security. Enrichment goal: Create and present safety and security skits to promote Internet safety awareness.

Grade 8
Learners become more familiar with security consequences of online communication and risky interaction on the Internet, and develop strategies to maintain computer security.
Enrichment goal: Develop activities, such as word games, for other students to reinforce Internet safety and security concepts.

National Student Watch
Grades 6–8
Learners develop a comprehensive understanding of their school’s action or disaster plan in response to homeland security threats, and the means of relaying information concerning threats.
Enrichment goal: Create an Internet safety and/or security fair or cyber safety week.

Module: Intellectual Property

Intellectual Property (Core)
Grade 5
A selection of lessons and activities provide students with opportunities to investigate and identify key concepts associated with responsible use on the Internet, focusing on attributes
and types of materials, definitions of copyright and plagiarism, and techniques to avoid IP theft and plagiarism.
Enrichment goal: Create posters or web pages to promote responsible use of intellectual property.

Grade 6
A selection of lessons and activities build upon concepts introduced in previous grade levels or provide an age appropriate introduction to investigate and identify key concepts associated with responsible use on the Internet, focusing on attributes and types of materials, definitions of copyright and plagiarism, techniques to avoid IP theft and plagiarism, information on peer-to-peer networking, issues specific to the legal use of music online, and the consequences of intellectual-property theft.
Enrichment goal: Create awareness about responsible intellectual-property use by creating and broadcasting a public-service announcement.

Grade 7
A selection of lessons and activities build upon concepts introduced in previous grade levels or provide an age appropriate introduction to investigate and identify key concepts associated with responsible use on the Internet, focusing on attributes and types of materials, definitions of copyright and plagiarism, techniques to avoid IP theft and plagiarism, information on fair use guidelines, information on peer-to-peer networking, aspects inherent to the issue of online piracy, issues specific to the legal use of music online, and the consequences on intellectual-property theft.
Enrichment goal: Present or broadcast the PSAs and/or jingles created in the lesson.

Grade 8
A selection of lessons and activities build upon concepts introduced in previous grade levels or provide an age appropriate introduction to investigate and identify key concepts associated with responsible use on the Internet, focusing on attributes and types of materials, definitions of copyright and plagiarism, techniques to avoid IP theft and plagiarism, information on fair use guidelines, information on peer-to-peer networking, aspects inherent to the issue of online piracy, issues specific to the legal use of music online, and the consequences on intellectual-property theft.
Enrichment goal: Share the mock trial developed in the lesson on intellectual-property rights with others via a selection of modes.

Module: Effective Outreach

Internet Safety Review Through Integrated Literacy Activities
Grades 5–8
Grade-specific lesson plans facilitate the review of core Internet safety topics and completion of language arts projects.
Enrichment goal: Provide stories and/or other projects to help younger children learn about Internet safety topics.

Additional Integrated Curriculum Resources
Internet Safety Review Through Integrated Math Activities UNIT

Grades 5–8

Introduction to Graphs
Learners will continue developing their understanding of online dangers through a math-themed lesson aimed at teaching basic graphing skills. Students will be introduced to the bar graph and practice making bar graphs.

Student activities focus on the following:
• development of a “living bar graph”
• translation of the living bar graph to paper
• practice in graphing basic questions

Graphing
Learners will continue developing their understanding of online dangers through a math-themed lesson aimed at using graphing skills. Students will learn three basic graph types along with their primary functions: line graph, bar graph, and circle graph.

Student activities focus on the following:
• review through discussion of Internet safety concepts
• definitions of the three types of graphs
• the graphing of statistics provided by i-SAFE

Survey and Statistics
Learners will continue developing their understanding of online dangers (specifically cyber bullying) through a math-themed lesson aimed at teaching basic survey and statistic skills. New vocabulary will be introduced, including “mode,” “median,” “mean,” “outliers,” and “range.”

Student activities focus on the following:
• review through discussion of Internet safety concepts
• review of i-SAFE statistics
• development of survey questions for provided topics
• use of class data from survey questions to compute the mode, median, mean, outliers, and range

Word Problems and Algebraic Equations
Review information on predator awareness while developing a comprehensive understanding of basic algebra terms and concepts. Concepts are taught in comparison to Internet safety themes. Students will practice building equations in relation to word problems.

Student activities focus on the following:
• review through discussion of Internet safety concepts
• creation of algebraic equations based on word problems
• finding solutions to created word problems

GRADES 9–12
Scope and sequence – A variety of i-SAFE materials are available for the high-school grades to provide the teacher with flexibility in creating a program of instruction that best suits the needs of each unique class. Therefore, the sequence of topics is not critical.
Non-Webcast Lessons and Activities

Cyber Community
A survey is used to illustrate the Internet community in comparison to the physical community with a focus on the similarities and differences and appropriate versus inappropriate online interactions.
Enrichment goal: Engage parents in completion of the online parent survey.

Online Relationships
An activity and discussion about the concept of willing participation in online relationships with strangers and the roles that predators play.
Enrichment goal: Set up a school DROP Box for dealing with Internet issues and concerns from the school population.

Online Gambling
An investigation of the dangers and consequences of online gambling.
Enrichment goal: Become certified in the i-MENTOR program.

Online Privacy
A closer look at how one willingly submits private information online; a guide to raise awareness.
Enrichment goal: Learn to write a "Letter to the Editor."

Identity Theft
Provides a look at how identity theft occurs online and safety precaution strategies.
Enrichment goal: Create a presentation for adults on how to avoid online identity theft.

Online Shopping Risks
A look at how to shop safely online and evaluate shopping Web sites.
Enrichment goal: Develop informational brochures on online shopping safety.

Legal Trends in Internet Safety and Security
A look at current legal trends concerning the Internet.
Enrichment goal: Write to a Congressional leader concerning a legal cyber security/safety issue.

Social-Networking Risks
An investigation of the current trends in usage of social-networking sites, safety strategies for social networking, and the positive uses of these activities.
Enrichment goal: Develop a school advisory board for discussion and policy formation on cyber-safety topics.

Online Freedoms and the Culture of the Internet
An investigation of Internet-related laws in the United States and how other countries compare.
Enrichment goal: Host a presentation for adults about Internet safety issues.
Homeland Security
Activity integrates knowledge and concepts previously learned about hacking, malicious code (i.e. viruses and worms) with information on cyber terrorism to identify and comprehend the utilization of the Internet in cyber terrorism and cyber warfare. Enrichment goal: Create a web quest on the topic of cyber security and homeland security, and provide it as a teaching tool for other students.

Negative Networking: Terrorists, Gangs, and Cults
An investigation of negative uses of online networking.

UNIT: Music Rules – Learn B4 U Burn
This unit supplements the Music Rules: Learn B4 U Burn Assembly Experience. Unit lessons:
• Music Makers: Unknown Victims
• Peer-to-Peer Networking
• Music Copyright Basics
• Learn B4 U Burn

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Overview of NetSmartz Internet Safety Program and Resources

www.NetSmartz.org
- Specialized areas for parents, guardians, educators, law enforcement, teens, and the media
- Internet safety pledges, tips, news, definitions, and resources
- Activity cards to adapt the computer activities for home, school, and after-school use
- Real-life scenarios of teens who encounter dangers online and success stories from teens who avoided the dangers

www.NetSmartzKids.org
- A safe site for children that does not link to outside sources
- Interactive activities that teach the dangers to watch out for online and how to avoid them
- Fun games to reinforce Internet safety concepts
- Rules and guidelines for safer Internet use

NetSmartz Activities
- "Clicky's Web World" - Recommended for children in grades K-2, this program is a series of four short, interactive activities that teach about Internet safety.
- "NetSmartz Rules!" - Recommended for children in grades 3-6, this program is a series of eight short, interactive activities that teach about the possible dangers children may encounter online.
- "I-360" - This program is a series of six vignettes based on actual experiences created to teach teens about Internet safety and the importance of having good netiquette.

NetSmartz Teens Vignettes
- "Julie's Journey" - Julie left home for three weeks with a convicted murderer she had developed a relationship with online.
- Teens PSA: "Promises" - Teens fall for promises from people they first "meet" online.
- NetSmartz Adventure Games.
- "NetSmartz Agents: Derek in Distress" - Children in grades 4-6 can test their detective skills while learning about various Internet dangers as they search through the Washington D.C. area for clues and people that may lead them to find Derek before it's too late.
• "Clicky's Quest" - Children in grades 1-3 will enjoy multiple levels of game play as they learn what Internet dangers each of the four Outlaws represent and how to appropriately respond to those dangers.
• "Maze Game" - Players attempt to eat computer chips while avoiding the Webville Outlaws. Players can go to a "trusted adult" for a power boost.
• "Inbox Defender" - Players use a deletion ray to delete bad E-mails while attempting to collect Clicky's messages.

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Teachers in Mathews County Public Schools may choose lessons and activities that are appropriate for their grade/content area from the content outlined above or from other sources. Educators are encouraged to explore the various resources available through the VDOE Web-Based Resources on Internet Safety.
Mathews County Public Schools

Professional Development Snapshot

Mathews County Public Schools contracts with the Regional Educational Consortium through the Workforce Development Office of Rappahannock Community College to provide ongoing professional development for our teachers and staff. The following is a sample of offerings:

Creating a Cooperative Engaging Classroom for K-12, All Subject-John Strebe

Critical issues for Special Education-C.J. Butler

CTE Best Practices

Curriculum Alignment

Interactive Reading and Notetaking

VDOE Mathematics update

CPI

CPR

Hands on Wind Energy

The Daily Five

Applied Behavior Analysis

Technology Enhanced Items

Make Learning Math Fun and A Community Experience

Ipad-Elementary

Test Taking Strategies

Differentiation

School Law for Teachers

Goal Setting 2.0

Introduction to Sign Language

STEM

Ipad-secondary
Children Offenders-Where it happens

Introduction to Autism Spectrum

Traumatic Brain Injury

Teacher Web 2.0

Excel-Word-PPT

RTI

School Nurses’ Update

Mathews County also accesses a variety of professional development opportunities through other contracted services as well as internal professionals. The following is a sample of offerings:

William & Mary SURN Literacy Audit: Instructional and Resource Supports

IXL

Pearson: Textbook Resource Supports

Interactive Achievement: Benchmarking and general assessment database

Dan Mulligan: VASS conference, entitled “proactive strategies to raise student achievement.”

VDOE Math Institute “train the trainer” workshop used to align curriculum with VDOE goals of improving critical thinking skills.

Daily 5 training provided by the RCC consortium to foster literacy independence.

Dr. Gregory, from SURN (School University Resource Network) provided a workshop entitled “Through the Looking Glass – Visible Teaching of Comprehension” to improve reading comprehension.

Scholastic System 44/Read 180

Critical Thinking Series

Google Docs, Sites and Drive
MATHEWS COUNTY PUBLIC SCHOOLS
2013 - 2014
Division Technology Steering Committee

Nancy Welch
Assistant Superintendent (Chair)
Louise LeBRon
Special Education & Federal Programs
Lesley Hunley
Coordinator of Gifted Education
Albert Green
Principal
Andrew Greve
Principal
Laurel Byrd
Principal
William Vrooman
Technology Coordinator
Eunice Hyer
Community Connection
Phillip Machen
Student
Elizabeth Sanderson
Student

School Technology Committees

Mathews High School Technology Committee
Albert Green
Principal
Alexis Foster
Assistant Principal
Vanessa Barger
Principals of Technology Teacher
Cindy Glass
Business/Computer Science Teacher
Kevin Hogge
English Teacher
Robert Kincade
Building Trades/Green Technology
Karen Lloyd
Business/Computer Science Teacher
Suzanne Sopko
Instructional Technology Resource Specialist

Thomas Hunter Middle School Technology Committee
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Principal
Amy Hauser
Assistant Principal
Autumn Barker
Technology Teacher
Michelle Williams
Grade 6 Math Teacher
Samantha Rozakis
Special Education Teacher
Michele Plotino
Civics Teacher
Cindy Machen
Science Teacher

Lee-Jackson Elementary School Technology Committee
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Cindy Gray
Assistant Principal
Lee Anne Bray
Grade 2 Teacher
Christina Davis
Kindergarten Teacher
Edith Turner
Technology Assistant
Jennifer Hyde
Grade 3 Teacher
Amy Hudgins
Grade 4 Teacher
Barbara vanEmmerik
Grade 1 Teacher