

Educational Technology Plan 2015-2017



Lynchburg City Schools
Information Technology

<http://www.lcsedu.net/techplan>

Table of Contents

EXECUTIVE SUMMARY

PROCESS

[Connecting the LCS Vision and Mission Statements to the Technology Plan](#)

[School Division Vision, Mission and Goal](#)

[Technology Vision](#)

[Technology Mission](#)

[Stakeholders](#)

[Summary of the Work of the Planning Committee and Its Benchmarks](#)

[Summary of the Evaluation Process and the Planned Update Cycle](#)

[Conclusions from the Needs Assessment](#)

[Results from the Needs Assessment:](#)

APPENDICES

[Fiscal Analysis](#)

[Technology Leadership Team Meeting Dates](#)

[Lynchburg City Schools' Technology Policies](#)

[Lynchburg City Schools' Internet Safety Instructional Program](#)

EXECUTIVE SUMMARY

Lynchburg City Schools, LCS, is an educational community of individuals with diverse learning styles. The LCS vision, a *Tradition of Excellence for All*, encompasses five division-wide indicators of excellence: achievement, behavior, culture, operations and personnel. The Educational Technology Plan for 2016 - 2017 supports the vision, ensuring that technology plays an integral role.

The plan addresses technology needs of instruction, professional development, and operational infrastructure as well as continues an expansion of technology as a vehicle for teaching, learning, and collaboration in the classroom and beyond.

Some of the highlights of the plan that will serve as a foundation for future technology endeavors include: a one-to-one initiative for students, supporting the development of a state-of-the-art high school, extending wireless networks, mounting projectors in all classrooms, and expanding virtual learning communities. The plan also seeks to foster a safe environment through the deployment of phones in all classrooms and a rigorous online Internet safety program.

The Educational Technology Plan consists of five goals:

- Provide a safe, flexible, and effective learning environment for all students.
- Engage students in meaningful curricular content through the purposeful and effective use of technology.
- Afford students with opportunities to apply technology effectively to gain knowledge, develop skills, and create and distribute artifacts that reflect their understandings.
- 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.
- Use technology to support a culture of data-driven decision making that relies upon data to evaluate and improve teaching and learning.

The Educational Technology Plan for 2016 – 2017 and beyond provides a roadmap that allows LCS to continue to build a strong infrastructure with state-of-the-art equipment, supporting sound instruction that compliments the Lynchburg City Schools' mission, *every child, by name and by need, to graduation*. Technology's influence on the LCS learning community will continue to grow at an unprecedented rate. This plan will harness current and emerging technologies and will use them to motivate the learning process and shape productive citizens in a 21st century global community.

PROCESS

Connecting the LCS Vision and Mission Statements to the Technology Plan

As educators in Lynchburg City Schools, we strive to fulfill our vision of *A Tradition of Excellence for All* and mission *Every child, by name and by need, to graduation* by ensuring that students who leave our schools are ready for life in the digital age. In order to be an educational leader in today's world, our division believes that technology is essential to this vision and mission.

Technology enhances teaching and learning excellence by providing students with a multitude of interactive and multi-sensory educational opportunities and challenges; therefore, it should be integral to all aspects of education from curriculum and instruction to assessment and management.

School Division Vision, Mission and Goal

Vision: A Tradition of Excellence for All

Mission: Every child, by name and by need, to graduation.

Goal: Excellence in Achievement, Behavior, Culture, Operations and Personnel

Technology Vision

Technology is an indispensable part of who we are as a society. From birth, our children are immersed in all forms of technology. Technology has become a requisite part of the teaching and learning paradigm. Our goal is to educate students to look beyond today. By facilitating 21st century skills including collaboration, problem solving and creativity, the school community will utilize technology to enhance instruction, promote life-long thinking, learning and communication skills necessary for success in a 21st century global community.



The effective use of technology will:

- Facilitate and enhance learning and achievement for all students
- Better meet the needs of all students by providing more opportunities for intervention/remediation or extended learning
- Foster positive attitudes about teaching and learning
- Increase productivity in all aspects of the educational community from communication to more efficiency in management and administrative functions
- Increase student engagement

Technology Mission

Recognizing the importance of technology in today's society, Lynchburg City Schools is committed to providing technology tools and training necessary to ensure excellence in achievement, behavior, culture, operations and personnel.

- We are dedicated to promoting the use of technology as a tool for assisting staff and students in all educational applications and in learning how to utilize technology in more meaningful and efficient ways.
- We are dedicated to developing life-long learners and productive members of society.

Stakeholders

The superintendent approves the composition of a Technology Leadership Team on an annual basis. The responsibility of the committee, which meets monthly, is to review, evaluate, and modify the school division's Educational Technology Plan to ensure its compliance with state and federal directives and with the school division's Comprehensive Plan. The Technology Leadership Team uses the school division's mission and vision as the foundation for all decisions. The membership is composed of representatives from each school in the division including parents, teachers, administrators, technology-data analysis resource teacher, and media specialists. The committee also includes the director of information technology, network administrators, and the coordinator of administration applications. Current members of the team are as follows:

David Childress - Director, Department of Information Technology (Chair)
Doug Wickham - Network Administrator, Department of Information Technology
Jan McKinney - DP Coordinator, Department of Information Technology
Jamie Addesa – Teacher, Dearington Elementary School for Innovation
Janet Bates – Teacher, Bedford Hills Elementary School
Karen Bell - Instructional Technology-Data Analysis Resource Teacher
Henry Bellman – Teacher, Heritage High School
John Blakely - Principal, R. S. Payne Elementary School
William Coleman – Assistant Superintendent for Curriculum and Instruction
Benjamin Copeland – Assistant Superintendent for Operations
Lewis Davis – Teacher, Pride Center
Charles Dellinger – Supervisor for Career Technical Education
Derrick Dews – Teacher, Heritage Elementary School
Thomas Foster – Teacher, Paul Laurence Dunbar Middle School for Innovation
Kristy Genung – Teacher, Linkhorne Elementary School
Scott Goodwin - Network Administrator, Department of Information Technology
Edgar Harris – Teacher, E. C. Glass High School
Aimee Hasinger – Instructional Technology-Data Analysis Resource Teacher
Nancy Hunt - Instructional Technology-Data Analysis Resource Teacher
Frank Hutchinson -Department of Information Technology
Andrew Ickes – Technician, Department of Information Technology
Dana Johnson – Teacher, Sheffield Elementary School
Robert Kerns – Principal, Linkhorne Middle School
Scott Kirkwood – Webmaster, Department of Information Technology
Verna Lamb – Teacher, Sandusky Elementary School
Lisa Lee – Administrative Assistant, Sheffield Elementary School
Letitia Lowery – Teacher, Paul Munro Elementary School
Shannon May - Instructional Technology-Data Analysis Resource Teacher
Rhonda Miller – Teacher, Linkhorne Middle School
Sandra Moorman - Instructional Technology-Data Analysis Resource Teacher
Emily Morris – Teacher, Perrymont Elementary School
Gaynell Phelps, Teacher, Sandusky Middle School
John Proffitt - Instructional Technology-Data Analysis Resource Teacher
Eileen Robinson – Teacher, Bass Elementary School
Rebecca Scott – Teacher, R. S. Payne Elementary School

Dorothy Sova-Stinnett – Teacher, LAUREL Regional School
Janice Suddith – In-District Trainer
Jalie Trowbridge – Teacher, T. C. Miller Elementary School for Innovation
Catherine Tucker – Teacher, Sandusky Elementary School

The Technology Leadership Team also shares proposals regarding policy, strategic planning, and other division-wide initiatives with a variety of other groups for review and input. Among these are the Secondary Leadership Team, the Elementary Leadership Team, the Superintendent’s Personnel Advisory Committee, the Superintendent’s Parent Advisory Committee, and the Superintendent’s Cabinet. The Educational Technology Plan for 2016-2017 was available in draft form to each of these bodies. A copy of the school board-approved version of the plan is available to the general public through the Lynchburg City Schools’ web site at www.lcsedu.net.

Summary of the Work of the Planning Committee and Its Benchmarks

Lynchburg City Schools’ Educational Technology Plan was constructed through the collaborative effort of multiple professional learning communities which included Senior Information Technology Staff, the Instructional Technology Resource Team, and the LCS Technology Leadership Team.

The Technology Planning Committee began by developing a needs assessment which surveyed all third through twelfth grade students to ascertain how technology is currently being utilized within the division as well as students’ access to technology outside of the classroom. The survey consisted of three distinct sections: Internet safety, technology use at school, and technology use outside of school.

The Technology Planning Committee held weekly and monthly sessions to develop the LCS Technology Plan. During this process, the committee reviewed and analyzed the state’s Technology Plan along with the existing LCS Educational Technology Plan. Based on the needs analysis, review of the existing Educational Technology Plan, and the new LCS technology vision driven by the implementation of a one-to-one initiative, a new plan was crafted which addresses technology in support of the LCS mission of *Every child, by name and by need, to graduation*.

Summary of the Evaluation Process and the Planned Update Cycle

The Educational Technology Plan for Lynchburg City Schools will be evaluated on an annual basis. This plan is be a living, breathing document which must adapt and change with the needs of the LCS community and emerging technologies. The technology committee will meet once a year to review the current progress. An annual report will be submitted to the School Board showing the current status and any proposed changes to the Educational Technology Plan.

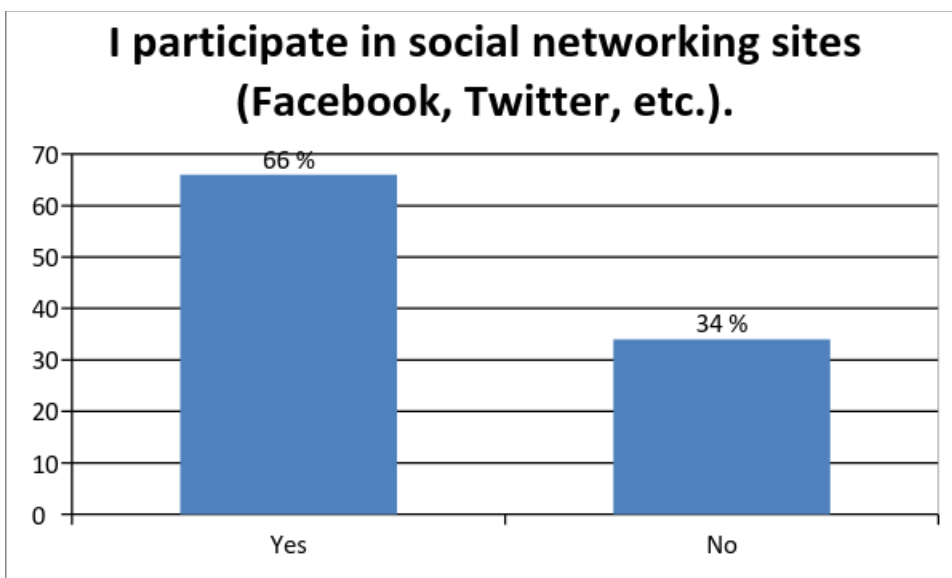
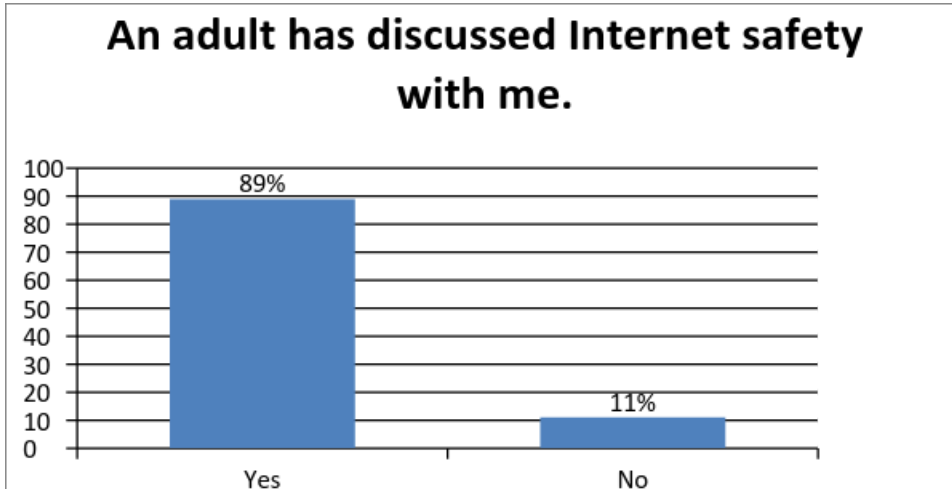
Conclusions from the Needs Assessment

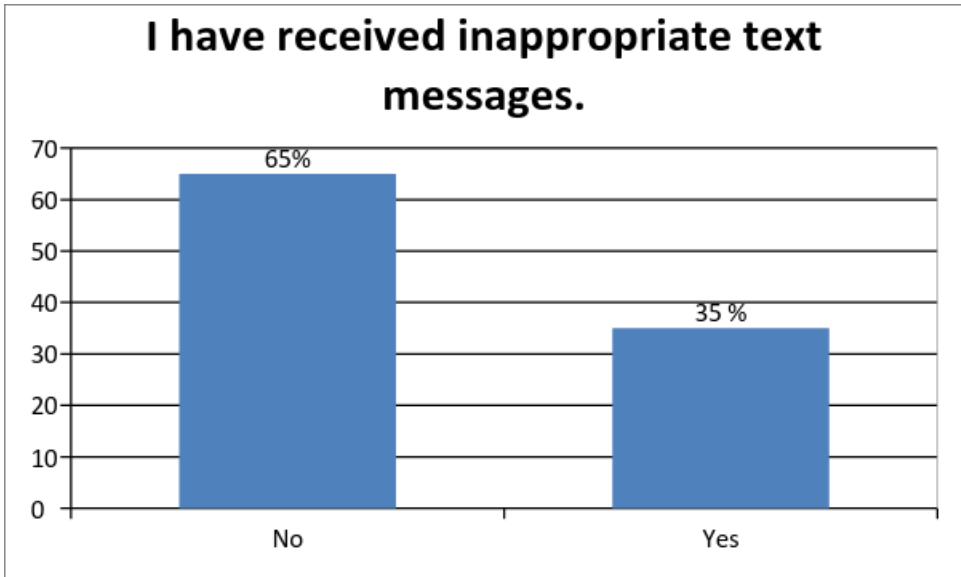
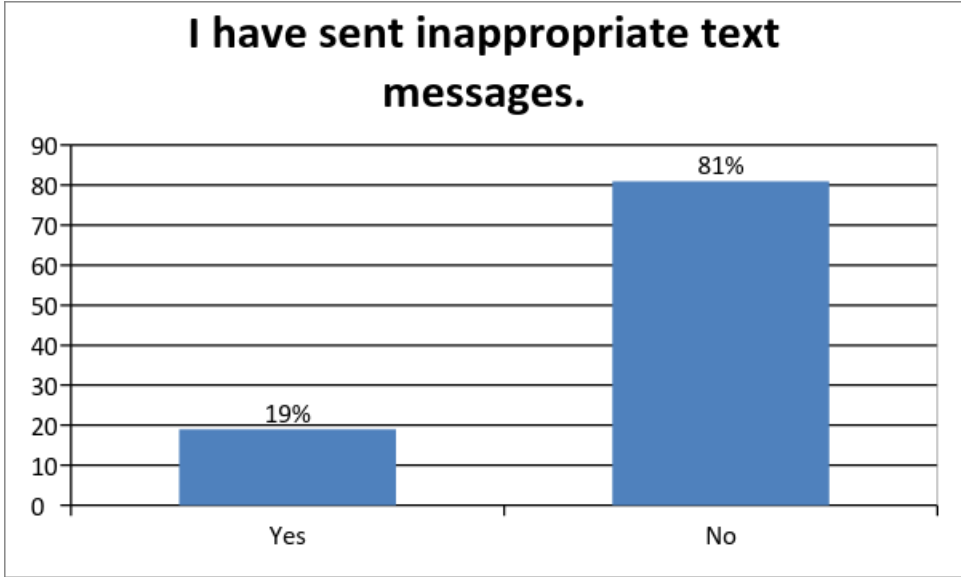
LCS conducted a needs assessment survey during Spring, 2013 to determine several key factors:

- How technology is used throughout the LCS learning community:
 - If students are being taught 21st century skills
 - If teachers are using available technology resources
- What technology is being used in the classroom and in the students' homes
- The percentage of students who have Internet access at home
- If the current Internet safety program is effective

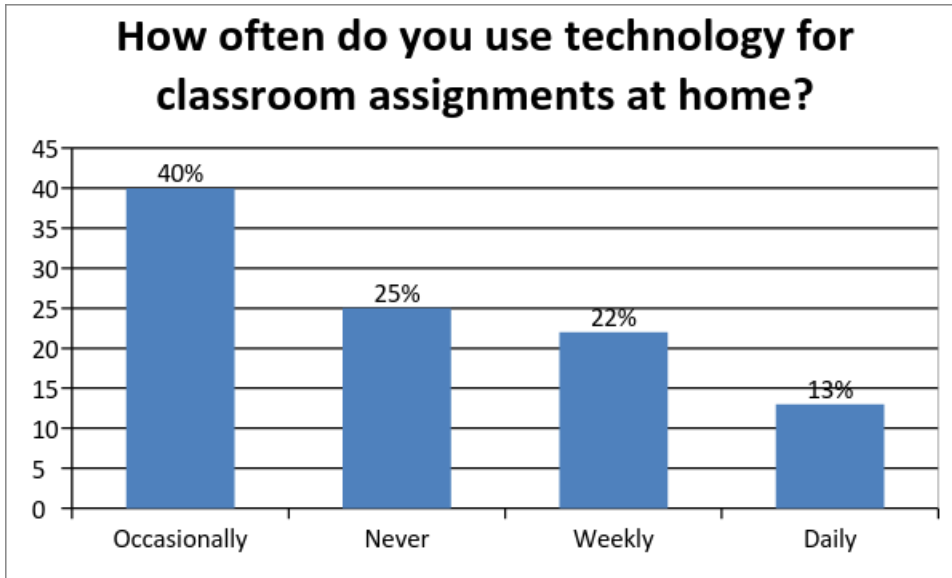
Results from the Needs Assessment:

1. The LCS Internet safety program has been very successful. We must continue to make students aware of the dangers of the Internet and provide them with the tools to help them successfully navigate the Web.

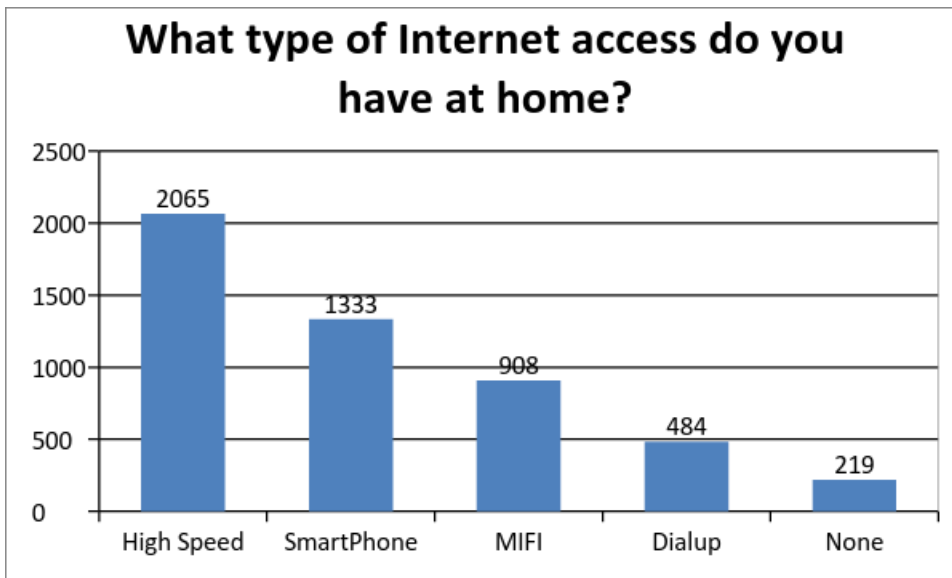




2. Students are not utilizing technology to support their education.



3. More students have access to the Internet at home than was anticipated. Out of 3,100 students only 219 or 7% had no access and only 484 or 15% had dialup.



4. Instructional staff must be involved in the decision process regarding instructional technology purchased.
5. Professional development must increase and specifically target the needs of our learning communities.
6. Teachers are not employing all available technology resources available to them.
7. Students are very comfortable using all forms of technology.

8. Funding must be made available to replace aging technologies as well as deploy emerging technologies that engage and promote higher order thinking skills, enabling students to excel in the 21st century.

TARGETS, ACTIONS, AND TIMELINES

The information that follows outlines the strategies in place for implementation of the above areas and associated goals. For each of the key actions, a timeline for implementation is included to indicate a projected chronology to achieve the objectives. Also provided for the key actions is an anticipated budget that would allow for the acquisition and maintenance of the hardware, software, professional development and other services that will be needed to implement the specific strategies in the plan.

The targets and actions contained in this document are essential for the education of our students. The actions below provide concrete examples of how the priorities listed may be met and is not intended to be exclusive or exhaustive. As different technologies emerge, actions will be determined and implemented that correlate with the objectives and goals. Without the necessary resources, these actions cannot be implemented.

The following is a key to the codes used in the remainder of this document.

Targets -	Listings of specific objectives or targets to support the goals and priorities
Actions -	Steps to take that are necessary to reach the target
PIC -	P ersons I n C harge of developing, implementing, reviewing and evaluating the impact of the actions
Codes -	SB – School Board SUPT – Superintendent CO/Admin – Central Office/Administration CO/HR – Central Office/Human Resources CO/IS – Central Office/Instructional Staff CO/SS – Central Office/Support Staff CO/Tech – Central Office/Technology BL/Admin – Building Level/Administration BL/Teac – Building Level/Teachers BL/SS – Building Level/ Support Services ALL – All Administrators
Timeline Codes -	D – Develop E – Evaluate I – Implement M – Maintain R - Review

Integration - The appropriate use of technology in instruction resulting in improved student learning and achievement and mastery of Virginia's Standards of Learning.

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	PIC	Actions	Timeline		
			2015	2016	2017
1.1.1: Increase awareness of Virtual Virginia and courses available.	BL/Admin	Provide training as needed for faculty and staff, to promote available courses and the requirements needed for students to participate.	RM	EM	RM
1.1.2: Encourage all secondary students to take Virtual Virginia classes.	BL/Admin	Provide students with the most recent courses available.	M	RM	RM
1.1.3: Implement Moodle with WHRO content	CO/IS	Provide professional development for WHRO content	R	DI	RM
	CO/Tech	Provide professional development for Moodle, demonstrating how to use Moodle in a 21 st Century Classroom	RM	RM	EM
1.1.4: Gather data with an emphasis on evaluating student learning environments	CO/IS BL/Admin	Utilize technology based data gathering tools (i.e.: Interactive Achievement, Google Forms, Go Formative, Kahoot...etc.)	M	RM	RM
1.1.5: Increase the use of digital curriculum	CO/IS	Increase the use of digital textbooks and other online resources	M	RM	IRM
1.1.6: Expand the current 1:1 device initiative	CO/Tech	Increase the number of devices/classes participating in the 1:1 initiative	EDI	ERIM	ERIM

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

Strategy	PIC	Actions	Timeline		
			2015	2016	2017
1.2.1: Identify potential partnerships that can be utilized to increase access to virtual learning opportunities.	Partners In Ed	Continue to foster and expand current partnerships with local businesses and industries.	EM	IRM	IRM
		Recruit additional businesses to the LCS Partners in Education program to facilitate 21 st century learning.	IRM	IRM	IRM
1.2.2: Utilize IT-DARTs and other resources to promote the best practices of integrating technology into teaching and learning.	CO/Tech BL/Admi n	Collaborate with classroom teachers concerning instructional needs.	RM	DIR	RM
		Expand professional development offerings.	DIR	DIR	DIR
		Analyze division data to determine how instructional technology assistance could be offered.	DIR	IR	IR
1.2.3: Meet or exceed the Standards of Quality staffing requirements.	SB	Ensure that standards are met and maintained in all categories.	RM	RM	RM
1.2.4: Meet or exceed state standards for infrastructure necessary to participate in online SOL testing	CO/Tech	Evaluate and update switches and routers as needed to ensure a fast and reliable network.	RIM	RIM	RM
		Evaluate and size MAN connections between buildings to accommodate data usage.	RIM	RM	RM
		Implement a virtual solution to allow for SOL testing to occur on Chromebooks	IR	RM	RM
1.2.5: Ensure that instructional staff is included in decisions regarding instructional technology purchases and deployment.	CO/IS CO/Tech	Recruit instructional staff to participate in the evaluation and purchase of new software and hardware.	RM	RM	RM
		Continue to use the LCS One team to guide and establish procedures for implementation of the 1:1 initiative	RM	RM	RM
1.2.6: Collect data from available resources to assess instructional technology needs.	CO/Tech	Incorporate appropriate data into data warehouse.	I	RME	RM

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

Strategy	PIC	Actions	Timeline		
			2015	2016	2017
1.3.1: Utilize IT-DARTs to assist teachers in developing and implementing technology-integrated instruction.	BL/Admin	Model best practices with teachers through thoughtful applications and by seeking to improve learning in classroom instruction.	M	RM	RM
1.3.2: Continue to build and expand the annual Summer Technology Academy.	CO/Tech	Use data provided by teacher surveys to design and implement the annual Summer Technology Academy to target the needs of LCS staff.	RDIE	RDIE	RDIE
1.3.3: Expand offerings of technology-based professional development before, during, and after school.	CO/Tech	Use data provided by teacher surveys to design and implement monthly technology professional development courses to target the needs of LCS staff.	RD	MRDI	MRDI
		Implement virtual staff development offerings.	DIR	DIR	DIR
		Post annual technology development calendar	IRD	IRD	IRD
1.3.4 Offer resources outside the school system to provide professional development in new technologies.	CO/Tech CO/IS	Utilize resources to determine emerging technologies and evaluate available professional development resources.	IRM	IRM	IRM
1.3.5: Offer online libraries of professional development videos.	CO/Tech	Create and expand professional development video library to be shared among teachers in school division.	DI	DIM	DIM
1.3.6: Track participation in professional development	CO/HR CO/Tech	Select and implement professional development tracking system.	DI	EM	EM
1.3.7: Ensure that appropriate staff continues to improve their 21 st century technology literacy skills.	BL/Admin CO/Tech	Implement a tiered technology professional development point system that is reflected in evaluations. -Teachers – 4pts -Admin – 2pts -Other staff – 2pts	RM	RM	RM

Objective 1.4 – Provide a safe and engaging learning environment.

Strategy	PIC	Actions	Timeline		
			2015	2016	2017
1.4.1: Ensure the safety of students and staff members.	CO/Tech	Implement Voice Over IP phone system in all classrooms.	RM	RM	RM
		Implement a visitor check-in system to screen for sex offenders.	RM	RM	ERM
	CO/Tech	Implement mass notification system over V.O.I.P. phone system	I	RM	RM
	CO/Tech	Update Building Video Security Systems	IRM	IRM	IRM
1.4.2: Increase accessibility and usage of digital video technology.	CO/Tech	Mount all classroom projection units.	IRM	IRM	M
		Evaluate alternatives to current streaming video solutions.	D	DI	M

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	PIC	Actions	Timeline		
			2015	2016	2017
2.1.1: Use Google Apps to promote collaboration via professional learning communities.	CO/Tech	Provide professional development as needed to promote the ongoing use of Google Apps.	IRM	IRM	IRM
2.1.2: Expand online media resources to include content from subject-matter experts.	CO/Tech	Continue to search for the most effective online resources and make teachers aware of them by providing links in an accessible location.	RM	RM	RM

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

Strategy	PIC	Actions	Timeline		
			2015	2016	2017
2.2.1: Provide students with opportunities to use appropriate technology to assist in all learning environments.	CO/Tech	Continue to expand 1:1 initiative to other classes/schools	DIR	DIRM	DIRM
	CO/Tech	Increase the number of mobile labs to facilitate equitable use of technology as an instructional/learning tool	DIR	DIRM	RM
	BL/Teac	Engage groups of students through the use of learning management systems	ME	IMR	IM
	BL/Teac	Use 21 st century collaborative tools to promote project-based learning	RM	DI	RM
	BL/Admi n	Promote Virtual Virginia to individualize learning and to increase success within the virtual learning environment	M	RM	RM
2.2.2: Integrate technology based tools and resources to differentiate classroom instruction.	CO/Tech BL/Admi n	Offer staff development on technology-based strategies as a vehicle for differentiated instruction.	RMDI	RMDI	RMDI
2.2.3: Insure teachers have adequate resources to integrate technology into teaching and learning.	SB CO/Tech	Evaluate and procure appropriate resources to promote equitable learning.	RMI	RMI	RMI
2.2.4: Increase administrators' awareness of effective use of instructional technology in the 21 st century classroom.	CO/Tech	Present monthly instructional technology demo at principals' meeting.	R	DIR	IRM
	CO/Tech	Encourage building-level administrators to participate in professional development planning.	RM	RM	RM
	CO/Tech BL/Admi n	Assist building-level administrators in evaluating effective use of instructional technology in the classroom.	D	IRM	RM

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

Strategy	PIC	Actions	Timeline		
			2015	2016	2017
2.3.1: Identify and disseminate best practices and resources to promote the integration of Internet safety programs.	CO/Tech	Maintain portal of Internet safety resources	RM	RM	RM
2.3.2: Integrate Internet and technology safety into all areas of the curriculum	BL/Teac	Implement curricula supporting digital responsibility, awareness, and safety	RM	RM	RM
2.3.3: Monitor the implementation of Internet safety policies and programs and provide technical assistance and support to ensure schools have effective programs and policies.	CO/Tech	Maintain building level records of lessons taught, dates, etc; review with Director of Information Technology annually.	I	RM	RM
2.3.4: Inform users of the AUP (Acceptable Use Policy).	BL/Admi n CO/HR	Users will review the AUP annually.	RM	RM	RM

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	PIC	Actions	Timeline		
			2015	2016	2017
3.1.1: Provide professional development workshops, tutorials, and courses that support integrating technology into teaching and learning.	CO/Tech	Develop and implement workshops and video tutorials throughout the school year.	RMDI	RMDI	RMDI
		Promote opportunities for off-site technology training through the use of virtual learning resources	RDI	RMDI	RMDI
		Promote professional development calendar	DI	RM	RM
		Continue Summer Technology Academy.	EM	EM	EM
3.1.2: Gather data with an emphasis on evaluating student learning environments	CO/IS BL/Admi n	Utilize data warehouse and acquisition tools to assess learning environments.	I	RME	DI
3.1.3: Promote project-based learning	CO/IS CO/Tech BL/Teac	Develop lesson ideas/competitions to promote higher-order thinking and real-world skills through the use of technology	DI	RMDI	RMDI
		Use 21 st century collaborative tools to promote project-based learning	DI	RMDI	RMDI

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

Strategy	PIC	Actions	Timeline		
			2015	2016	2017
3.2.1: Ensure all teachers and administrators are TSIP (Technology Standards for Instructional Personnel) certified.	CO/HR CO/Tech	Monitor state licensure.	RM	RM	RM
		Continue training as needed to achieve certification.	RM	RM	RM
3.2.2: Ensure Virginia state technology competencies are integrated into curriculum alignment.	CO/Tech CO/IS	Review and align technology integration efforts with the revised standards.	IRM	IRM	IRM
	CO/Admin	Review current resource materials and correlate with revised standards.	R	RDI	RM
	CO/Tech	Identify new materials where needed.	R	RDI	RM
	CO/IS	Provide staff development for teachers where appropriate.		DI	DI

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

Strategy	PIC	Actions	Timeline		
			2015	2016	2017
3.3.1: Implement assessment, data management, and reporting system	CO/IS	Develop benchmark and teacher created assessments.	DIRM	DIRM	DIRM
3.3.2: Identify and disseminate information about technology tools and systems to help schools implement assessments that require higher-order thinking	CO/Tech	Utilize IT-DARTs to keep staff current on technology tools and systems that promote Technology Enhanced Item formatted questions.	DIRM	DIRM	DIRM

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	PIC	Actions	Timeline		
			2015	2016	2017
4.1.1: Provide students access to age-appropriate individual technology devices	CO/Tech	Increase the number of devices/classes participating in the 1:1 initiative	DIRM	DIRM	DIRM
		Increase the number of mobile labs to facilitate equitable use of technology as an instructional/learning tool	RIM	RIM	RIM
		Make additional technology devices available on a check-out basis	RDI	RIM	RIM
	CO/IS	Provide professional development to instructional staff in order to facilitate the integration of technology into the curriculum	DIRM	DIRM	DIRM
4.1.2: Provide students with age-appropriate interactive content	CO/Tech BL/Teac CO/IS	Evaluate current interactive technologies	RM	RM	RM
	CO/Tech CO/IS	Research emerging interactive instructional technologies	EI	EI	EI
	CO/IS	Provide professional development on application of current interactive technologies	DIRM	DIRM	DIRM

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

Strategy	PIC	Actions	Timeline		
			2015	2016	2017
4.2.1: Utilize IT staff and other resources to promote the best practices of integrating technology into teaching and learning.	CO/Tech	Provide face-to-face and virtual assistance to school-based stakeholders.	RIM	RM	RM
		Provide timely and effective technical support to ensure that all tools and the network that supports them are installed and maintained properly.	IMR	MR	RM
4.2.2: Meet or exceed the Standards of Quality staffing requirements.	SB	Provide the appropriate number of instructional and support staff when funding is available.	RM	RIM	RIM
4.2.3: Expand the annual Summer Technology Academy.	CO/Tech	Use data from participant surveys to define and determine upcoming Summer Technology Academies.	RI	RI	RI
4.2.4: Expand offerings of technology-based professional development before, during, and after school.	CO/Tech	Use data from participant surveys to define and determine upcoming professional development before, during, and after school.	RM	RM	RM
4.2.5: Implement SharePoint Foundation	CO/Tech	Provide professional development to reinforce a blended learning environment through the use of SharePoint	DIM	DIM	RM
4.2.6: Implement Moodle	CO/Tech	Develop process to create classes, courses, teacher and student accounts within Moodle framework	IM	ID	IM
		Provide professional development to staff to utilize WHRO content	DI	DIM	RM
		Provide professional development to staff on best practices for Moodle	RM	EM	RM

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	PIC	Actions	Timeline		
			2015	2016	2017
4.3.1: Provide resources and support for teachers to pursue innovative uses of emerging technologies.	CO/Tech	Provide professional development on emerging technologies for teachers.	RIM	RIM	RIM
4.3.2: Evaluate and promote the use of pedagogically appropriate tools. (ie: round peg – round hole)	CO/IS CO/Tech	Design and implement pilot projects to evaluate a variety of instructional pedagogies and personal computing devices.	DIR	DIRM	DIRM

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	PIC	Actions	Timeline		
			2015	2016	2017
5.1.1: Implement a comprehensive data warehouse.	CO/Tech	Deploy division-approved data warehouse selection.	I	MRE	IR
5.1.2: Use data to support strategic plans and purchases.	CO/Tech	Provide key decision makers with appropriate data to make informed plans and purchases.	RM	RM	RM

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

Strategy	PIC	Actions	Timeline		
			2015	2016	2017
5.2.1 Utilize available personnel to disaggregate, interpret, and use data to plan, improve, and differentiate instruction.	CO/Tech	Analyze and disaggregate data.	RM	RM	RM
	CO/IS				
	BL/Admin	Implement differentiated instruction based on data analysis.	RM	RM	RM
	BL/Admin				
5.2.2 Support teachers in the analysis of data.	CO/Tech	Identify training resources to assist teachers in the analysis of data for instructional purposes.	RM	RM	RM

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

Strategy	PIC	Actions	Timeline		
			2015	2016	2017
5.3.1 Use innovative delivery platforms for students to demonstrate understanding.	CO/Tech	Train instructional staff in use of innovative assessment tools.	DRIM	DRIM	RM
	CO/IS	Promote the use of project based learning applications.	D	I	RM
5.3.2 Replicate technology enhanced item format in benchmark and teacher created assessments.	CO/IS CO/Tech	Replicate VDOE test question formats within division content.	RM	RDM	RM

APPENDICES

Computers at any site will not be replaced on a one-for-one basis. Schools will be provided computers for instructional labs, libraries, and for classroom stations. All equipment that is replaced will either be removed from the site or be used to replace peripheral stations such as those on multi-media carts. In addition, any and all equipment not meeting the current model configuration and standards is also subject to removal. Each building will have uniform equipment and operating systems upon full installation of the plan. Any requests for additional equipment above and beyond the allocation listed in the plan will need to be presented in a proposal to the Department of Information Technology for consideration.

Out of warranty equipment removed from sites and meeting acceptable standards will be reallocated to other buildings with programs in most need of a temporary upgrade and positioned further down the replacement cycle.

Fiscal Analysis

Budget considerations for implementing this plan are represented by the items in the following spreadsheet. This list is by no means exhaustive nor is it a certainty, but serves only to represent what has been determined at the present time to meet the needs for implementing this plan for the future. Implementation is dependent on the current conditions at the time, on the availability of necessary funding resources, and on emerging technologies.

One-to-One Initiative Long Term Plan

We need technology in every classroom and in every student and teacher’s hand because it is the pen and paper of our time and it is the lens through which we experience much of our world. – David Warlick



Lynchburg City Schools are breaking free from the industrial age educational model and technology will be a key component. Technology has permeated every aspect of our lives. As educators, we have the obligation to prepare our students for a 21st century global community in which they must be free thinkers, creators, and collaborators where higher order thinking is the norm and technology is the tool. Technology should no longer be viewed as an add-on. Technology must be viewed as the cornerstone in today’s classroom if we are truly going to meet the goal of *every child, by name and by need, to graduation.*

	14-15	15-16	16-17	17-18	Total
Power Adapter	\$6,630.00	\$9,945.00	\$16,575.00	\$16,575.00	\$49,725.00
Lost / Stolen Devices 5% year	\$9,414.60	\$29,091.11	\$39,951.80	\$61,725.53	\$140,183.04
Two new DARTS.		\$65,000.00		\$65,000.00	\$130,000.00
Three new Techs			\$120,000.00	\$60,000.00	\$180,000.00
Network Engineer		\$75,000.00			\$75,000.00
Assistant Director				\$85,000.00	\$85,000.00
9th Grade / HS Math	\$425,500.00				\$425,500.00
10 Grade - 12th Grade		\$394,511.52			\$394,511.52
8th Grade			\$209,703.98		\$209,703.98
6th Grade - 7th Grade				428,078.50	
4th Grade - 5th Grade					\$0.00
Yearly Sum	\$441,544.60	\$573,547.63	\$386,230.78	\$716,379.03	\$2,117,702.04
Non Local Funds					
	\$425,500.00	\$269,800.00	\$170,535.55	\$387,735.02	\$1,253,570.58
New Support Staff Funds		\$140,000.00	\$120,000.00	\$210,000.00	\$470,000.00
Previous Year				\$96,160.00	(\$192,320.00)
New Device / Repair Funds	\$16,044.60	\$163,747.63	(\$464.78)	\$22,484.01	\$201,811.47
Total New Funds	0	\$303,747.63	\$119,535.22	\$232,484.01	\$655,766.87

PROJECT	FY14-15	FY15-16	FY16-17
<i>Bass Elementary</i>			
Chromebook Cart	\$8,000.00		
Replace lab computers with laptop carts			\$60,000.000
Laptops for teachers		\$5,000.00	\$30,000.00
<i>Dearington Elementary</i>			
Site Server	\$8,000.00		
Replace lab computers with laptop carts			\$60,000.000
Laptops for teachers		\$5,000.00	\$30,000.00
<i>Payne Elementary</i>			
Site Server	\$8,000.00		
Replace lab computers with laptop carts			\$60,000.000
Laptops for teachers	\$6,000.00	\$5,000.00	\$35,000.00
<i>Perrymont Elementary</i>			
Site Server	\$8,000.00		
Replace lab computers with laptop carts			\$60,000.00
Laptops for teachers	\$5,000.00	\$5,000.00	\$30,000.00
<i>Bedford Hills Elementary</i>			
Site Server	\$8,000.00		
Replace lab computers with laptop carts			\$60,000.000
Laptops for teachers		\$5,000.00	\$32,000.00
<i>Heritage Elementary</i>			
Site Server	\$8,000.00		
Replace lab computers with laptop carts			\$60,000.000
Laptops for teachers			\$32,000.00
<i>Linkhorne Elementary</i>			
Infrastructure wiring upgrades and maintenance		\$24,000.00	
Replace lab computers with laptop carts			\$60,000.000
Site Server			\$8,000.00
Laptops for teachers			\$32,000.00
<i>Paul Munro Elementary</i>			
Infrastructure wiring upgrades and maintenance		\$25,000.00	
Replace lab computers with laptop carts			\$60,000.000
Site Server			\$8,000.00
Laptops for teachers			\$32,000.00
<i>Sandusky Elementary</i>			
Infrastructure wiring upgrades and maintenance		\$25,000.00	
Replace lab computers with laptop carts	\$10,000.00		\$60,000.000
Site Server			\$8,000.00
Laptops for teachers			\$32,000.00
<i>Sheffield Elementary</i>			
Replace lab computers with laptop carts	\$25,000.00		\$60,000.000
Replace teacher computers		\$5,000.00	\$32,000.00
Site Server			\$8,000.00
<i>T.C. Miller Elementary</i>			
Site Server			\$8,000.00
Replace lab computers with laptop carts	\$25,000.00		
Laptops for teachers		\$2,000	\$27,000.00

Technology Plan for 2015 – 2017

PROJECT	FY14-15	FY15-16	FY16-17
<i>Dunbar Middle</i>			
Update wireless network to prepare for 1:1		\$75,000.00	
Replace lab computers	\$25,000.00		
Site Server			\$8,000.00
Laptops for teachers		\$10,000.00	\$73,000.00
<i>Linkhorne Middle</i>			
Update wireless network to prepare for 1:1		\$75,000.00	
Replace lab computers	\$25,000.00		
Site Server			\$8,000.00
Laptops for teachers			\$73,000.00
<i>Sandusky Middle</i>			
Update wireless network to prepare for 1:1		\$75,000.00	
Replace lab computers	\$25,000.000		
Site Server			\$8,000.00
Laptops for teachers		\$10,000.00	\$73,000.00
<i>E.C. Glass High</i>			
Update wireless network to prepare for 1:1	\$100,000.00		
Replace lab computers			
Site Server			\$8,000.00
Laptops for teachers		\$10,000.00	\$110,000.00
<i>Heritage High</i>			
Update wireless network to prepare for 1:1	\$75,000.00		
Replace lab computers			
Site Server			\$8,000.00
Laptops for teachers		\$10,000	\$110,000.00
<i>Fort Hill Alternative</i>			
Infrastructure wiring for wireless network	\$10,000.00		
Add Chromebooks	\$80,000.00		
Laptops for teachers			\$15,000.00
<i>Division Wide</i>			
Purchased Services	\$200,000.00	\$200,000.00	\$200,000.00
Lease and Rental	\$33,000.00	\$33,000.00	\$33,000.00
Travel	\$13,000.00	\$12,000.00	\$12,000.00
Instructional Materials and Supplies - Subscriptions	\$183,000.00	\$183,000.00	\$183,000.00
VPSA Match	\$100,000.00	\$100,000.00	\$100,000.00
Total	\$980,000.00	\$889,010.00	\$2,006,000.00

Technology Leadership Team Meeting Dates

8/30/12

9/27/12

10/25/12

11/29/12

1/22/13

1/31/13

2/28/13

3/1/13

3/28/13

3/29/13

4/16/13

4/25/13

5/14/13

Lynchburg City Schools' Technology Policies

Password Policy for the Lynchburg City Schools

A computer system and its data are only as secure as the password of the users who access it, particularly users with administrator level permissions. For this reason, good password security is a concern. The following is the password policy that will be enforced for employees of the Lynchburg City Schools.

The Department of Information Technology is working to implement and maintain a strong security plan for our entire computer network. The chart below lists basic system password policy settings and the defaults for the Lynchburg City Schools, followed by an explanation of each.

Enforce password history	6 passwords remembered
Maximum password age	90 days
Minimum password age	7 days
Password length	6 – 12 characters
Passwords must meet complexity requirements	Enabled

Enforce password history

This setting governs how many different passwords must be used before the user can reuse one of them. For example, if this is set to "three passwords remembered," users who have three or more children will always have guessable passwords. The Lynchburg City Schools' setting is a year's worth of passwords with the exact amount dependent on the maximum password age setting below.

Maximum password age

This setting controls how long a password is good before a user is forced to pick a new one. Depending on the minimum password age setting (below), users can choose to change it sooner, but this is the longest it will be allowed. The Lynchburg City Schools' setting is 90 days or roughly two times during the school year.

Minimum password age

This setting controls how long a new password must be used before it can be changed. This setting really works hand-in-hand with the maximum password age above. Without a minimum number of set days, a user could keep changing a password several times in a row, and then return to the original password (effectively NOT changing the password at all). The Lynchburg City Schools' setting is seven days.

Minimum password length

This setting controls how many characters must make up the password. A short password is easier to observe when being entered by a user, so this setting is more important in more public environments like a classroom. A setting of 0 characters means that no password is required at all (simply entering in the user name and pressing return will log in successfully). The Lynchburg City Schools' setting is six characters.

Passwords must meet complexity requirements

Adopting a strong password policy is one of the most effective ways to ensure system security. The following bulleted list is a summary of the Lynchburg City Schools' password complexity requirements:

- User passwords must contain characters from at least three of the following four classes:

Description	Examples
1. English Upper Case Letters	A, B, C, ... Z
2. English Lower Case Letters	a, b, c, ... z
3. Westernized Arabic Numerals	0, 1, 2, ... 9
4. Non-alphanumeric (—special characters)	For example, punctuation, symbols. ({}[].,():;:"'"/\`~!@#\$\$%^&*()_-=)

- At a minimum a password must be at least six characters long. For stronger security, users may create longer passwords with characters from all four classes
- Complex passwords must not be made up of the username, user login, or any part of the user's full name.
- Passwords must be changed every 90 days.
- New passwords cannot be the same as any of your last six passwords.
- Passwords should not be a "common" word (for example, it should not be a word in the dictionary or slang in common use). User passwords should not contain words from any language, because numerous password-cracking programs exist that can run through millions of possible word combinations in seconds.
- A complex password that cannot be broken is useless if it cannot be remembered. For effective security, choose a password that is complex, yet can be remembered. For example, Msi5!YOld (My son is five years old) or lhliVf5#yN (I have lived in Virginia for 5 years now).

Excerpt from the Lynchburg City Schools’ School Board Policy Manual

Acceptable Computer System Use - Policy IIBEA

The School Board provides a computer system, including the internet, to promote educational excellence by facilitating resource sharing, innovation and communication. The term computer system includes, but is not limited to, hardware, software, data, communication lines and devices, terminals, printers, CD-ROM devices, tape or flash drives, servers, mainframe and personal computers, tablets, cellular phones, smart telephones, the internet and other internal or external networks.

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 generated using the computer system, including electronic mail, instant or text messages, tweets, or other files deleted from a user’s account, may be monitored, read, and/or archived by school 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 or downloading illegal material via the internet;
- 2) provisions, including the selection and operation of a technology protection measure for the division’s computers having Internet access to filter or block Internet access through such computers, that seek 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; and
 - c) 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 that the technology protection measure is enforced during any use of the Division’s computers;
- 4) provisions establishing that all usage of the computer system may be monitored;
- 5) provisions designed to educate students and employees about appropriate online behavior, including interacting with students and other individuals on social networking websites, blogs, in chat rooms, and cyberbullying awareness and response;

- 6) provisions designed to prevent unauthorized online access by minors, including “hacking” and other unlawful online activities.;
- 7) provisions prohibiting the unauthorized disclosure, use, and dissemination of photographs and/or personal information of or regarding minors; and
- 8) a component of internet safety for students that is integrated in the Division’s instructional program.

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 is not a public forum.

Each teacher, administrator, student and parent/guardian of each student shall sign the Acceptable Computer System Use Agreement, GAB-E1/IIBEA-E2, before using the Division’s computer system. The failure of any student, teacher or administrator 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 School Board will review, amend if necessary, and approve this policy every two years.

Adopted: August 5, 2014

Legal Refs.: 18 U.S.C. §§ 1460, 2256.

47 U.S.C. § 254.

Code of Virginia, 1950, as amended, §§ 18.2-372, 18.2-374.1:1, 18.2-390, 22.1-70.2, and 22.1-78.

Cross Ref.: GCPD Professional Staff Discipline

JFC Student Conduct

JFC-R Standards of Student Conduct

Acceptable Computer System Use - Policy IIBEA-R

All use of the Lynchburg City School Division's computer system shall be consistent with the School Board's goal of promoting educational excellence by facilitating resource sharing, innovation and communication. The term computer system includes, but is not limited to, hardware, software, data, communication lines and devices, terminals, printers, CD-ROM devices, tape or flash drives, servers, mainframe and personal computers, tablets, cellular phones, smart phones, the internet and any other internal or external network.

Computer System Use-Terms and Conditions:

1. **Acceptable Use.** Access to the Division's computer system 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.

2. **Privilege.** The use of the Division's computer system is a privilege, not a right.

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.
- sending, receiving, viewing or downloading illegal material via the computer system.
- unauthorized downloading of software.
- using the computer system for private financial or commercial purposes.
- wastefully using resources, such as file space.
- gaining unauthorized access to resources or entities.
- posting material created by another without his or her consent.
- submitting, posting, publishing, or displaying any obscene, profane, threatening, illegal, or other inappropriate material.
- using the computer system while access privileges are suspended or revoked.
- vandalizing the computer system, including destroying data by creating or spreading viruses or by other means.
- intimidating, harassing, bullying, 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.
- users shall not forge, intercept or interfere with electronic mail messages.
- 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.
- users shall respect the computer system's resource limits.
- users shall not post chain letters or download large files.
- users shall not use the computer system to disrupt others.
- users shall not modify or delete data owned by others.

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 or system administrator immediately. All users shall keep their passwords confidential and shall follow computer virus protection procedures.

7. **Vandalism.** Intentional destruction of or interference with any part of the computer system through creating or downloading computer viruses or by any other means is prohibited.

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

9. **Electronic Mail.** The School Division's electronic mail system is owned and controlled by the School Division. The School Division may provide electronic mail to aid students and staff in fulfilling their duties and as an education tool. Electronic mail is not private. Students' electronic mail will be monitored. The electronic mail of staff may be monitored and accessed by the School Division. All electronic mail may be archived. Unauthorized access to an electronic mail account by any student or employee is prohibited. Users may be held responsible and personally liable for the content of any electronic message they create or that is created under their account or password. 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. **Enforcement.** Software will be installed on the division's computers having Internet access to filter or block internet access through such computers to child pornography and obscenity. The online activities of users may also be monitored manually. **Any violation of these regulations shall result in loss of computer system privileges and may also result in appropriate disciplinary action, as determined by School Board policy, or legal action.**

Adopted: August 5, 2014

Legal Refs.: 18 U.S.C. §§ 1460, 2256.

47 U.S.C. § 254.

Code of Virginia, 1950, as amended, §§ 18.2-372, 18.2-374.1:1, 18.2-390, 22.1-70.2 and 22.1-78.

Guidelines and Resources for Internet Safety in Schools, Virginia Department of Education (Second Edition October 2007)

Cross Ref.: GCPD Professional Staff Discipline

JFC Student Conduct

JFC-R Standards of Student Conduct

Acceptable Computer System Use Agreement - Policy IIBEA-E2/GAB-E1

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 GAB/IIBEA and Regulation GAB-R/IIBEA-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, monitor, and archive 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 _____

I have read this Agreement and Policy GAB/IIBEA and Regulation GAB-R/IIBEA-R. I understand that access to the computer system is intended for educational purposes and the Lynchburg City 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 Lynchburg City 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)

P4-21 Surplus property; sale, exchange or lease of real and personal property.

A. Generally

The sale of school property must be for the benefit of the school division and consistent with good business principles. The school board does have the power to make a gift of school property.

B. Personal (movable) Property

The superintendent shall be authorized by the board to sell or exchange personal property not exceeding \$1,000.00 per item in value. The superintendent shall make every effort to ensure receiving the best possible price.

Surplus vehicles may be sold:

1. at public auction,
2. by a licensed public surplus vendor, or
3. through Internet sales on eBay or other licensed online services.

C. Real (immovable) Property

The sale or exchange of real property shall be in accordance with state law.

D. Lease

The leasing of real and personal property shall be in accordance with state law. Legal Reference:

Code of Va., § 22.1-129. Surplus property; sale, exchange or lease of real and personal property. —A.

Whenever a school board determines that it has no use for some of its real property, the school board may sell such property and may retain all or a portion of the proceeds of such sale upon approval of the local governing body and after the school board has held a public hearing on such sale and retention of proceeds, or may convey the title to such real property to the county or city or town comprising the school division or, if the school division is composed of more than one county or city, to the county or city in which the property is located. To convey the title, the school board shall adopt a resolution that such real property is surplus and shall record such resolution along with the deed to the property with the clerk of the circuit court for the county or city where such property is located. Upon the recording of the resolution and the deed, the title shall vest in the appropriate county, city or town.

If a school board sells surplus real property, a capital improvement fund shall be established by such school board and the proceeds of such sale retained by the school board shall accrue to such capital improvement fund. The capital improvement fund shall only be used for new school construction, school renovation, and major school maintenance projects.

B. A school board shall have the power to exchange real and personal property, to lease real and personal property either as lessor or lessee, to grant easements on real property, to convey real property in trust to secure loans, to convey real property to adjust the boundaries of the property and to sell personal property in such manner and upon such terms as it deems proper. As lessee of real property, a school board shall have the power to expend funds for capital repairs and improvements on such property, if the lease is for a term equal to or longer than the useful life of such repairs or improvements.

C. Notwithstanding the provisions of subsections A and B, a school board shall have the power to sell career and technical education projects and associated land pursuant to § 22.1- 234.

Notwithstanding the provisions of subsections A and B, a school board of the City of Virginia Beach shall have the power to sell property to the Virginia Department of Transportation or the Commonwealth Transportation Commissioner when the Commissioner has determined that (i) such conveyance is necessary and (ii) when eminent domain has been authorized for the construction, reconstruction, alteration, maintenance, and repair of the public highways of the Commonwealth, and for all other purposes incidental thereto, including, but not limited to, the relocation of public utilities as may be required.

D. School boards may donate obsolete educational technology hardware and software that is being replaced

pursuant to subdivision B 4 of § 22.1-199.1. Any such donations shall be offered to other school divisions, to students, as provided in Board of Education guidelines, and to preschool programs in the Commonwealth. ||

(Code 1950, § 22-161; 1968, c. 261; 1973, c. 220; 1980, c. 559; 1989, c. 102; 1991, c. 298; 1995, c. 513; 1997, c. 686; 2000, c. 93; 2001, c. 483; 2005, c. 446; 2007, c. 813.)

Adopted by School Board: January 6, 1981 Revised by
School Board: September 3, 1985 Revised by School
Board: September 18, 2007

Lynchburg City Schools' Internet Safety Instructional Program

LCS Internet Safety

The goal of the K-5 Internet Safety Curriculum is to provide safety awareness for children and empower them with knowledge to make safer choices using the Internet. Key points to foster:

- Help children to understand that people they “meet” on the Internet may not be who they claim to be
- Encourage children to discuss what they encounter on the Internet with a trusted adult
- Promote understanding of the dangers of the Internet and skills to avoid them

This program is designed to provide a lesson for each grade-level K-5. There are animated videos, interactive Notebook lessons which could be used with a SmartBoard or shown on a large screen. Activities include material from NetSmartz which is an interactive, educational safety resource from the National Center for Missing and Exploited Children (NCMEC) that creates age-appropriate activities to help teach children how to be safer while online. Another source of interactive lessons comes from Media Awareness Network. We use their “Cyberpig’s Adventures” to help illustrate the dangers of online predators and online bullying in age-appropriate lessons.

The following detailed instructions are provided to assist the ITS or the teacher presenting each lesson. It was created in Notebook software, version 9.7.

Internet Safety Kindergarten

- 1) Open folder called O_K and 1st Grade
- 2) Open Notebook file called "K Internet Safety Lesson.notebook"
- 3) Click on Link for "Important Rules for using computers"
 - a. Discuss these 2 rules of the lab
 - b. Click the back button to return to main menu
- 4) Discuss what is meant by "Personal Information"
 - a. Click on Link called "What is Personal Information"
 - b. Click the frog - each word that comes out is considered personal information (there are 10 words)
 - c. Click the back button to return to main menu
- 5) Click on Link "Introduction to Internet Safety - Clicky's Be Safe online" **
 - a. Click on Clicky's picture to start presentation (See Troubleshooting tips if you get any errors here)
 - b. Go through interactive presentation the same way we did last year
 - c. Click the back button to return to main menu
- 6) Time - permitting - Go to Game Links page
- 7) Click the Back button to return to the menu after games
- 8) Always say "NO" when asked if you want to save the Notebook file

** The presenter's guide for the dialogue between you and Clicky is also located in this O_K and 1st Grade folder **

Internet Safety 1st Grade

- 1) Open folder called O_K and 1st Grade
- 2) Open Notebook file called "1st Grade Internet Safety Lesson.Notebook"
- 3) Click on Link for "Important Rules for using computers"
 - a. Discuss these 2 rules of the lab
 - b. Click the back button to return to main menu
- 4) Click on Link "Clicky's Presentation & the Webville Outlaws"
 - a. Click on Clicky's picture to start presentation (see troubleshooting guide if any error here)
 - b. Go through interactive presentation the same way we did last year
 - c. After the presentation ends, click "X" to get out of the program and back to Notebook, then click the back button to return to the main menu
- 5) Click the link "Outlaw Challenge" & play game
- 6) Time - permitting - Go to Game Links page
- 7) Click the Back button to return to the menu after games
- 8) Always say "NO" when asked if you want to save the Notebook file

** The presenter's guide for the dialogue between you and Clicky is also located in this O_K and 1st Grade folder *

Internet Safety 2nd Grade

- 1) Open folder called 2nd Grade

- 2) Open Notebook file called "2nd Grade Internet Safety Lesson.Notebook"

- 3) Click on Link "Review Internet Safety Rules from K-1 Netsmartz"
 - a. Review the 4 Webville Outlaws and Internet Safety Pledge (links to pdf file)
 - b. Close the pdf file to return to main menu

- 4) Click on Link "Nettie and Webster's Internet Safety Lesson" **
 - a. Click on picture of Nettie and Webster to start presentation (see troubleshooting guide if any errors here)
 - b. Go through interactive presentation the same way we did last year
 - c. After the presentation ends, click "X" to get out of the program and back to Notebook, then click the back button to return to the main menu

- 5) Time - permitting - Go to Game Links page

- 6) Click the Back button to return to the menu after games

- 7) Always say "NO" when asked if you want to save the Notebook file

** The presenter's guide for the dialogue between you and Nettie and Webster is also located in this 2nd Grade folder **

Internet Safety 3rd Grade

- 1) Open folder called 3rd Grade
- 2) Open Notebook file called "3rd Grade Internet Safety Lesson.Notebook"
- 3) Click the Link "Communication On-line"
 - a. Go through PowerPoint presentation (condensed version - from last year)
 - b. Discuss terms presented here such as **Internet, World Wide Web, E-mail, Chatrooms, Blogs**
 - c. Discuss dangers of talking to strangers
 - d. Close the Powerpoint window- this takes you back to Notebook (Menu page)
- 4) Click on Link "Are you Netwise?"
 - a. Go through each abbreviation by pulling down the screen shade - scroll down & when you get to UYN - ask what they think it might mean
 - b. Click the NEXT button
 - c. Ask if they remember Nettie and Webster from the 1st grade presentation
 - d. Click the NEXT button again
 - e. Click the Link to UYN Netsmartz video "A Lesson in Personal Safety"
 - f. When the movie finishes and you close the windows media player window, it will take you right back to the Notebook page where you left off
 - g. Click the Next button
 - h. The next two pages are questions to ask students (when you click the correct answer it will spin)
 - i. Click the BACK button to return to the menu
- 5) Click link "Remember the Wizzy Wigs"
 - a. Remind that last year Nettie and Webster showed us what wizzy wigs were - like "hot heads" and "Follow you Fionas", etc.
 - b. Click Next button
 - c. Click link to watch "The Boy Who Loved IM"
 - d. Click Next button
 - e. Have students answer the next 2 questions (correct answer spins)
 - f. Click Back button to return to menu
- 6) Click the Link to "Review Internet Safety Rules"
 - a. Click BACK button again to return to menu
- 7) Time permitting - Click Link to play - "Who's Your Friend on the Internet" and / or games from Internet Safety games page
- 8) Click the Back button to return to the menu after games

9) Always say "NO" when asked if you want to save the Notebook file

Internet Safety 4th Grade

- 1) Open folder called 4th Grade
 - 2) Open Notebook file called "4th Grade Internet Safety Lesson.Notebook"

- 3) Click the Link "What is the Internet?"
 - a. Ask Question on screen "What is the Internet?" & discuss
 - b. Click ONCE on the box to reveal the answer
 - c. To go to the next question - click the Next button
 - d. Ask the next 3 questions the same way:
 - i. What is a Network?
 - ii. What is the World Wide Web?
 - iii. Why do we study Internet Safety?
 - e. Click the Back button to return to the menu

- 4) Explain that you are going to watch the "Cyberpigs Adventure"
 - a. Ask them to be looking for answers to the following questions:
 - i. How much is too much information to give out?
 - ii. Is chatroom chatting safe?
 - iii. What is spam?
 - iv. What are on-line predators?
 - b. Click the link "Cyberpigs Adventure 1"
 - i. Click the "Privacy Playground" to watch the video
 - ii. Answer questions together as you go through it
 - iii. Close the Internet window and it will return to Notebook
 - iv. Click the Back button to return to the menu

- 5) Click the link "Are you Netwise - Take the Quiz"
 - a. Ask the class the first question and click their answer choice
 - b. Click "Next" to go through the 3 questions, then "Finish"

- 6) Click either "Return to Menu" or if time permits - click "Internet Safety Games"

- 7) Click the Back button to return to the menu after games

- 8) Always say "NO" when asked if you want to save the Notebook file

Internet Safety 5th Grade

- 1) Open folder called 5th Grade
- 2) Open Notebook file called "5th Grade Internet Safety Lesson"
- 3) Click the Link "Review Privacy Playground"
 - a. Remind students of what they saw in the previous Cyberpigs video in 4th grade (there are 2 pages of review with screenshots from Cyberpigs Adventure 1)
 - b. Review terms such as "Spam", "Internet predator" and why we shouldn't give out personal information on the Internet
 - c. To get back to the menu, click the back button
- 4) Explain that you are going to watch the "Cyberpigs 2nd Adventure - Cybersense and Nonsense"
 - a. Have them watch for new terms
 - i. Cyber-Bullying
 - ii. Flaming
 - iii. Netiquette
 - b. Click the link to "Cyberpigs Adventure 2"
 - i. Click "CyberSense & Nonsense" to start the video
 - ii. Answer questions together as you go through it
 - iii. Close the Internet window and it will return to Notebook
 - iv. Click the Back button to return to the menu
- 5) Click Link "Are you Netwise?"
 - a. Have students play the matching game and check answers
 - b. Click the Next button
 - c. Have students answer the 3 question quiz - click Finish
 - d. Click back button to return to the menu
- 6) Time - permitting - Go to Game Links page
- 7) Click the Back button to return to the menu after games
- 8) Always say "NO" when asked if you want to save the Notebook file

Internet Safety Program Middle School Students

Program Objectives

Students will:

- Develop a comprehensive understanding of the concept of cyber community and good cyber citizenship.
- Exhibit legal and ethical behaviors when using information and technology.
- Recognize and avoid dangerous, destructive or unlawful online behavior.
- Demonstrate an understanding of the consequences of misusing technology.
- Demonstrate the correct use of fair use and copyright regulations.
- Demonstrate compliance with the school division's Acceptable Use Policy and other legal guidelines.

Computer Technology Standards of Learning for Virginia's Public Schools

- The students will demonstrate knowledge of ethical, cultural, and societal issues related to technology (VA SOL C/T 6-8.3).
- The students will practice responsible use of technology systems, information, and software (VA SOL C/T 6-8.4).

Units of Study

A. Cyber Citizenship

1. Powerpoints 6-7-8
2. Online Instructional Information and Discussion
3. Activities 6-7-8

B. Cyber Bullying

1. Powerpoints 6-7-8
2. Video
 - 6th Grade - Feathers in the Wind
 - 7th Grade Best Friend
 - 8th Grade Can't Take it Back
3. Activities 6-7-8
4. Morning Announcements Video Clips
 - Cyber Bullying
 - Don't Get Pushed Around

C. Cyber Safety

1. Powerpoints: Personal Safety 6-7-8 and Predator Identification 6-7-8
2. Video
 - 6th – Soccer Girl and Tracking Teresa
 - 7th – Teen PSA Promises and Amy's Choice
 - 8th – Teen PSA Promises and Julie's Journey
3. Activities 6-7-8

D. Cyber Copyright

1. Powerpoints 6-7-8
2. Video
 - 6th and 7th – Hands (start at 1:40 using slider in Media Player)
3. Activities 6-7-8

High School Internet Safety Program Goals

1. Recognize and avoid dangerous, destructive, or unlawful online behavior
2. Demonstrate knowledge and understanding of Internet Safety issues

Objectives:

1. Students will demonstrate knowledge and understanding of issues relating to their personal privacy and social use of the Internet.
2. Students will demonstrate knowledge and understanding the concepts of Intellectual Property including but not limited to plagiarism, copyright, and public domain.
3. Students will demonstrate knowledge and understanding of malicious code and identity theft as it relates to security of computers and information on the Internet.
4. Students will demonstrate knowledge and understanding of issues relating to cyber-citizenship, including but not limited to steganography, computer hacking, and cyber terrorism.
5. Students will demonstrate knowledge and understanding of cyber harassment.

Implementation:

Materials used for the implementation of this program will be primarily derived from the *i-Safe* program. Supplemental materials will be added as needed to specifically meet the needs of Lynchburg City School high school students.

Ninth grade students will complete the online *i-Safe* pre-assessment survey during library media orientation through English classes each September. Upper classmen will complete the survey in their targeted classes prior to the presentation of the lesson.

Specific topics will be addressed in the health and family living classes, English and social studies classes, and applicable computer classes. The lessons will include an *i-Safe* webcast and structured class discussion and activities to be conducted by the classroom teacher, Instructional Technology Specialist, Media Specialist, and / or School Resource Officer as deemed necessary by the material being presented. The teacher will notify the building Instructional Technology Specialist when the appropriate *i-Safe* webcast lesson has been completed.

Below is a chart of targeted classes and webcasts.

<i>i-Safe</i> Webcast	Target class	Grade level
Privacy and the Internet	Health and Family Living	9th
Cyber Relationships	Health and Family Living	9th
Cyber Harassment	Health and Family Living	9th
Intellectual Property	Selected English and Social studies classes	9th-10th
Cyber Citizenship	Government / AP Political Science	12th
Security: Malicious Code	Computer Maintenance	10th-12th
	Computer Systems Technology	11th-12th
	Computer Programming I and II	9th-12th
	Computer Applications	9th-12th

Additional Materials Available Online:

Objective	Resource material
1	http://www.missingkids.com/adccouncil/lingo.html# (Internet safety quiz)
	www.netsmartz.org (video – —Tracking Teresa)
	www.webwisekids.org (tour – statistics)
	www.netsmartz.org (video – —Amy’s choice)
	http://www.idthecreep.com/ (interactive game)
	http://tcs.cybertipline.com/knowthedangers7.htm (tips for posting information)
	http://www.livewwwires.com/ (—Missing game)
	http://www.livewwwires.com/ (—Mirror Image video)
2	http://pinetlibrary.com/classpage.php?page_id=3841&status=last
	http://owl.english.purdue.edu/handouts/research/r_paraphrEX1.html (practice paraphrasing activities)
	http://www.library.ucla.edu/bruinsuccess/ (Success with Less Stress)
	http://www.definetheline.com/ (software piracy)
	www.copyrightkids.org
3	http://www.securityfocus.com/news/8908 (Avoiding Identity Theft)
4	
5	www.netsmartz.org (video – —Cyberbullying – You can’t take it back)
	www.netsmartz.org (video - —Cyberbullying – Broken friendship)
	http://www.ncvc.org/tvp/main.aspx?dbID=dash_Home – teen victim project/ bullying
	http://www.stopcyberbullying.org/index2.html (click 14-17, then <i>Are you a cyberbully?</i>)
	http://www.stopcyberbullying.org/index2.html - what’s the law?
General	http://www.emck.net/reelschool/documents/d4_contest_topics_sec.doc (general information sheets on numerous topics related to objectives)
	www.emck.net (ReelSchool links to student produced PSAs on a variety of Internet safety topics)

Good sites for younger students:

<http://www.cybercrime.gov/rules/kidinternet.htm>