

Educational Technology Plan

for Radford Public Schools

2011 - 2016

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Executive Summary

Radford Public Schools is recognized for leadership in the innovative application of technology to enhance student learning, strengthen teacher effectiveness, and improve daily administrative operations. The focus of this technology plan will be to expand and refine current technological accomplishments.

The technology plan focuses on integrating technologies into the curriculum to improve learning and pursue the latest and most effective methods of meeting the needs of students, teachers, and staff. Technology is the inevitable companion of the 21st Century citizen. Steps taken now to provide equitable access, connectivity, and ample training and support for technology in our schools will ensure that Radford Public Schools' student and staff are proficient in using all forms of technology and that they possess the skills to interact through telecommunications.

Preparing students and staff to meet the challenges of the 21st Century demands a high level of literacy, effective communications, a broad range of understanding, and an ability to work productively in groups. It is the goal of Radford Public Schools to develop a community of lifelong learners who are prepared to take their place in our technology-rich society.

The central fact of this decade is the inevitability of change and the need to guide this change in directions that support diversity of learning styles and maximize learning and productivity. Technology will serve as a catalyst to support our students so that they will thrive in the 21st century.

This Technology Plan aligns with national and state goals for technology in education. An outline of the alignments is:

Educational Technology Plan for Virginia: 2010-2015	Draft National Educational Technology Plan 2010
Goal 1: Provide a safe, flexible, and effective learning environment for all students.	4.0 Infrastructure All students and educators will have access to a comprehensive infrastructure for learning when and where they need it.
Goal 2: Engage students in meaningful curricular content through the purposeful and effective use of technology.	3.0 Teaching Professional educators will be supported individually and in teams by technology that connects them to data, content, resources, expertise, and learning experiences that enable and inspire more effective teaching for all learners.
Goal 3: Afford students with opportunities to apply technology effectively to gain knowledge, develop skills, and create and distribute artifacts that reflect their understanding.	1.0 Learning All learners will have engaging and empowering learning experiences both in and outside of school that prepare them to be active, creative, knowledgeable, and ethical participants in our globally

	networked society.
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.	5.0 Productivity Our education system at all levels will redesign processes and structures to take advantage of the power of technology to improve learning outcomes while making more efficient use of time, money and staff.
Goal 5: Use technology to support a culture of data-driven decision making that relies upon data to evaluate and improve teaching and learning.	2.0 Assessment Our education system at all levels will leverage the power of technology to measure what matters and use assessment data for continuous improvement.

Process

Summary of Connections to the Radford Public Schools Mission, Vision, and Philosophy

The Radford Public Schools Technology Plan is designed to provide a framework for the appropriate utilization of technology throughout the entire division. The technology planning committee collaborated to produce the objectives and strategies that will align with the state goals for technology within education.

Mission

The mission of Radford Public Schools is to ensure the use of appropriate technologies to enhance the delivery of curricula, meet the academic needs of the student population, and promote optimal growth and learning. In a rapidly changing environment, student are required to access and process more information and to gain technological skills. We must provide an environment in which all students and employees can acquire the knowledge, the skills, the values, and the interest to become productive users of technology for communication, research, and work. Radford Public Schools will provide an educational system in which students will reach their fullest potential and function as active participants in the educational setting, the community, and as contributing members of society in which they become productive self-supporting adults. Students will value learning, be critical thinkers, be technologically literate, and make wise mental, physical, academic and ethical decisions. They will demonstrate a respect for themselves and others and will work well together to solve problems and make decisions.

Vision

Radford Public Schools has a long tradition of excellence in providing quality instruction to its students and preparing them to lead productive adult lives in society. Society itself is constantly changing which constitutes the need for change in the schools. Educators can no longer ignore the fact that technology is a major influence in the lives of today's students and that it will be an even greater influence in their adult lives. In recognizing their concepts, we must acknowledge that the business community, the parents, the school district, the teacher, and the student are all stakeholders in the educational process.

Radford Public Schools sees technology as another tool for improving access to knowledge by students, teachers, administrators, and other workers in our system. All students will have sustained educational experiences with many aspects of technology. These varied forms of technology must be viewed, not as ended in themselves, but as tools to enable lifelong and empowered learning. Teachers will have the facilities and equipment for teaching more effectively with technology and the opportunities for learning to use those facilities so that technology learning will become an integral part of their students' daily experiences.

Radford Public Schools is committed to graduating students who possess the skills needed to succeed in an increasingly complex information society. The ability to process and manipulate, the communicate information has already become the single most important determiner of economic success for individuals. In the information age, the

ability to gather and distribute information through electronic communication is vital. Students who attend Radford Public Schools will be comfortable and proficient using technology in all its forms and information resources and will possess the skills to interact with individuals or organizations and agencies through computer telecommunications. Radford Public Schools is dedicated to continually evaluating the direction of this plan to ensure that it meets the mission of technology integration. Radford Public Schools vision is to provide a level of technology integration where:

- All students are able to access learning resources from various locations.
- All students have opportunities to utilize technology in a student-centered classroom where the power of technology expands their horizons.
- Students and teachers exchange assignments through a variety of media sources.
- Parents are able to exchange email with teachers and retrieve timely information about their child's records through an online database.
- Parents are able to leave voice mail messages with a teacher.
- Parents are able to access information regarding school programs and schedules online or through an automated voice mail system.
- Teachers possess the skills and confidence to utilize technology appropriately in enhancing the learning experience.
- Administrators and teachers are able to access student records and other data to aid in decision making.
- Classrooms have access to the Internet and resources of the school's media center.
- Video programming can be shared simultaneously among multiple locations.
- Distance learning classes are available to students.

Philosophy

Radford Public Schools is committed to preparing every student to meet the requirements of the Virginia Standards of Learning (SOL) and to have students leave school with the knowledge and skills necessary to demonstrate success and proficiency in the use of technology. We believe that it is our responsibility to provide the equipment, the infrastructure, the technology programs, the opportunities, and the instruction to assist students in meeting these goals.

In order to provide the students the appropriate instruction and technology experiences, every teacher and employee must be knowledgeable in the use of technology. Various opportunities for teachers to obtain training in these skills will be provided through in-service from the Instructional Technology Resource Teacher, Information Technology Coordinator, Network Engineer, PC Technician, and LAN Support Technician (see Appendix 4 for job descriptions), classroom teachers, community members, universities and colleges, etc. With the ultimate goal of providing knowledge that will enable Radford Public Schools to use technology to enhance the learning opportunities of its students.

Summary of the Work of the Planning Committee and Its Benchmarks

Division Technology Committee

Members: Robert Graham - Assistant Superintendent
Walter Jeff Smith - Principal
Stacey Howard – Network Engineer
Dana Ratcliffe – Information Technology Coordinator
Jennifer Eller – LAN Support Technician
Sean Young – PC Technician
Jennifer Presley – ITRT
Amy Ramsey – ITRT
Mack Willaims – ITRT

Meeting Dates: August 17, 2010
August 30, 2010
October 1, 2010
November 29, 2010
December 13, 2010
January 24, 2011
February 28, 2011
March 28, 2011

McHarg Technology Committee

Members: Jennifer Presely – ITRT :
Ellen Denny – Principal & Parent
Ranglette Dobson – KG Teacher & Parent
Betty Whitley – 1st Grade Teacher
Susan DeHart – 1st Grade Teacher
Blenna Patterson – 1st Grade Teacher & Parent
Jonnie Collins – PK and Special Ed Teacher
Dana DeHart – 2nd Grade Teacher

Meeting Dates: December 7, 2010
February 22, 2011
March 4, 2011

Belle Heth Technology Committee

Members: Amy Ramsey – ITRT
Angela Davis – 5th Grade Teacher & Parent
Michelle Saunders – Art Teacher
Sherri Quesenberry – Librarian
Beverly Edwards – 6th Grade Teacher
Barbara Shomo – Special Education Teacher

Meeting Dates: September 20, 2010
September 26, 2010
October 11, 2010
November 22, 2010
December 2, 2010

February 17, 2011
March 14, 2011
March 16, 2011

Dalton Intermediate and Radford High School Technology Committee

Members: Mack Williams – ITRT
Karen Cecil – Earth Science Teacher (RHS)
Kelly Morris – English Teacher (DIS)
Kristy Bryant – Art Teacher (DIS)
Cecil Hickam – Math Teacher (RHS)
Tina Tapp – English Teacher (DIS & RHS) & Parent
Kim Reese – Art Teacher (RHS)
Meredith White – Spanish Teacher (RHS & DIS)
Wendy Gilmer – Librarian (RHS & DIS)

Meeting Dates: October 14, 2010
October 19, 2010
November 8, 2010
November 19, 2010
November 23, 2010
December 14, 2010
January 4, 2011
February 17, 2011
February 22, 2011
March 7, 2011
March 24, 2011

Summary of the Evaluation Process and Planned Update Cycle

The Radford Public Schools Technology Plan was developed by the Division's Technology Committee. This committee consisted of teachers, parents, Instructional Technology Resource Teachers, Network Engineer, LAN Support Technician, Information Technology Coordinator, PC Technician and Assistant Superintendent. Through the process members of the committee communicated with the stakeholders for whom they represent and solicited their input on specific areas.

Once the plan was completed it was submitted to the School Board for approval. After the approval of the plan each committee member disseminated the information to all stakeholders within the division.

Conclusions from the Needs Assessment

Radford City Schools Technology staff asked teachers, administrators, students, parents, and community members to take a brief survey. The focus of the survey dealt with available technology and the skill level students and teachers possess. Those taking the survey were also asked about ongoing technology training needs within the division.

Radford City residents have adequate access to technology within their homes. The implementation of the Technology-To-Go program would increase the number of students who have access to technology at home. Most people surveyed have a basic knowledge of computers but community members do not have the Internet Safety knowledge needed to keep them safe. With the Internet Safety guidelines implemented within the schools, teachers and students have a strong understanding of what is safe or not. The Technology Committee should gather ideas to increase Internet Safety knowledge for community members.

Communication between teachers and parents is very good through the use of Parent Portal and School Notes. However, some parents commented a few teachers do not keep up to date postings of grades and assignments. This is an area that should be addressed by the school Administration.

While a large amount of people surveyed agree students and staff have adequate access to technology, some do believe more training is needed. Areas of concern are access to tools that produce audio and/or video communication. Analysis-based tools is another weak area. The iLearn project should help correct some of these issues.

Staff and students believe seniors are prepared for college and the work force. Only 50% of parents and community members believe this to be true. Administration should discuss other technology courses that could be offered to students at the secondary level. Integrating technology is not enough, the skills need to be put to use in real life situations also.

Teachers and staff need additional technology training. Some comments from the survey showed that some staff members are not technology literate and don't use technology in

the classroom. Just offering training is not the answer; staff has to feel comfortable with the technology at hand and shown ways to incorporate it into daily routines.

In conclusion, RCPS is providing staff and student with a high level of access to technology. Elementary level keyboarding and additional technology courses at the secondary level are a concern. Staff requires not only ongoing training but also demonstrations of ways to incorporate technology into daily routines. More exposure to Internet Safety for community members is vital to the overall safety of citizens. A positive point; teachers are communicating with parents using different types of technology.

Actions

State Goals and Objectives with Local Strategies and Measures

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

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

Strategies	Measures/Evaluation Strategies
<ul style="list-style-type: none"> • Continue to expand and implement face-to-face, blended, and virtual learning environments • One-to-one ratio of computer to student in all classrooms • Online textbooks available in all courses • Ability to work with emerging technology such as “The Cloud” to collaborate and build relationships with various communities including school, home, and community • Regularly update the possibility of leasing hardware equipment and software to keep up with current technology • Teach as well as model safe, secure, and ethical use of technology • Encourage community partnerships 	<ul style="list-style-type: none"> • Resources may include: Online Textbooks, My Skills Tutor, Accelerated Reader, Accelerated Math, SchoolNotes, Portaportal.com, Moodle, Google Docs, ROSworks, SOL Pass, Teacher Webpages, Quizlet, Spelling City, Podcasts, YouTube, iTunes University, VVA, BrainPop, Destiny, TeacherTube, Windows 7, laptops, iPads and updated SmartBoards and software • Establish a timeline for evaluation and replacement of hardware and software • Implementation of Internet Safety Guidelines

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

Strategies	Measures/Evaluation Strategies
<ul style="list-style-type: none"> • Create a distance learning lab to accommodate Virtual Virginia, Credit Recovery, Online high school classes and online dual-enrollment college classes, etc. • Provide resources and support to assist teachers with integrating technology into teaching and learning • Evaluate current infrastructure against next-generation standards • Develop a student technology support program that includes training for students to provide additional resources for school-level technology support • Continue to increase the number of model classrooms (interactive whiteboard, audio system, document cameras, classroom response system) at all levels • Wireless coverage district wide to allow specialized test and instructional time for all students • Redundant network resources • Provide sufficient space for students and teachers to build educational portfolio either on division networks or other emerging technologies • Ensure access to school network resources from home (at least until one-to-one ratio is achieved) • Provide one-to-one ratio of computers or hand held devices to student in all classrooms • Provide online textbooks • Utilize “The Cloud” to collaborate and build relationships with various communities including school, home, and community • Regularly update hardware equipment and software to keep up with current technology. • Reconfigure classroom infrastructure to create a more flexible and effective placement of devices 	<ul style="list-style-type: none"> • Addition of a Distance Learning Lab Supervisor • Team teach for inclusion • Explore the possibility of Mini sessions on technology integration within departments and schools • Hire more technology support staff not limited to but including ITRTs, technicians, and teachers who can teach leading edge computer skills courses to students • Centralized administration through server virtualization, network reliability, and easily obtainable network resources • Explore possible technology classes designed to train a staff of students to aid students and teachers in the use of technology • Evaluation of the network reliability • Ease of obtaining network resources • Add technology courses at the secondary level. Utilize resources available through area colleges. • Focus on keyboarding at the elementary level • Allow students to access files and homework without external storage devices • Survey and develop a plan for implementation and replacement of resources • Extended network coverage in all areas • Decreased network down time • Add wiring, outlets, etc. so computers, scanners, copiers, telephones, fax machines, etc. can be placed where they are needed within an instructional setting

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

Strategies	Measures/Evaluation Strategies
<ul style="list-style-type: none"> • Initiate partnerships with educational institutions within the surrounding areas • Continue enhancing teacher and ITRT teams to provide professional development sessions district-wide • Provide workshops (single or multiple days) with stipends • Allot money for enrollment of technology oriented course work and attending conferences 	<ul style="list-style-type: none"> • Grant bench marks will be used as guidelines • Provide substitute teachers so grade levels, specialties, and subject area teachers can meet for Inservice and collaboration. • Send teachers and ITRTs to appropriate conferences and workshops • Utilize available resources such as Moodle

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.

Strategies	Measures/Evaluation Strategies
<ul style="list-style-type: none"> • Provide any additional in house training throughout the year for staff • Create learning communities • Explore alternative work schedules that allow more team work, time, and collaboration • Provide resources and support to assist teachers with integrating technology in all curriculum areas • Provide professional development opportunities in a variety of ways (in-service, staff development, time for peer modeling and instruction, on line courses, college courses, conferences, guest experts, technology mentors, professional collaboration, in and out of district visitations, workshops, and conferences) • Grade level or subject areas will discuss and complete technology integration lesson plans 	<ul style="list-style-type: none"> • ITRT observations of teacher integrating technology into instruction and assistance if needed • Utilize available college courses • Provide online courses and resources to all staff • Utilize resources such as Moodle, Google Docs, Cloud, and/or Web 2.0 technologies • Survey faculty and staff to determine professional development that is needed or wanted • Refocus staff development days to allow grade or subject level collaboration • Use grade level meetings to discuss and develop technology integration strategies

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

Strategies	Measures/Evaluation Strategies
<ul style="list-style-type: none"> • Continue implementation of the Framework for VA SOLs • Provide resources and support for ITRTs & Teacher Facilitators to assist in integrating technology into the curriculum • Provide sufficient space for students and teachers to build educational portfolio either on the school network or other emerging technology options • Provide a one-to-one ratio of students to computers • Provide devices used for accessing online textbooks • Utilize new technology such as “The Cloud” to collaborate and build relationships with various communities • Regularly update hardware equipment and software to keep up with current technology • Provide all students with equal access to technology • Incorporate new developments in assistive technology when applicable 	<ul style="list-style-type: none"> • Use SOL data to measure all areas of growth • Provide substitute teachers so grade level or subject area teachers can meet for in-services and collaborate • Technology and teaching staff will be responsible for evaluating the long term instructional benefit of emerging technologies • Provide Windows 7, laptops, iPads and updated SmartBoards and software in all classrooms • Hire more technology support staff not limited to but including ITRTs, technicians, and teachers who can teach leading edge computer skills courses to students • Repopulate the Technology-To-Go program at the secondary level. Establish a Technology-To-Go program for the elementary level. • Teachers and ITRTs attend conferences and read online journals • Provide schedule adjustments for students through the use of online courses in established labs

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

Strategies	Measures/Evaluation Strategies
<ul style="list-style-type: none"> • Provide resources and support for parents, teachers, Instructional Coaches, Technology Lead Teachers, School Librarians, and principals to assist in ensuring Internet safety • Follow and implement the current Internet Safety plan • Acceptable Use Policy • Internet content filtering 	<ul style="list-style-type: none"> • Continue to communicate the importance of Internet Safety to students, staff, and community members • Seek appropriate multi-media to inspire discussions • Investigate sources for school-wide media distribution • Students and staff are required to sign the AUP each year • When accessing the Internet, staff and students login through the Internet AUP

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

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

Strategies	Measures/Evaluation Strategies
<ul style="list-style-type: none"> • Continue implementation of the Framework for VA SOLs • Utilize professional development workshops and courses that support integrating technology into teaching and learning • Incorporate the use of Blogs, Wikis, Twitter, Mobile Devices, email Penpals, podcast, Skype, video conferencing with the global community to become a global classroom • Explore an open access internet future • Pilot programs with small groups for new technologies such as online text books 	<ul style="list-style-type: none"> • Monitor SOL data • Provide substitute teachers so grade level or subject area teachers can meet for in-service and collaborate • Continue professional development throughout the school year • Provide workshops (single or multiple days) with stipends • Review the use of iPads, iPod, web 2.0 tools including social networking • Evaluate the successes and concerns of small projects then expand to include more areas of instruction • Evaluate the network controls in place

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

Strategies	Measures/Evaluation Strategies
<ul style="list-style-type: none"> • Ensure all teachers and administrators are TSIP certified • Ensure that the technology SOLs have been delivered by state standards • Assess student technology skills 	<ul style="list-style-type: none"> • ITRT and Technology staff will evaluate and maintain records for completion of staff standards • Maintain check-off lists of student based technology standards that are covered – integrating technology SOL into classroom instruction • Yearly assessments of student technology knowledge through the use of online programs and surveys

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

Strategies	Measures/Evaluation Strategies
<ul style="list-style-type: none"> • Provide diverse mediums to deliver instructional content • Provide sufficient space for students and teachers to build an electronic educational portfolio • Provide one-to-one ratio of computer to student in all classrooms • Utilize “The Cloud” to collaborate and build relationships with various communities including school, home, and community 	<ul style="list-style-type: none"> • Resources may include: My Skills Tutor, Accelerated Reader, Accelerated Math, Moodle, ROSworks, Quizlet, Spelling City, Virtual Va, BrainPop, classroom response systems, and on-line textbooks • Establish adequate space for file storage on the divisions network • Evaluate student based projects stored in student portfolios on the divisions network of servers

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

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

Strategies	Measures/Evaluation Strategies
<ul style="list-style-type: none"> • Seek outside funding to support one-to-one ratio projects • Provide handheld devices, laptops, and iPads to create a one-to-one ratio within the classroom • Begin a pilot program using a class set of iPads in each department and grade level with access to online textbooks 	<ul style="list-style-type: none"> • RCPS employees, including teachers and Administrators, will seek funding from outside sources such as grants • Higher pass percentage on SOL tests • Classroom teachers will report to the entire faculty or departments on success and failures of any pilot programs

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

Strategies	Measures/Evaluation Strategies
<ul style="list-style-type: none"> • Provide resources and support to assist teachers with integrating technology into everyday teaching and learning • Meet or exceed the Standards of Quality staffing requirements • Provide network resources to support the latest development of devices 	<ul style="list-style-type: none"> • Provide substitute teachers so grade levels/subject area teachers can meet for in-service • One (1) ITRT per computer lab. • Hire more technology support staff not limited to but including ITRTs, technicians, and teachers who can teach leading edge computer skills courses to students • Evaluate all network resources and upgrade as needed

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

Strategies	Measures/Evaluation Strategies
<ul style="list-style-type: none"> • Provide resources and support for teachers to pursue innovative uses of emerging technologies • Implement a mentoring program for new teachers (3 years and under) • Create effective communication about technology integration between content area teacher 	<ul style="list-style-type: none"> • Conferences, workshops, peer meeting time, and newsletters • Pair new teachers with a teacher in the same or similar content area that uses advanced technology proficiently • Utilize time on staff development days for cross-curricular technology planning and discussion

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

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

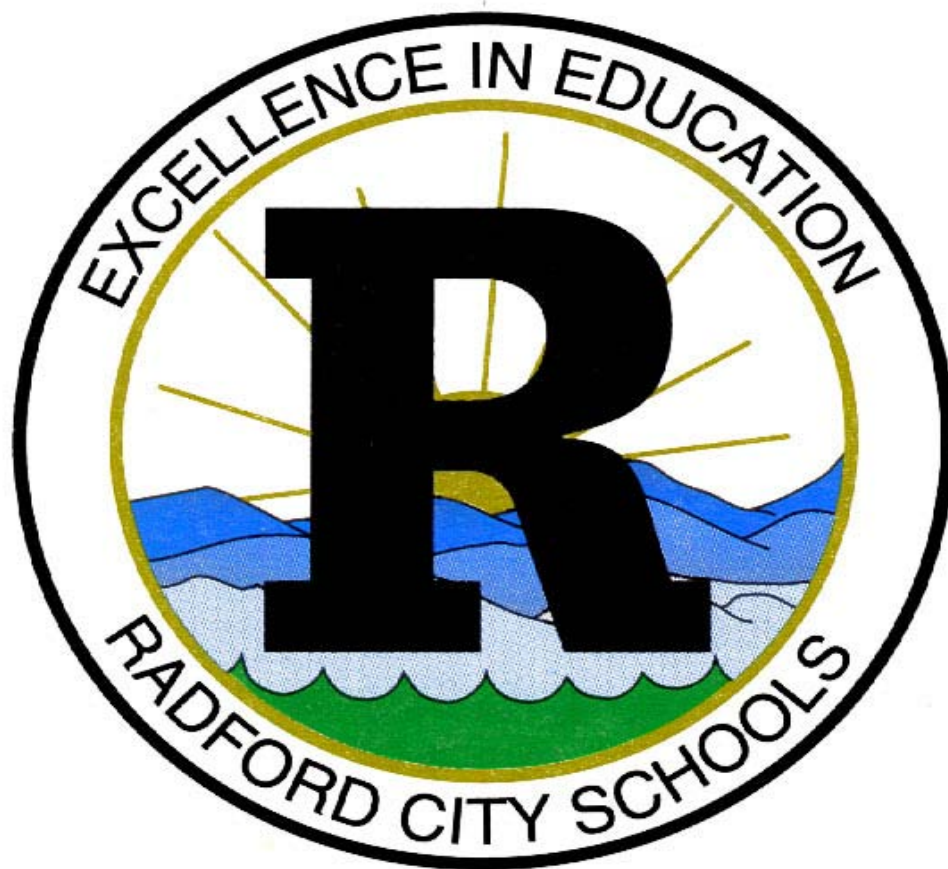
Strategies	Measures/Evaluation Strategies
<ul style="list-style-type: none"> • Evaluate current systems and tools to identify gaps and overlaps • Evaluate funding for systematic replacement of existing technology, deployment of new technologies, and innovative seed projects that allow students and teachers to explore new technologies through a “return on investment” and “total cost of ownership” model • Provide and support the most appropriate technology for the teaching and learning process that provides student success • Support employee development to ensure technological competency • Provide parent access to student data such as attendance, grades, etc... • Provide seminars to familiarize parents with technology tools students are using and offer suggestions on how to help their children use these tools • Make parents aware of the school and community resources available to students if they do not have technology at home 	<ul style="list-style-type: none"> • Form committees to evaluate current student technology performance • Evaluate student data through resources such as EIMS, Student Information System, ROSWorks, and SkillsTutor • Survey students and staff each year regarding technology in the division and changes that have been made • Evaluate students’ technology knowledge through pre and post testing • Survey students to determine what technology they have available to them at home

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

Strategies	Measures/Evaluation Strategies
<ul style="list-style-type: none"> • Disaggregate SOL scores • Evaluation of attendance and grades to lower the dropout rate • Provide an alternative online testing environments 	<ul style="list-style-type: none"> • EIMS • Continue using the current Freshman Transitional program to intervene when students are at risk • Use resources such as Google Suite and handheld devices • Establish a data warehouse

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

Strategies	Measures/Evaluation Strategies
<ul style="list-style-type: none"> • Continue to review and update current online, installed, blended, and virtual software/environments • One-to-one ratio of computing devices for students to ensure sufficient access to all online resources and applications • Quality network resources that can handle large amounts of data and use 	<ul style="list-style-type: none"> • Encourage attendance for conferences and workshops • Review journals and other online resources • Marked improvement in SOL scores (especially in students with no technology resources at home) and increased technology aptitude at all grade levels • Evaluate new network options and implement changes



2011 – 2016

Appendix 1:

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

Appendix 1: Timetable and Budget for Goals, Objectives, Strategies, and Measures

Vendor/Category	Account	2010-09 Budget	2011 - 12 Budget	Difference	Funded for 2011-12
Building Services/Purchased Services					
Fire Alarm Monitoring Service	64200-3000	370.00	370.00	0.00	
Building Services/Telecommunications					
Local Telephone Service	64200-5200	6,900.00	7,200.00	300.00	6,900.00
Long Distance Service	64200-5200	840.00	960.00	120.00	840.00
Cell Telephone Service	64200-5200	1,4684.00	1,7400.00	2,716.00	24,684.00
Fire Alarm Lines	64200-5200	0.00	931.20	931.20	0.00
<i>64200 Total</i>		<i>22,424.00</i>	<i>26,491.20</i>	<i>,4067.20</i>	

Vendor/Category	Account	2010-09 Budget	2011 - 12 Budget	Difference	Funded for 2011-12
Expenditures/Tech Classroom Instruction					
Technology Repair Parts for computers, Printers, Etc	68100-3000	18,000.00	18,000.00	0.00	18,000.00
Laser Color Printer replacement	68100-3000	2,000.00	2,000.00	0.00	2,000.00
United Streaming	68100-3000	2,100.00	22,00.00	100.00	2,100.00
<i>Sub Total</i>		<i>22,100.00</i>	<i>22,200.00</i>	<i>100.00</i>	
Membership and Dues	68100-5800	0.00	500.00	500.00	0.00
<i>Sub Total</i>		<i>0.00</i>	<i>500.00</i>	<i>500.00</i>	
Printer Toner	68100-6000	10,000.00	10,000.00	0.00	9,000.00
<i>Sub Total</i>		<i>10,000.00</i>	<i>10,000.00</i>	<i>0.00</i>	

Appendix 1: Timetable and Budget for Goals, Objectives, Strategies, and Measures

Software/on-line content	68100-6040	14,000.00	14,000.00	0.00	14,000.00
<i>Sub Total</i>		<i>14,000.00</i>	<i>14,000.00</i>	<i>0.00</i>	
Technology Hardware	68100-6050	16,375.00	16,375.00	0.00	16,375.00
Apple Maintance	68100-6050	0.00	3,000.00	3,000.00	0.00
<i>Sub Total</i>		<i>,16375.00</i>	<i>1,9375.00</i>	<i>3,000.00</i>	
Network Switch	68100-6060	2,000.00	4,500.00	2,500.00	2,000.00
<i>Sub Total</i>		<i>2,000.00</i>	<i>4,500.00</i>	<i>2,500.00</i>	
<i>68100 Total</i>		<i>64,475.00</i>	<i>70,575.00</i>	<i>6,100.00</i>	

Vendor/Category	Account	2010-09 Budget	2011 - 12 Budget	Difference	Funded for 2011-12
Expenditures/Tech Instructional Support					
Additional Staff salary	68200-1341	0.00	27,040.00	27,040.00	
Additional Staff FICA	68200-2100	0.00	2,068.56	2,068.56	
Additional Staff (VRS)	68200-2210	0.00	2,414.67		
Additional Staff Benefit (health)	68200-2300	0.00	5,640.00	5,640.00	
Additional Staff (GLI)	68200-2400	0.00	75.71		
Additional Staff (RHCC)	68200-2750	0.00	162.24		
<i>Total</i>		<i>0.00</i>	<i>37,401.18</i>	<i>34,748.56</i>	

Appendix 1: Timetable and Budget for Goals, Objectives, Strategies, and Measures

Vendor/Category	Account	2010-09 Budget	2011 - 12 Budget	Difference	Funded for 2011-12
Technology - Instructional Support Purchased Services					
Novell	68200-3000	6,500.00	1,000.00	(5,500.00)	
Iprism	68200-3000	10,000.00	15,000.00	5,000.00	
PowerSchool	68200-3000	7,650.00	7,650.00	0.00	
Cornerstone	68200-3000	1,600.00	0.00	(1,600.00)	
Smartnet	68200-3000	30,000.00	30,000.00	0.00	
Sophos	68200-3000	7,000.00	7,000.00	0.00	
GW Guardian Spam	68200-3000	5,000.00	5,000.00	0.00	
Veritas	68200-3000	750.00	1,200.00	450.00	
Diploma Check	68200-3000	500.00	500.00	0.00	
FileMaker	68200-3000	225.00	0.00	(225.00)	
Follett Library Software	68200-3000	1,000.00	0.00	(1,000.00)	
Renaissance Learning	68200-3000	1,250.00	1,893.21	643.21	
GW Guardian Mail Archive	68200-3000	3,500.00	3,500.00	0.00	
Domain Name, IP numbers, generator service	68200-3000	1,270.00	1,270.00	0.00	
Donoma	68200-3000	1,887.00	1,887.00	0.00	
Ghost	68200-3000	100.00	0.00	(100.00)	
vmWare	68200-3000	0.00	6,000.00	6,000.00	
Microsoft	68200-3000	0.00	5,500.00	5,500.00	
Miscellaneous Costs	68200-3000	5,000.00	5,000.00	0.00	
Sub Total		83,232.00	92,400.21	9,168.21	83,232.00

Appendix 1: Timetable and Budget for Goals, Objectives, Strategies, and Measures

Expenditures/Tech Instructional Support Travel

Travel	68200-5500	1,500.00	1,500.00	0.00	1,500.00
<i>Sub Total</i>		<i>1,500.00</i>	<i>1,500.00</i>	<i>0.00</i>	

Expenditures/Tech Instructional Support Capital Outlay (replacement)

Replacement Server	68200-8100	6,500.00	10,000.00	3,500.00	6,500.00
<i>Sub Total</i>		<i>,6500.00</i>	<i>10,000.00</i>	<i>3,500.00</i>	
<i>68200 Total</i>		<i>91232.00</i>	<i>103900.21</i>	<i>12668.21</i>	

Vendor/Category	Account	2010-09 Budget	2011 - 12 Budget	Difference	Funded for 2011-12
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Expenditures/Tech Purchased Services

RDA	68300-3000	7,000.00	9,500.00	2,500.00	7,000.00
<i>68300 Total</i>		<i>7,000.00</i>	<i>9,500.00</i>	<i>2,500.00</i>	

Expenditures/Tech Operations & Maintenance

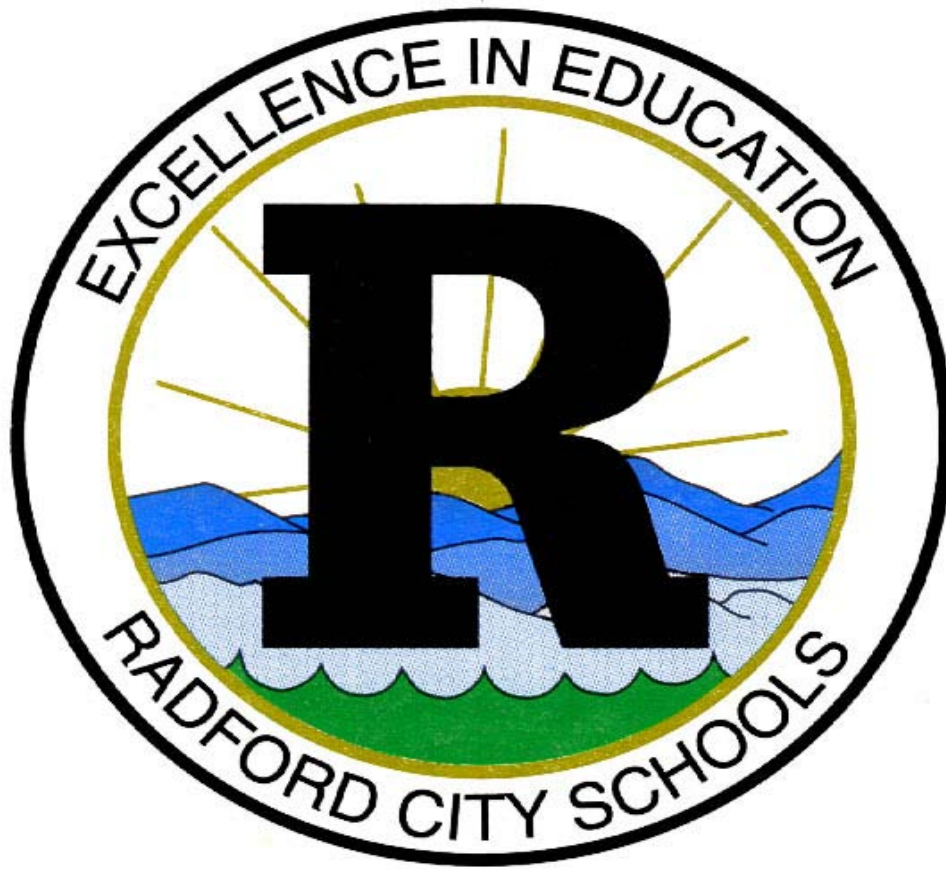
Internet Access	68600-5001	30,000.00	37,740.00	7,740.00	30,000.00
<i>68600 Total</i>		<i>30,000.00</i>	<i>37,740.00</i>	<i>7,740.00</i>	

Title II Part D

Funds for 2010 – 2012 school year totals \$2,156.52

Erate funds

Funds as of March 17, 2011 totaling \$37,687.32



2011 – 2016

Appendix 2:

Division Acceptable Use Policy (AUP)

Acceptable Computer Use Policy

The Radford City 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 hardware, software, data communication lines and devices, terminals, printers, CD-ROM devices, tape drives, servers, mainframe and personal computers, 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. The Division Superintendent shall establish administrative procedures, for the School Board's approval, containing the appropriate uses, ethics and protocol for the computer system, including the prohibition of illegal material, prevention of access to material that the school division deems to be harmful to juveniles as defined in Va. Code sections 18.2-390 and measures to enforce this policy and regulation including the selection of a technology for the division's computers having Internet access to filter or block Internet access through such computers to child pornography as set out in Va. Code section 18.2-374.1.1 and obscenity as defined in Va. Code section 18.2-372. Any communication or material used on the computer system, including electronic mail or other files deleted from a user's account may be monitored or read by school officials.

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, 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 Division Superintendent shall submit to the Virginia Department of Education this policy and accompanying regulations biennially.

File: GAB-E1/IIBEA-E2

ACCEPTABLE COMPUTER SYSTEM USE AGREEMENT

Each student and his or her parent/guardian must sign this Agreement before being granted use of the School Division's computer system. Read this Agreement carefully before signing.

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

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

Student Signature _____

Date _____

Student Name _____
(Please Print)

I have read this Agreement and Policy and Regulation GAB/IIBEA. I understand that access to the computer system is intended for educational purposes and the Radford 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 and for the School Division to issue an account for my student.

Parent/Guardian Signature _____

Date _____

Parent/Guardian Name _____
(Please Print)

ACCEPTABLE COMPUTER SYSTEM USE AGREEMENT

Each employee must sign this Agreement as a condition for using the School Division's computer system. Read this Agreement carefully before signing.

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

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

Employee Signature _____

Date _____

Employee Name _____

(Please Print)

ACCEPTABLE COMPUTER SYSTEM USE POLICY

The Radford City School Board provides a computer system, including access to the Internet, wired or wireless, to promote educational excellence by facilitating resource sharing, innovation and communication. The term computer system includes hardware, software, data communication lines and devices, personal communication devices, terminals, printers, optical media devices, tape drives, servers, wireless devices, laptops and personal computers, the Internet and other internal or external networks.

Student Use

Radford City Schools operates under a “parent consent” policy for students regarding internet access. This means that students must have a written parent/guardian permission form on file at the school before they will be allowed access to the internet through any school computer. It must be understood that while accessing the internet through a computer owned or leased by Radford City Schools, all students will be expected to adhere to the division’s Acceptable Computer Use Policy. At this time, the school division does not provide students with email accounts, nor does it allow students’ access to internet web mail clients or services, instant messaging, or chat rooms.

Appropriate use of computers by students is closely monitored by the classroom teacher and principal. If a student uses a computer inappropriately, as deemed by the classroom teacher and administrator, he/she will lose computer privileges for a period of time. Examples are as follows, but are not limited to: Inappropriate messages, non-teacher directed chat rooms, suggestive messages/sites, sharing passwords, chain e-mail, threatening messages, pornographic sites, illegal activities, hacking activities, violence and hate, trespassing, plagiarism, spamming, personal financial gain, vandalism, using illegal copies of copyrighted software.

The use of communication technologies (school or personally owned equipment), such as email, cell phone and pager text messages, instant messaging and defamatory personal websites to facilitate deliberate, repeated and hostile behavior by an individual or group toward another (cyberbullying) will not be tolerated. All instances of cyberbullying, whether on school property or not, will be investigated. Students may be disciplined for participation in such inappropriate activities even if the offense occurs off of school grounds.

Employee Users

For staff users, the school district’s computer system must be used for education related purposes and performance of the employee’s job duties. Incidental personal use of school computers is permitted for employees so long as such use does not interfere with the employee’s job duties and performance, with system operations, or with other system users. Personal use must comply with this policy and all other applicable school district policies, procedures and rules contained in this policy. Personal use must also comply with applicable local, state and federal laws; and must not damage the school district’s computer system.

The school district must protect its computer system against numerous external and internal risks and threats. Users are critical players in protecting these school district assets and in lessening risks that can destroy these important resources. Consequently, employees are required to fully comply with this policy, and to immediately report any violations or suspicious activities to the Director of Technology or designee.

For employees who are provided cell phones/PDAs for work purposes, all provisions of the policy also apply to these devices.

Acceptable Use

All use of the division's computer system must be (1) in support of education and/or research, (2) educational activities or (3) for legitimate school business. Access to the school district's computer system through school resources is a privilege, not a right. These, as well as the user accounts and information, are the property of the school district, which reserves the right to deny access to prevent further unauthorized, inappropriate or illegal activity. The school district may revoke those privileges and/or administer appropriate disciplinary action. The school district will cooperate to the extent legally required with the local, state and federal officials in any investigation concerning or related to the misuse of the system.

The Division Superintendent shall establish administrative procedures, for the School Board's approval, containing the appropriate uses, ethics and protocol for the computer system, including the prohibition of illegal material, prevention of access to material that the school division deems to be harmful to juveniles as defined in Va. Code sections 18.2-390 and measures to enforce this policy and regulation, including the selection of an internet filtering system applied to all of the division's computers having internet access. This system is designed to filter and to block Internet access through such computers to child pornography as set out in Va. Code section 18.2-374.1.1 and obscenity as defined in Va. Code section 18.2-372. Any communication or material used on the computer system, including electronic mail or other files deleted from a user's account may be monitored or read by school officials.

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 network and the division's internet connection may not be used to access, download, store, and/or distribute any material (text, graphic, photo, or audio) which is defamatory, abusive, obscene, profane, threatening, or sexually explicit. 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-E1, 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.

Liability

Radford City Schools makes no warranties of any kind, expressed or implied, for internet service. Use of any information obtained via the internet is at each user's risk. The division specifically denies any responsibility for the accuracy or quality of information obtained through the internet.

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

The Division Superintendent shall submit to the Virginia Department of Education this policy and accompanying regulations as required.

General Guidelines

School district guidelines on plagiarism will govern use of material accessed through the school district's computer system. Users will not plagiarize works that they find. Teachers will instruct students in appropriate research and citation practices.

All software used on school district computers will be coordinated through the Director of Technology or designee.

It is the responsibility of each staff member to take the necessary precautions to protect all school district computer equipment from loss by damage, theft or misplacement.

Any computer equipment that is damaged, stolen or misplaced must be reported immediately to the Director of Technology or designee so that warranty status can be determined and appropriate authorities can be notified when necessary. Failure to report lost or damaged equipment will be construed as an attempt to conceal the loss of, or damage to, the equipment and can result in the user being held financially liable or subject to disciplinary action.

Computer equipment that is damaged, stolen, or misplaced that is not covered under warranty is the obligation of the staff member's department or school, and arrangements for replacement will be the joint responsibility of the department head or principal and the Director of Technology or designee.

It is often necessary to access user accounts in order to perform routine maintenance and security tasks. System administrators have the right to access by interception, and to store for archival purposes, any user accounts or communications for any reason in order to uphold this policy and to maintain the system. All emails and instant messages sent through the school district network are subject to logging and archiving. Users have no privacy expectation in the contents of their files or any of their use of the school district's computer system. The school district reserves the right to monitor, track, log, and access the systems use and to monitor and allocate files server space.

The school district reserves the right to restrict access to any internet sites or functions it may deem inappropriate through software blocking or general policy. Specifically, the school district uses technology protection measures that block or filter inappropriate material on the internet. Measures designed to restrict student or staff access to harmful material may be disabled to allow staff members to do research or for other lawful purposes. Disabling filtering/blocking mechanisms must be approved through the Director of Technology or designee.

The use of the school district's computer system for illegal, inappropriate, unacceptable or unethical purposes is prohibited. Violations as described in this policy may be reported to the school district administration and to appropriate legal authorities. The school division will cooperate with authorities to the extent legally required in all investigations.

Laptop computers are available for student checkout on a limited basis. Additionally, each instructional staff member in the division is provided a tablet PC to be used for school business. Repairs that become necessary due to unauthorized installation of software or reconfiguring of the computer may result in a fee being charged to the assigned user.

In schools where laptops are available for student/staff checkout, the ITRT will be responsible for establishing guidelines for the timely return of the computer or peripheral device.

Users should be aware that the viewing of streaming video or television broadcasts will slow down the network for other users. This practice is strictly prohibited unless it is related to the education of the division's students or required of a staff member to perform his/her job duties.

Internet Conduct

Users will abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- Use appropriate language. Use of vulgar language does not conform to the established code of student conduct and may result in disciplinary action. Employees are also expected to abide by generally accepted professional standards of conduct.
- Illegal activities and use of the internet in furtherance of illegal activities are strictly forbidden.
- Use of the internet for financial gain via district owned equipment is strictly forbidden.

Unacceptable Use

All users (employees, students or guests) are responsible for his or her actions on the computer system. Prohibited conduct includes:

- Install, distribute, reproduce or use copyrighted software on school district computers, or copy school district software to unauthorized computer systems, intentionally infringing upon the intellectual property rights of others or violating a copyright. This includes loading or using of software, hardware or peripheral devices on a computer without permission.
- Unauthorized wiring, including attempts to create unauthorized network connections, or any unauthorized extension or re-transmission of any computer, electronic communication systems, or network services, whether wired, wireless, cable or by other means.
- Altering or attempting to alter any school district computing or networking components without authorization or beyond one's level of authorization.
- Access or transmit gambling, pools for money, including but not limited to, basketball and football, or any other game or games of chance.
- Engage in commercial, for profit, or any personal business purposes unless permitted by district policy.
- Accessing, attempting to access or modifying computer files, the computer system or computer networks without authorization. This includes using another user's password with or without the consent of the user. Users will be held responsible for the result of any misuse of the user name or password while the users' system access was left unattended and accessible to others, whether intentional or through negligence.

Also includes: attempting to bypass the security system; copying, renaming, changing, examining, or deleting files belonging to someone else without the owner's permission; interfering with the work of others; crashing or attempting to crash the system; damaging, modifying, altering, destroying or copying computer files or resources; and subverting or attempting to subvert the restrictions associated with the district's or school's network or files.

- Copying or accessing the files of another user for the purpose of copying the contents and representing it as his or her own work.
- Intimidate or harass another individual.

- Violate the privacy, security or confidentiality of information, including but not limited to student data.
- Political lobbying
- Accessing or participating in “chat rooms”, including but not limited to social networking sites such as My Space, Facebook, and Xenga.

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RADFORD CITY PUBLIC SCHOOLS

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- Viewing web casts with no related educational value or association with an employee’s job duties.
- Using school system web page server to store personal items or linking to personal business

Because electronic information is so volatile and easily reproduced, respect for the work and personal expression of others is especially important in computer environments. Violations such as plagiarism, invasion of privacy, unauthorized access, and copyright violation are grounds for disciplinary action.

United States copyright and patent laws protect the interest of authors, inventors and software developers and their products. Software license agreements serve to increase compliance with copyright and patent laws, and to help ensure publishers, authors, and developers a return on their investments. It is against federal law to violate the copyrights or patents of computer software developers.

Consequences of Inappropriate Use

General rules for behavior apply when using the school division computer system. Users must be aware that violations of this policy or other policies, or unlawful use of the computer system may result in loss of computer access, and a variety of other disciplinary actions applicable to all users. This policy incorporates all other relevant school division policies.

The user is responsible for damages to the network, equipment, electronic communications systems, and software resulting from deliberate and willful acts. The user will also be responsible for incidental or unintended damages resulting from willful or deliberate violations of this policy.

Internet Safety

While on line exploration opens a world of possibilities for students, expanding their horizons and exposing them to various cultures and ways of life, they can also be exposed to dangers as they explore the information highway. There are individuals who attempt to sexually exploit children through the use of on-line services and the Internet. Some of these individuals gradually seduce their targets through the use of attention, affection, kindness, and even gifts. These individuals are often willing to devote considerable amounts of time, money, and energy in this process. These individuals attempt to gradually lower children's inhibitions by slowly introducing inappropriate content into their conversations.

Radford City Schools operates a private network for students, teachers, and staff with a secure connection to the Internet. Network security is maintained through the combined use of an Internet Filtering Appliance, a firewall, staff guidelines and an acceptable use policy. The following information demonstrates that Radford City Schools is in compliance with the Children’s Internet Protection Act (CIPA) and 22.1-70.2 of the Code of Virginia.

The RCPS firewall was updated in 2008. The firewall prevents unauthorized intrusion and access to school system resources by producing a physical barrier between the Radford City School's private network and the Internet. The firewall permits outbound traffic from the Radford City School's private network to Internet.

The Internet filtering appliance was updated in 2008. This filter prevents access to harmful and illegal materials by users of the Radford City School's network. The server is updated automatically 5/08

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RADFORD CITY PUBLIC SCHOOLS

each day and new definitions are applied by the product provider to ensure that it continues to stay current on materials that must be blocked to protect minors. The filtering appliance enables the staff of Radford City to track and monitor online activities. The software also filters and controls chat rooms, pornography, instant messaging, and other potentially harmful forms of electronic communication. In addition, RCPS installed in 2005 and updated in 2008, the email spam filter.

Internet Safety training will be required annually for all Radford City School students. This training will also be offered to teachers, parents, and members of the Radford community. This training will follow the guidelines established by the Virginia Department of Education as directed by HB58 adopted March 2006.

Staff Guidelines for the use of Instructional Technology were adopted by the Radford City School Board in 2000. These guidelines establish procedures that protect the faculty and staff from harmful materials and practices that may result from the use of technology in the work place.

The Radford City School Board first adopted an Acceptable Use Policy in 2001. The Board has since revised its Acceptable Use Policy in 2005 and again in 2006.

Student violations of the Acceptable Use Policy are subject to discipline procedures under the RCPS student code of conduct. The full version of the RCPS Acceptable Use Policy can be found at <http://www.rcps.org>.

Adopted: April 7, 2005.

Revised: May 27, 2008.

Legal Refs: 18 U.S.C. §§ 1460, 2256.

47 U.S.C. § 254.

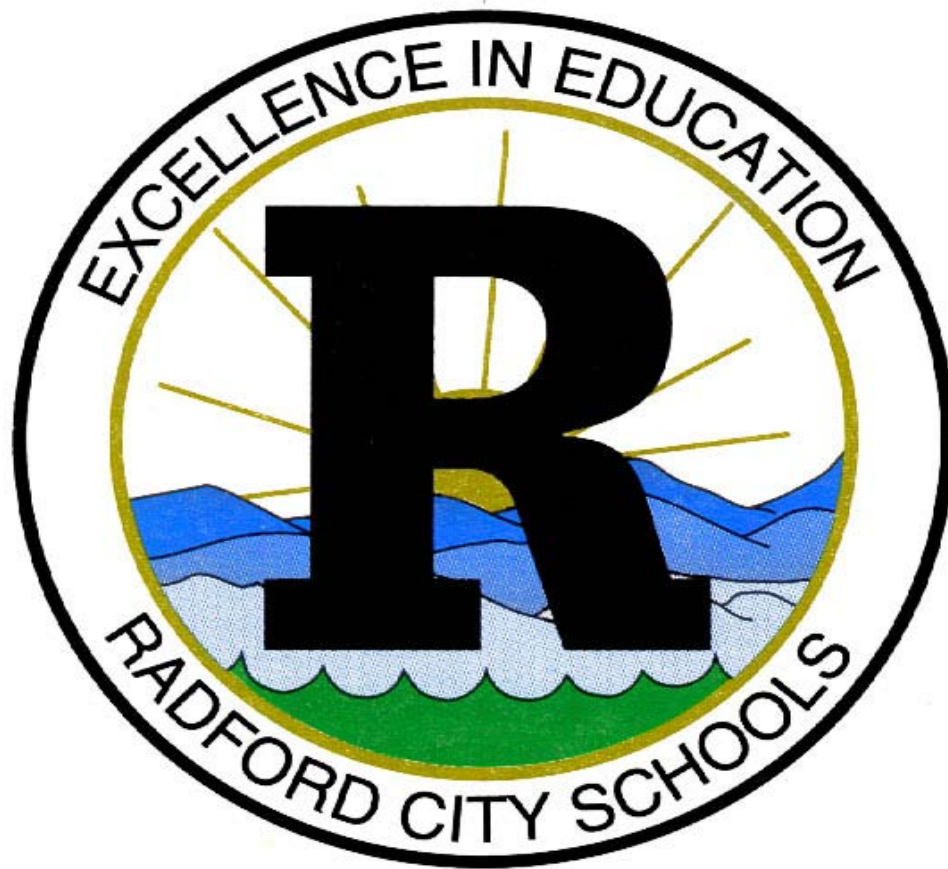
Code of Virginia, 1950, as amended, §§ 18.2-372, 18.2-374.1:1, 18.2-390, 22.1-70.2 and 22.1-78.

Cross Refs: JFC Student Conduct
JFC-R Standards of Student Conduct

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RADFORD CITY PUBLIC SCHOOLS



2011 – 2016

Appendix 3:

Summary of the Internet Safety Program

Radford City Public Schools Internet Safety Policy



2010 – 2011

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Introduction

Today's children are the first generation to be born in the digital age with access and exposure to a wide variety of technologies from birth. Students are familiar and comfortable with cell phones, mp-3 players, personal and laptop computers, the Internet, and wireless and mobile technologies in their many forms. In many cases, children are more technologically savvy than their parents, who can still remember and may be more comfortable with a time that was less technology oriented. Modern youth are at ease with instant messaging, wireless and virtual gaming, blogging, using chat rooms, and tapping into the infinite resources on the Internet. Many parents and caregivers struggle to use a new cell phone or to install new components in their home office. Some avoid social networking media and emerging technologies altogether.

This scenario can make children too comfortable in their use of the Internet while the adults who care for them are unable to warn them about the dangers inherent in Internet use or provide them with the tools and guidance necessary to keep them safe on the information superhighway. In 2006, the Virginia General Assembly enacted legislation designed to ensure the safety of Virginia's youth in the information age. House Bill 58 requires school divisions to integrate Internet safety objectives and strategies into their instructional programs and to include an Internet safety component in their Acceptable Use Policies. Radford City Schools met the original requirement for this mandate in 2008 by taking the following actions:

- updating district-wide firewall and Internet filtering hardware and software
- providing annual Internet safety training to Radford City School students, faculty and staff
- offering Internet safety education to parents and caregivers as an outreach educational service
- revising the district's Acceptable Use Policy

The current version of Radford City Schools' Internet Safety Policy focuses on providing a broader range of information to stakeholders while setting forth specific objectives, resources, and strategies for ensuring Internet safety by grade level. Objectives and delivery methods were developed by a team representing parents, faculty, and staff and were reviewed and approved by the Radford City School Board in August 2010. Radford City Schools' goal is to provide students with a technology-enriched environment that will promote both academic success and Internet safety education. Together with families, Radford's teachers and staff can use the tools in this guide to prepare students for their futures while keeping them safe from the potential dangers lurking in cyberspace.

Cyberbullying

Prior to the widespread commonplace use of the Internet by youth, bullies were limited in their sphere of influence: they could only harass their victims in person or in isolated instances, such as at a school event, or in the hallway or bathroom. The prevalence of email and cell phones and the popularity of social networking sites and other Internet-based communication tools (such as YouTube) have expanded the bully's sphere of influence far beyond the school yard. This new breed of bully is referred to as a "cyberbully." According to www.stopcyberbullying.org, "cyberbullying" is when a child, preteen or teen is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child, preteen or teen using the Internet, interactive and digital technologies or mobile phones. It has to have a minor on both sides, or at least have been instigated by a minor against another minor.

Cyberbullying has the potential to be more dangerous than traditional forms of bullying and harassment since it often goes unseen by adults. Cyberbullies can send threatening messages via email or text message at any time of day. Modern technologies make it easy for bullies to widely broadcast messages outside of adult supervision. Often these activities take place beyond the school day; yet the effects of cyberbullying can be felt in the classroom.

Cyberbullies use one of two approaches to harm their victims: direct attack or cyberbullying by proxy. Direct attacks consist of hateful messages posted about a victim, threatening emails or text messages, embarrassing videos posted online, or an onslaught of junk email, malicious code or junk messages to the victim's email account. Cyberbullying by proxy, which can be more discreet and more dangerous, involves stealing the victim's personal information and passwords in order to impersonate the victim. The cyberbully can then pose as the victim in a chat room and share personal information or send inappropriate messages to all the victim's contacts. It is very difficult to locate the perpetrator of offenses related to cyberbullying by proxy.

Parents and teachers must gain an understanding of the technologies today's youth are using and remain aware of what children are doing with these technologies. They must also be on the alert for the signs of cyberbullying. Victims often exhibit behavior changes or want to avoid the computer or miss school. Educators and families must inform children and teens about the dangers of cyberbullying and encourage them to communicate about online activities. Furthermore, students need to know that activities related to bullying can be prosecuted under Virginia law and will result in harsh consequences from school and law enforcement officials.

Following are links to additional sources on cyberbullying:

www.cyberbullying.org

www.stopcyberbullying.org

www.netxmartz.org

Internet Predators

Other students are not the only people who might harm students who venture online. Internet predators spend a great deal of time online looking for victims. The typical profile of an Internet predator is a male who is both smart and patient. After establishing initial contact with an intended victim, the Internet predator is not averse to spending months, even years, developing trust and “grooming” the victim to prepare for a face-to-face meeting.

Many youth are in danger of becoming the next victim of an Internet predator. Typical victims of Internet-related sexual crimes are preadolescents and teens who are typically naïve, loners, spend an unusual amount of time online, and are secretive about online activities. Signs that a youth is involved with an Internet predator include changes in behavior, unidentified calls on a telephone bill, or the arrival of unexplained packages for the youth.

According to the latest online victimization research,

- Approximately **one in seven youth** online (10 to 17-years-old) received a sexual solicitation or approach over the Internet.
- **Four percent (4%)** received an aggressive sexual solicitation - a solicitor who asked to meet them somewhere; called them on the telephone; or sent them offline mail, money, or gifts.
- **Thirty-four percent (34%)** had an unwanted exposure to sexual material -- pictures of naked people or people having sex.
- **Twenty-seven percent (27%)** of the youth who encountered unwanted sexual material told a parent or guardian. If the encounter was defined as distressing - episodes that made them feel very or extremely upset or afraid - forty-two percent (42%) told a parent or guardian.

[David Finkelhor, Kimberly J. Mitchell, and Janis Wolak. *Online Victimization of Youth: Five Years Later*. Alexandria, Virginia: National Center for Missing & Exploited Children, 2006, pages 7-8, 33.]

Once again, parents and teachers must stay aware and encourage open communication with students about online activities, particularly in chat room and social networking sites. They must inform students of the dangers and prevalence of Internet predators and help students understand the types of information that are safe to share online. Parents and educators must make it clear to students that they should never agree to meet a stranger they have met online. Finally, students must understand that they will need the help of adults to stay safe if they are being stalked by an Internet predator. School personnel can assist families in these cases and should be alerted if caregivers or parents suspect their child is involved with an Internet predator.

Following are links to additional sources on keeping youth safe from Internet predators:

www.mcgruff.org

www.netsmartz.org

Types of Internet Activities:

Social Networking Sites and Blogs, Online Gaming, File Sharing

Students can participate in a variety of Internet activities outside of the school day. These activities can serve to complement their studies and further encourage learning. They can also serve as avenues for expression, socializing, and entertainment. School filtering software normally prevents students from accessing these types of activities at school; however, they can present a danger because they can consume large amounts of time that detract from studies while putting students in danger of encountering cyberbullies, Internet predators, online pornography or malicious code.

The anonymity of the Internet causes some to write and say things they would never share in person. It also allows criminals to masquerade as other people, giving them access to their would-be victims. Popular online platforms for internet predators and other criminals include social networking sites and blogs, online gaming, and file-sharing programs (P2P).

Social Networking Sites and Blogs

Facebook, MySpace, and YouTube are just a few of the many platforms available online for youth to engage in social networking. On these sites, users create a personal profile that allows them to share personal information, display photographs and videos, post messages, and play games and chat with other users in real time. Many people use their profile as an electronic diary, posting their most personal feelings and information online for the world to see. These sites have age restrictions and require users to disclose their ages; however, there is no way for site administrators to verify a person's information.

Online Gaming

In the past few years, gaming has evolved from simple one-to-one player experiences and electronic versions of traditional board games to live, interactive online gaming that is easily accessible through a family's gaming console or a personal web-enabled telephone. Gamers now have access to unlimited numbers of players from around the world, and live chat has revolutionized the gaming experience from a solitary one to a social one. Many networked gaming devices now offer live chat, which can make it all too easy for a young person to incidentally share personal information. Many popular games contain graphic violence, offensive language, and adult content. Caregivers should become familiar with ratings assigned by the Entertainment Software Rating Board (www.esrb.org). Parents must also understand that gaming can be highly addictive and can lead to online gambling. Commonsense media offers a useful safety guide to parents of gamers (www.common sense.com/internet-safety-guide). Among the six simple rules recommended by Commonsense:

- (1) Know the games your children play as well as the ratings.
- (2) Set time limits – before your child goes online.
- (3) Enforce privacy rules – never give out your email address when you sign in for a game and never share passwords or use descriptive personal information in your screen name.
- (4) Know who your kids are playing with. Monitor game play, chatting and messages.

- (5) Don't let younger kids use voice chat.
- (6) Teach kids how to shut down cyberbullies by alerting an adult, the gaming company, or the internet service provider.

File-Sharing

In their quest for the latest music, movies, and videos, many teens will download file-sharing software to their computers. Such software allows the user to post music and video files they are willing to “share” with others in exchange for access to their files. Many teens disregard the warnings associated with copyright infringement, not realizing the expensive penalties their parents will face if they are caught illegally distributing movies and music. However, the film and recording industry is aggressively pursuing and prosecuting people who violate copyright laws. Not only is file-sharing a crime, it is also dangerous and, in effect, allows full access by strangers to the teen's computer and personal information.

Following are links to additional sources on staying safe while using social networking sites, blogs, online gaming, and file sharing programs:

www.NetSmartz.org

www.common sense.com/internet-safety-guide

National Center for Missing and Exploited Children's Take 25 website:

<http://www.take25.org/page.asp?page=50>

Ways Parents and Guardians can Promote Internet Safety

Learn about the Internet. The more you know about how the Web works, the better prepared you will be to teach your children about potential risks. Visit www.NetSmartz.org for more information about Internet safety.

Place the family computer in a common area, rather than a child's bedroom. Also, monitor their time spent online and the websites they've visited and establish rules for Internet use.

Know what other access your child may have to the Internet at school, libraries, or friends' homes.

Use privacy settings on social networking sites to limit contact with unknown users and make sure screen names don't reveal too much about your children.

Encourage your children to tell you if anything they encounter online makes them feel sad, scared, or confused.

Caution children not to post revealing information or inappropriate photos of themselves or their friends online.

Courtesy of the National Center for Missing and Exploited Children's Take 25 website:
<http://www.take25.org/page.asp?page=50>

Division Specific Procedures

The Radford City School system has addressed the issue of Internet Safety across four areas: hardware and software, community education/outreach, staff development, and curriculum and instruction.

Hardware and Software

District staff members have met Virginia's hardware and software requirements by installing Internet filters and blocking software to prevent students from accessing inappropriate Internet content such as social networking sites, chat rooms, gaming sites, and file-sharing websites while at school. The Radford City School System specifically uses St. Bernard IPrism, which filters all Internet content for staff and students. IPrism is used to block sites deemed un-educational or inappropriate. In addition, staff and faculty email is filtered for spam using M+ or Messaging Architects.

Community Education and Outreach

As a part of community education and outreach, the district has developed an approved Acceptable Use Policy and has posted links to age-appropriate internet safety resources for students and families on each school's home page.

http://www.rcps.org/mch/Internet_Safety/Internet_safety.html

<http://www.rcps.org/bh/internetsafety/internetsafety.htm>

http://www.rcps.org/dis/internet_safety/index.htm

http://www.rcps.org/rhs/internet_safety/index.htm

In addition, schools have a procedure for distributing the Acceptable Use Policy and Internet Safety Policy to students and families each year. Parents and students are asked to review and sign off on the policies and return the appropriate signature pages to the school to be kept on file. Each school has developed a system for ensuring parents and students have completed this step. For example, Radford High School's Acceptable Use Policy and Internet Safety Policy are incorporated into the "Students Records Policy – Student Code of Conduct – Other Information" packet which students take home and review with their parents. A Honeywell alert is sent home letting the parents know to expect the document. The parent and student then sign the Acceptable Use Policy and Internet Safety Policy and return it to the main office where it is filed. Then the RHS secretary tracks which students have returned the document. A list is tabulated and students who have not returned the document one week after distribution are referred to the Assistant Principal, who personally prompts the students to return the document. In addition, a Honeywell alert is sent home to the parents letting them know that the document has not been returned.

Finally, schools regularly inform families and community members about internet safety topics through a variety of methods, including open houses, “Back to School” nights, report cards, conferences, and newsletters.

Staff Development

The Radford City School System provides faculty and staff with grade appropriate and district-wide staff development and in-service learning opportunities related to internet safety. Per state recommendations, Radford’s Instructional Technology Resource Teachers (ITRTs) provide instruction to faculty and staff a minimum of five times per calendar year and cover topics which range from cyber bullying, viruses, meeting strangers online, sexting (newly added this year), and copyright laws.

Curriculum and Instruction

This document seeks to address the specific integration of Internet Safety education into daily lessons. Educators, including classroom teachers, ITRTs, counselors, and media specialists both design specific lesson plans as well as taking advantage of teachable moments to reinforce Internet Safety concepts by using the following curriculum guides and resources as they see fit. Specific goals and objectives are outlined by grade level with potential resources that educators may consider using. These lists of resources serve as a starting point for teachers to begin integrating Internet Safety into their classrooms. Teachers will assess specific websites and tools to determine which ones are most effective at each grade level and for each lesson.

Some lessons will be taught by technology staff in a computer lab setting. Radford’s Acceptable Use Policy will be reviewed in the computer lab. In accordance with state guidelines, each school’s ITRT will cover internet safety material with students ten times per year. Media Specialists and English teachers will address topics of online research tools, plagiarism, and copyright.

School Specific Strategies

During the 2009 – 2010 school year, individual schools employed numerous strategies for informing students and families about internet safety. The following items will be reviewed for the 2010 – 2011 school year and corrected, added to or eliminated to ensure continued compliance with the division policy.

- bulletin boards and visual displays
- posters, bookmarks, and other student-created media
- School Resource Officer sessions
- department/classroom involvement in developing materials to share with students
- morning internet safety announcements by students
- record keeping by School Resource Officers and ITRTs
- student compliance and distribution of the Acceptable Use Policy
- parent/community awareness during conferences, open houses and other public events

Radford High School has developed the following specific strategies for use in informing students and families about Internet safety.

- **Bulletin Boards:** Bulletin boards and tack strips are installed in high traffic areas to communicate important information, including Internet safety messages, to students, staff and the general public.
- **In House cable:** The Film and TV productions class develops and delivers content related to Internet safety. “Special Service Announcements” are broadcast to the students at various times throughout the year.
- **Plagiarism:** This topic is covered by the ITRT with a lesson via our English classes on the use of the Internet and other electronic means when doing research on papers and assignments. The topic is further covered by the Media Specialist in similar fashion prior to students starting research papers. Plagiarism agreements are sent home to parents.
- **School Resource Officer:** Radford High’s School Resource Officer holds a community informational session at the beginning of the school year for both the high school and intermediate school dealing with cyber bullying and the threats associated with this topic. Parents and students are encouraged to participate. The high school issues a Honeywell alert to all RHS parents inviting them to attend.
- **Department/Classroom Involvement:** Drafting classes work with our ITRT to develop high quality cyber-safety posters to be placed throughout the school. Art students create artwork for displays on safety topics. Video students create cyber-safety commercials.
- **Record Keeping:** The ITRT submits reports to the technology director every six weeks in compliance with central office requirements for the implementation and delivery of the system-wide Internet Safety Policy.
- **Student Compliance:** Students are required to sign an Acceptable Use Policy (AUP) upon admittance to Radford High School. Any student that is found in violation of the AUP is referred to the Assistant Principal. If warranted, discipline is imposed in accordance with the AUP. In addition to any disciplinary action, the student is counseled on the safe use of the Internet/Network and given recommendations that align with our AUP to avoid additional infractions.
- **Parents and Community:** Cyber-Safety materials are made available during “Back-to-School” night, open house, and parent/teacher conferences. Internet safety messages are included in report cards sent to parents.

Evaluation and Continuous Improvement

The Internet Safety Policy is an evolving document which must be continuously revised to reflect valid resources and current best practice. Administrators, faculty and staff share the burden of developing and continually monitoring the accuracy and effectiveness of the resources and strategies recommended in this guide. In addition, parents and community members play an important role in testing recommendations and providing feedback to the district regarding appropriate measures for improving the Internet Safety Policy and making it a useful tool for educators and families. ITRTs collect and maintain instructional data on a regular basis as a part of their systematic review of the policy and its effectiveness. This data includes details about the number and types of educational

sessions completed by ITRTs at each school. The Technology Director will ensure that teacher, parent, and community feedback and data collected over the course of the year are used to revise and improve the Internet Safety Policy at the end of each school year.

**Internet Safety Curriculum
McHarg Elementary School (Kindergarten)**

Goal: Radford City Schools’ goal is to provide students with a technology-enriched environment that will provide both academic success and Internet safety education.

Objective	Resources	Delivery Method
McHarg staff will introduce the meaning of the term “cyberbully,” the types of cyberbullying, and strategies for dealing with cyberbullies.	www.infinitelearninglab.org Virginia Department of Education: Professor Garfield’s “Cyberbullying” video and activities www.ikeepsafe.org/assets/book/index.php “Faux Paw Meets the First Lady” video and coloring book www.cybersmartcurriculum.org Cyberbullying Lessons: “Everyone Wants a Friend” and “Is That Fair?”	Cyberbully PowerPoint or PodCast broadcast to students and teachers over in-house cable. Classroom reinforcement as appropriate during teachable moments. Parents will receive handout.
McHarg staff will introduce the meaning of the term “Internet predator.”	www.infinitelearninglab.org Virginia Department of Education: Professor Garfield’s “Online Safety” video and activities www.ikeepsafe.org/assets/book/index.php “Faux Paw’s Adventures in the Internet” video and coloring book www.netsmartz.org/resources/activitycards.htm NetSmartz from the National Center for Missing and Exploited Children, Use Your NetSmartz (UYN) Activity Cards: “The Webville Outlaws,” “Clicky’s Challenge,” and “The Boy Who Loved IM 1”	Faux Paw video broadcast to students and teachers over in-house cable. Classroom reinforcement as appropriate during teachable moments.
McHarg staff will define “personal information” and explain when and where it is safe to share personal information.	www.infinitelearninglab.org Virginia Department of Education: Professor Garfield’s “Online Safety” video and activities www.CyberSmartCurriculum.org Private Identity Lessons: “Go Places Safely” and “What’s Private?” www.ikeepsafe.org/assets/book/index.php “Faux Paw’s Adventures in the Internet” video and coloring book home.disney.com.au/activities/surfswellisland/ Disney’s Surf Swell Island: Privacy Falls www.media-	Faux Paw video broadcast to students and teachers over in-house cable. Classroom reinforcement as appropriate during teachable moments.

Appendix 3: Summary of the Internet Safety Program

Objective	Resources	Delivery Method
	awareness.ca/english/games/privacy_playground/ Privacy Playground: The First Adventure of the Three CyberPigs	
McHarg staff will introduce types of Internet based activities (gaming, email, file-sharing) and the unique dangers these activities can present.	www.netsmartz.org/resources/activitycards.htm NetSmartz from the National Center for Missing and Exploited Children, Use Your NetSmartz (UYN) Activity Cards: “Don’t Open That File” and “Who’s Your Friend on the Internet?” www.ikeepsafe.org/assets/book/index.php “Faux Paw and the Dangerous Download” and “Faux Paw Goes to the Games” videos and coloring books home.disney.com.au/activities/surfswellisland/ Disney’s Surf Swell Island: Virus Cave	Virus PowerPoint or PodCast broadcast to students and teachers over in-house cable. Classroom reinforcement as appropriate during teachable moments. Parents will receive handout.
McHarg staff will introduce the meaning of ownership, copyright, and piracy.	www.CyberSmartCurriculum.org Common Sense Media’s Lessons by Grade Level (Grades K – 1): “Is This Yours?” www.B4USurf.org	Copyright PowerPoint or PodCast broadcast to students and teachers over in-house cable. Library activity. Classroom reinforcement as appropriate during teachable moments. Parents will receive handout.
McHarg staff will introduce proper etiquette (“netiquette”) associated with various types of online communities and dialogue.	www.CyberSmartCurriculum.org Netiquette Lessons: “Good Manners Everywhere” home.disney.com.au/activities/surfswellisland/ Disney’s Surf Swell Island: Temple of Tact	Faux Paw video broadcast to students and teachers over in-house cable. Classroom reinforcement as appropriate during teachable moments.

**Internet Safety Curriculum
McHarg Elementary School (1st Grade)**

Goal: Radford City Schools’ goal is to provide students with a technology-enriched environment that will provide both academic success and Internet safety education.

Objective	Resources	Delivery Method
<p>McHarg staff will introduce the meaning of the term “cyberbully,” the types of cyberbullying, and strategies for dealing with cyberbullies.</p>	<p>www.infinitelearninglab.org Virginia Department of Education: Professor Garfield’s “Cyberbullying” video and activities</p> <p>www.ikeepsafe.org/assets/book/index.php “Faux Paw Meets the First Lady” video and coloring book</p> <p>www.cybersmartcurriculum.org Cyberbullying Lessons: “Everyone Wants a Friend” and “Is That Fair?”</p>	<p>Cyberbully PowerPoint or PodCast broadcast to students and teachers over in-house cable.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Parents will receive handout.</p>
<p>McHarg staff will introduce the meaning of the term “Internet predator.”</p>	<p>www.infinitelearninglab.org Virginia Department of Education: Professor Garfield’s “Online Safety” video and activities</p> <p>www.ikeepsafe.org/assets/book/index.php “Faux Paw’s Adventures in the Internet” video and coloring book</p> <p>www.netsmartz.org/resources/activitycards.htm NetSmartz from the National Center for Missing and Exploited Children, Use Your NetSmartz (UYN) Activity Cards: “The Webville Outlaws,” “Clicky’s Challenge,” and “The Boy Who Loved IM 1”</p>	<p>Faux Paw video broadcast to students and teachers over in-house cable.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p>
<p>McHarg staff will define “personal information” and explain when and where it is safe to share personal information.</p>	<p>www.infinitelearninglab.org Virginia Department of Education: Professor Garfield’s “Online Safety” video and activities</p> <p>www.CyberSmartCurriculum.org Private Identity Lessons: “Go Places Safely” and “What’s Private?”</p> <p>www.ikeepsafe.org/assets/book/index.php “Faux Paw’s Adventures in the Internet” video and coloring book</p> <p>home.disney.com.au/activities/surfswellisland/ Disney’s Surf Swell Island: Privacy Falls</p>	<p>Faux Paw video broadcast to students and teachers over in-house cable.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p>

Appendix 3: Summary of the Internet Safety Program

Objective	Resources	Delivery Method
	www.media-awareness.ca/english/games/privacy_playground/ Privacy Playground: The First Adventure of the Three CyberPigs	
McHarg staff will introduce types of Internet based activities (gaming, email, file-sharing) and the unique dangers these activities can present.	www.netsmartz.org/resources/activitycards.htm NetSmartz from the National Center for Missing and Exploited Children, Use Your NetSmartz (UYN) Activity Cards: “Don’t Open That File” and “Who’s Your Friend on the Internet?” www.ikeepsafe.org/assets/book/index.php “Faux Paw and the Dangerous Download” and “Faux Paw Goes to the Games” videos and coloring books home.disney.com.au/activities/surfswellisland/ Disney’s Surf Swell Island: Virus Cave	Virus PowerPoint or PodCast broadcast to students and teachers over in-house cable. Classroom reinforcement as appropriate during teachable moments. Parents will receive handout.
McHarg staff will introduce the meaning of ownership, copyright, and piracy.	www.CyberSmartCurriculum.org Common Sense Media’s Lessons by Grade Level (Grades K – 1): “Is This Yours?” www.B4USurf.org	Copyright PowerPoint or PodCast broadcast to students and teachers over in-house cable. Library activity. Classroom reinforcement as appropriate during teachable moments. Parents will receive handout.
McHarg staff will introduce proper etiquette (“netiquette”) associated with various types of online communities and dialogue.	www.CyberSmartCurriculum.org Netiquette Lessons: “Good Manners Everywhere” home.disney.com.au/activities/surfswellisland/ Disney’s Surf Swell Island: Temple of Tact	Faux Paw video broadcast to students and teachers over in-house cable. Classroom reinforcement as appropriate during teachable moments. Parents will receive handout.

**Internet Safety Curriculum
McHarg Elementary School (Second Grade)**

Goal: Radford City Schools’ goal is to provide students with a technology-enriched environment that will provide both academic success and Internet safety education.

Objective	Resources	Delivery Method
<p>McHarg staff will introduce the meaning of the term “cyberbully,” the types of cyberbullying, and strategies for dealing with cyberbullies.</p>	<p>www.infinitelearninglab.org Virginia Department of Education: Professor Garfield’s “Cyberbullying” video and activities</p> <p>www.ikeepsafe.org/assets/book/index.php “Faux Paw Meets the First Lady” video and coloring book</p> <p>www.cybersmartcurriculum.org Cyberbullying Lessons: “Everyone Wants a Friend” and “Is That Fair?”</p>	<p>Cyberbully PowerPoint or PodCast broadcast to students and teachers over in-house cable.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Parents will receive handout.</p>
<p>McHarg staff will introduce the meaning of the term “Internet predator.”</p>	<p>www.infinitelearninglab.org Virginia Department of Education: Professor Garfield’s “Online Safety” video and activities</p> <p>www.ikeepsafe.org/assets/book/index.php “Faux Paw’s Adventures in the Internet” video and coloring book</p> <p>www.netsmartz.org/resources/activitycards.htm NetSmartz from the National Center for Missing and Exploited Children, Use Your NetSmartz (UYN) Activity Cards: “The Webville Outlaws,” “Clicky’s Challenge,” and “The Boy Who Loved IM 1”</p>	<p>Faux Paw video broadcast to students and teachers over in-house cable.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p>
<p>McHarg staff will define “personal information” and explain when and where it is safe to share personal information.</p>	<p>www.infinitelearninglab.org Virginia Department of Education: Professor Garfield’s “Online Safety” video and activities</p> <p>www.CyberSmartCurriculum.org Private Identity Lessons: “Go Places Safely” and “What’s Private?”</p> <p>www.ikeepsafe.org/assets/book/index.php “Faux Paw’s Adventures in the Internet” video and coloring book</p> <p>home.disney.com.au/activities/surfswellisland/ Disney’s Surf Swell Island: Privacy Falls</p> <p><a 644="" 793="" 899"="" 957="" href="http://www.media-</p> </td> <td data-bbox="> <p>Students will play the game, NetSmartz Rules.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p> </p>	

Appendix 3: Summary of the Internet Safety Program

Objective	Resources	Delivery Method
	awareness.ca/english/games/privacy_playground/ Privacy Playground: The First Adventure of the Three CyberPigs	
<p>McHarg staff will introduce types of Internet based activities (gaming, email, file-sharing) and the unique dangers these activities can present.</p>	www.netsmartz.org/resources/activitycards.htm NetSmartz from the National Center for Missing and Exploited Children, Use Your NetSmartz (UYN) Activity Cards: “Don’t Open That File” and “Who’s Your Friend on the Internet?” www.ikeepsafe.org/assets/book/index.php “Faux Paw and the Dangerous Download” and “Faux Paw Goes to the Games” videos and coloring books home.disney.com.au/activities/surfswellisland/ Disney’s Surf Swell Island: Virus Cave	<p>Virus PowerPoint or PodCast broadcast to students and teachers over in-house cable.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Parents will receive handout.</p>
<p>McHarg staff will introduce the meaning of ownership, copyright, and piracy.</p>	www.CyberSmartCurriculum.org Common Sense Media’s Lessons by Grade Level (Grades 2 – 3): “Whose Property Is This?” www.B4USurf.org	<p>Copyright PowerPoint or PodCast broadcast to students and teachers over in-house cable.</p> <p>Library activity.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Parents will receive handout.</p>
<p>McHarg staff will introduce proper etiquette (“netiquette”) associated with various types of online communities and dialogue.</p>	www.CyberSmartCurriculum.org Netiquette Lessons: “Good Manners Everywhere” home.disney.com.au/activities/surfswellisland/ Disney’s Surf Swell Island: Temple of Tact	<p>Students will play the game, Disney’s Surf Swell Island.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p>

**Internet Safety Curriculum
Belle Heth Elementary School (Third Grade)**

Goal: Radford City Schools’ goal is to provide students with a technology-enriched environment that will provide both academic success and Internet safety education.

Objective	Resources	Delivery Method
Students will understand the meaning of the term “cyberbully,” the types of cyberbullying, and strategies for dealing with cyberbullies.	<p>www.infinitelearninglab.org Virginia Department of Education: Professor Garfield’s “Cyberbullying” video and activities</p> <p>www.ikeepsafe.org/assets/book/index.php “Faux Paw Meets the First Lady” video and coloring book</p> <p>www.cybersmartcurriculum.org Cyberbullying Lessons: “Everyone Wants a Friend” and “Is That Fair?”</p>	<p>View videos in an instructional setting.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Materials distributed to parents in report cards and/or during open houses and conferences.</p>
Students will understand the meaning of the term “Internet predator” and identify the risks associated with chat rooms and social networking sites.	<p>www.infinitelearninglab.org Virginia Department of Education: Professor Garfield’s “Online Safety” video and activities</p> <p>www.ikeepsafe.org/assets/book/index.php “Faux Paw’s Adventures in the Internet” video and coloring book</p> <p>www.media-awareness.ca/english/games/privacy_playground/ CyberSense and Nonsense: The Second Adventure of the Three CyberPigs</p> <p>www.netsmartz.org/resources/activitycards.htm NetSmartz from the National Center for Missing and Exploited Children, Use Your NetSmartz (UYN) Activity Cards: “The Webville Outlaws,” “Clicky’s Challenge,” and “The Boy Who Loved IM 1”</p>	<p>View videos in an instructional setting.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Materials distributed to parents in report cards and/or during open houses and conferences.</p>
Students will learn what constitutes personal information and understand when and where it is safe to share personal information.	<p>www.infinitelearninglab.org Virginia Department of Education: Professor Garfield’s “Online Safety” video and activities</p> <p>www.CyberSmartCurriculum.org Private Identity Lessons: “Go Places Safely” and “What’s Private?”</p> <p>www.netsmartz.org/resources/activitycards.htm NetSmartz from the National Center for Missing and</p>	<p>View videos in an instructional setting.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Materials</p>

Appendix 3: Summary of the Internet Safety Program

Objective	Resources	Delivery Method
	<p>Exploited Children Use Your NetSmartz (UYN) Activity Cards: “Meet the Wizzywigs”</p> <p>www.ikeepsafe.org/assets/book/index.php “Faux Paw’s Adventures in the Internet” video and coloring book</p>	<p>distributed to parents in report cards and/or during open houses and conferences.</p>
<p>Students will learn about types of Internet based activities (gaming, email, file-sharing) and how to address the unique dangers these activities can present.</p>	<p>www.netsmartz.org/resources/activitycards.htm NetSmartz from the National Center for Missing and Exploited Children, Use Your NetSmartz (UYN) Activity Cards: “Don’t Open That File” and “Who’s Your Friend on the Internet?” “Post-to-Be-Private 1”</p> <p>www.ikeepsafe.org/assets/book/index.php “Faux Paw and the Dangerous Download” and “Faux Paw Goes to the Games” videos and coloring books</p>	<p>View videos in an instructional setting.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Materials distributed to parents in report cards and/or during open houses and conferences.</p>
<p>Students will explore the concepts of ownership, copyright, and piracy.</p>	<p>www.CyberSmartCurriculum.org Common Sense Media’s Lessons by Grade Level (Grades 2 – 3): “Whose Property Is This?”</p> <p>www.B4USurf.org</p>	<p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Materials distributed to parents in report cards and/or during open houses and conferences.</p>
<p>Students will learn proper etiquette (“netiquette”) associated with various types of online communities and dialogue.</p>	<p>www.CyberSmartCurriculum.org Netiquette Lessons: “Good Manners Everyone”</p>	<p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Materials distributed to parents in report cards and/or during open houses and conferences.</p>

**Internet Safety Curriculum
Belle Heth Elementary School (Fourth Grade)**

Goal: Radford City Schools’ goal is to provide students with a technology-enriched environment that will provide both academic success and Internet safety education.

Objective	Resources	Delivery Method
Students will understand the meaning of the term “cyberbully,” the types of cyberbullying, and strategies for dealing with cyberbullies.	www.infinitelearninglab.org Virginia Department of Education: Professor Garfield’s “Cyberbullying” video and activities www.ikeepsafe.org/assets/book/index.php “Faux Paw Meets the First Lady” video and coloring book www.cybersmartcurriculum.org Cyberbullying Lessons: “Everyone Wants a Friend” and “Is That Fair?”	View videos in an instructional setting. Classroom reinforcement as appropriate during teachable moments. Materials distributed to parents in report cards and/or during open houses and conferences.
Students will understand the meaning of the term “Internet predator” and identify the risks associated with chat rooms and social networking sites.	www.infinitelearninglab.org Virginia Department of Education: Professor Garfield’s “Online Safety” video and activities www.ikeepsafe.org/assets/book/index.php “Faux Paw’s Adventures in the Internet” video and coloring book www.media-awareness.ca/english/games/privacy_playground/ CyberSense and Nonsense: The Second Adventure of the Three CyberPigs www.netsmartz.org/resources/activitycards.htm NetSmartz from the National Center for Missing and Exploited Children, Use Your NetSmartz (UYN) Activity Cards: “The Webville Outlaws,” “Clicky’s Challenge,” and “The Boy Who Loved IM 1”	View videos in an instructional setting. Classroom reinforcement as appropriate during teachable moments. Materials distributed to parents in report cards and/or during open houses and conferences.
Students will learn what constitutes personal information and understand when and where it is safe to share personal information.	www.infinitelearninglab.org Virginia Department of Education: Professor Garfield’s “Online Safety” video and activities www.CyberSmartCurriculum.org Private Identity Lessons: “Go Places Safely” and “What’s Private?” www.netsmartz.org/resources/activitycards.htm NetSmartz from the National Center for Missing and	View videos in an instructional setting. Classroom reinforcement as appropriate during teachable moments. Materials

Appendix 3: Summary of the Internet Safety Program

Objective	Resources	Delivery Method
	<p>Exploited Children, Use Your NetSmartz (UYN) Activity Cards: “Meet the Wizzywigs”</p> <p>www.ikeepsafe.org/assets/book/index.php “Faux Paw’s Adventures in the Internet” video and coloring book</p>	<p>distributed to parents in report cards and/or during open houses and conferences.</p>
<p>Students will learn about types of Internet based activities (gaming, email, file-sharing) and how to address the unique dangers these activities can present.</p>	<p>www.netsmartz.org/resources/activitycards.htm NetSmartz from the National Center for Missing and Exploited Children, Use Your NetSmartz (UYN) Activity Cards: “Don’t Open That File” and “Who’s Your Friend on the Internet?” “Post-to-Be-Private 1”</p> <p>www.ikeepsafe.org/assets/book/index.php “Faux Paw and the Dangerous Download” and “Faux Paw Goes to the Games” videos and coloring books</p>	<p>View videos in an instructional setting.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Materials distributed to parents in report cards and/or during open houses and conferences.</p>
<p>Students will explore the concepts of ownership, copyright, and piracy.</p>	<p>www.CyberSmartCurriculum.org Common Sense Media’s Lessons by Grade Level (Grades 4 – 5): “Whose Is It, Anyway?” and “Do the Right Thing”</p> <p>www.B4USurf.org</p>	<p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Materials distributed to parents in report cards and/or during open houses and conferences.</p>
<p>Students will learn proper etiquette (“netiquette”) associated with various types of online communities and dialogue.</p>	<p>www.CyberSmartCurriculum.org Netiquette Lessons: “Good Manners Everyone”</p>	<p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Materials distributed to parents in report cards and/or during open houses and conferences.</p>

**Internet Safety Curriculum
Belle Heth Elementary School (Fifth Grade)**

Goal: Radford City Schools’ goal is to provide students with a technology-enriched environment that will provide both academic success and Internet safety education.

Objective	Resources	Delivery Method
<p>Students will understand the meaning of the term “cyberbully,” the types of cyberbullying, and strategies for dealing with cyberbullies.</p>	<p>www.infinitelearninglab.org Virginia Department of Education: Professor Garfield’s “Cyberbullying” video and activities</p> <p>www.ikeepsafe.org/assets/book/index.php “Faux Paw Meets the First Lady” video and coloring book</p> <p>www.cybersmartcurriculum.org Cyberbullying Lessons: “Everyone Wants a Friend” and “Is That Fair?”</p>	<p>View videos in an instructional setting.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Materials distributed to parents in report cards and/or during open houses and conferences.</p>
<p>Students will understand the meaning of the term “Internet predator” and identify the risks associated with chat rooms and social networking sites.</p>	<p>www.infinitelearninglab.org Virginia Department of Education: Professor Garfield’s “Online Safety” video and activities</p> <p>www.ikeepsafe.org/assets/book/index.php “Faux Paw’s Adventures in the Internet” video and coloring book</p> <p>www.media-awareness.ca/english/games/privacy_playground/ CyberSense and Nonsense: The Second Adventure of the Three CyberPigs</p> <p>www.netsmartz.org/resources/activitycards.htm NetSmartz from the National Center for Missing and Exploited Children, Use Your NetSmartz (UYN) Activity Cards: “The Webville Outlaws,” “Clicky’s Challenge,” and “The Boy Who Loved IM 1”</p>	<p>View videos in an instructional setting.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Materials distributed to parents in report cards and/or during open houses and conferences.</p>
<p>Students will learn what constitutes personal information and understand when and where it is safe to share personal information.</p>	<p>www.infinitelearninglab.org Virginia Department of Education: Professor Garfield’s “Online Safety” video and activities</p> <p>www.CyberSmartCurriculum.org Private Identity Lessons: “Go Places Safely” and “What’s Private?”</p> <p>www.netsmartz.org/resources/activitycards.htm NetSmartz from the National Center for Missing and</p>	<p>View videos in an instructional setting.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p>

Appendix 3: Summary of the Internet Safety Program

Objective	Resources	Delivery Method
	<p>Exploited Children, Use Your NetSmartz (UYN) Activity Cards: “Meet the Wizzywigs”</p> <p>www.ikeepsafe.org/assets/book/index.php “Faux Paw’s Adventures in the Internet” video and coloring book</p>	<p>Materials distributed to parents in report cards and/or during open houses and conferences.</p>
<p>Students will learn about types of Internet based activities (gaming, email, file-sharing) and how to address the unique dangers these activities can present.</p>	<p>www.netsmartz.org/resources/activitycards.htm NetSmartz from the National Center for Missing and Exploited Children, Use Your NetSmartz (UYN) Activity Cards: “Don’t Open That File” and “Who’s Your Friend on the Internet?” “Post-to-Be-Private 1”</p> <p>www.ikeepsafe.org/assets/book/index.php “Faux Paw and the Dangerous Download” and “Faux Paw Goes to the Games” videos and coloring books</p>	<p>View videos in an instructional setting.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Materials distributed to parents in report cards and/or during open houses and conferences.</p>
<p>Students will explore the concepts of ownership, copyright, and piracy.</p>	<p>www.CyberSmartCurriculum.org Common Sense Media’s Lessons by Grade Level (Grades 4 – 5): “Whose Is It, Anyway?” and “Do the Right Thing”</p> <p>www.B4USurf.org</p>	<p>Teachers discuss plagiarism and copyright in class.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Materials distributed to parents in report cards and/or during open houses and conferences.</p>
<p>Students will learn proper etiquette (“netiquette”) associated with various types of online communities and dialogue.</p>	<p>www.CyberSmartCurriculum.org Netiquette Lessons: “Good Manners Everyone”</p>	<p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Materials distributed to parents in report cards and/or during open houses and conferences.</p>

**Internet Safety Curriculum
Belle Heth Elementary School (Sixth Grade)**

Goal: Radford City Schools’ goal is to provide students with a technology-enriched environment that will provide both academic success and Internet safety education.

Objective	Resources	Delivery Method
<p>Students will understand the meaning of the term “cyberbully,” the types of cyberbullying, and strategies for dealing with cyberbullies.</p>	<p>www.infinitelearninglab.org Virginia Department of Education: Professor Garfield’s “Cyberbullying” video and activities</p> <p>www.ikeepsafe.org/assets/book/index.php “Faux Paw Meets the First Lady” video and coloring book</p> <p>www.cybersmartcurriculum.org Cyberbullying Lessons: “Everyone Wants a Friend” and “Is That Fair?”</p>	<p>View videos in an instructional setting.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Materials distributed to parents in report cards and/or during open houses and conferences.</p>
<p>Students will understand the meaning of the term “Internet predator” and identify the risks associated with chat rooms and social networking sites.</p>	<p>www.infinitelearninglab.org Virginia Department of Education: Professor Garfield’s “Online Safety” video and activities</p> <p>www.ikeepsafe.org/assets/book/index.php “Faux Paw’s Adventures in the Internet” video and coloring book</p> <p>www.media-awareness.ca/english/games/privacy_playground/ CyberSense and Nonsense: The Second Adventure of the Three CyberPigs</p> <p>www.netsmartz.org/resources/activitycards.htm NetSmartz from the National Center for Missing and Exploited Children, Use Your NetSmartz (UYN) Activity Cards: “The Webville Outlaws,” “Clicky’s Challenge,” and “The Boy Who Loved IM 1”</p>	<p>View videos in an instructional setting.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Materials distributed to parents in report cards and/or during open houses and conferences.</p>
<p>Students will learn what constitutes personal information and understand when and where it is safe to share personal information.</p>	<p>www.infinitelearninglab.org Virginia Department of Education: Professor Garfield’s “Online Safety” video and activities</p> <p>www.CyberSmartCurriculum.org Private Identity Lessons: “Go Places Safely” and “What’s Private?”</p>	<p>View videos in an instructional setting.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p>

Appendix 3: Summary of the Internet Safety Program

Objective	Resources	Delivery Method
	<p>www.netsmartz.org/resources/activitycards.htm NetSmartz from the National Center for Missing and Exploited Children, Use Your NetSmartz (UYN) Activity Cards: “Meet the Wizzywigs”</p> <p>www.ikeepsafe.org/assets/book/index.php “Faux Paw’s Adventures in the Internet” video and coloring book</p>	<p>Materials distributed to parents in report cards and/or during open houses and conferences.</p>
<p>Students will learn about types of Internet based activities (gaming, email, file-sharing) and how to address the unique dangers these activities can present.</p>	<p>www.netsmartz.org/resources/activitycards.htm NetSmartz from the National Center for Missing and Exploited Children, Use Your NetSmartz (UYN) Activity Cards: “Don’t Open That File” and “Who’s Your Friend on the Internet?” “Post-to-Be-Private 1”</p> <p>www.ikeepsafe.org/assets/book/index.php “Faux Paw and the Dangerous Download” and “Faux Paw Goes to the Games” videos and coloring books</p>	<p>View videos in an instructional setting.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Materials distributed to parents in report cards and/or during open houses and conferences.</p>
<p>Students will explore the concepts of ownership, copyright, and piracy.</p>	<p>www.CyberSmartCurriculum.org Common Sense Media’s Lessons by Grade Level (Grades 6 – 7): “Considering Copying” and “Can You Hack It?”</p> <p>http://www.cybercrime.gov/rules/kidinternet.htm <i>Cyberethics for Kids</i> by the U.S. Department of Justice</p>	<p>Teachers discuss plagiarism and copyright in class.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Materials distributed to parents in report cards and/or during open houses and conferences.</p>
<p>Students will learn proper etiquette (“netiquette”) associated with various types of online communities and dialogue.</p>	<p>www.CyberSmartCurriculum.org Netiquette Lessons: “Good Manners Everyone”</p>	<p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Materials distributed to parents in report cards and/or during open houses and conferences.</p>

**Internet Safety Curriculum
Dalton Intermediate School (Seventh Grade)**

Goal: Radford City Schools’ goal is to provide students with a technology-enriched environment that will provide both academic success and Internet safety education.

Objective	Resources	Delivery Method
<p>Students will understand the meaning of the term “cyberbully,” the types of cyberbullying, and strategies for dealing with cyberbullies.</p>	<p>www.cybersmartcurriculum.org Manners, Cyberbullying and Ethics: “Not a Pretty Picture,” “Who, Me? Why Should I Care?” “Crossing the Line,” and “Dealing with a Cyberbully”</p> <p>www.netsmartz.org/resources/activitycards.htm NetSmartz from the National Center for Missing and Exploited Children, Cyberbullying Activity Cards: “Broken Friendship 1,” “You Can’t Take it Back” and “Terrible tEXt 1”</p>	<p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Student created media and presentations.</p> <p>Materials distributed to parents in report cards and/or during open houses and conferences.</p>
<p>Students will understand the meaning of the term “Internet predator” and identify the risks associated with chat rooms and social networking sites.</p>	<p>www.netsmartz.org/resources/activitycards.htm NetSmartz from the National Center for Missing and Exploited Children, Activity Cards: “Tracking Teresa 1,” “Teens PSA: Promises 1” “Amy’s Choice 1”</p> <p>www.CyberSmartCurriculum.org Safety and Security: “Savvy Online Talk and Messaging,”</p>	<p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Student created media and presentations.</p> <p>Materials distributed to parents in report cards and/or during open houses and conferences.</p>
<p>Students will learn what constitutes personal information and understand when and where it is safe to share personal information.</p>	<p>www.CyberSmartCurriculum.org Safety and Security: “Private and Personal Information,” “Strong Passwords,” Privacy – What’s the Big Deal?”</p> <p>www.netsmartz.org/resources/activitycards.htm NetSmartz from the National Center for Missing and Exploited Children, Activity Cards: “How Much is Too Much 1?” and “Post-to-be-Private 1”</p>	<p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Student created media and presentations.</p> <p>Materials distributed to parents in report cards and/or during</p>

Appendix 3: Summary of the Internet Safety Program

Objective	Resources	Delivery Method
		open houses and conferences.
Students will learn about types of Internet based activities (gaming, email, file-sharing) and how to address the unique dangers these activities can present.	<p>www.netsmartz.org/resources/activitycards.htm NetSmartz from the National Center for Missing and Exploited Children, Activity Cards: “Attitude Overdrive – Middle School”</p> <p>www.CyberSmartCurriculum.org Safety and Security: “Safe, Smart and Secure Online,” “Strong Passwords”</p>	<p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Student created media and presentations.</p> <p>Materials distributed to parents in report cards and/or during open houses and conferences.</p>
Students will explore the concepts of ownership, copyright, and piracy.	<p>www.CyberSmartCurriculum.org Common Sense Media’s Lessons by Grade Level (Grades 6 – 7): “Considering Copying” and “Can You Hack It?”</p> <p>http://www.cybercrime.gov/rules/kidinternet.htm <i>Cyberethics for Kids</i> by the U.S. Department of Justice</p>	<p>Teachers discuss plagiarism and copyright in class.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Materials distributed to parents in report cards and/or during open houses and conferences.</p>
Students will learn proper etiquette (“netiquette”) associated with various types of online communities and dialogue.	<p>www.CyberSmartCurriculum.org Manners, Cyber Bullying, and Ethics: “Good Messaging Manners”</p>	<p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Student created media and presentations.</p> <p>Materials distributed to parents in report cards and/or during open houses and conferences.</p>

**Internet Safety Curriculum
Dalton Intermediate School (Eighth Grade)**

Goal: Radford City Schools’ goal is to provide students with a technology-enriched environment that will provide both academic success and Internet safety education.

Objective	Resources	Delivery Method
<p>Students will understand the meaning of the term “cyberbully,” the types of cyberbullying, and strategies for dealing with cyberbullies.</p>	<p>www.cybersmartcurriculum.org Manners, Cyberbullying and Ethics: “Not a Pretty Picture,” “Who, Me? Why Should I Care?” “Crossing the Line,” and “Dealing with a Cyberbully”</p> <p>www.netsmartz.org/resources/activitycards.htm NetSmartz from the National Center for Missing and Exploited Children, Cyberbullying Activity Cards: “Broken Friendship 1,” “You Can’t Take it Back” and “Terrible tEXt 1”</p>	<p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Student created media and presentations.</p> <p>Materials distributed to parents in report cards and/or during open houses and conferences.</p>
<p>Students will understand the meaning of the term “Internet predator” and identify the risks associated with chat rooms and social networking sites.</p>	<p>www.netsmartz.org/resources/activitycards.htm NetSmartz from the National Center for Missing and Exploited Children, Activity Cards: “Tracking Teresa 1,” “Teens PSA: Promises 1” “Amy’s Choice 1”</p> <p>www.CyberSmartCurriculum.org Safety and Security: “Savvy Online Talk and Messaging,”</p>	<p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Student created media and presentations.</p> <p>Materials distributed to parents in report cards and/or during open houses and conferences.</p>
<p>Students will learn what constitutes personal information and understand when and where it is safe to share personal information.</p>	<p>www.CyberSmartCurriculum.org Safety and Security: “Private and Personal Information,” “Strong Passwords,” Privacy – What’s the Big Deal?”</p> <p>www.netsmartz.org/resources/activitycards.htm NetSmartz from the National Center for Missing and Exploited Children, Activity Cards: “How Much is Too Much 1?” and “Post-to-be-Private 1”</p>	<p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Student created media and presentations.</p> <p>Materials distributed to parents in report cards and/or during</p>

Appendix 3: Summary of the Internet Safety Program

Objective	Resources	Delivery Method
		open houses and conferences.
Students will learn about types of Internet based activities (gaming, email, file-sharing) and how to address the unique dangers these activities can present.	<p>www.netsmartz.org/resources/activitycards.htm NetSmartz from the National Center for Missing and Exploited Children, Activity Cards: “Attitude Overdrive – Middle School”</p> <p>www.CyberSmartCurriculum.org Safety and Security: “Safe, Smart and Secure Online,” “Strong Passwords”</p>	<p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Student created media and presentations.</p> <p>Materials distributed to parents in report cards and/or during open houses and conferences.</p>
Students will explore the concepts of ownership, copyright, and piracy.	<p>www.CyberSmartCurriculum.org Common Sense Media’s Lessons by Grade Level (Grades 8 – 12), Topics currently under development: “What’s Acceptable? Free Speech . . . Fair Speech?” “Plagiarism, Copyright, and File Sharing,” “Cite Your Sources”</p> <p>http://www.cybercrime.gov/rules/kidinternet.htm <i>Cyberethics for Kids</i> by the U.S. Department of Justice</p>	<p>Teachers discuss plagiarism and copyright in class.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Materials distributed to parents in report cards and/or during open houses and conferences.</p>
Students will learn proper etiquette (“netiquette”) associated with various types of online communities and dialogue.	<p>www.CyberSmartCurriculum.org Manners, Cyber Bullying, and Ethics: “Good Messaging Manners”</p>	<p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Student created media and presentations.</p> <p>Materials distributed to parents in report cards and/or during open houses and conferences.</p>

**Internet Safety Curriculum
Radford High School (Ninth Grade)**

Goal: Radford City Schools’ goal is to provide students with a technology-enriched environment that will provide both academic success and Internet safety education.

Objective	Resources	Delivery Method
<p>Students will understand the meaning of the term “cyberbully,” the types of cyberbullying, and strategies for dealing with cyberbullies.</p>	<p>www.cybersmartcurriculum.org Manners, Cyberbullying and Ethics: “Acceptable Social Networking,” “Connected 24/7”</p> <p>www.netsmartz.org/resources/activitycards.htm NetSmartz from the National Center for Missing and Exploited Children, Cyberbullying Activity Cards: “Broken Friendship 1,” “You Can’t Take it Back” and “Terrible tEXt 1”</p>	<p>Student groups present school announcements on safety topics.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Materials distributed to parents in report cards and during open houses and conferences.</p>
<p>Students will understand the meaning of the term “Internet predator” and identify the risks associated with chat rooms and social networking sites.</p>	<p>www.netsmartz.org/resources/activitycards.htm NetSmartz from the National Center for Missing and Exploited Children, Activity Cards: “Tracking Teresa 1,” “Teens PSA: Promises 1” and “Amy’s Choice 1”</p> <p>www.CyberSmartCurriculum.org Safety and Security: “Making Good Decisions,” “Your Online Image,” and “Online Identity Theft: Information is Power”</p>	<p>Student groups present school announcements on safety topics.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Materials distributed to parents in report cards and during open houses and conferences.</p>
<p>Students will learn what constitutes personal information and understand when and where it is safe to share personal information.</p>	<p>www.CyberSmartCurriculum.org Safety and Security: “Managing Passwords,” “Safeguarding Your Stuff, My Stuff, Our Stuff”</p> <p>www.netsmartz.org/resources/activitycards.htm NetSmartz from the National Center for Missing and Exploited Children, Activity Cards: “How Much is Too Much 1?” and “Post-to-be-Private 1”</p>	<p>Student groups present school announcements on safety topics.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Materials distributed to parents in report cards and during open houses and conferences.</p>

Appendix 3: Summary of the Internet Safety Program

Objective	Resources	Delivery Method
<p>Students will learn about types of Internet based activities (gaming, email, file-sharing) and how to address the unique dangers these activities can present.</p>	<p>www.netsmartz.org/resources/activitycards.htm NetSmartz from the National Center for Missing and Exploited Children, Activity Cards: “Attitude Overdrive – Middle School”</p>	<p>Student groups present school announcements on safety topics.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Materials distributed to parents in report cards and during open houses and conferences.</p>
<p>Students will explore the concepts of ownership, copyright, and piracy.</p>	<p>www.CyberSmartCurriculum.org Common Sense Media’s Lessons by Grade Level (Grades 8 – 12), Topics currently under development: “What’s Acceptable? Free Speech . . . Fair Speech?” “Plagiarism, Copyright, and File Sharing,” “Cite Your Sources”</p> <p>http://www.cybercrime.gov/rules/kidinternet.htm <i>Cyberethics for Kids</i> by the U.S. Department of Justice</p>	<p>English teachers discuss plagiarism and copyright for research papers and essays.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Materials distributed to parents in report cards and/or during open houses and conferences.</p>
<p>Students will learn proper etiquette (“netiquette”) associated with various types of online communities and dialogue.</p>	<p>www.CyberSmartCurriculum.org Manners, Cyber Bullying, and Ethics: “Good Messaging Manners”</p>	<p>Student groups present school announcements on safety topics.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Materials distributed to parents in report cards and during open houses and conferences.</p>

**Internet Safety Curriculum
Radford High School (Tenth Grade)**

Goal: Radford City Schools’ goal is to provide students with a technology-enriched environment that will provide both academic success and Internet safety education.

Objective	Resources	Delivery Method
<p>Students will understand the meaning of the term “cyberbully,” the types of cyberbullying, and strategies for dealing with cyberbullies.</p>	<p>www.cybersmartcurriculum.org Manners, Cyberbullying and Ethics: “Acceptable Social Networking,” “Connected 24/7”</p> <p>www.netsmartz.org/resources/activitycards.htm NetSmartz from the National Center for Missing and Exploited Children, Cyberbullying Activity Cards: “Broken Friendship 1,” “You Can’t Take it Back” and “Terrible tEXt 1”</p>	<p>Student groups present school announcements on safety topics.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Materials distributed to parents in report cards and during open houses and conferences.</p>
<p>Students will understand the meaning of the term “Internet predator” and identify the risks associated with chat rooms and social networking sites.</p>	<p>www.netsmartz.org/resources/activitycards.htm NetSmartz from the National Center for Missing and Exploited Children, Activity Cards: “Tracking Teresa 1,” “Teens PSA: Promises 1” and “Amy’s Choice 1”</p> <p>www.CyberSmartCurriculum.org Safety and Security: “Making Good Decisions,” “Your Online Image,” and “Online Identity Theft: Information is Power”</p>	<p>Student groups present school announcements on safety topics.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Materials distributed to parents in report cards and during open houses and conferences.</p>
<p>Students will learn what constitutes personal information and understand when and where it is safe to share personal information.</p>	<p>www.CyberSmartCurriculum.org Safety and Security: “Managing Passwords,” “Safeguarding Your Stuff, My Stuff, Our Stuff”</p> <p>www.netsmartz.org/resources/activitycards.htm NetSmartz from the National Center for Missing and Exploited Children, Activity Cards: “How Much is Too Much 1?” and “Post-to-be-Private 1”</p>	<p>Student groups present school announcements on safety topics.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Materials distributed to parents in report cards and during open houses and conferences.</p>

Appendix 3: Summary of the Internet Safety Program

Objective	Resources	Delivery Method
<p>Students will learn about types of Internet based activities (gaming, email, file-sharing) and how to address the unique dangers these activities can present.</p>	<p>www.netsmartz.org/resources/activitycards.htm NetSmartz from the National Center for Missing and Exploited Children, Activity Cards: “Attitude Overdrive – Middle School”</p>	<p>Student groups present school announcements on safety topics.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Materials distributed to parents in report cards and during open houses and conferences.</p>
<p>Students will explore the concepts of ownership, copyright, and piracy.</p>	<p>www.CyberSmartCurriculum.org Common Sense Media’s Lessons by Grade Level (Grades 8 – 12), Topics currently under development: “What’s Acceptable? Free Speech . . . Fair Speech?” “Plagiarism, Copyright, and File Sharing,” “Cite Your Sources”</p> <p>http://www.cybercrime.gov/rules/kidinternet.htm <i>Cyberethics for Kids</i> by the U.S. Department of Justice</p>	<p>English teachers discuss plagiarism and copyright for research papers and essays.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Materials distributed to parents in report cards and/or during open houses and conferences.</p>
<p>Students will learn proper etiquette (“netiquette”) associated with various types of online communities and dialogue.</p>	<p>www.CyberSmartCurriculum.org Manners, Cyber Bullying, and Ethics: “Good Messaging Manners”</p>	<p>Student groups present school announcements on safety topics.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Materials distributed to parents in report cards and during open houses and conferences.</p>

**Internet Safety Curriculum
Radford High School (Eleventh Grade)**

Goal: Radford City Schools’ goal is to provide students with a technology-enriched environment that will provide both academic success and Internet safety education.

Objective	Resources	Delivery Method
<p>Students will understand the meaning of the term “cyberbully,” the types of cyberbullying, and strategies for dealing with cyberbullies.</p>	<p>www.cybersmartcurriculum.org Manners, Cyberbullying and Ethics: “Acceptable Social Networking,” “Connected 24/7”</p> <p>www.netsmartz.org/resources/activitycards.htm NetSmartz from the National Center for Missing and Exploited Children, Cyberbullying Activity Cards: “Broken Friendship 1,” “You Can’t Take it Back” and “Terrible tEXt 1”</p>	<p>Student groups present school announcements on safety topics.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Materials distributed to parents in report cards and during open houses and conferences.</p>
<p>Students will understand the meaning of the term “Internet predator” and identify the risks associated with chat rooms and social networking sites.</p>	<p>www.netsmartz.org/resources/activitycards.htm NetSmartz from the National Center for Missing and Exploited Children, Activity Cards: “Tracking Teresa 1,” “Teens PSA: Promises 1” and “Amy’s Choice 1”</p> <p>www.CyberSmartCurriculum.org Safety and Security: “Making Good Decisions,” “Your Online Image,” and “Online Identity Theft: Information is Power”</p>	<p>Student groups present school announcements on safety topics.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Materials distributed to parents in report cards and during open houses and conferences.</p>
<p>Students will learn what constitutes personal information and understand when and where it is safe to share personal information.</p>	<p>www.CyberSmartCurriculum.org Safety and Security: “Managing Passwords,” “Safeguarding Your Stuff, My Stuff, Our Stuff”</p> <p>www.netsmartz.org/resources/activitycards.htm NetSmartz from the National Center for Missing and Exploited Children, Activity Cards: “How Much is Too Much 1?” and “Post-to-be-Private 1”</p>	<p>Student groups present school announcements on safety topics.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Materials distributed to parents in report cards and during open houses and conferences.</p>

Appendix 3: Summary of the Internet Safety Program

Objective	Resources	Delivery Method
<p>Students will learn about types of Internet based activities (gaming, email, file-sharing) and how to address the unique dangers these activities can present.</p>	<p>www.netsmartz.org/resources/activitycards.htm NetSmartz from the National Center for Missing and Exploited Children, Activity Cards: “Attitude Overdrive – Middle School”</p>	<p>Student groups present school announcements on safety topics.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Materials distributed to parents in report cards and during open houses and conferences.</p>
<p>Students will explore the concepts of ownership, copyright, and piracy.</p>	<p>www.CyberSmartCurriculum.org Common Sense Media’s Lessons by Grade Level (Grades 8 – 12), Topics currently under development: “What’s Acceptable? Free Speech . . . Fair Speech?” “Plagiarism, Copyright, and File Sharing,” “Cite Your Sources”</p> <p>http://www.cybercrime.gov/rules/kidinternet.htm <i>Cyberethics for Kids</i> by the U.S. Department of Justice</p>	<p>English teachers discuss plagiarism and copyright for research papers and essays.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Materials distributed to parents in report cards and/or during open houses and conferences.</p>
<p>Students will learn proper etiquette (“netiquette”) associated with various types of online communities and dialogue.</p>	<p>www.CyberSmartCurriculum.org Manners, Cyber Bullying, and Ethics: “Good Messaging Manners”</p>	<p>Student groups present school announcements on safety topics.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Materials distributed to parents in report cards and during open houses and conferences.</p>

**Internet Safety Curriculum
Radford High School (Twelfth Grade)**

Goal: Radford City Schools’ goal is to provide students with a technology-enriched environment that will provide both academic success and Internet safety education.

Objective	Resources	Delivery Method
<p>Students will understand the meaning of the term “cyberbully,” the types of cyberbullying, and strategies for dealing with cyberbullies.</p>	<p>www.cybersmartcurriculum.org Manners, Cyberbullying and Ethics: “Acceptable Social Networking,” “Connected 24/7”</p> <p>www.netsmartz.org/resources/activitycards.htm NetSmartz from the National Center for Missing and Exploited Children, Cyberbullying Activity Cards: “Broken Friendship 1,” “You Can’t Take it Back” and “Terrible tEXt 1”</p>	<p>Student groups present school announcements on safety topics.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Materials distributed to parents in report cards and during open houses and conferences.</p>
<p>Students will understand the meaning of the term “Internet predator” and identify the risks associated with chat rooms and social networking sites.</p>	<p>www.netsmartz.org/resources/activitycards.htm NetSmartz from the National Center for Missing and Exploited Children, Activity Cards: “Tracking Teresa 1,” “Teens PSA: Promises 1” and “Amy’s Choice 1”</p> <p>www.CyberSmartCurriculum.org Safety and Security: “Making Good Decisions,” “Your Online Image,” and “Online Identity Theft: Information is Power”</p>	<p>Student groups present school announcements on safety topics.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Materials distributed to parents in report cards and during open houses and conferences.</p>
<p>Students will learn what constitutes personal information and understand when and where it is safe to share personal information.</p>	<p>www.CyberSmartCurriculum.org Safety and Security: “Managing Passwords,” “Safeguarding Your Stuff, My Stuff, Our Stuff”</p> <p>www.netsmartz.org/resources/activitycards.htm NetSmartz from the National Center for Missing and Exploited Children, Activity Cards: “How Much is Too Much 1?” and “Post-to-be-Private 1”</p>	<p>Student groups present school announcements on safety topics.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Materials distributed to parents in report cards and during open houses and conferences.</p>

Appendix 3: Summary of the Internet Safety Program

Objective	Resources	Delivery Method
<p>Students will learn about types of Internet based activities (gaming, email, file-sharing) and how to address the unique dangers these activities can present.</p>	<p>www.netsmartz.org/resources/activitycards.htm NetSmartz from the National Center for Missing and Exploited Children, Activity Cards: “Attitude Overdrive – Middle School”</p>	<p>Student groups present school announcements on safety topics.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Materials distributed to parents in report cards and during open houses and conferences.</p>
<p>Students will explore the concepts of ownership, copyright, and piracy.</p>	<p>www.CyberSmartCurriculum.org Common Sense Media’s Lessons by Grade Level (Grades 8 – 12), Topics currently under development: “What’s Acceptable? Free Speech . . . Fair Speech?” “Plagiarism, Copyright, and File Sharing,” “Cite Your Sources”</p> <p>http://www.cybercrime.gov/rules/kidinternet.htm <i>Cyberethics for Kids</i> by the U.S. Department of Justice</p>	<p>English teachers discuss plagiarism and copyright for research papers and essays.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Materials distributed to parents in report cards and/or during open houses and conferences.</p>
<p>Students will learn proper etiquette (“netiquette”) associated with various types of online communities and dialogue.</p>	<p>www.CyberSmartCurriculum.org Manners, Cyber Bullying, and Ethics: “Good Messaging Manners”</p>	<p>Student groups present school announcements on safety topics.</p> <p>Classroom reinforcement as appropriate during teachable moments.</p> <p>Materials distributed to parents in report cards and during open houses and conferences.</p>

Appendix Definitions of Terms

Included on the following pages are technology terms as defined by the Virginia Department of Education on its Internet Safety Web Page (http://www.doe.virginia.gov/support/safety_crisis_management/Internet_safety/glossary.pdf).

Parents, faculty and staff can use this glossary to better understand how to communicate effectively with today's youth regarding Internet safety.

avatar: An avatar is a computer user's representation of himself/herself or alter ego, whether in the form of a three-dimensional model used in computer games, a two-dimensional icon (picture) or a one-dimensional username used on Internet forums and other communities.

blog/blogging: This term is derived from *Web log* and is an increasingly popular type of Web site. Most take the form of journal entries and allow readers to post comments.

bookmark(s): This browser feature stores a Web address in memory and allows the user to link quickly to the site.

chat rooms: These Web sites or online services facilitate electronic discussions by quickly posting the comments and responses of multiple users.

circumventor sites: These parallel Web sites allow children to get around some filtering software and access sites that have been blocked.

cyberbullies/cyberbullying: This refers to any threats by one student toward another, typically through e-mails or on Web sites (e.g., blogs, social networking sites).

cybercrime: This refers to any Internet-related illegal activity.

cybersecurity: This refers to any technique, software, etc., used to protect computers and prevent online crime.

cyberstalking: This refers to a number of methods individuals use to track, lure, or harass another person online.

favorite(s): A type of *bookmark* (see above) used by Microsoft's Internet Explorer browser.

file sharing: This software enables multiple users to access the same computer file simultaneously. File sharing sometimes is used illegally to download music or software.

filter/filtering: This refers to different types of software that screen and block online content.

flaming: The act of posting deliberately hostile messages on the Internet.

gaming: This term describes Internet games, which can be played either individually or by multiple online users at the same time.

griefers: These Internet users intentionally cause problems for other *gamers*.

history: This is a tracking feature of Internet browsers that shows all the recent Web sites visited.

identity theft: In this crime, someone obtains the vital information (e.g., credit card, Social Security, bank account numbers) of another person, usually to steal money. E-mail scams, spyware, and viruses are among the most typical methods for stealing someone's identity.

instant message/messaging: Known by the acronym *IM*, this is a variation of *chat rooms* that allows users to communicate through text messages.

monitoring: This refers generally to the technique of tracking where people have been on the Internet by looking at the *history* of the browser. It also refers to software used for the same purpose.

P2P (see peer-to-peer computing)

peer-to-peer (P2P) computing: This is a popular way for Internet users to share one another's computer files—usually music, game, or software files.

phishing: This scam involves sending a fraudulent e-mail soliciting credit card, Social Security, or other personal information from an unsuspecting user.

sexting: This refers to youth writing sexually explicit messages and taking and/or sharing sexually explicit photographs of themselves or others. Sexting is usually associated with cell phones.

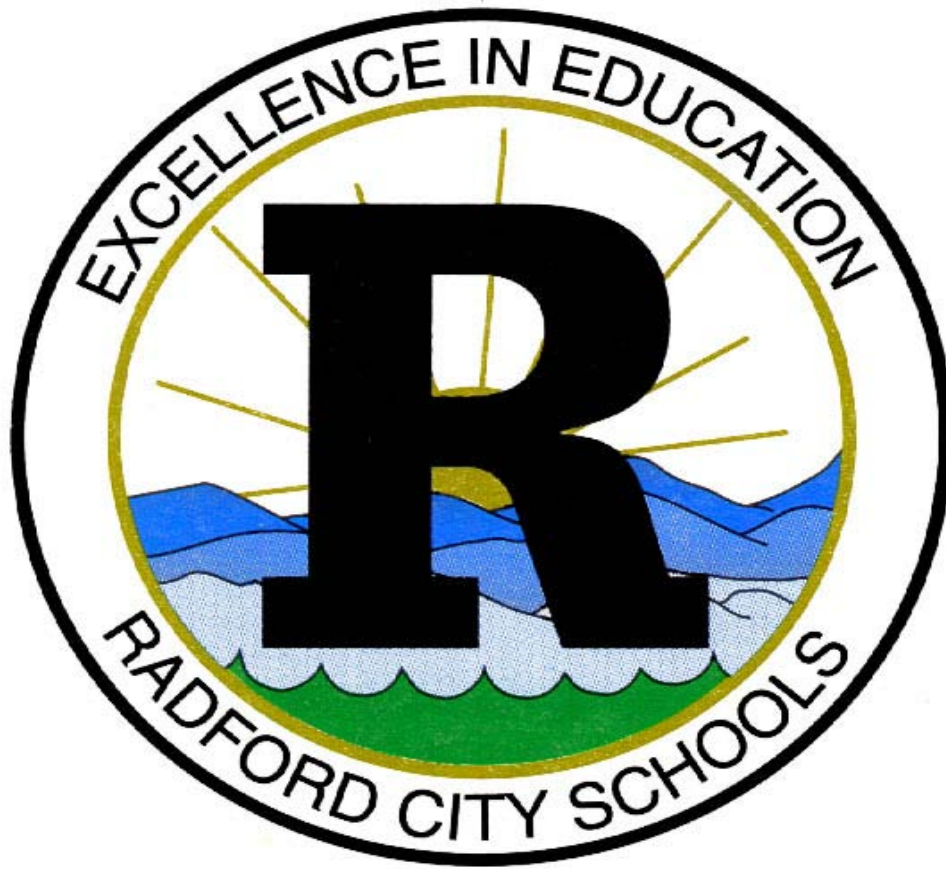
social networking: This refers broadly to online communities where people share information about themselves, and post music files, photos, videos and links. Examples are MySpace.com and Facebook.com.

spam: This refers to any unsolicited e-mail, or junk mail. Most spam is either a money scam or of a sexual nature. Internet Service Providers, e-mail software, and other software can help block some, but not all, spam.

spyware: This refers to a wide-variety of software that is installed on people's computers without their knowledge. The programs typically will track computer use and create numerous pop-up ads. In some instances, the spyware can damage the computer and facilitate identity theft.

viruses: These are software programs that typically arrive through e-mail attachments and multiply on the hard drive, quickly exhausting the computer's memory. A *trojan* is a variation that allows unauthorized users access to the computer, from which they can send infected e-mails or spam.

wireless computers: Many networks now allow computers access to the Internet without being connected by wires. These networks are becoming increasingly more popular and powerful, allowing people to access the Internet using cell phones and other devices.



2011 – 2016

Appendix 4:

Summary of Technology Job Descriptions

PC Technician

General Job Description

Reports to and works directly with Director of Technology or Assistant Superintendent

6 hour per day...temporary position

Duties and Responsibilities:

- Installs, maintains and repairs computers and other related equipment.
- Inspects, troubleshoots and repairs existing hardware issues in any and all areas of the school division. Installs, troubleshoots, and maintains multiple types of software and operating systems on assorted types of computer platforms.
- Performs preventive and corrective maintenance.
- Immediately notifies the Network Engineer of high level maintenance issues.
- Follows work schedules and timelines for tracking/completion of installation and maintenance work in an efficient and effective manner.
- Works closely with other members of the IT Department.
- Follows daily on-site work schedule of 8:30 am to 3:00 pm with a 30 minute lunch break.
- Follows all rules, regulations and policies of the school division as well as all
- State and Federal laws.
- Other duties as assigned by the Assistant Superintendent.

All work performance and other conditions shall be governed by the Radford City Public School Policy Manual

Minimum Training and Experience

Ability to evaluate and repair computer equipment, to install multiple types of software, to multi-task, to prioritize tasks. Ability to work as a team player. Experience in the maintenance and repair of computer equipment and systems. Experience in software installations. Holds a valid driver's license.

LAN Support Technician

General Job Description

Reports to and works directly with the Director of Technology or Assistant Superintendent of Instruction

- Installs, maintains, analyzes, troubleshoots and repairs computer systems, hardware and other related equipment and systems.
- Maintains all telephone, audio, and video systems for the division.
- Inspects, troubleshoots, assembles, installs, adjusts, and tests various types and brands of computers and associated peripherals used in classrooms, offices, libraries, and other locations within the school division.
- Responsible for high-level repair, installation and maintenance of personal computer hardware and peripherals
- Performs preventive and corrective maintenance.
- Performs software and hardware installations.
- Installs, repairs, and maintains all types of computers and related equipment.
- Assists with maintenance and troubleshooting of network servers and equipment.
- Identifies, documents, and implements solutions to problems.
- Relies on experience and judgment to plan and accomplish goals.
- Advises and guides staff regarding the use of a broad range of products, offerings, and services.
- Evaluates and recommends changes to current and future network requirements to meet needs.
- Serves as a backup to the administrator of the SIS.
- Provide training and technical support for users with varying levels of IT knowledge and competence.
- Work with technology staff to prioritize help desk requests.
- Performs related tasks as required.

All work performance and other conditions shall be governed by the Radford City Public Schools Policy Manual

Skills Necessary for Performance

- General knowledge of the operation, uses and capabilities of computer equipment.
- Thorough knowledge of methods and techniques used to maintain and repair computer equipment.
- Knowledge of computer networking and the equipment required for maintaining a stable network environment.
- Knowledge of audio and video peripherals including IP Telephones, video transmissions, and cable TV.
- Ability to understand written and oral instructions.
- Ability to read and understand maintenance manuals and to work from sketches, drawings and diagrams.
- Ability to establish and maintain an effective working relationship with associates.

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- Skill in the use of computer equipment.
- Ability to work in an unsupervised environment within policies and procedures.
- Hold a valid Virginia Driver's License; meet local standards for a record check.

Education and Experience

Any combination of education and experience equivalent to an Associate degree and at least three years experience in the maintenance and repair of electronic computer equipment and systems.

Networking Engineer

General Job Description

Reports to and works directly with the Director of Technology or Assistant Superintendent of Instruction

Overview

The Network Engineer is responsible for installing, maintaining and supporting computer communication networks within an organization or between organizations. The goal is to ensure the smooth operation of communication networks in order to provide maximum performance and availability for the users.

Typical work activities usually include:

- Installing, supporting and maintaining new and existing communication hardware and software.
- Installing, supporting and maintaining new and existing server hardware and software infrastructure.
- Ensuring that all purposed IT equipment and software complies with standards established by Radford City Public Schools.
- Prepare purchase orders or bid requests and review proposals and negotiate contracts within budgetary limitations and scope of authority.
- Managing yearly contract renewals and approve invoices for payment.
- Managing systems that prevent infrastructure degradation (i.e. anti-spam, virus protection, web content, and intrusion detection).
- Implementing and managing backup and recovery techniques.
- Analyzing and resolving faults and failures, ranging from a major system crash to a forgotten password.
- Planning and implementing future IT developments and undertaking project works.
- Ensuring the most cost-effective and efficient use of servers.
- Undertaking routine preventative measures and implementing, maintaining and monitoring network security, particularly if the network connects to the internet.
- Provide training and technical support for users with varying levels of IT knowledge and competence.
- Managing the media outlets that allow external communication to the internet.
- Monitoring internal and external network utilization.
- Setting up user accounts, permissions and passwords.
- Performing other duties as directed by the Director of Technology or Assistant Superintendent of Instruction.

All work performance and other conditions shall be governed by the Radford City Public Schools Policy Manual.

Skills Necessary for Performance

- Expert, hands on understanding of networking products including switches, routers, firewalls and VPNs.
- Demonstrates knowledge of networking protocols and technologies such as

Appendix 4: Technology Job Description

- EIGRP, BGP, VTP, RADIUS, IPSEC, SSH, etc.
- Firm knowledge of server operating systems such as Linux, Windows Server, Novell OES, Vmware.
- Solid understanding of all OSI layers in a complex environment, particularly Layer 2 and Layer3.
- Strong working knowledge of wireless technologies and implementations.
- Ability to work in a strong team environment as well as independently as the need arises.
- Demonstrate expertise in analyzing and solving complex technical problems.
- Good verbal and written communication skills.

Education and Experience

Any combination of education and experience equivalent at least three years experience in the maintenance and repair of electronic computer equipment and systems, preferable a BS in Computer Science or Electrical Engineering. Prefer certifications in CCNA, CCMP, MCSE, or Linux.

Information Technology Coordinator

General Job Description

Reports to and works directly with the Director of Technology or Assistant Superintendent of Instruction

- Works directly with all school support personnel on the use and maintenance of the current SIS and gradebook software package for student data management. This includes parent access to the SIS.
- Assists in compiling data used to complete and submit state reports.
- Serves as Project Manager for EIMS and SSWS.
- Coordinates and provides in-services and training programs for administrators, teachers, and support personnel on various technology productivity tools and software packages such as the current SIS.
- Provides support to secretaries, administrators and other personnel on the use of various technology software packages.
- Generates data, as needed for the Superintendent and other Central Office Staff from the current SIS package.
- Establishes and maintains standardization among all division sites on various administrative software packages.
- Determines the technology professional development needs for the division and works with Directors to schedule and provide workshops.
- Works with division personnel on the use of all components of the Office Suite.
- Works directly with the Instructional Technology Resource Teachers to provide assistance in implementing the various instructional software programs designed to enhance student learning.
- Creates and maintains the school division's web site and ensures that each school's web site follows the same format and links are current.
- Works directly with school librarians on the use of the Follett software package.
- Perform student data uploads for various software packages used throughout the division.
- Coordinates eRate funding with the divisions consultant. This includes gathering and reviewing bills, coordinating new services and any other information the consultant requires.
- Coordinate the completion of the divisions Technology Plan every 5 years.
- Coordinate Internet Safety within the division and maintain the Internet Safety Guidelines as required by DOE.
- Assists in programming IP Telephones.
- Attends technology in-services or training, conferences, SIS User's Group meetings, and information events. Participate in the reading of technology publications in order to remain current and up to date on the latest developments in technology.
- Performs other duties as directed by the Director of Technology or Assistant Superintendent of Instruction.

All work performance and other conditions shall be governed by the Radford City Public Schools Policy Manual.

Skills Necessary for Performance

- Possesses the skills necessary to work collaboratively with individuals or groups of Individuals in the school division and in the community.
- Possesses the ability to work with individuals with varying degrees of computer knowledge demonstrates the ability to train them in these areas.
- Has a detailed understanding of miscellaneous technology equipment and software used to support various administrative tasks.
- Demonstrates good organizational and communication skills.

Education and Experience

Any combination of education and experience equivalent to graduation from an accredited college or university with a degree in computer science or related field. Certification or advanced training for the current SIS software package used within the division.

INSTRUCTIONAL TECHNOLOGY RESOURCE TEACHER (ITRT)

General Job Description

Reports to and is directly supervised by the school principal.

- Works collaboratively with individual teachers or groups of RCPS teachers to integrate technology in classrooms, labs, and other technology infused environments
- Develops curriculum, provides, and/or assists with direct training and professional development opportunities for software, hardware, and/or online resources to teachers, staff, and administrators
- Collects resources to facilitate Internet Safety lessons and SOL Technology Standards in accordance with divisional, state, and national policies
- Serves on building and district technology committees as a strong advocate for technology integration in the school(s) and community
- Evaluates, and where appropriate, recommends software and hardware for purchase/download
- Maintains school website(s) and assists teachers, staff, and administrators with classroom websites and/or online educational posts/sites
- Understands the technology systems in place in the school(s) and basic troubleshooting for, but not limited to: servers (logging in/out, saving, and levels accessibility), networking capabilities, wireless vs. Ethernet, SmartBoards, PC and MacBook OS, familiarity with iTunes, iPods and multiple sync cases/carts, and maintaining/updating each of these hardware/software systems
- Familiar with Virginia online SOL tests and testing environments, including, but not limited to, scheduling and monitoring tests, configuring computer settings for audio proxies, read-aloud, and standard test taking of various grade level SOL tests, and ability to assist in multiple setups and breakdowns of testing areas schools
- Complies with and supports school and division-wide regulations and policies, and performs related duties as assigned by the school's principal in accordance with school and division posted policies and practices/models nondiscriminatory practices in all activities

All work performance and other conditions shall be governed by the Radford City Public Schools Policy Manual

Skills Necessary for Performance

- Strong foundation in technology pedagogy/teaching methodologies that integrate various internet, intranet, and local technologies into school/divisional curriculum and/or instructional programs
- Able to work collaboratively with individuals/groups in the school(s) / division / community
- Able to work with educators with varying degrees of computer knowledge to develop, model, & teach progressively more technology integrated & student-oriented lessons

Appendix 4: Technology Job Description

- Has a detailed understanding of various hardware/software/intra and internet systems
- Knowledge of and ability to troubleshoot PC & Mac OS platforms and devices
- Demonstrates good organizational and communication skills

Education and Experience

Candidate must be a graduate of an accredited college or university and possess or be eligible to acquire appropriate license(s) and/or endorsement(s). A portfolio submission including examples of technology integration is highly recommended.