

Educational Technology Plan  
Poquoson City Public Schools  
Initial Plan: 2018-2019 SY through 2019-2020 SY  
Addendum: 2020-2021 SY through 2021-2022 SY  
<https://www.poquoson.k12.va.us>

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# Executive Summary

The Poquoson City School Division amended the Educational Technology Plan. The addendum to the initial plan was created during the 2019-2020 school year and will serve Poquoson City Public Schools (PCPS) until the end of FY 2022. The initial plan was created during the 2017-2018 school year and was developed to run through the end of FY 2020. When the plan was developed, a decision was made to evaluate the educational technology plan every two years rather than the VDOE timeframe of every five years. This decision was made to ensure that PCPS retains a current and up to date technology plan. The Technology Advisory (TAC) members contributed to this plan. Members on the TAC were comprised of stakeholders from representative groups within Poquoson City Public Schools.

The PCPS mission and vision statements are included and guided the efforts of the committee members in the development of the plan. Following the mission and vision statements, the plan organization process is outlined along with the connections to the mission and vision statements.

A summary of the planning committees' work is documented in the plan along with the evaluation process and the plan review cycle. Also reviewed in the initial plan was a division-wide technology survey that was conducted as a needs assessment and was utilized to frame the plan along with the PCPS strategic plan.

After the plan process, the goals, objectives, strategies, FY implementation and projected costs, and evaluation strategies are incorporated in table format. Three appendices conclude the plan. They are the timetable and budget for actions, the PCPS Technology Acceptable Use Policy, and the summary of the PCPS Internet Safety Program.

# Process

## **Mission Statement**

Poquoson City Public Schools educates and prepares all students for success in college and career and for responsible citizenship.

## **Vision Statement**

Poquoson City Public Schools provides a respectful, safe and caring environment for students to master content as well as to learn and use the skills of critical thinking, collaboration and communication. The schools continue the tradition of enjoying strong community and family support. Furthermore, PCPS will meet and exceed student achievement requirements through the provision of:

- Quality instruction that promotes student engagement and reflects teaching innovation, research-based instruction and effective teaching strategies
- Highly qualified educators who receive professional development and
- Continuous student improvement through the implementation of quality programs that meet the needs of all students.

## **Organization of the Plan**

The plan begins with the Executive Summary followed by the process and actions for the plan.

The actions, or goals, objectives and strategies are categorized as follows:

- Learning
- Teaching
- Leadership
- Infrastructure

Under each of these categories, the broad goals are presented. Each goal is followed by the objectives that relate to that goal that were assigned to each specific sub-committee. Each objective is followed by the sub-committee's recommended strategies that will be undertaken to attain that objective, and the evaluation strategies to determine our level of attainment.

In addition to the above plan process other items included are:

- A timetable and budget for actions
- The Poquoson City Public Schools Student AUP
- A summary of the Poquoson City Public Schools Internet Safety Plan.

## **Connections to Mission and Vision Statements**

The Poquoson City Public School division has made significant investments in the area of instructional technology over the years. This financial investment along with the investment of time and training for staff members has helped PCPS to prepare students for success in college and career and for responsible citizenship as the mission statement describes. The investments made in the area of technology over the years also buttress the PCPS vision statement in that the use of technology assists students in the employment of critical thinking, collaboration, and communication skills. Technology assists PCPS staff

members in producing quality instruction by utilizing research-based and effective teaching strategies which promote student engagement. Teachers are provided high quality professional development and all of this combined results in continuous student improvement through the implementation of quality programs developed in order to meet student needs. This plan is an extension of the commitment to effective technology integration in PCPS. It embodies the vision of what effective utilization could be, where we currently stand in relation to that vision, and what is needed to move us from where we are to that envisioned goal.

## **Summary of Work of the Planning Committee**

Over the 2017-2018 school year formal TAC meetings were held on February 26, 2018 and March 22, 2018 with the purpose of the development of the new Educational Technology Plan. In addition to these formal meetings, much more informal work was completed outside of the meetings in the development of the plan. Committee members were tasked with surveying teachers, staff members, and other stakeholders in the development of the actions within this plan.

Before and after each of the formal meetings committee members were asked to complete pre and post work with other PCPS stakeholders in the process of completing benchmark objectives so that the plan could be developed within the timeline assigned. These benchmarks were critical in the development of the actions and gaining the necessary stakeholder feedback. This informal work help to garner input from a substantial sample of stakeholders in bringing the plan to fruition in the formal meetings that were conducted.

TAC group members consisted of school board office administration, school based administration, teachers from each school, instructional technology staff members, non-instructional technology staff members, and parents. TAC members were:

Torri Alves	Lisa Hall
Roberta Ambrogio	Laura Knight
Jennifer Brnich	James Logan
Scott Bumbaugh	Joshua Montalvo
Melissa Bunting	Kimberly Montalvo
Steve Bynum	Todd Perelli
Jennifer Cannella	Brandon Ratliff
Michelle Cihak	Jesse Reece
Joe Coccimiglio	Patti Roberts
Antonia Fox	Dara Sherman
Stacey Godsey	Barbara Wood
Kimberly Gryszko	

## **Summary of the Evaluation Process and Planned Update Cycle**

The action areas of this this plan will be reviewed annually by the TAC and revised annually as needed. Yearly, when the plan is reviewed, any adjustments to any actions will be implemented and incorporated over the life of the plan. Every two years the entire plan will be reviewed and revised by the TAC. Results from the actions from the plan implementation will be reviewed to determine if new objectives and strategies are needed in order to meet division-wide and state-wide objectives. Additional needs assessments will be utilized as the TAC determines on a two year basis.

## Conclusions from Needs Assessment

This plan was framed by the PCPS strategic plan and the division-wide technology survey (needs assessment) that was conducted. The PCPS strategic plan ties directly into the Educational Technology Plan in many different categories. Goal 5 specifically references technology from the infrastructure standpoint; however, technology also plays a role in helping to meet the goals laid out throughout the entire plan. In addition to the PCPS strategic plan, a division-wide technology survey (needs assessment) was conducted at the end of the 2015-2016 school year in order to gain insight as to what our stakeholders felt were strengths and needs from our technology program. While this survey was very comprehensive in nature key insights from the survey included:

- 85% of participating students said they have adequate access in school to hardware that meets their needs and 90% said they have access to adequate software.
- Overall, when asked for their feedback on important proficiency skills, about eight out of 10 respondents said that it is important for students
  - to be able to use online tools for productivity and collaboration
  - to conduct a proper Internet search
  - to understand copyright rules and be able to cite electronic resources.
  - Participating teachers said they have adequate professional development opportunities to learn how to use digital tools for content delivery (78%) and that they have adequate professional development to integrate digital tools into the classroom for student learning (75%).
- Participating teachers said that they have access to the hardware (72%) and software (96%) that they need for successful instruction.
- Questions about the Bring Your Own Device (BYOD) policy indicated that while 61% of teachers, 74% of students, and 42% of parents said they believed that families were familiar or very familiar with the policy, 89% of teachers felt that the policy is only somewhat or not at all effective.

# Actions

## Learning

### Enhance Personalized, Equitable Student Learning Experiences with Technology

**Goal:**

Promote and support student personalized, deeper learning experiences to demonstrate workplace readiness by creatively solving complex problems, thinking critically, collaborating, communicating and demonstrating responsible citizenship.

Objectives	Strategies	FY Implementation & Projected Costs	Evaluation Strategies
Deliver appropriate and challenging curricula that promotes personalized learning through blended and virtual learning environments.	Integrate opportunities for students to explore course content in a digital format at all grade levels.	FY 2019-2020 \$5,000 per year	Describe the digital exposure of students at all grade levels.
	Increase opportunities for students to engage in challenging, personalized learning opportunities requiring the development of workplace readiness skills (i.e., career exploration, mentorships, dual enrollment, virtual courses).	Track Annually \$5,000 per year	Track data associated with students receiving career exploration experiences.  Track students enrolled in personalized learning experiences (i.e., mentorships, dual enrollment, students enrolled in virtual courses).
	Promote in-school and out-of-school technology-based learning opportunities (i.e., pursuit of industry certifications, professional licenses, and dual enrollment	Track Annually \$5,000 per year	Technology Integration Survey

	courses) along with career exploration, exposure, and planning opportunities.		
Expose students to the latest in instructional technology and facilitate learning experiences that demonstrate mastery.	Research, vet, and incorporate instructional technology into lessons across the curriculum.	FY 2019-2020 No additional costs	Describe the technology tools and associated instructional experiences at all grade levels.  Examination of various digital artifacts  Review of lesson plans  Technology Integration Survey
	Provide opportunities for students to use technology to create digital artifacts.	FY 2019-2020 No additional costs	
	Integrate technology and computer science across the curriculum, starting in the elementary grades and across all disciplines, to promote meaningful, real-world applications of knowledge and skills.	FY 2019-2020 \$2,000 - \$30,000	
Integrate opportunities for students to create digital content/products to foster deeper learning.	Facilitate the use of performance-based assessments as a way for students to demonstrate content mastery.	FY 2019-2020 \$500 - \$10,000	PBA Analysis & Feedback  PBL Workplace Readiness Survey Data  Technology Integration Survey
	Design and implement project-based learning experiences.		
	Foster digital citizenship among students by providing resources and learning experiences related to		



	digital citizenship skills, cybersecurity, digital resource integrity, and data privacy.		
	Provide student access to Internet-based content, tools, and collaborative spaces to enable blended learning and foster workplace readiness skills.		

## Teaching

### Support Innovative Professional Learning with Technology

**Goal:**

Promote and support current and emerging technology-based resources that support educators in developing and employing innovative strategies and practices to support student-centric learning models to increase quality of education and equity for students.

Objectives	Strategies	FY Implementation & Projected Costs	Evaluation Strategies
Deliver appropriate, rigorous, and challenging technology-enhanced curricula to support formal and informal learning experiences.	Provide blended and virtual learning opportunities for credit and unit recovery	FY 2019-2020 \$5,000 per year	Number of students participating in these opportunities.
	Add additional CTE courses to the Program of Studies	FY 2019-2020 \$500 - \$70,000 per year	
	Utilize technology based resources used by students in innovative learning experiences such as, but not limited to blended learning, project based learning, and personalized learning.	FY 2019-2020 No additional costs	Demonstrate mastery through products produced through project based learning.  Technology survey results.
	Promote in-school and out-of-school technology-based learning opportunities along with career exploration, exposure, and planning opportunities.	FY 2019-2020 No additional costs	
	Utilize applicable online resources, software	FY 2019-2020	

Provide 21st century technology resources that encourage content mastery, communication, collaboration, critical thinking, problem solving, and creativity.	applications, digital tools, website host, and learning management systems.	\$10,000 per year	Types and numbers of student opportunities with ongoing monitoring  Products produced through utilization of digital tools.
	Teachers will model and supervise digital citizenship to include copyright and cybersafety.	FY 2019-2020 No additional costs	
	Using the Internet to collaborate with classmates in and beyond the classroom	FY 2019-2020 No additional costs	
	Leverage current and emerging technologies to increase opportunities for students to follow personalized learning pathways.	FY 2019-2020 No additional costs	
	Create visual representations or investigate concepts with digital tools (through concept mapping, graphing, reading charts, etc)	FY 2019-2020 No additional costs	
	Website integration to foster communication and partnerships between educators and parents.	FY 2019-2020 No additional costs	

Utilize technology resources to increase engagement and rigor in the classroom	Provide professional development to educators to support personalized, deeper learning experiences that are enhanced through appropriate and meaningful technology integration	FY 2019-2020 No additional costs	Number of students, parents, and educators participating in these opportunities.  Technology survey results.
	Enhance performance based and alternative assessments through digital technology programs	FY 2019-2020 No additional costs	Professional development feedback from teachers.
	Integrate a PCPS Parent Technology Information Night to support parents in current technology integration	FY 2019-2020 No additional costs	Attendance at PCPS Parent Technology Information Night
Provide support to help teachers disaggregate, interpret, and use data to plan, improve, and differentiate instruction.	Enhanced communication through student information systems, online gradebooks, and parent emails.	FY 2019-2020 No additional costs	Ongoing surveys to assess implementation and needs.
	Utilize online assessment software to build and administer tests and facilitate data disaggregation of results	FY 2019-2020 \$5,000 per year	Number of people accessing websites.

## Leadership

### Create Cultures of Change through Innovative Leadership Practices

**Goal:**

Promote leadership that supports deeper learning experiences for students and innovative instructional practices by educators through the use of technology.

Objectives	Strategies	FY Implementation & Projected Costs	Evaluation Strategies
Promote 21st Century Skills	PD - technology for all learners/learning styles	FY 2019-2020  (majority of PD costs incur via in-house costs or what vendors can provide - no foreseeable cost)	Documentation logs for professional development; student products
	PD on technology tools to support 5 c's, etc. (reference current technology survey results)	FY 2019-2020  (majority of PD costs incur via in-house costs or what vendors can provide - no foreseeable cost)	Documentation logs for professional development; student products
	PD- technology integration that is content/grade level specific	FY 2019-2020  (majority of PD costs incur via in-house costs or what vendors can provide - no foreseeable cost)	Documentation logs for professional development; student products
Facilitate opportunities for administrators, teachers, and students	Provide ongoing PD	FY 2019-2020  (majority of PD costs incur via in-house costs)	Documentation logs for professional development

to utilize a variety of technology tools		or what vendors can provide - no foreseeable cost)	
	Provide ongoing PD to support technology to learn content material such as reading, math, science, and history	FY 2019-2020  (majority of PD costs incur via in-house costs or what vendors can provide - no foreseeable cost)	Documentation logs for professional development
Support the role of technology to collect, monitor, and report achievement to inform practices surrounding continuous improvement efforts	Provide ongoing, relevant, and reflective PD on data collection tools, data collection, and disaggregation	FY 2019-2020  (majority of PD costs incur via in-house costs or what vendors can provide - no foreseeable cost)	Documentation with “next steps”  Meeting minutes
	Plan specific PLCs agendas for grade-level and building-level data meetings	FY 2019-2020  No additional costs	Documentation with “next steps”  Meeting minutes
Promote the effective and efficient use of ITRTs and other technology support staff	Collect inventory of daily schedules	FY 2019-2020  No additional costs	Needs assessment results
	Collect needs inventory by building	FY 2019-2020  No additional costs	Needs assessment results
	Plan ongoing and regular ITRT and building administrators meetings (to determine needs, PD being offered, etc.)	FY 2019-2020  No additional costs	Documentation with “next steps”  Meeting minutes
	Create a clear description of the role	FY 2019-2020	Document outlining description and roles

	of each ITRT at his or her assigned school(s)	No additional costs	
Provide opportunities to implement and evaluate new technologies and instructional approaches	<p>Research of technology best practices</p> <p>Designate pilot groups</p>	<p>FY 2019-2020</p> <p>No additional costs</p>	<p>Student work samples and products</p> <p>Feedback from pilot groups</p>
Communication of division and school goals related to implementation of teaching and learning through technology integration and innovation	<p>Sharing school instructional highlights/updates via:</p> <ul style="list-style-type: none"> <li>● school website</li> <li>● school email updates</li> <li>● school board meetings</li> <li>● school media-social media outlets/media releases</li> </ul>	<p>FY 2019-2020</p> <p>No additional costs</p>	<p>Updated web pages</p> <p>PTO newsletters</p> <p>Instructional Highlights in school-based newsletters, school-based events, and local PCPS cable channel</p>

## Infrastructure

### Secure and Robust Infrastructure

**Goal:**

Promote and support a secure and robust technology infrastructure to support access, adequacy, and equity.

Objectives	Strategies	FY Implementation & Projected Costs	Evaluation Strategies
Students, educators, and leaders have equitable access to secure and robust networks that provide high quality, reliable access to the Internet and other networks.	Increase Bandwidth	2018 - \$6,576/yr	Network Monitoring
	Standards for Network Equipment	Ongoing - Upgrade as necessary	Network uptime reported on power equipment & networking gear
	Standards for power in IT spaces	Ongoing - Upgrade as necessary	Network uptime reported on power equipment & networking gear
	Industry standards for data cabling	Ongoing	Data cable certification/qualification
Schools and school divisions use best practices that comply with federal, state, and industry guidelines and recommendations to minimize network threats and vulnerabilities and protect educational data.	Install NG (Next Generation) Firewalls	2018 - TBD	Reporting from Firewalls
	Security Policies	2018 - TBD	Independent Security Audit
	End User Training	Ongoing	Document required training for students, educators and leaders
Students, educators, and leaders have	Classroom Hardware Standards	Ongoing with hardware	Survey the admin teachers/students



equitable access to computing devices and other digital resources, including assistive technologies.		replacement plans	
	Lab standards	Ongoing with hardware replacement plans	Survey the admin teachers/students
	Server redundancy and disaster recovery plan	Ongoing	security policy
	Maintain and change as necessary assistive & adaptive technologies	Ongoing - Costs are determined by student services through IEP or 504	Student services will determine necessary hardware/software depending on defined needs/requirements
School divisions have access to technical and human resources that enable the effective evaluation of infrastructure costs and other considerations necessary for high quality and reliable access to the Internet and other networks used by students, educators, and leaders in innovative ways.	Qualified Technicians	Ongoing	Network & Server Uptime, Tickets Completed, Ticket response time, end user feedback
	Training Opportunities	Ongoing - TBD	Document training attended/professional leave used
	Maintain Vendor Support for Phones, servers, firewalls, etc	Ongoing	Active support contracts

## Appendix 1 – Timetable and Budget for Goals

The timetable for implementation for each of the goals and objectives is listed specifically on the action pages contained in the plan. The timeline for this plan is FY2019-FY2021. The technology budget for PCPS for FY 2019 is listed below:

### POQUOSON CITY PUBLIC SCHOOLS 2018 - 2019 BUDGET

#### INSTRUCTIONAL TECHNOLOGY 1.0.90.9.68100

CODE	BUDGET FUNCTION	2016-2017 ACTUAL	2017-2018 BUDGET	2018-2019 BUDGET	INCREASE (DECREASE)	%CHANGE
1000	SALARIES	\$ 171,510	\$ 174,701	\$ 167,681	\$ (7,020)	-4.02%
2100	FICA BENEFITS	12,338	13,366	12,829	(537)	-4.02%
2210	VRS BENEFITS	24,985	28,336	26,125	(2,211)	-7.80%
2300	HEALTH BENEFITS	31,841	35,838	21,921	(13,917)	-38.83%
2400	GROUP LIFE INSURANCE	2,233	2,275	2,184	(91)	-4.00%
2750	RETIREE HEALTH CARE CREDIT	1,892	2,137	2,001	(136)	-6.36%
3000	STAFF DEVELOPMENT	-	3,870	3,870	-	0.00%
3001	CIRCULATION / LMS SOFTWARE	6,000	6,000	6,000	-	0.00%
3002	TRA, SARTOX & MAXIMUS SUPPORT	15,210	15,000	15,000	-	0.00%
3003	COPY MACHINE / AV EQUIPMENT	113,105	94,951	106,750	11,799	12.43%
3005	PURCHASE SERVICE MOUNTING	65	1,400	1,400	-	0.00%
3200	ONLINE / VIRTUAL INSTRUCT LEARNING	12,665	10,500	10,500	-	0.00%
5001	TELECOMMUNICATIONS	13,659	15,000	15,000	-	0.00%
5200	POSTAGE	151	100	100	-	0.00%
5500	PROFESSIONAL DEVELOPMENT	65	790	790	-	0.00%
6000	PPS TECH MATERIALS AND SUPPLIES	5,516	4,192	4,192	-	0.00%
6001	PES TECH MATERIALS AND SUPPLIES	6,727	5,409	5,409	-	0.00%
6002	PMS TECH MATERIALS AND SUPPLIES	6,287	6,091	6,091	-	0.00%
6003	PHS TECH MATERIALS AND SUPPLIES	10,907	9,489	9,489	-	0.00%
6040	DIVISION WIDE SOFTWARE	68,498	22,640	22,640	-	0.00%
6045	WEB BASED IEP SYSTEM	4,313	4,102	4,102	-	0.00%
6046	SAT PREP SOFTWARE	-	1,710	1,710	-	0.00%
6050	PPS LIBRARY	-	3,054	3,054	-	0.00%
6051	PES LIBRARY	3,876	3,939	3,939	-	0.00%
6052	PMS LIBRARY	4,194	4,437	4,437	-	0.00%
6053	PHS LIBRARY	6,905	6,905	6,905	-	0.00%
8002	PMS CAPITAL OUTLAY-FURNITURE	8,812	-	-	-	0.00%
8201	OTHER USE OF FUNDS / ED TV	6,029	6,201	6,201	-	0.00%
8202	PEF TECHNOLOGY GRANT	44,000	-	-	-	0.00%
8300	HARDWARE / MAINT AND REPAIR	113,741	19,892	19,892	-	0.00%
8400	DISTRICT WIDE INTERNET	11,747	12,024	12,024	-	0.00%
<b>TOTAL EXPENDITURES</b>		<b>\$ 707,271</b>	<b>\$ 514,349</b>	<b>\$ 502,236</b>	<b>\$ (12,113)</b>	<b>-2.36%</b>

**POQUOSON CITY PUBLIC SCHOOLS  
2018 - 2019 BUDGET**

**INSTRUCTIONAL SUPPORT - TECHNOLOGY 1.0.90.9.68200**

<b>CODE</b>	<b>BUDGET FUNCTION</b>	<b>2016-2017 ACTUAL</b>	<b>2017-2018 BUDGET</b>	<b>2018-2019 BUDGET</b>	<b>INCREASE (DECREASE)</b>	<b>% CHANGE</b>
1000	SALARIES	\$ 278,225	\$ 277,255	\$ 280,835	\$ 3,580	1.29%
2100	FICA BENEFITS	20,707	21,213	21,487	274	1.29%
2210	VRS BENEFITS	39,379	44,687	43,611	(1,076)	-2.41%
2300	HEALTH BENEFITS	61,875	63,754	58,032	(5,722)	-8.98%
2400	GROUP LIFE INSURANCE	3,475	3,576	3,624	48	1.34%
2750	RETIREE HEALTH CARE CREDIT	2,969	3,358	3,319	(39)	-1.16%
3000	POWERSCHOOL & OTHER SOFTWARE	15,177	15,000	15,000	-	0.00%
3002	RDA SUPPORT SERVICES	35,364	35,000	35,000	-	0.00%
6000	TECHNOLOGY SUPPLIES - SBO	2,698	2,850	2,850	-	0.00%
6040	TECHNOLOGY SOFTWARE - SBO	1,900	1,900	1,900	-	0.00%
8300	HARDWARE	12,868	3,990	3,990	-	0.00%
8304	REPLACE / REPAIR	5,095	4,750	4,750	-	0.00%
<b>TOTAL EXPENDITURES</b>		<b>\$ 479,732</b>	<b>\$ 477,333</b>	<b>\$ 474,398</b>	<b>\$ (2,935)</b>	<b>-0.61%</b>

**POQUOSON CITY PUBLIC SCHOOLS  
2018 - 2019 BUDGET**

**STATE TECHNOLOGY GRANT 1.0.90.9.68305**

<b>CODE</b>	<b>BUDGET FUNCTION</b>	<b>2016-2017 ACTUAL</b>	<b>2017-2018 BUDGET</b>	<b>2018-2019 BUDGET</b>	<b>INCREASE (DECREASE)</b>	<b>% CHANGE</b>
3000	PURCHASE SERVICES	\$ -	\$ 6,000	\$ 6,000	\$ -	0.00%
3002	CARRYOVER - INTERNET ACCESS	777	-	-	-	0.00%
6040	SOFTWARE / INSTRUCTIONAL REMED	-	8,829	8,829	-	0.00%
6042	CARRYOVER - SOFTWARE	84	-	-	-	0.00%
6050	PROFESSIONAL DEVELOPMENT	7,700	7,700	7,700	-	0.00%
6053	REQUIRED LOCAL MATCH	14,346	23,100	23,100	-	0.00%
6054	CARRYOVER - LOCAL MATCH	2,062	-	-	-	0.00%
8300	HARDWARE	56,637	135,273	135,273	-	0.00%
8302	CARRYOVER - HARDWARE	13,203	-	-	-	0.00%
8400	LAN CAPABILITY	3,898	3,898	3,898	-	0.00%
<b>TOTAL EXPENDITURES</b>		<b>\$ 98,707</b>	<b>\$ 184,800</b>	<b>\$ 184,800</b>	<b>\$ -</b>	<b>0.00%</b>

## **Appendix 2 – Division AUP**

### **Student Internet Acceptable Use Policy (AUP)**

**Reference: School Board Policy 6-3.15**

Poquoson City Public Schools provides extensive technology for use by students for the express purpose of mastering curricular goals and objectives. This technology is to be used for conducting official school business only. All illegal and improper uses of computer systems, including but not limited to obscenity, harassment, solicitation, chain letters, harassing or threatening statements, gambling, sexual innuendo, pornography and violating copyright or intellectual rights, are prohibited.

1. Students shall not use the division’s computer equipment and communications services for sending, receiving, viewing or downloading inappropriate and/or illegal material via the Internet and World Wide Web.
2. PCPS protects students against inappropriate material through the use of filters and other devices.
3. PCPS monitors the activity of all users on the network.
4. Minors shall not obtain unauthorized access, including malicious “hacking” and other unlawful activities while online.
5. Students shall not disclose, use, or disseminate personal identification information regarding themselves, other students or division employees while using division technology.
6. Internet safety instruction is provided to all students each year as a part of the overall instructional program of PCPS.

The failure of any student to follow the terms of this policy may result in the loss of computer network privileges, disciplinary action and/or appropriate legal action.

Poquoson City Public Schools recognizes that as the Internet and other technologies alter and enhance methods by which information is accessed, communicated and transferred by members of society, these changes affect instruction and student learning.

PCPS:

1. supports access to electronic information;
2. encourages the development of skills necessary to analyze and evaluate such resources;
3. requires that all material and resources be consistent with district guidelines supporting and enriching the curriculum while accounting for the varied instructional needs, learning styles, abilities, and developmental levels of students;
4. provides software to filter Web sites that contain material deemed inappropriate in an educational setting;
5. expects that staff will integrate use of electronic information throughout the curriculum

6. expects that staff will provide guidance and instruction to students in the appropriate use of such resources;
7. recognizes that parents and guardians are ultimately responsible for setting and conveying the standards students should follow when using media and information sources; and
8. provides Internet services to students and staff who demonstrate appropriate usage.

### **Instructional Use of the Internet**

Students will follow a structured approach to gaining skills that will allow them to become independent, responsible users of the Internet. This approach addresses Internet use based on an age- and topic-appropriate standpoint.

1. In the primary school (K-2), faculty will actively supervise student use of the Internet. Students will access Internet resources that the teacher has previously explored and selected. Faculty will make every effort to ensure that students are directed to sites with only age- and topic-appropriate material and resources.
2. In the elementary school (3-5), faculty will actively supervise student use of the Internet. Students will not only be provided with teacher identified sites, but will also be taught how to search the Internet in order to explore, evaluate and select sites that provide pertinent information on given topics.
3. In middle school (grades 6-8), faculty will provide guided practice and model appropriate use of the Internet. Faculty will supervise student initiated information search activities and provide support for students as they begin to assume responsibility for becoming independent users of the Internet. Faculty will make every effort to ensure that students explore only sites with age- and topic-appropriate material and resources. Students who are participating in a Bring Your Own Device (BYOD) program may use their electronic device at appropriate times and locations in accordance with teacher instruction. Electronic devices may only be used under the direct supervision of a teacher participating in a BYOD program. All PCPS AUP policies are extended to students using their own devices when they are participating in the BYOD program
4. In high school (grades 9-12), students will participate in independent internet use with faculty assuming less of a monitoring role and more of an advisory role. Students who are participating in a Bring Your Own Device(BYOD) program may use their electronic devices at appropriate times and locations in accordance with teacher instruction. Electronic devices may only be used under the direct supervision of a teacher participating in a BYOD program. All PCPS AUP policies are extended to students using their own devices when they are participating in the BYOD program.

### **EMAIL**

Students in Poquoson City Public Schools are issued individual email accounts for use in their classes. Students should not consider email as private. Parents may request restricted access to electronic mail through their student's principal.

### **Publishing Internet Sites**

In an effort to ensure that pages published on the World Wide Web by schools, departments, classes, and students are appropriate, relevant, timely, and do not violate individual rights and security, the following standards must be met:

1. Contents of Web pages will be in accordance with the following objectives:
  - a. enriches and supports the curriculum;
  - b. provides sources of information for pupils, staff and parents/guardians;
  - c. adheres to copyright laws;
  - d. meets appropriate editorial standards; and
  - e. follows publication policies of PCPS.
2. It is highly recommended that no photographs of individual students be included; rather group shots from a distance are encouraged. Before individual portraits or students' last names are published, written permission must be obtained.
3. Links contained on the school's page(s) must be appropriate and relevant to the curriculum and purposes of the school.
4. Links from the school's page(s) shall not include:
  - a. sites that are in conflict with the objectives of PCPS; and
  - b. sites whose sole purpose is commercial advertisement.
5. Poquoson students will not use school resources to create or publish personal Web pages.

### **Responsible Use of PCPS Technology**

The technology that PCPS provides is a valuable educational resource for students and staff. Technology use and access is a privilege. Students who have the privilege to use school resources are expected to abide by the following methods of interaction. Parents may request restricted access to the Internet.

Poquoson City Public Schools does not condone the use of social networking sites for non-academic purposes. Any use of the likeness or reproduction of PCPS branding or logos must have prior approval by school officials.

1. Use the school facilities and equipment only for school-related educational activities.
2. Be polite and use appropriate language.
  - a. Do not engage in the use of profanity, obscenities, or sexually explicit material.
  - b. Do not use expressions of bigotry, racism, and/or hate.
3. Maintain individual anonymity and privacy.
  - a. Do not reveal personal addresses or phone numbers.
  - b. Do not display portraits of individuals without parental/guardian permission.
4. Use equipment and software appropriately.
  - a. Do not copy non-school approved software/programs or files onto school devices.
  - b. Do not attempt to modify/bypass device or internet security settings.
  - c. Do not engage in acts of vandalism (malicious attempts to harm or destroy).
  - d. Do not remote to external systems without school approval.

- e. Do not use others' accounts.
  - f. Do not trespass in another's work, files or folders.
  - g. Do not share work with others, including copying class work/homework/tests, etc.
  - h. Do not leave files in shared spaces, local hard drives or on removable devices for other users to access unless it is for a school approved collaborative project.
  - i. Retain privacy of individual passwords.
5. Adhere to copyright laws and restrictions. Do not transmit material in violation of federal or state law or regulations. (Such material includes, but is not limited to, commercial software, copyrighted material, threatening or obscene material, or material protected by trade secret.)
6. Violation of any of these policies may result in revocation of technology uses privileges and/or result in suspension or other consequences as described in the Poquoson City Schools' Policy Manual and/or outlines in the PCPS student code of conduct.

## Appendix 3 – Summary of Internet Safety Program

PCPS has made a significant investment of time and resources creating a comprehensive division level Internet safety plan. Our plan includes the division AUP, Computer & Technology Standards for all grades K-12, Internet Safety Guidelines for grades K-12, a section addressing what parents or guardians need to know. This plan also includes professional development opportunities for teachers & administrators as well as Internet safety terminology, messaging & texting acronyms and a log to track weekly Internet safety lessons. Handy Internet safety curriculum compliance checklists are provided for all grades. The table of contents is listed below with a brief overview of the PCPS Internet Safety Plan.

PCPS Internet Safety Plan lists:

- The PCPS Technology Acceptable Use Policy
- Grades K-2 Computer/Technology Standards
- Internet Safety Guidelines: Grades K-2
- Grades 3-5 Computer/Technology Standards
- Internet Safety Guidelines: Grades 3-5
- Grades 6-8 Computer/Technology Standards
- Internet Safety Guidelines: Grades 6-8
- Grades 9-12 Computer/Technology Standards
- Internet Safety Guidelines Grades 9-12
- Internet Safety Guidelines: What Parents or Guardians Need to Know
- Professional Development Opportunities for Teachers & Administrators
- Appendices
- Internet Safety Terminology
- Messaging/Texting Acronyms
- Weekly Internet Safety Lesson Log
- Grades K-2 Internet Safety Curriculum Compliance Checklist
- Grades 3-5 Internet Safety Curriculum Compliance Checklist
- Grades 6-8 Internet Safety Curriculum Compliance Checklist
- Grades 9-12 Internet Safety Curriculum Compliance Checklist

Overview:

We cannot control what our students do and we cannot protect them from dangers outside of the classroom. We cannot prevent them from chatting with a sexual predator, stop any sexting they may use with their BFFs, or forever remove the digital footprints that digital natives inevitably leave behind. We cannot always filter the information they receive or block the information they send. At times we cannot even show them how to use that data because, more often than not, they do not tell any adult what they've experienced.

What we can do is teach them the dangers they may encounter along the way, show them how to avoid or overcome the problems they may have, and help them to understand the consequences of their own choices. We can stay informed about technologies they are using away from school to help us facilitate learning within the classroom. We can be creative and innovative in our instruction to motivate our students to behave ethically and legally.

Our students need to take responsibility for making their own wise choices. They must learn to manage their own files, secure their own data, be their own filters, control their own words and actions,



and responsibly choose their own journey through cyberspace. Sometimes it seems to be more than they can handle but handle it they must because, in the end, they are the ones who will live with the consequences, whatever those may be. And that's just the way life is.

The Internet is a normal part of our student's lives. It is used for communication, education, research and exploration. Unfortunately, it can be susceptible to abuse targeting young people; and no matter the filtering software, we must inform and protect students from possible dangers. This document provides a road map for Poquoson educators to follow as we guide our students to make good choices in their Internet travels. Just as we teach children about being safe in the halls of our schools, crossing the street or driving a car; we must teach them how to use the Internet safely.

Our program contains three major components; requiring input from all participants:

- Internet safety awareness training for students with integrated lesson components in the K-12 instructional program
- Professional development for staff
- Outreach for parents and community

This guide provides topics and resources for integrating Internet Safety throughout the school year. Integration should utilize the 'teachable moment' whenever the topic can illustrate a component of Internet Safety. From kindergarten through high school, we frequently remind students to be safe in all types of situations. Navigating the Internet requires no less vigilance.

### Internet Safety Plan Evaluation Process

Participants:	Library Media Specialists	ITRTs	Teachers	Administrators
Role of each participant:	Train/Present to students Monitor students' Internet use Reinforce safe surfing practices Participate in community outreach efforts	Train/Present to teachers Monitor students' Internet use Reinforce safe surfing practices Participate in community outreach efforts	Train/Present to students Monitor students' Internet use Reinforce safe surfing practices Participate in community outreach efforts	Monitor program to ensure functionality/participation at all levels Monitor students' Internet use Reinforce safe surfing practices Initiate, plan, and facilitate community outreach efforts

The PCPS Internet Safety Plan will be evaluated annually for changes in national and local Internet Safety issues, trends in related incidents, and advancements in technology. Student and teacher feedback on effectiveness of lesson materials and presentation, with student work samples as a component of this, will also be part of the process. In addition, a review of the various Internet Safety Curriculum Compliance Checklists and Weekly Internet Safety Lesson Logs may serve as an indication of the number of times and areas of Internet Safety discussed throughout the year, if used. Another means of evaluation could be the informal and formal evaluations conducted by the administrative staff of our teachers, if an Internet Safety lesson is observed at the time of the evaluation.

Students, teachers, and staff should also evaluate the resources – web-based, printed, multimedia, etc. – annually for currency, appropriate content, broken links, and effectiveness.

Parent/Community feedback could also be collected from various events held throughout the year as well as an evaluation of resources found through the PCPS website.

## **PCPS Educational Technology Plan Addendum 2020-2021 SY through 2021-2022 SY**

The 2018-2019 through 2019-2020 educational technology plan for Poquoson City Public Schools (PCPS) was very robust in terms of both the process and the product when initially developed. Given the changing face of technology in society, the team decided to evaluate the educational technology plan every two years rather than the VDOE timeframe of every five years. This shorter timeframe enables PCPS to ensure that our plan is in line with practices and needs in the changing world of technology.

Upon review of the 2018-2019 through 2019-2020 educational technology plan, it was determined that the objectives and strategies that were developed for each of the four goals are still in line with current practices and in the direction that we intend to move toward in the future for the school division. However, PCPS has been moving in a slightly different direction with the overall infrastructure regarding technology utilization throughout the division. This change not only affects the infrastructure component, but also the learning, teaching, and leadership components.

PCPS implemented a 1:1 device to student program at Poquoson Middle School (PMS) in March of the 2019-2020 school year. PCPS chose to utilize Chromebooks for this initiative. At the same time, devices were redistributed at Poquoson Elementary School (PES) so that each core classroom had a cart of devices (Chromebooks) assigned to each teacher for each student in the school. Both of these initiatives will support the current objectives and strategies that are in place for all four components of the PCPS Educational Technology Plan. Additionally, the next steps in this process is to determine when a 1:1 initiative is financially feasible to implement at Poquoson High School (PHS.)

The objectives and strategies for the initial plan will remain in place for this upcoming two-year time period as they continue to be applicable and relevant to the overall goals of the PCPS regarding technology. The addition of the 1:1 devices will facilitate the school division in making progress toward the objectives and strategies for all four components of the PCPS Educational Technology Plan that were put into place in the initial plan.