Executive Summary

THREE-YEAR TECHNOLOGY PLAN

The Cherokee County School District's Three-Year Technology Plan is composed of seven main sections.

Section 1: Mission and Vision for Technology Use

At the very core of the School District’s mission and purpose is providing opportunities for all students to become contributing citizens and who can communicate effectively, gather and use information, make responsible decisions, utilize technology effectively and adapt to the challenges of the future. (Newly-adopted CCSD Mission Statement in SY2015-16: We, the School Board of the Cherokee County School District, are committed to educating the emerging generation through learning environments designed to increase the performance of all students.)

CCSD’s Vision is to ensure equitable access to current and modern technological resources throughout our system and to increase access to technology for identified critical needs populations. By increasing the technology literacy and proficiency of the learning community, the District envisions enhanced productivity and efficiency throughout the organization.

Section 2: Current Reality of Technology Use

This section includes current statistics on CCSD’s network infrastructure, number of computers available to learning environments and the software titles currently in use. Also included is how technology is utilized in all areas of the organization. A myriad of data sources is identified, and how these sources are used to inform decisions and provide feedback to foster a culture of continuous improvement. The relevance of the International Society for Technology in Education (ISTE) Standards for Students is further explained as it relates to digital frameworks for CCSD learning environments.

Section 3: Gap Analysis

As it relates to recognized gaps in CCSD’s technology provisions, the following are at the core of this analysis:

**Instructional** – digital content, student devices to support personalized learning, learning management system, online/blended learning opportunities, 21st century learning environments, STEM/STEAM focus, bandwidth, technical and instructional support.

**Administrative** - professional development, efficient/automated business processes.

**Parent/Community** – awareness of available resources that support learning and provide parents with information needed to support their learners. Social media presence for effective communication and reduction of paperwork annual paperwork.

Section 4: Goals, Benchmarks and Strategies for Continuous Improvement

There are seven goals outlined in the plan, which are aligned with the US Department of Education’s National Technology Plan. Each goal includes strategies, success indicators, evaluation methods, funding sources and person(s) responsible for overseeing implementation.
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**Section 5: Communication and Marketing Plan**

CCSD utilizes several technology-based tools and platforms to connect with its stakeholders and community at large. This is accomplished through intentional and purposeful utilization of its public website, intranet site, social media outlets (e.g., Twitter/Facebook), School Messenger and Aspen. Additionally, it engages its employees and community through periodic newsletters (e.g., Cardinal Directions, Connection Points, Accolades, The District Delegate, Financial Facts and Budget Highlights), and through major publications such as the Annual Report of District Progress and the Five-Year Strategic Plan.

**Section 6: Professional Development**

Professional Development opportunities for professional staff are based on identified needs with input from stakeholders. Newly-adopted and emerging technologies are almost always accompanied with training. CCSD has a dedicated staff of six certified field-based Instructional Technologists and two classified Technology Projects Specialists who provide technology-focused training throughout the academic year for classroom teachers, administrators, instructional support staff and other district employees.

**Section 7: Supporting Documents**

| Software: Chart of Common Applications | Student Data Access Guidelines |
| Software: Special Education Chart of Applications | Social Media Use Guidelines |
| Software: Administrative Chart of Applications | Web Page Guidelines |
| Internet Acceptable Use Policy (IFBG) | Technology Services - Disposal Procedures |
| Internet Safety Policy (IFABB) | CCSD Technology Refresh Plan |
| Electronic Communications Policy (IFBGA) | Bring Your Learning Device (BYLD) Plan |
| Internet Safety Guidelines | Guidelines for the Use of CCSD Personal Learning Devices |
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1. Vision for Technology Use
We, the School Board of Cherokee County, Georgia, commit ourselves to a philosophy of respect and high expectations for all students, parents, teachers and other staff. Our mission is to enable all students to become contributing citizens who can communicate effectively, gather and use information, make responsible decisions, utilize technology effectively and adapt to the challenges of the future. This mission will be accomplished by providing a variety of learning opportunities and experiences for students, both in school and in the community.

The Cherokee County School District (CCSD) adheres to the belief that technology should play a vital role in meeting the needs of the broad range of abilities, disabilities, cultural backgrounds and ethnic populations represented in our district schools and communities. To assure that technology shall play a dominant role, the Cherokee County Board of Education’s Technology Policy provides guidance for appropriate technology utilization and integration into the curriculum as well as infusion into school/district administration and management. The primary goal of K-12 technology is to improve student learning. All students will have opportunities to utilize educationally significant technologies for participation in the global society and economy of the 21st century. Student, teacher, staff and administrative effectiveness will improve concurrently with the infusion of technology into their respective environments.

The CCSD believes the key to an effective education is to merge information into a balanced, outcome-based, student-oriented curriculum. Technology plays a pivotal role in bringing this results-driven learning to the broad range of populations represented in our community. Core to students’ academic achievement is the effective integration of technology through innovative training, timely support, productive and efficient processes and a continuously improving infrastructure.

The CCSD’s vision is to ensure equitable access to current and modern technological resources throughout our system and to increase access to technology for identified critical needs populations. Assistance will be provided in the daily classroom integration of technology to improve student achievement. By increasing the technology literacy and proficiency of the learning community, the District envisions enhanced productivity and efficiency throughout the organization.

2. Current Reality
CCSD supports a population of 41,800 students who are served and supported daily by 2,676 Certified Georgia Educators and 1,493 non-certified staff members. CCSD is currently comprised of:

- 24 elementary schools, comprised of kindergarten through 5th grade
- Seven middle schools, grades 6 through 8
- Six high schools, grades 9 through 12
- ACE Academy MS/HS Program
- Polaris Evening School Program at Etowah HS – East Campus
- L.R. Tippens Education Center
- Pre-K Centers hosted at Ralph Bunche, Hasty, Canton, Ball Ground, Johnston, RM Moore and Oak Grove
a. Data Sources
The Division of Technology and Information Services utilizes the following sources of data to assess needs and ensure sufficient access to technology by all stakeholders in CCSD. Reports are used extensively to define deployment and refresh strategies throughout the academic year for both long-term and short-term planning.

1. Annual District Hardware Inventory – An internal asset verification process that is utilized by CCSD. Technology assets are barcoded and scanned into the system. An annual physical inventory is taken.

2. State Inventory Survey – The Georgia Department of Education requires an annual inventory of CCSD’s technology assets. This is a web-based data collection process that is administered through the state DOE portal.

3. Enterprise Systems Management Software – An internal program used to electronically discover and collect hardware and software assets, manage software distribution and licensing and perform patch management services.

4. Print Management Software – Web-based solution that enables auto-discovery and management of all networked printer and/or copier assets within the enterprise. Able to provide detailed reports of printing volume by individual or location.

5. Parent Surveys – A periodic survey for parents/stakeholders to allow them to provide feedback on the quality of education provided to their students. Recent administrations of parent-oriented surveys include: CCSD Special Education, GaDOE Special Education, College and Career Ready Performance Index (CCRPI), Title I and Title III.

6. Technology-based Professional Development Summary – A report of the number of hours and individuals, by school/work location, who participate in technology-based professional development classes and activities.

7. School Improvement Plans/Needs Assessments – An annual assessment that identifies core academic, operational and procedural areas targeted for improvement.

8. District Five-Year Strategic Plan – A fundamental component of CCSD’s Accountability Policy; an annual collaboration among all departments to identify key objectives, strategies/action steps, evaluation measures and timelines that allow CCSD to maintain accountability and sustain a culture of continuous improvement.

9. District Five-Year Facility Plan – Outlines the anticipated needs, based on growth and academic need for future facilities; both educational and supportive in nature.

10. Departmental-based Needs Assessment – A targeted discovery session done annually during the CCSD’s budgeting process to identify needs of specific divisions as it relates to increased productivity, improved workflow, cost containment/avoidance and efficient business processes.

11. Annual Budget – This document represents the overarching governance on how funds are allocated for technology-based acquisitions. The annual budgeting process provides an opportunity to present the priorities for the year and align them to curricular/student achievement/operational, productivity and efficiency objectives.

b. Technology Use
The computing environment for the CCSD enterprise is robust and offers students, staff and faculty access to modern technologies that sustain and support 21st century learning practices. A centralized purchasing policy for technology acquisitions facilitates a districtwide structure of standardization. Local school purchases conform to District standards to ensure compatibility and support services.
Innovative and hybrid initiatives such as allowing students to bring their own web-accessible computing devices have paved the way to increased access to educational content and resources. These models of expanding access, though challenging in terms of support, security and standardization, have the potential to also expand the students’ individual creativity and increase the level of classroom/instructional engagement.

With momentum resuming on the adoption and acquisition of digital, curricular resources, student access to dedicated learning devices, whether their own or provided by CCSD, supports the personalized learning movement and lays the foundation for improved access to content and enhanced teaching practices.

i. Infrastructure: District Wide Area Network and Wireless Use

CCSD's internal wide area network is a star topology network with point-to-point fiber optic cable that runs from CCSD's primary data center to each school and administrative building. Currently, CCSD has a 10 Gigabit-per-second (Gbps) connection to each location.

For an external connection to the Internet, CCSD currently provides a total of 8.7 Gbps connectivity through two Internet pipelines. One is provided by the State DOE through the Peachnet service - 3.7Gbps, and the other is funded through the community supported Special Purpose Local Option Sales Tax (SPLOST) – 5Gbps. CCSD utilizes both pipelines daily to meet the demands of a thriving 21st century community of teachers and learners with fast, reliable connectivity.

Each CCSD location has a wireless network in place which facilitates access to Intranet and Internet based resources through mobile, wireless-enabled devices. Through the State's Connections for Classrooms Grant, and with the use of matching, local SPLOST funds, CCSD has been able to keep current the technologies of the wireless infrastructure with a standard of placing access points in virtually every classroom.

District resources are protected with the use of content filters - which protect end-users from inappropriate content, and firewalls - which block unauthorized users, systems and processes from infiltrating the CCSD network and corrupting, stealing or modifying data. Additionally, local anti-spam, anti-virus and anti-malware software protection is installed on all CCSD-owned workstations to protect the end-user at the local level.

With over 45,000 end-users utilizing the network, there is a large volume of data that moves every second. Load-balancing technology allows CCSD to manage and prioritize the traffic that is moving to and from the Internet. This technology is beneficial, for example, during high-stakes testing periods. To date, CCSD's network infrastructure has been successful in supporting the demand.

Bring Your Learning Device (BYLD) has enabled CCSD to get closer to a 1:1 student-computer access ratio. The BYLD network is a dedicated “sub-segment” of the CCSD wireless network that has been created for access by non-CCSD-owned devices. All CCSD sites have access to the BYLD network as a connectivity choice for their communities. While not mandated, schools are encouraged to embrace the BYLD philosophy which allows students to bring their web-enabled mobile computing/learning devices to school to
access the array of educational resources and content made available by CCSD. This initiative changes the dynamics of the classroom - necessitating teachers to prepare lessons with BYLD in mind and requiring honed classroom management skills to maintain focus on learning and content.

ii. Technology-based Hardware
The CCSD network is comprised of approximately 39,000 student, teacher and administrative computers. These systems are in the form of desktop, laptop, netbook and tablet devices. While the primary client and networking operating systems for a majority of these devices is Microsoft Windows, CCSD also manages and supports Apple operating systems for select devices and applications.

CCSD-provided mobile wireless laptop labs are contained within all schools. These labs are generally configured with 8, 16 or 24 laptops per cart, depending upon intended use, class size and specific needs of the learning environment.

Elementary classrooms have a standard of five networked, Internet accessible, student computers. This includes kindergarten and special education classrooms as well. Each elementary school has, at a minimum, one 20-28 stationary desktop computer lab and as many as four labs depending on available space and local school-based curriculum initiatives. Some schools have adopted a per pupil “classroom lab “where each student has access to a dedicated computer (either laptop or desktop) during the class period to support their learning in a specific subject area.

Middle school classrooms have traditionally contained a minimum of five student desktop workstations. Three of the CCSD’s Middle Schools: Dean Rusk, ET Booth and Teasley, provide dedicated devices to each student as part of CCSD’s personalized learning pilot initiative. Middle schools typically have three to four 32-workstation computer labs. All CCSD middle schools have software and hardware to support 3-D design and printing.

High schools have a minimum of five computer labs available for student use and rely heavily on mobile laptop carts to supplement the learning process and provide per pupil computer access in the classroom environment. Media Centers allow additional access before, during and after school as well as during lunch periods. BYLD is popular program at the high school level as many students have personal devices they use daily.

NOTE: In locations where larger class sizes require additional technology, accommodations are met in accordance with electrical, data and safety considerations.
iii. 21st Century Instructional Technology Provisions

The typical 21st century CCSD classroom is equipped with an interactive whiteboard/panel, networked laser printer, dedicated teacher laptop, multimedia projector, access to digital textbooks, document cameras, access to BYLD via personal mobile devices, video on demand, instant messaging software and a host of unique technologies specific to curricular and standard-based needs (e.g., science probeware, 3-D content labs). Because Internet access is ubiquitous throughout CCSD, a host of online applications and resources are available to teachers, students and administrators.

iv. Instructional Uses of Technology

CCSD places a high priority on the integration of technology into classroom instruction. In direct alignment with the adopted Instructional Framework initiative, Instructional Technology efforts, today and moving forward, will support the four core pillars of design, instruction, assessment and reflection.

Technology is the change-agent to empower and engage the 21st century learner by providing opportunities to differentiate, personalize and meet the student at their level of need, and to assist with acceleration, reinforcement and remediation of content and learning standards.

As a result, students are motivated to take ownership of their learning and growth - leveraging technology to access more resources beyond the four walls of the classroom. The student’s personalized learning experience continues to expand as technology tools and resources make innovation, creativity, critical thinking, communication, collaboration and empowerment possible. The traditional classroom continues to grow, evolve and transform into an epicenter for learning.
In direct support of the newly announced International Society for Technology in Education (ISTE) Standards for Students, CCSD learners are encouraged to use technology in authentic ways to become:

- **An empowered learner**
  - using technology to set goals, work towards achieving them and demonstrate their learning

- **A digital citizen**
  - understanding the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world

- **A knowledge constructor**
  - critically collecting, evaluating and synthesizing digital resources into a collection that reflects their learning and which builds their knowledge

- **An innovative designer**
  - solving problems by creating new and imaginative solutions using a variety of digital tools

- **A computational thinker**
  - identifying authentic problems working with data and using a step-by-step process to automate solutions

- **A creative communicator**
  - communicating effectively and expressing themselves creatively using different tools, styles, formats and digital media

- **A global collaborator**
  - broadening their perspective to understand others and work effectively in teams using digital tools

The emphasis extends beyond testing for knowledge and is placed on the learning process. The ultimate goal is to develop life-long learning skills that mirror students' daily lives, reflect the reality of their futures and prepare them for a diverse and technologically rich society.

Technology is used to enhance CCSD instruction through a variety of methods of presentation. Interactive panels, ceiling mounted projectors and electronic whiteboards provide improved visibility, interactive content and a high level of engagement to all learners. Multiple learning modalities can be addressed through the use of these tools. The availability of a video-on-demand system provides a one-stop shop for curricular resources to support, explain and expand content presentation. CCSD provides educators 24/7 access to both internal and external online resources used for professional learning, content delivery, customized learning activities and compilation of results to understand student performance. Teachers are encouraged to establish an online presence to motivate today's learners to engage in 21st century competencies and increase self-directed learning skills. Educators also use this online presence to connect and communicate with students extending learning beyond the classroom walls.

Emphasis on support and training for CCSD teachers is evidenced by the employment of Instructional Technology Specialists (ITS) and Technology Project Specialists. Each ITS
holds a valid Georgia teaching certificate and is a veteran classroom teacher. He or she has experience using a wide variety of software and hardware as a classroom teacher and in preparing and conducting technology-related professional learning classes. ITS assist school administrators in communicating a vision for instructional technology at the school level and inspire and motivate the entire faculty to achieve the vision. They also are available to model technology use and integration in the classroom to help teachers, both new and veteran, gain comfort with the technology, understand the concept of true integration and explore effective ways to engage today's modern young learners.

Technology Projects Specialist support technology-based professional development by identifying how new and emerging tools, resources, technologies, pedagogies and current trends can be refined, incorporated and integrated into the daily practices of the CCSD teaching and learning environment. They also model instruction delivery and focus on innovation and creativity in the classroom.

All learners need to embrace digital citizenship of the 21st century to learn effectively and live productively. Teaching information literacy and cyber safety skills is necessary to prepare students for a technologically rich and diverse society and is happening in CCSD classrooms.

v. Software
CCSD utilizes hundreds of software titles, Internet sites and "apps" to supplement classroom instruction. Software is selected specifically to address the needs of individual students and their current ability levels which further supports the efforts in differentiation of instruction. These programs allow students' individualized instruction, assignments and pacing. Many of these applications provide progress monitoring and essential components of the Response to Intervention (RTI) requirements. These applications also allow school-wide student access and portability of performance history as students evolve.

CCSD encourages the use of web-based resources provided by the State such as GALILEO, Georgia Online Assessment System, Discovery, Thinkfinity and Learning Village. In addition to these resources, CCSD provides access to curricular-based resources that can be accessed remotely from home, local libraries or from any web-enabled device for district staff and students.

See Appendix I: Software and Online Resources - Chart of Common Applications

vi. Global Collaboration
CCSD's vision of expanding the instructional resources beyond the confines of the classroom, school building and the District boundaries has become a current reality and is being practiced daily. The Internet has proven to be an important resource for instructional content and true collaboration on a global scale has become mainstream in CCSD schools. Through existing and emerging collaboration technologies and social networking tools such as broadband video and web conferencing, instant messaging, blogs, wikis and application and file sharing tools, teachers have begun to broaden their learning environments and access information and resources from anywhere. CCSD’s teaching staff is actively and continuously engaged in assessing and delivering these tools for the learning environment.
High quality video conferencing opportunities are available in all CCSD schools. These resources provide our community of learners with a robust experience that allows them to travel beyond the school walls, to visit new places, to interact in real-time with other cultures, to collaborate with their peers, to gather valuable educational facts and to explore beyond the confines of the classroom.

vii. Special Education

CCSD utilizes a host of software, web-based resources and assistive technologies to deliver and supplement classroom instruction, improve student achievement and provide access to the curriculum for students with disabilities.

READ 180, System 44 and Earobics applications are utilized with students to improve literacy skills for struggling readers. Early Literacy Skill Builder and Unique Learning Systems software is available to supplement reading instruction for students with intellectual disabilities and autism. All schools are licensed to use the SOLO Literacy Suite software that includes home rights for students who need help with reading, writing and spelling. Unique Learning Systems, News-2-You, SymbolStix, web-based resources, and Boardmaker Studio software provide accessible curriculum materials and communication supports for our students with severe language and communication deficits, intellectual disabilities and autism.

TeachTown is utilized in early elementary self-contained autism classrooms to supplement curriculum. DT Trainer and Activity Trainer software is available districtwide to provide learning through computer generated curriculum based lessons.

Unique Learning Systems: Transition Passport is used by CCSD special educators to support students with intellectual disabilities when transitioning from high school to post-secondary school and the community. This software increases student’s self-advocacy skills necessary to be successful in their post-secondary setting.

See Appendix II: Software - Special Education Chart of Applications

viii. Administrative Uses of Technology

CCSD administrators have communication and collaboration tools such as e-mail, instant messaging, video conference software and access to CCSD’s document sharing platforms. Smartphones are provided to key administrators for ease of communication and information access which supports CCSD’s Major System Priority of “utilizing technology both to improve student achievement and to increase the school district’s productivity and efficiency as a major business enterprise.”

Data-driven decision making is at the core of central office and school-based operations. Technology is used to obtain, validate and disseminate data. Front office and central office administrative functions are technology-based and incorporate processes that facilitate the collection, aggregation and assimilation of data. Reports are used by administrators to make informed decisions on all facets of K-12 school operations.

To support the responsibilities of the administrator as it relates to the use of data for sound decision making, CCSD utilizes an electronic Student Information System (SIS). CCSD’s Division of Technology and Information Services manages the flow of data for this system.
and offers a continuous stream of professional development for new and existing teachers, administrative and support staff. Phone and email-based support for parents and guardians who utilize the SIS system for monitoring student performance, assignments and grades is available and are an essential component for school administrative operational efficiency.

CCSD’s SIS provides access to longitudinal data on student performance and is available to local schools’ data management teams and to individual teachers. This, coupled with the Georgia Department of Education’s State Longitudinal Data System (SLDS), provides administrators with vital information on student performance. The SLDS tracks student performance on national and state assessments and provides information to school and central office administrators, as well as classroom teachers, so that students can be served best according to their needs and opportunities for improved achievement can be maximized.

CCSD also utilizes a document imaging and retrieval solution, primarily used by school and central office administrators, that is designed to electronically scan, index and store printed records and materials. This solution provides an efficient method for quick document archiving, searches and retrievals.

Mobile computing devices are provided to all CCSD administrators. This provision allows increased productivity and anytime/anyplace access to information which assists in overall school management. Technology also enhances the ability to communicate with parents and community more efficiently.

Increased productivity by authorized personnel outside of the network and during off hours is facilitated through secured, remote access to District networked resources with the use of services such as virtual private network (VPN) access.

All departments currently utilize comprehensive applications tailored to their specific needs.

See Appendix III: Software - Administrative Chart of Applications

ix. Parent/Community Uses of Technology
In 2016, the District revamped the public-facing website http://cherokeek12.net to improve the customer experience by reorganizing how and where information was placed. A much-improved navigation system was employed and data analytics on the back end were implemented to inform the District of the areas of the site most and least important to the community.

CCSD encourages parental and community involvement and partnerships. Technology provides a practical, efficient and convenient avenue for information dissemination and feedback. The community has access to all Board members, the Superintendent and key decision-making staff at the local school and District level through the district website where their email addresses are posted. Board meeting schedules and agendas are posted on CCDS's site prior to each meeting. An archived video of the most recent Board meeting is posted following each meeting. The community can review numerous documents which
highlight important plans, strategies, policies, achievements and issues related to the CCSD, community or to state, local and federal governments.

Parents have access to a multitude of digital venues that keep them apprised of pertinent information relevant to their child's education. These venues are available through the CCSD’s or schools’ websites.

Currently, the Family Portal website provides parents or guardians with specific information regarding their child’s attendance, current grades, assignments and class schedule. Family Portal is a component of CCSD’s SIS that was implemented in the 2010-11 school year. Phone and email-based support is provided to users of the Family Portal by the CCSD Information Technology Group. Plans are underway to provide Family access through a newly adopted Learning Management System that is slated to come online once all testing and pilots of the solution have been completed. Teachers are no longer required to maintain a separate website. By utilizing the current Instructional Management System (IMS), and soon, the new LMS, teachers’ web presence will be an automated function as part of the system.

Meal Pay is a convenient portal that provides a secure method for parents or guardians to deposit funds for students’ meals, check account balances and schedule future meal account pre-payments.

The Office of Transportation Services offers eLINK - an on-line application designed to assist parents during registration with bus routing.

The Destiny Library/Resource Manager program provides parents and students with access to school media resources, summaries of fines and fees and links to CCSD-purchased online subscription services.

CCSD provides access and training to a multitude of online resources provided by both the State and District. This information is made available to parents and the community via the District and school websites.
3. Gap Analysis

The 2016 National Education Technology Plan offers a reimaging of the role of technology in education. It serves as (1) a call to action, (2) a vision for learning enabled through technology and (3) a collection of recommendations and real world examples. It identifies a digital use divide that continues to exist between learners who are using technology in active, creative ways to support their learning and those who predominately use technology for passive content consumption. The current direction in K-12 instructional technology usage indicates the following trends:

- Collaborative Leadership
- Personalized Student Learning
- Robust Infrastructure
- Personalized Professional Learning

a. Instructional Gaps

Equitable and reliable student access to quality, vetted, standards-aligned and engaging/immersive educational content, activities and projects through the use of current and modern technologies, is a continuous challenge. CCSD has long established baseline standards for classroom technology for each type of school. Ongoing challenges for these areas are all related to sustaining and continuously improving the infrastructure and upgrading hardware, as needed, which will require ongoing funding and strategic planning.

i. Content

At the beginning of the 2016-17 academic year, CCSD was able to offer to schools a new, robust offering of math resources for K-12. More importantly is the fact that the content is available in a digital format that enables access by students through the use of technology at any time and from any place they have an Internet connection. Quality, standards-aligned, engaging content that is accessible via technology is one of the most important parts of technology implementation in K-12 Education. CCSD realizes a current gap in digital resources supporting English-Language Arts, Science and Social Studies. Work is underway to identify funding sources and continue the work of assessing and acquiring content-rich digital resources.

ii. Availability and use of Personalized Learning Devices and Internet Access

CCSD provides hardware to support students without personal learning devices during the school day, but access to hardware and Internet access in their home environments is an issue. With online/digital content being made available to our students, the missing component for many remains a dedicated mobile learning device. CCSD has begun to pilot affordable broadband solutions that are available for student “check-out” for home use for those students without access at home. The provision of a mobile learning device to every child is a global trend, and schools in all parts of the world are faced with the challenge of gauging just how to bring this concept to fruition in a model that is affordable and sustainable. CCSD’s BYLD initiative has enabled the District to increase access to web-based resources by allowing the use of student-owned devices. General acceptance, proof of concept, sound implementation and change of culture/teacher practices for BYLD remains as a gap for a few of the District’s schools. CCSD’s goal for the future is to ensure all students in grades six through 12 have access to a dedicated, mobile, web-enabled computing device whether through BYLD or District provided. Implementation can extend to the elementary levels depending on funding and readiness by parents, students, administrators and teachers.
iii. Learning Management System

Adoption of a comprehensive and fully integrated Learning Management System (LMS) is a change-agent for teaching and learning in a modern educational environment. An integrated solution will provide teachers with one digital space to access data on student learning, allowing that data to drive the design and creation of lesson plans, view and utilize curriculum maps, incorporate standards, build assignments, develop assessments, collaborate with peers, align supporting resources and store files and images. An LMS enables a teacher to create lesson plans and assessments by pulling resources from a populated repository which houses properly vetted content that is aligned to the appropriate educational standards for the specific grade levels and resources that are appropriate for the lesson and/or assessment. It provides the potential to create formative and summative assessments and integrates seamlessly into the grading system. An integrated LMS will enable students to have a personalized/digital one-stop-shop for accessing personalized dashboard data relative to their course progress, individualized teacher feedback, class assignments, homework, digital textbooks/resources, assessments, schedules, calendar events, grade and attendance information. It serves as the front-end, on-line portal to direct students to tasks.
and assignments that need to be completed and facilitates easy viewing for parents and guardians to become more engaged in their child's learning. It will enable administrators to get a global view of what is happening in their schools and help drive student success and teacher efficiency.

iv. Online, Blended and Virtual Learning
CCSD continues to explore avenues to increase online, blended and virtual learning opportunities for students. Increased demand is being seen in each area. The District is faced with finding quality programs and resources, training teachers and addressing the administration of this type of learning environment. CCSD is continually exploring opportunities for students to participate in virtual and online learning opportunities to enhance those already existing. Additionally, more blended learning opportunities combining traditional classroom instruction with digital content will be offered to students. Expanding personalized learning strategies through the use of an adopted LMS and initiatives such as BYLD and the “flipped” classroom pedagogy will aid teachers in creating and designing blended learning opportunities for CCSD students.

v. 21st Century Learning Environments
As CCSD continues to grow and build new facilities, innovative learning environments that are a departure from the traditional classroom setting can be created (i.e., where feasible and affordable). The purpose and intent centers around changing the classroom setting from the classic rows of fixed desks all pointed towards the “front of the room” where a teacher lectures and students observe, to one where there is not necessarily a front of the room and where students are the ones presenting the knowledge they have mastered; teachers take on the role of learning facilitator. A 21st century learning space is one suited for mobile learning and group collaboration. It is a fluid space that offers flexibility in furniture positioning and facilitation of technology hardware. 21st century teachers need the ability to easily change the learning space in accordance with the lesson being presented or to have access to a space that is conducive to the lesson. CCSD has begun to explore design concepts for 21st century learning spaces. As CCSD moves forward, new facilities will benefit from these new design concepts. CCSD’s challenge is to identify funding options to retrofit existing facilities in order to provide students with enriched, modern, flexible, engaging learning environments that will allow enhanced opportunities for collaboration and support for mobile learning.

vi. Science, Technology, Engineering, Arts and Math (STEAM) Focus
A major CCSD target is to enhance the STEM initiative by embedding the arts and repackaging the initiative as STEAM at all schools and in all grade levels with a hopeful long-term objective of building towards State certification for all schools. The certification process involves an application with appropriate documentation, an exploratory visit by State officials and a final alignment consultation analyzing documentation and the results of the visit by Department of Education officials. Clark Creek STEM Academy has received

Global Learning Theater at Dean Rusk Middle School
Georgia Department of Education STEM Certification status during the 14-15 Academic Year. Additionally, advanced placement STEM pathways at the high school level are being investigated for possible STEM Certification at a future date.

vii. Bandwidth
As more web-based educational content and resources are made available; and, as more students bring their learning devices, bandwidth demand will continue to grow. CCSD’s data network infrastructure and accompanying wireless cloud, currently serves over 45,000 students teachers and administrators. Over the past 19 years, and as funding has allowed, CCSD has invested in a continual expansion of bandwidth. Advances in wireless technologies, increases in broadband offerings and surges in complex bandwidth-consuming content are anticipated within the next three-five years. CCSD will be expected to ensure bandwidth stays in alignment with demand. These trends will force the District to expand beyond the existing Internet pipe speeds currently being utilized.

viii. Support
Aligning daily technical support, continuous professional development and coaching opportunities to schools will enhance the learning process. Teachers and administrators need continued support for the effective use and integration of technology. As CCSD continues to grow, additional personnel are needed to provide training and support in a timely manner, and with fidelity, to an increasing population of teachers and students. Providing teachers and students more opportunities for online teaching and learning, as well as opportunities for collaboration and observation, is the goal.

The ability to sustain the current investments in technology through the use of skilled IT professionals who can provide basic and advanced hardware and software support is critical. It’s important to keep pace with the growing technological demands of a progressive district like CCSD. Additional IT personnel are needed to ensure that technology can be used both to improve student achievement and to increase CCDS’s productivity and efficiency as a major business enterprise.

b. Administrative Gaps
Historically, and out of necessity, the Education SPLOST has been the primary source of funding for the establishment of a districtwide base of current, modern computer hardware utilized by administrative staff. The identification of funding sources/strategies to carry CCSD forward is a continual gap.

i. Continued Education for Professional Staff
Continued professional development opportunities that are designed to target needed skills, enhance existing skills, increase productivity and improve the overall efficiency and technological aptitude of administrative and support staff is an ongoing area where improvement is needed. As technology continues to rapidly change and business processes and workflows require constant monitoring and update to achieve optimization, regular professional development opportunities offer freedom from a stagnant workforce. Moreover, finding sufficient time for staff to participate in these classes without a negative impact on day-to-day teaching and business operations is a constant challenge.

ii. Streamlined Business Processes
The collection, processing, archiving, retrieval, reporting and dissemination of data at the Administrative level, within all departments and areas, are evaluated annually. Although
each Division has sought automated, electronic methods that will streamline and enhance the efficiency of their work processes, and CCSD has made significant investments in adopting programs to meet these needs, there remain systems and processes which require refinement.

c. Parent/Community Gaps

i. Awareness of Available Resources
There are numerous applications that support instruction that are available to students for use at home. Many of these programs are linked from the District’s and schools’ websites, yet many parents are not aware of these opportunities. The challenge is to identify ways in which awareness of these applications and resources can be promoted and the use of these applications encouraged.

ii. Social Media Presence for Communication
CCSD regards social media as an excellent tool to communicate with students, parents, community and other stakeholders. While 100 percent of CCSD High Schools have a social media presence, 86 percent of the middle schools and 88 percent of the elementary schools have created a social media environment.

iii. Reduction of Paperwork
CCSD is seeking ways to reduce the amount of paper forms that are expected to be completed. Some online programs are in use that have replaced paper-based processes. Each CCSD Division is seeking ways to streamline these processes through the assessment and adoption of programs that can collect the information through secured, electronic means.
### 4. Goals, Benchmarks and Strategies

#### Goal 1: Learning

Students will engage in technological learning experiences providing opportunities for student achievement and academic success, development as responsible digital citizens, identification of individual interests and talents, as well as exploration of their individual capacities of inquiry and creativity.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Benchmark/Success Indicators</th>
<th>Evaluation Method</th>
<th>Funding Source/Amount</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to invest in standards-aligned curricular resources that support efforts to improve student engagement and overall achievement</td>
<td>FY20 100% of CCSD schools have access to and get effective use of the curricular-based instructional software that is aligned with adopted standards</td>
<td>Analysis of pre and post assessment data on the specific subject area. Professional Development reports.</td>
<td>General Fund (Annually) FY 18 -19 ELA $5.1 Mil FY 19 - Science $5.1 Mil FY 20 – Social Studies $5.1 Mil</td>
<td>Assistant Superintendent of Curriculum and Instruction; Assistant Superintendent of Technology and Information Systems</td>
</tr>
<tr>
<td>Increase student access to educational content by providing students access to mobile and desktop learning devices while at school and 24-7 access to select content</td>
<td>FY18 Increase the availability of mobile devices to schools by 5% FY19 Increase the availability of mobile devices to schools by 5% FY20 Increase the availability of mobile devices to schools by 5%</td>
<td>District Physical Technology Inventory Annual GAP Analysis, Staff Surveys Student Surveys Application Usage Reports</td>
<td>SPLOST FY18 $3.8M FY19 $3M FY20 $3M</td>
<td>Assistant Superintendent of Technology and Information Systems Assistant Superintendent of Finance</td>
</tr>
<tr>
<td>Adopt and implement a web-based solution that provides students with a secured space to access assignments, store classwork, access digital content and resources including online-text, as well as facilitate collaboration with teachers and/or fellow students. (Learning Management System)</td>
<td>FY18 Implement a Full CCSD LMS Solution including intense Professional Development for Stakeholders FY19 Maintain Adopted LMS FY20 Maintain Adopted LMS</td>
<td></td>
<td>General Fund FY18 $450K FY19 $45K FY20 $45K</td>
<td>Assistant Superintendent of Curriculum and Instruction; Assistant Superintendent of Technology and Information Systems; Deputy Superintendent of School Operations, Programs and Support</td>
</tr>
<tr>
<td>Continue to address the needs of students with special or unique needs through the provision of appropriate assistive technologies</td>
<td>FY18-20 Acquire technologies needed and within budgetary constraints</td>
<td>Hardware and Software Inventory</td>
<td>Federal/General Fund/SPLOST where allowable FY18 $75K FY19 $75K FY20 $75K</td>
<td>Assistant Superintendent of Curriculum and Instruction; Assistant Superintendent of Technology and Information Systems; Director of Special Education</td>
</tr>
<tr>
<td>Students will receive enhanced awareness, practice and resources to reinforce the expectation of them becoming a Digital Age Learner.</td>
<td>FY18 100% of CCSD Schools reporting a Digital Citizenship Program via SIP. FY19 50% of CCSD Schools reporting comprehensive Digital Citizenship curriculum FY20 80% of CCSD Schools reporting comprehensive Digital Citizenship curriculum</td>
<td>Provide links to resources on District website. Review and adopt the ISTE Standards for Students. Professional Development for teachers Parent presentations Using TAA and other local programs to help promote these concepts</td>
<td>General Fund. (Staff Salaries) Promotion of use of ISTE standards for students. Lessons integrated throughout curriculum delivery and through the Teacher as Advisor Program (TAA) and Media Specialists</td>
<td>Assistant Superintendent of Curriculum and Instruction; Assistant Superintendent of Technology and Information Systems; Deputy Superintendent of School Operations, Programs and Support</td>
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<tr>
<td>Expand opportunity for access to Internet-based resources from home for those students without access</td>
<td>FY18-Increase the number of Broadband Hotspots by 20% conditionally on use of existing devices FY19-20% Increase FY20-20% increase</td>
<td>Parent and Student Surveys Usage Reports of student use of devices</td>
<td>SPLOST FY17-20 $20K annually and/or through business partnerships, Grants or Title Funds if applicable.</td>
<td>Assistant Superintendent of Technology and Information Systems; Assistant Superintendent of Curriculum and Instruction;</td>
</tr>
<tr>
<td>Support personalized learning through provisioning of mobile, wireless devices for all students in grades six through 12</td>
<td>FY 18 Exploring leasing options to fund the acquisition and periodic refresh of student devices.</td>
<td>Execution of a multi-year leasing contract.</td>
<td>FY 18-20 General Fund $5-8M Annually</td>
<td>Assistant Superintendent of Technology and Information Systems; Assistant Superintendent of Financial Management, Assistant Superintendent of Curriculum and Instruction;</td>
</tr>
</tbody>
</table>
# Goal 2: Teaching

CCSD will build an environment of support for teaching that incorporates both individual and collaborative delivery models for instruction and empower CCSD educators with access to technology resources, infrastructure and professional development that will foster innovation and improve and inspire teacher effectiveness and increase student achievement.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Benchmark/Success Indicators</th>
<th>Evaluation Method</th>
<th>Funding Source/Amount</th>
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</tr>
</thead>
<tbody>
<tr>
<td>The International Standards for Technology in Education (ISTE) Standards for Students will be adopted and the embedded scope and sequence will be incorporated in the curriculum for K-12.</td>
<td>FY18 25% of CCSD schools will develop a plan for teaching technology skills to students FY19 50% of CCSD schools will develop a plan for teaching technology skills to students FY20 75% of CCSD schools will develop a plan for teaching technology skills to students</td>
<td>PD Activities will report on training annually. Teacher observations and sample lesson plans will show evidence of integration. School Improvement Plans Instructional Technology Training Records</td>
<td>General Fund FY18 $20K FY19 $20K FY20 $20K</td>
<td>Assistant Superintendent of Curriculum and Instruction; Assistant Superintendent of Technology and Information Systems; Deputy Superintendent of School Operations, Programs and Support</td>
</tr>
<tr>
<td>Provide professional development designed to foster more blended and online learning opportunities for students.</td>
<td>FY18 Attendance in these classes will increase by 20% FY19 Attendance in these classes will increase by 20% FY20 Attendance in these classes will increase by 20%</td>
<td>Record of participation and course completion.</td>
<td>General Fund FY18 $3000 FY19 $3800 FY20 $4600</td>
<td>Assistant Superintendent of Curriculum and Instruction; Assistant Superintendent of Technology and Information Systems</td>
</tr>
<tr>
<td>Provide professional development focused on helping teachers integrate the use of mobile learning devices.</td>
<td>FY18 Attendance in these classes will increase by 20% FY19 Attendance in these classes will increase by 20% FY20 Attendance in these classes will increase by 20%</td>
<td>Record of participation and course completion</td>
<td>General Fund FY18 $3000 FY19 $5000 FY20 $7000</td>
<td>Assistant Superintendent of Curriculum and Instruction;</td>
</tr>
<tr>
<td>Continue professional development for effective use of Longitudinal Data System – Teacher Resource Library (LDS – TRL) and future functionality.</td>
<td>FY18 100% Basic training FY19 50% Advanced training FY20 100% Advanced training</td>
<td>Record of participation and course completion</td>
<td>General Fund FY18-20 (Staff Salaries)</td>
<td>Assistant Superintendent of Curriculum and Instruction;</td>
</tr>
<tr>
<td>Provide appropriate professional development to support the adoption of digital textbooks and resources.</td>
<td>FY18 10% of curriculum is available in digital format FY19 25% of curriculum is available in digital format FY20 45% of curriculum is available in digital format</td>
<td>Software and Digital Subscription Inventory Record of participation and course completion</td>
<td>Title II Fund FY18 $20K FY19 $200K FY20 $200K</td>
<td>Assistant Superintendent of Curriculum and Instruction; Assistant Superintendent of Technology and Information Systems</td>
</tr>
<tr>
<td>Increase usage of existing educational online web resources for lesson plans, media resources, databases,</td>
<td>FY18 Usage of these resources will increase by 20%</td>
<td>School and district usage statistics that are semiannually provided to principals</td>
<td>General Fund FY18 $220K FY19</td>
<td>Assistant Superintendent of Curriculum and Instruction;</td>
</tr>
<tr>
<td>Curriculum-related activities and for high stakes testing review.</td>
<td>FY19 Usage of these resources will increase by 20%</td>
<td>FY20 Usage of these resources will increase by 20%</td>
<td>$250K</td>
<td>$280K</td>
</tr>
<tr>
<td>Implement technology-based training initiatives directly aligned with school improvement goals.</td>
<td>FY18 30% of CCSD schools will develop a school-based plan for technology professional development</td>
<td>FY19 60% of CCSD schools will develop a school-based plan for technology professional development</td>
<td>FY20 85% of CCSD schools will develop a school-based plan for technology professional development</td>
<td>School Improvement Technology Plans Instructional Technology Training Records</td>
</tr>
<tr>
<td>Adopt and implement a web-based solution that provides teachers with a secured space to create and make available to students online content, assignments and assessments; aid teachers in lesson planning and facilitate collaboration with students. (Learning Management System Initiative)</td>
<td>FY18 Implement a Full CCSD LMS Solution including intense Professional Development for Stakeholders</td>
<td>FY19 Maintain Adopted LMS</td>
<td>FY20 Maintain Adopted LMS</td>
<td>Staff Surveys Student Surveys Application Usage Reports</td>
</tr>
<tr>
<td>Students will reap the benefits of differentiated instruction by having teachers empowered to effectively utilize available technology resources.</td>
<td>FY18-20 Each year 20% of teachers will receive supplemental training</td>
<td>Needs Assessment District software inventory Licensing and Usage Statistics District Physical Inventory School Improvement Technology Plans</td>
<td>General Fund FY18 $50K FY19 $50K FY20 $50K</td>
<td>Assistant Superintendent of Curriculum and Instruction; Assistant Superintendent of Technology and Information Systems</td>
</tr>
</tbody>
</table>
**Goal 3:**
**Leadership**

Ensure there is a firm understanding of technology-enabled education for all of the CCSD’s Educational Leaders that creates a culture and conditions for innovation and change.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Foster an environment for efficient, technology-enabled communication and collaboration among the district leaders.</td>
<td>FY18 100% School Participation FY19 100% School Participation FY20 100% School Participation</td>
<td>Statistical usage data</td>
<td>SPLOST ERATE FY18 $6.6M FY19 $6.6M FY20 $6.6M</td>
<td>Assistant Superintendent of Curriculum and Instruction; Assistant Superintendent of Technology and Information Systems</td>
</tr>
<tr>
<td>Provide Professional development opportunities for leaders that is aligned with and directly supports what is happening in the classroom as well as addressing the needs of general administration.</td>
<td>FY18 33% will participate in training FY19 66% will have participated in training FY20 95% will have participated in training</td>
<td>Reports of participation in course offerings</td>
<td>General Fund FY18 $13K FY19 $14K FY20 $15K</td>
<td>Assistant Superintendent of Curriculum and Instruction; Assistant Superintendent of Technology and Information Systems</td>
</tr>
<tr>
<td>Review, refine and refresh workflows and processes to ensure efficiency.</td>
<td>FY18-20 Target 90% of the software applications utilized provide usage and performance data.</td>
<td>Statistical usage data Software inventory Divisional &quot;discovery meetings&quot; to review, assess and refine current practices.</td>
<td>SPLOST FY18 $500K FY19 $500K FY20 $500K</td>
<td>Assistant Superintendent of Curriculum and Instruction; Assistant Superintendent of Technology and Information Systems</td>
</tr>
<tr>
<td>Continue to administer walkthroughs to observe and assess teachers with a focus on effective and efficient technology use in classrooms when appropriate.</td>
<td>FY18 100% High Schools FY19 100% Middle Schools FY20 100% Elementary Schools</td>
<td>Statistical usage data; Classroom observation; Administrator documentation</td>
<td>General Fund Federal Funds (Title III) Staff salaries</td>
<td>Assistant Superintendent of Curriculum and Instruction; Assistant Superintendent of Technology and Information Systems; Assistant Superintendent of Human Resources</td>
</tr>
</tbody>
</table>
Goal 4: Assessment

Technology will be utilized to assist with the continuous formative and summative assessment of student performance and to influence, promote and encourage academic improvement.

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>Sustain the administration of online testing through access to current technologies and improved bandwidth</td>
<td>FY18 100% School Participation &lt;br&gt; FY19 100% School Participation &lt;br&gt; FY20 100% School Participation</td>
<td>Statistical usage data</td>
<td>SPLOST ERATE FY18 $6.6M FY19 $6.6M FY20 $6.6M</td>
<td>Assistant Superintendent of Curriculum and Instruction; Assistant Superintendent of Technology and Information Systems</td>
</tr>
<tr>
<td>Focus annual software investments on standards-based curriculum applications that include provisions for centralized reporting of student usage and progress and that include tools and resources for teaching, assessment, prescription, diagnoses and reporting</td>
<td>FY18-20 Target 90% of the software applications utilized provide usage and performance data.</td>
<td>Statistical usage data; Software inventory</td>
<td>General Fund FY18 $2M FY19 $2M FY20 $2M</td>
<td>Assistant Superintendent of Curriculum and Instruction; Assistant Superintendent of Technology and Information Systems</td>
</tr>
<tr>
<td>Continue to administer walkthroughs to observe and assess teachers’ grasp on effective and efficient technology use in classrooms when appropriate</td>
<td>FY18 100% High Schools &lt;br&gt; FY19 100% Middle Schools &lt;br&gt; FY20 100% Elementary Schools</td>
<td>Statistical usage data; Classroom observation; Administrator documentation (Staff salaries)</td>
<td>General and Title Funds</td>
<td>Assistant Superintendent of Curriculum and Instruction; Assistant Superintendent of Personnel Management</td>
</tr>
<tr>
<td>Continue utilization of Universal Screening software to monitor the progress of and establish benchmarks for K-8 students for instructional support in ELA and Math</td>
<td>FY18 100% Implementation in all CCSD Elementary and Middle Schools</td>
<td>Record of participation and completion School and District reports</td>
<td>General Fund $145K</td>
<td>Assistant Superintendent of Curriculum and Instruction</td>
</tr>
</tbody>
</table>
**Goal 5: Productivity**

Solutions will be identified and implemented that will allow the District to leverage its investment in technology by creating and redeveloping processes that contribute to improved learning environments, workflows and productivity.

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</table>
| Identify and implement a district wide Learning Management System | FY18 Conclude pilot, acquire tested LMS; provide basic professional development for all stakeholders  
FY19 Enhanced professional development and full deployment of LMS  
FY20 Ongoing professional development of LMS | Metrics on usage by teachers, parents and students. | SPLOST  
FY18 $250K  
FY19 $250K  
FY20 $250K | Assistant Superintendent of Curriculum and Instruction; Assistant Superintendent of Technology and Information Systems, Deputy Superintendent of School Operations, Programs and Support |
| Continue to provide certified staff and authorized non-certified staff with access to modern mobile technology resources that will allow them to maximize their productivity | FY18-20 100% of all staff will have access to modern technology annually. | Annual Gap Analysis based on District's technology inventory and job titles | General Fund  
FY18 $1.2M  
FY19 $1.3M  
FY20 $1.4M | Assistant Superintendent of Technology and Information Systems, Assistant Superintendent of Financial Management |
| Streamline the entry of data across multiple departments to avoid duplication of effort and minimize data entry errors: establish a single source of authority | FY18-20 Establish standards for compliance in data entry to support interoperability among systems. | Use of a sole data source and review of error reports | General Fund (Staff Salaries) | District Assistant Superintendents |
| Transition to employee inquiry/self-service for payroll, personnel and benefit applications | FY18-20 Employees will have access to self-serve functions of the District’s Human Resource Management program | Summary of system usage. Participation in training sessions. | General Fund (Staff Salaries) | Assistant Superintendent of Personnel Management, Assistant Superintendent of Finance, Assistant Superintendent of Technology and Information Systems |
| Utilize web-based technologies to promote collaboration, collection and dissemination of information, reductions in use of paper, and ease of secured access to information | FY18-20 CCSD will continue to seek efficient technologies to streamline the management of information. | Upgrade of portal software for the public, District and school websites. | General Fund  
FY18-20 $200K annually | District Assistant Superintendents |
**Goal 6: Infrastructure**

CCSD’s teaching and learning community will utilize a multi-faceted, connected infrastructure comprised of hardware, software and cloud-based resources to support the delivery of digital content that will provide whenever/wherever access and increase opportunities for students to learn and improve their personal and academic achievement.

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Optimize the network infrastructure to support student learning and the District’s technological needs</td>
<td>FY18 Assess current needs FY19 Assess current needs FY20 Assess current needs</td>
<td>Monthly usage reports from Internet Service Providers.</td>
<td>Annually $60K – SPLOST $30K / ERATE</td>
<td>Assistant Superintendent of Technology and Information Systems</td>
</tr>
<tr>
<td>Provide connectivity for all new instructional areas</td>
<td>FY18-20 Perform annual gap analysis of unserved areas and increase wired and wireless connections for all new classrooms as the District grows.</td>
<td>FTE Count and student classroom growth</td>
<td>SPLOST FY18 $50K FY19 $50K FY20 $50K</td>
<td>Assistant Superintendent of Technology and Information Systems</td>
</tr>
<tr>
<td>Enhance the security of data</td>
<td>Authorize a periodic external review of infrastructure to identify and correct security gaps. Update and make available security procedures with CCSD staff.</td>
<td>Report from vendor of security gaps.</td>
<td>SPLOST FY18 $0 FY 19 $45K FY 20 $0</td>
<td>Assistant Superintendent of Technology and Information Systems</td>
</tr>
<tr>
<td><strong>Goal 7: Community</strong></td>
<td><strong>Strategy</strong></td>
<td><strong>Benchmark</strong></td>
<td><strong>Evaluation Method</strong></td>
<td><strong>Funding Source/Amount</strong></td>
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<tr>
<td>Ensure the CCSD website is current, uses modern technology, is user friendly, is mobile device friendly and provides relevant information for stakeholders</td>
<td>FY18-20 Continuous review and update of the CCSD Website content.</td>
<td>Customer feedback, ease of access to relevant information</td>
<td>General Fund FY19 (Staff Salaries)</td>
<td>Office of Public Relations and Partnerships, District Webmaster</td>
</tr>
<tr>
<td>Ensure CCSD school websites are current, uses modern technology, are user and mobile device friendly, provides relevant information for stakeholders and conforms to the established CCSD standard for navigation</td>
<td>FY18-20 Continuous review and update of the schools’ Website content.</td>
<td>All local schools’ official sites and teacher sites will be reviewed regularly by admin staff to ensure accuracy and timeliness of information. Report of positive customer feedback through Parent Survey</td>
<td>General Fund FY19 (Staff Salaries)</td>
<td>Principals, School Webmasters, Office of Public Relations and Partnerships</td>
</tr>
<tr>
<td>Ensure the District site meets standards for those with disabilities</td>
<td>FY18-20 The District website will include improved accessibility options</td>
<td>The compatibility with accessibility tools that facilitate those with hearing, vision, physical, speech, cognitive or neurological disabilities</td>
<td>General Fund FY19 (Staff Salaries)</td>
<td>Division of Technology and Information Services</td>
</tr>
<tr>
<td>Promote the use of popular social media resources by our schools to enhance communication with the community</td>
<td>FY18 Encourage participation for 100% of schools to have a presence on Facebook and/or Twitter</td>
<td>Report of CCSD schools using social media to connect to and share with their learning communities.</td>
<td>General Fund (Staff Salaries)</td>
<td>Principals, School Webmasters, Office of Public Relations and Partnerships</td>
</tr>
<tr>
<td>Ensure effective communication to parents with the continued use of a dedicated, multifaceted Parent/Student notification system capable of communicating emergency information</td>
<td>FY18 -20 District Emergency Notification system available to all parents and employees</td>
<td>Implementation and successful operation of the system; usage statistics</td>
<td>General Fund $90K annually</td>
<td>Division of Technology and Information Services; Office of Public Relations and Partnerships; Office of School Operations</td>
</tr>
</tbody>
</table>
5. Communication and Marketing

a. Communication/Marketing

The Assistant Superintendent of Technology and Information Services and staff take an active role in keeping administrators, board members, teachers and community members abreast of technology issues by providing status of technology initiatives throughout the year at various ad hoc committee meetings, at district-level meetings and at Board of Education meetings. Board reports are available on the CCSD’s website. This communication is important to help all district staff make informed decisions about the role of technology in their school.

The CCSD website is a powerful communication tool. It provides a plethora of information, including the CCSD’s Performance Standards, news and announcements, essential forms for parents/guardians and students, grants information, employment opportunities, manuals, district calendars and links to all departments. Additionally, links to all school websites and an online help component are available. Class and administrative web sites, created by district teachers and staff, are also linked and provide a potent tool for communication between the class/teacher and the outside world.

The Division of Technology and Information Services publishes an online newsletter titled Connection Points. The newsletter is written specifically for CCSD employees to keep them informed of news regarding technology. It may include, for example, announcements on systems that are getting upgraded, replaced or eliminated; changes in access to select programs; announcements on upcoming technology-related events or professional development opportunities. It is published four to five times throughout the academic year depending on the need to announce technology initiatives or technology-related news.

Each year, CCSD, under the direction of the Superintendent and through collaboration with other major divisions and schools, creates the Annual Report of District Progress. This publication provides our community with status on the preceding year’s academic accomplishments, reminds our stakeholders of the District’s Major System Priorities, reports on CCSD’s academic achievement progress, highlights student and school honors and awards, provides information on student scholarships, charts demographic information, reports on community involvement, details standardized test results and provides an overview of CCSD’s budget.

To encourage participation in professional development activities, a professional development tracking system is available to all staff through CCSD’s Intranet. Staff can view current course offerings, register for classes, update/view certifications and credentials, access online resources for professional development and submit questions and concerns to the Office of Professional Development. Both the Office of Professional Development and the Office of Instructional Technology publish monthly professional development opportunities to the professional staff.

CCSD uses a component of the student information system to allow parents to access their child’s grades and attendance online. To do so, parents must request a username and password from their student’s school. They can then access their student’s grades at any
time and gain access to information on assignments not completed, upcoming projects/test dates and activities for that class, as well as receive email alerts for grades that fall below thresholds that they select for each child. Parents can also access attendance information for each child.

CCSD has purchased numerous online services including GALE, Grolier Online, NoodleTools and Turnitin that assists students with reference and online resources. Students may access these subscription services both at school and remote locations. These services include parent components that are promoted through flyers sent home with students.

CCSD has maintained a high profile for technology integration with articles published about teachers and support staff in local media. Schools within the district hold Curriculum Nights to introduce parents to technology integration projects in their classrooms and showcase student and teacher work. Community members are also encouraged to utilize their local school’s technology resources as well as volunteer in both classrooms and computer labs.

Internal communications created by individual Divisions keep employees informed and connected to news, events, state-of-the-District, best practices, achievements and positive affirmations. This includes but are not limited to: Cardinal Directions – by the Superintendent of Schools; Connection Points – by the Division of Technology and Information Services; Accolades and The District Delegate – by the Division of Public Information, Communications and Strategic Planning, Financial Facts – By the Division of Financial Management; and Budget Highlights by the Division of Personnel Management.

b. Integration/Coordination with Long-Range Planning Initiatives
CCSD is able to create immediate goals for technology needs as well as anticipate and plan for future objectives from feedback collected from schools’ Technology Committees and with major departments including Curriculum and Instruction, as well as special programs and services such as Title I, Media Centers, ESOL, Gifted, Finance, Maintenance and Transportation. The outcome from these meetings becomes the basis for CCSD’s Five-Year Strategic Plan which is updated, published and distributed annually to schools, business leaders, governmental agencies, parents, county planners and other stakeholders. The Five-Year Strategic Plan is a significant resource for the schools as it facilitates the development of their individualized School Improvement Plans.

The local schools’ technology planning process has been designed to make sure ALL areas of instruction have input into the technological needs of the facility. This process is defined in an orientation meeting which occurs each year in the fall. Principals and their designees are instructed on who needs to be included in the planning process. It is stressed that representatives from Special Education, ESOL, and Gifted must be included in the process. Additionally, the District’s Special Education Department has dedicated personnel whose primary focus is to assess, evaluate, train and support assistive technologies, software applications and emerging technologies that target our special needs populations. The Division of Technology and Information Services also supplements this staff by providing training facilities (in the form of computer labs), personnel, modern hardware and access to software.
The Division of Technology and Information Services also provides hardware and software specifications, network connectivity that accommodates communications and access to Internet resources, as well as support for all new county or school initiatives. District-level Technology Department personnel serve on ad-hoc committees, collaborate with departmental staff, attend workshops and communicate with vendors to provide CCSD with current technological data. Instructional Technology Specialists are members of our school’s Technology Committees and provide valuable insight and information as schools plan their technology initiatives, create their School Improvement Plans and successfully accomplish their school missions of technology integration.

6. Professional Development

Technology-based training is developed and scheduled based upon input from stakeholders. Feedback from the Technology Advisory Committee, School Improvement Plans and requests from school and department administrators help determine specific training needs and to fill gaps. Training is also offered on new and emerging technologies as well as productivity software and CCSD provided resources.

Technology training is provided to all personnel and students across CCSD. The Technology Department works hard to build capacity for support and continuous training by using a train-the-trainer model. When new software is being implemented, a vendor is often used for initial training, then CCSD technology trainers are utilized to learn the software, refine the content to address CCSD’s needs and support the users with additional training, as needed. All training materials are posted online and are available for all employees to use. A library of training videos and more online training opportunities will be needed to support a growing demand.

To encourage participation in technology professional development, training is delivered in a variety of settings. Instructional Technology Specialists are assigned to schools for the purpose of providing face-to-face technology training locally. Four technology labs and a general multipurpose meeting room at CCSD's Technology Training and Professional Skills facility are available for delivery of technology-focused training. The NEW Educational Facility will also provide space that can be used for small or large group training. Courses are taught by Instructional Technology Specialists, teachers and administrators who have demonstrated mastery in the area of technology integration in their own classrooms or work environments. CCSD is beginning to offer courses in a blended format as well.

The majority of technology professional development is geared toward providing instruction for classroom teachers. Teachers are encouraged to integrate technology as they lead students to be thinkers, producers and creators. Administrators and support staff also receive technology-focused training to ensure skills and knowledge are current.
7. Appendices

- Software: Chart of Common Applications
- Software: Special Education Chart of Applications
- Software: Administrative Chart of Applications
- Internet Acceptable Use Policy (IFBG)
- Internet Safety Policy (IFABB)
- Electronic Communications Policy (IFBGA)
- Internet Safety Guidelines
- Social Media Use Guidelines
- Student Data Access Guidelines
- Web Page Guidelines
- Guidelines for the Use of [CCSD] Personal Learning Devices
- Technology Services - Disposal Procedures
- CCSD Technology Refresh Plan
- Bring Your Learning Device (BYLD) Plan
Appendix I
CCSD Software, and Online Resources: Chart of Common Applications

The following chart lists applications that are made available to teachers/students. While the application may not be installed on every computer within each school, the program may be available in general terms within each school. Many are installed based on instructional need and grade appropriateness. This list comprises software funded at both the District and the local school level.

<table>
<thead>
<tr>
<th>Grades K-3</th>
<th>Grades 4-5</th>
<th>Grades 6-8</th>
<th>Grades 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iReady</td>
<td>iReady</td>
<td>HMH Go Math</td>
<td>HMH MyHRW (Algebra, Geometry, Algebra II, AGA)</td>
</tr>
<tr>
<td>Timez Attack</td>
<td>Timez Attack</td>
<td></td>
<td>Cengage Learning: Pre-Calculus, AP Calculus AB, BC</td>
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</tbody>
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<table>
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<tr>
<th><strong>Writing</strong></th>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Reading and English Language Arts</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholastic Reading Inventory</td>
</tr>
<tr>
<td>Solo 6 Literacy Suite</td>
</tr>
<tr>
<td>Accelerated Reader or Reading Counts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Skills Enhancement and Test Readiness</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Type to Learn Jr.</td>
</tr>
<tr>
<td>QUIA</td>
</tr>
<tr>
<td>Grades K-3</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td><strong>Research and Online Resources</strong></td>
</tr>
<tr>
<td>Destiny – Media Center</td>
</tr>
<tr>
<td>BrainPOP, Jr.</td>
</tr>
<tr>
<td>BrainPOP Espanol</td>
</tr>
<tr>
<td>BrainPOP ESL</td>
</tr>
<tr>
<td>Grolier Online</td>
</tr>
<tr>
<td>NetTrekker</td>
</tr>
<tr>
<td>NoodleTools</td>
</tr>
<tr>
<td>GALILEO</td>
</tr>
<tr>
<td>Discovery Plus</td>
</tr>
<tr>
<td>FreedomFlix &amp; TrueFlix</td>
</tr>
<tr>
<td>PebbleGo</td>
</tr>
<tr>
<td><strong>Classroom Presentation, Collaboration and Management</strong></td>
</tr>
<tr>
<td>ActivInspire</td>
</tr>
<tr>
<td>Net Support School</td>
</tr>
<tr>
<td>ActivEngage2</td>
</tr>
<tr>
<td><strong>Productivity</strong></td>
</tr>
<tr>
<td>Adobe Creative Cloud</td>
</tr>
<tr>
<td>Microsoft Office365 - Word, Excel, PowerPoint, Outlook, OneNote, Mix, Sway</td>
</tr>
</tbody>
</table>
### Appendix II

**Software: Special Education Chart of Applications**

<table>
<thead>
<tr>
<th>Available in Grades PreK-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>IntelliTools Classroom Suite (Reading/Writing/Math)</td>
</tr>
<tr>
<td>Boardmaker (Communication)</td>
</tr>
<tr>
<td>Writing with Symbols 2000  (Reading, Writing, Communication)</td>
</tr>
<tr>
<td>Discrete Trial Trainer (Curriculum Software/ Autism)</td>
</tr>
<tr>
<td>Mind Reading (Autism)</td>
</tr>
<tr>
<td>Read 180 (Reading)</td>
</tr>
<tr>
<td>Edmark 1 &amp; 2 (Reading)</td>
</tr>
<tr>
<td>Earobics (Reading)</td>
</tr>
<tr>
<td>Kursweil  (Reading/Writing)</td>
</tr>
</tbody>
</table>
| SOLO Literacy Suite software applications  
(Read: OutLoud, Write: OutLoud, Draft Builder and Co:Writer) |
| Zoom Text (Accessibility) |
| Book Share online membership  
(Accessible Print) |
| News -2-You online (Accessible Curriculum Materials) |
| MECA: Transition Planning System (TPS) and Functional Social Skills (Only 9-12) |
## Appendix III

**Software: Administrative Chart of Applications**

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
<th>Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSD Response to Intervention</td>
<td>A database of students who require pre-emptive assistance to improve their academic or behavioral performance based on key factors and to reduce their chance of placement in special education.</td>
<td>Curriculum and Instruction</td>
</tr>
<tr>
<td>Pearson SuccessMaker</td>
<td>Curriculum based resource used to assess students' competencies and provide predictive analysis of student performance on specific standardized tests.</td>
<td>Curriculum and Instruction</td>
</tr>
<tr>
<td>Follett Destiny</td>
<td>Manages the circulation of media center materials, textbooks, inventory and reporting.</td>
<td>Technology and Information Services</td>
</tr>
<tr>
<td>PD Express</td>
<td>Provides tracking of professional development activities for faculty and staff.</td>
<td>Technology and Information Services</td>
</tr>
<tr>
<td>Aspen IEP &amp; 504 Modules</td>
<td>Provides tracking of students with IEP's.</td>
<td>Curriculum and Instruction</td>
</tr>
<tr>
<td>Facilities Maintenance</td>
<td>Help desk for facilities or maintenance requests from schools and departments.</td>
<td>Facilities/Construction</td>
</tr>
<tr>
<td>Web Control Energy Management System</td>
<td>Provides monitoring of energy consumption for locations throughout the District.</td>
<td>Facilities/Construction</td>
</tr>
<tr>
<td>School Funds Online</td>
<td>School based accounting</td>
<td>Financial Management</td>
</tr>
<tr>
<td>Tyler MUNIS</td>
<td>Financial/Accounting/payroll and benefits software.</td>
<td>Financial Management</td>
</tr>
<tr>
<td>aXsInfo</td>
<td>Document scanning, indexing and archival system.</td>
<td>Special Education/Personnel</td>
</tr>
<tr>
<td>Kronos Timekeeping, Payroll</td>
<td>Human Resources Management application suite.</td>
<td>Personnel/Financial Management</td>
</tr>
<tr>
<td>AppliTrack</td>
<td>On-Line Employment Applications</td>
<td>Personnel/Financial Management</td>
</tr>
<tr>
<td>Aesop</td>
<td>Substitute Management</td>
<td>Personnel/Financial Management</td>
</tr>
<tr>
<td>Title</td>
<td>Description</td>
<td>Division</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>Horizon -Vboss</td>
<td>School food services back-end management server. Provides inventory and reporting services.</td>
<td>School Nutrition</td>
</tr>
<tr>
<td>Horizon -FastLane</td>
<td>School food services front end point-of-sale systems.</td>
<td>School Food Services – Point of Sale</td>
</tr>
<tr>
<td>Tyler Versatran Routing and Planning</td>
<td>Bus routing and scheduling software.</td>
<td>School Operations/Transportation</td>
</tr>
<tr>
<td>Microsoft Sharepoint – External</td>
<td>External information store for all Schools and departments. Repository of events, announcements, policies, forms and public communications.</td>
<td>Technology and Information Services</td>
</tr>
<tr>
<td>Microsoft Sharepoint - Internal</td>
<td>Internal information store for all departments. Repository of policies, procedures, forms, processes, etc.</td>
<td>Technology and Information Services</td>
</tr>
<tr>
<td>Avast</td>
<td>Anti-Malware protection. Protects endpoint from virus, spam, malicious software and spyware threats.</td>
<td>Technology and Information Services</td>
</tr>
<tr>
<td>Follett Resource Manager</td>
<td>Technology Asset Management program. Allows for the scanning, tracking and reporting of all IT assets.</td>
<td>Technology and Information Services</td>
</tr>
<tr>
<td>&quot;Undisclosed for security reasons&quot;</td>
<td>Content Filtering for all Internet activities.</td>
<td>Technology and Information Services</td>
</tr>
<tr>
<td>Microsoft Exchange</td>
<td>Email and calendaring program.</td>
<td>Technology and Information Services</td>
</tr>
<tr>
<td>&quot;Undisclosed for security reasons&quot;</td>
<td>Firewall protection for district servers.</td>
<td>Technology and Information Services</td>
</tr>
<tr>
<td>Follett Aspen</td>
<td>Student information systems management, gradebook management, attendance and reporting.</td>
<td>Technology and Information Services</td>
</tr>
<tr>
<td>Microsoft System Center Configuration Manager (SCCM)</td>
<td>Systems management tool that provides resources for building and managing computer images, software deployment and tracking, asset tracking, help desk services and reporting.</td>
<td>Technology and Information Services</td>
</tr>
<tr>
<td>Instructure – Canvas Learning Management System</td>
<td>Electronic/Online instructional delivery and resources management system</td>
<td>Curriculum and Instruction</td>
</tr>
</tbody>
</table>
The Cherokee County Board of Education recognizes that electronic media, such as the Internet, offers vast, diverse, and unique resources to both students and teachers that should promote educational excellence in our schools. The intent of this policy is to help ensure that all uses of the School District’s Internet connection are for support of education and research and are consistent with the goals and educational philosophy of the School District.

I. INTERNET PROTECTION

The School District will utilize a required technology protection measure as defined in the Children's Internet Protection Act (CIPA). To the extent practicable, this technology protection measure will restrict access to visual depictions that are obscene, pornographic or harmful to minors, as defined in CIPA. Subject to administrative approval, technology protection measures may be disabled or minimized only for bona fide research or other lawful purposes.

All of the School District's Internet users are subject to the following rules and regulations:

II. STANDARDS FOR USAGE

1. Acceptable Use -- The purpose of the school Network/Internet is to support research and education in and among academic institutions in the United States and the world by providing access to unique resources and the opportunity for collaborative work. The use of the network must be consistent with the educational objectives of the School District. Transmission of any material in violation of any U.S., or state regulation or School District policy is prohibited. This includes, but is not limited to the following: copyrighted material, threatening or obscene material or material protected by trade secret. Use for commercial activities or product advertisement is not acceptable unless approved by the School District. Use for political lobbying is prohibited, however, users may communicate with elected officials to express an opinion on political issues. All users will follow Internet Safety Guidelines developed by the School District.

2. Privileges -- Each user who receives access to the Internet must first participate in an Internet safety/acceptable use policy training session. The use of the Internet is a privilege, not a right, and inappropriate use will result in a restriction of those privileges and may result in additional administrative disciplinary action. Also, the School District network administrator may close an account at any time as deemed necessary for the safety of the users and for the security and integrity of the School District’s Network/Internet services.

3. Security -- Security on any computer system is a high priority, especially when the system involves many users. Passwords provide a level of security and must not be shared. Unauthorized attempts to logon to a Network/Internet as a network administrator or other system user may result in cancellation/denial of user
privileges. Any user(s) identified as a security risk or having a history of problems with other computer systems may be denied access to the Network/Internet services throughout the School District. If a security problem on the Network/Internet is suspected, users are required to notify the School District’s Division of Technology and Information Services as soon as possible.

4. **Network/Internet Use Behavior Standards** -- All internet users are expected to abide by the following guidelines. These standards of behavior include, (but are not limited to), the following:

   a. Illegal activities are strictly prohibited.
      i. Violation of O.C.G.A. § 16-9-93 as it pertains to computer theft, computer trespass, and computer invasion of privacy, computer forgery, and computer password disclosure
      ii. Violation of O.C.G.A. § 16-11-37.1 as it pertains to dissemination of information through a computer or computer network of information, any picture, photograph, drawing, or verbal description designed to encourage, solicit or promote terrorist acts and/or threats

   b. Submitting, publishing or displaying profanity, vulgarities, defamatory language, intentionally inaccurate information, or inappropriate language is prohibited.

   c. Use of an identity other than the user's own is prohibited.

   d. Publishing personal information about students such as full name, address, phone number or social security number is prohibited.

   e. Electronic mail (e-mail) instant messages and other forms of messaging using District resources are not private. Inappropriate or illegal messages will be reported to the proper authorities.

   f. A user will not intentionally spread computer viruses, vandalize the data, infiltrate systems, damage hardware or software, or in any way disrupt the use of the network.

   g. Engaging in non-educational games and monopolizing resource time and materials is prohibited.

   h. All communications and information accessible via the network should be assumed to be subject to copyright law. The user is responsible for checking for copyrighted or licensing agreements. Data received through the Internet is subject to the same rules of documentation as traditional information. Credit is to be given for all material used in research.
Internet Acceptable Use

i. Copying or downloading software illegally from network sources, disks, or other electronic material to another computer is prohibited. Software installation must be approved by the School District's Division of Technology and Information Services.

j. Use of the Internet to access inappropriate matter is prohibited. This includes, but is not limited to the materials that are: obscene, sexually explicit, threatening, abusive, harassing, illegally damaging to another person's reputation and/or demeaning to genders, gender identity, sexual orientation, race, ethnicity, religion and national origins, contrary to the School District's policy on harassment.

k. An authorized user will be ultimately responsible for all activity under their account and password. Accounts will be used only by the authorized user for the purposes specified.

l. Employee generated files are the property of the School District and may be accessed by appropriate authorized system personnel.

m. Local, state or federal officials may obtain access to electronic communications in conjunction with investigations or other purposes. In addition, messages sent over the electronic network may be subject to disclosure under the Open Records Act.

n. It will be the responsibility of all members of the School District staff to supervise and monitor usage of the computer, network device and access to the Internet in accordance with this policy, the Children’s Internet Protection Act and the Protecting Children in the 21st Century Act.

5. **Disclaimer** -- The School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The School District will not be responsible for any damages a user suffers. This includes loss of data resulting from delays, service interruptions and exposure to offensive or threatening material. Use of any information obtained via the Network/Internet is at each user’s own risk. The School District specifically denies any responsibility for the accuracy or quality of any information obtained through its services.

ADOPTED: August 21, 2008
REVISED: September 1, 2016

Cherokee County Board of Education
The Cherokee County Board of Education is committed to providing opportunities for students and staff to participate in learning experiences via various electronic technologies. Accordingly, the Internet, a global electronic information infrastructure, is recognized as an important educational resource.

Information gathered by students and staff via the Internet will be related to the educational purposes of enhancing the teaching program and student achievement, providing support for instructional and curricular goals and assisting students in the attainment of skills necessary to continue their development as life-long learners in a technologically advanced world.

The Internet is viewed as a fluid environment in which information available to students is constantly changing. Therefore, the School District believes that it is impossible to predict with certainty what information students might locate. The electronic information available to students does not imply endorsement by the School District of the content.

INTERNET SAFETY

A. The Superintendent will, with respect to any electronic devices belonging to the School District and/or having access to the Internet:

1. insure that a qualifying “technology protection measure,” as that term is defined in section 1703 (b)(1) of the Children's Internet Protection Act of 2000 (CIPA), is installed and in continuous operation; and,

2. institute, maintain and enforce procedures or guidelines which provide for monitoring the online activities of users and the use of the chosen technology protection measure to prevent access to visual depictions that are (i) obscene, (ii) child pornography, or (iii) “harmful to minors,” as that term is defined in section 1721 (c) of CIPA.

B. The Superintendent will, with respect to access to the Internet by or through computers, networks or other devices belonging to the School District institute, maintain and enforce procedures or guidelines which:

1. provide for monitoring the online activities of users to limit, to the extent practicable, access by minors to inappropriate matter on the Internet; and,

2. are designed to promote the safety and security of minors when using electronic mail, and other forms of direct electronic communications; and,

3. are designed to prevent unauthorized access, including so-called “hacking,” and other unauthorized activities by minors online; and,
4. are designed to prevent the unauthorized disclosure, use and dissemination of personal identification information regarding minors; and, as that term is defined in section 1302 of the Children’s Online Privacy Protection Act (COPPA); and,

5. are designed to restrict minors’ access to materials “harmful to minors,” as that term is defined in section 1721 (c) of (CIPA); and,

6. provide for students age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms and other Internet services, behavior that may constitute cyberbullying, and how to respond when subjected to cyberbullying.

C. Students are not allowed to access Web-based content using their carrier’s Broadband signal or by any manner other than connecting through the wireless connection provided by the School District at any time during the school day or while on school campus. Mobile “hotspots” are also not allowed, unless provided or approved by the School District for student use and approved “hotspots” must include approved content filtering services.

APPROVED: May 17, 2012
REVISED: September 1, 2016

Cherokee County Board of Education
The Cherokee County Board of Education adheres to the belief that technology plays a vital role in meeting the needs of the broad range of abilities, disabilities, cultural backgrounds and ethnic populations represented in district schools. To assure that technology shall play a predominant role, this policy provides guidance for appropriate technology utilization and integration into the curriculum, as well as infusion into school/district administration and management. Technology is a powerful tool, but it is recognized that, while it may significantly change the role and responsibility for teachers, it is not a substitute for the teacher.

I. PURPOSE OF TECHNOLOGY USAGE

To establish and maintain guidelines and procedures for appropriate technology utilization and infusion in classrooms, schools, district administration and management. Technology will be used in planning and evaluation to more effectively prepare students for the transition from school to work, for success in the workplace and to improve the operations of the school system.

II. TECHNOLOGY USAGE BELIEF STATEMENTS

The following serve to establish a firm understanding of the role and expectations of technology use in teaching and learning, as well as supporting the business and operational processes of the School District.

a. The primary use of technology is to improve student learning.

b. Technology use will encompass teaching, learning and management.

c. Technology purchases will be “vendor neutral.”

d. The network will integrate data, voice and video communications systems.

e. Information will be entered once and validated by appropriate personnel at the site of entry.

f. Multiple platforms will be supported where possible.

g. Technology support services will be made available to all locations.

h. Technology resources will be coordinated and integrated with appropriate curriculum initiatives.

i. The technology system will be accessible to staff and students and protected with security measures that will aid in the prevention of unauthorized and inappropriate use.
j. The School District website will provide information for staff, students, parents and the community.

k. Provisions must be made for keeping the technology current, within available resources, including guidelines on replacement or upgrade based on a life-cycle process.

l. Appropriate training and professional development will be provided to teachers, staff and administrators to ensure timely implementation and effective use.

m. To insure compatibility and the best available value, all technology-related purchase orders will be approved by the Division of Technology and Information Services.

n. All technology hardware that is the property of the School District will be included in the countywide technology inventory system maintained by the Division of Technology and Information Services.

o. Communications with applicants, participants and members of the public with disabilities will be as effective as communications with others in accordance with federal, state and/or local requirements.

III. DESIRED OUTCOMES OF TECHNOLOGY USAGE

a. Technology will be appropriately and equitably integrated into instruction and management and used by all students and staff as an integral component of school improvement and student learning. Improving student performance and achievement, increasing staff productivity and ensuring efficiency of the day-to-day operations are the essential reasons for the use of technology in the School District.

b. All school classrooms, media centers and offices will be electronically networked and equipped, providing all staff, students and administration equitable and easy access to information technologies for teaching, learning, management and day-to-day operations.

c. All high school graduates will be prepared to use multiple technologies upon entrance into the work force and/or higher education.

d. New and emerging technologies will be evaluated, adopted and incorporated into school curriculum and will be integral elements of school improvement and accountability.

e. Student, teacher, staff and administrative effectiveness will improve concurrently with the infusion of technology into their respective workplaces.
f. The decision-making process will be improved as technology facilitates the flow of information and the communication process within the district, the state and the world.

g. Improved communication between schools and institutions of higher education will increase the sharing of best practices as well as enhance in-service training and emphasize technology integration into the curriculum.

h. Inter-and intra-department collaboration, from planning through evaluation, will be the hallmark responsibility of the units within the School District's Division of Technology and Information Services.

i. All departments and schools responsible for technology planning will work collaboratively with county, state and government groups to investigate current, advanced and emerging commercial technologies and to identify or develop efficient and cost-effective applications.

j. The broadest possible access to the School District's wide area network system will be promoted, while providing safeguards to ensure that security is maintained.

IV. IMPLEMENTATION OF TECHNOLOGY USAGE PLANS

A comprehensive and continuous short and long-range technology implementation process will be directed, reviewed and evaluated by the School Board for effective utilization of all aspects of technology.

A. Appropriate staff will:

1. Consult and collaborate on a continuing basis with education, business, community and government groups locally, regionally, nationally and internationally.

2. Identify student competencies in using technologies to access, analyze, apply and communicate information and incorporate these competencies into the current curriculum standards.

3. Identify staff competencies in integrating and applying information technologies in instruction and management and incorporate these competencies as part of the evaluation process.

4. Identify educational management tools to be acquired and implemented.

5. Establish and continually update an ongoing staff development program to support technology usage and integration.
6. Establish baseline standards to ensure that all schools and offices have adequate, appropriate and up-to-date hardware, software and communications capabilities as rapidly as resources permit.

7. Review and/or establish documents as needed on copyright, acceptable use, information integrity and other ethical use policies.

8. Identify, document and evaluate processes that need improvement to maximize the productivity and educational benefits from technology investments.

9. Prepare a viable timeline for task implementation and completion, taking into account human and material resources, which will assist in evaluating the progress and effectiveness of the School District’s Technology Plan.

B. The Superintendent will establish an annual Technology Advisory Committee, which will be chaired by the Assistant Superintendent of Technology and Information Services. The committee will be composed of teachers, Principals, central office staff members, students, parents, representatives from institutions of higher learning and members of the business community. The committee will provide input, advice and assistance in the implementation of the Technology Usage Policy IFGBA.

ADOPTED: August 21, 2008
REVISED: September 1, 2016

Cherokee County Board of Education
INTERNET SAFETY GUIDELINES

Dr. Brian V. Hightower
Superintendent of Schools

Bobby Blount
Assistant Superintendent
Technology and Information Services
Division of Technology and Information Services
Internet Safety Guidelines

- Do not post personal information on websites, chat room profiles, text messaging profiles or in emails. Personal information includes your legal name, last name, home address, phone numbers, relationship status, date of birth, gender, financial information, insurance information, social security number, passwords, logon information and other usernames.

- A basic strategy to avoid identity theft and online fraud is to keep your personal information private when you go online. Be equally careful about sharing information offline and be sure you know how organizations will use your information before you give it to them.

- Choose a screen name that does not identify you.

- Do not share your passwords with anyone.

- Use "strong" passwords that you can remember and do not write them down where they can be seen or taken. The strength of a password is a function of length, complexity, and unpredictability. A strong password generally is greater than eight characters in length and contains at least one uppercase letter, one number, and one symbol (i.e. Pa$sW0rd).

- If the service allows, make up your own password reminder questions. Choose this option instead of using pre-defined security questions.

- Do not respond to any emails or text messages requesting personal information.

- Do not open emails from unknown senders.

- Do not trust that a message is really from who it says. Hackers can break into accounts and send messages that look like they’re from your friends. If you suspect that a message is fraudulent, use an alternate method to contact your friend to find out. This includes invitations to join social networks.

- Assume that everything you put in any electronic format is permanent. Even if you delete the content or your account, anyone on the Internet can easily save, print or forward photos, text or videos to a computer or the information may be cached on another server.

- Before you post or send content, assume everyone can see what you post. Anything sent in a text, including sexually explicit or provocative images, can be easily forwarded and made public.

- Respect others' privacy. Posting an embarrassing photo or forwarding private text without asking can cause unintended hurt or damage to others.

- Use privacy settings. Most social networking and photo-sharing sites allow you to determine who can access and respond to your content.
• If you find information about yourself online that is unappealing, embarrassing, or untrue, contact the website owner or administrator and ask them to remove it. Most sites have policies to deal with such requests.

• Tell a trusted adult if anything happens online or if you receive a text message that bothers or frightens you.

• Do not arrange to meet anyone you’ve met on the Internet without telling a trusted adult.

• When conducting a video conference, do not accept invitations from unknown users that request to be added to your contacts.

• Do not accept files that are suspect or from unknown users while participating in a video conference.

• Keep in mind that many video conferencing solutions allow for recording. Do not say or do anything in the conference that you would want to be made public.

• Illegal downloading, digital cheating and copying other people’s content may be easy, but that does not make it right. You have the responsibility to respect other people’s creative work -- and the right to have your own work respected.

• Create, share, tag, comment and contribute to the online world in positive ways.

• Mobile devices should be protected to guard against identity theft. This is especially true if the mobile device has applications ("apps") with access to social networking or other sites containing personal information.

• Mobile devices are not immune to viruses and malicious code. Use caution when downloading files or browsing websites.
GUIDELINES FOR THE USE OF SOCIAL MEDIA WITH STUDENTS

Dr. Brian V. Hightower
Superintendent of Schools

Bobby Blount
Assistant Superintendent
Technology and Information Services
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INTRODUCTION

The use of social media tools has proven to be a popular, cost-effective method for sharing ideas, encouraging collaboration and improving communications. Misuse of these tools has the potential to result in unintended consequences. Guidelines and recommendations for using social media technologies in a manner that minimizes risks are presented in this document.

These guidelines are designed to help protect the reputation and credibility of the Cherokee County School District (CCSD), our employees and our students who create or contribute to blogs, wikis, social networks, virtual worlds or other social media.

BASIC PRINCIPLES

These principles apply to professional use of social media on behalf of CCSD, as well as personal use.

1. Adhere to CCSD Internet Safety and Acceptable Use Policy.
2. Be accountable for your actions and what you write and post. Remember that you are additionally governed by standards for The Code of Ethics for Educators in Georgia.
3. Use common sense and good judgment - your statements could have an impact on the District’s or school’s reputation. Remember what you post or publish may be public information for a long time.
4. Be accurate, honest and genuine and take responsibility for your mistakes. A conversational, personal tone often works best - similar to how you would speak. If you make a mistake, or someone questions a statement or claim you make, it is your responsibility to investigate it. When appropriate, you must quickly correct any mistakes or provide any necessary clarifications.
5. Respect others in your posts and discussions. Social media networks and online communications must not be used to attack or insult CCSD, fellow employees, students, parents, vendors, contractors, suppliers, competitors or others.
6. Be sensible. Do not make posts or comments that may be considered defamatory, obscene, libelous, threatening, harassing or embarrassing to others.
7. Be transparent. If you’re writing about CCSD or the K-12 industry, use your real name (not a pseudonym), identify that you work for CCSD, and be clear about your role. If you have a vested interest in what you are discussing, be the first to openly say so.
8. Be appropriate and polite. If you find yourself in a situation that threatens to become antagonistic, refrain from becoming overly defensive and do not disengage from the conversation abruptly. Disengage from the dialogue in a polite manner and seek the advice of your Office of Public Information, Communications and Partnerships representative.
9. Be certain. If you’re uncertain about whether to post or discuss something that is related to CCSD, seek the advice of your supervisor, a representative from the Office of Public Information, Communications and Partnerships or another appropriate person within the CCSD organization.
10. Be ethical. Do not disclose any confidential, proprietary or sensitive information regarding CCSD, our employees, students, vendors, contractors, suppliers, competitors or others. Often, internal communications should not be forwarded outside of our organization. If you’re uncertain whether information is meant to be private or internal to CCSD, seek the advice of your supervisor, a representative from the Division of Public Information, Communications and Partnerships or another
appropriate person within the CCSD organization.

11. Refer media and press inquiries to our authorized District spokespersons. Social media networks, blogs and other types of online content sometimes generate press and media attention. If members of the media, including journalists or bloggers, contact you about a statement that you made that might be considered sensitive to CCSD, please refer them to an appropriate Division of Public Information, Communications and Partnerships contact unless you have been authorized to respond or speak on behalf of our organization.

12. Obtain appropriate permission. Before you refer to or post images of current or former employees, students, vendors or suppliers by name, be sure you have appropriate permission. Get written permission to use a third party's copyrights, copyrighted material, trademarks, service marks or other intellectual property. Additionally, seek permission of your supervisor when implementing a form of social media new to your classroom or job related responsibilities.

13. Minimize security risks. Social media sites and accounts can attract hackers and can present risks to corporate networks, as well as your personal computer or mobile device. A compromised account can also create disclosure concerns for the organization. To minimize these risks, use a password for social media accounts that is not easy to guess. Monitor your social media accounts periodically if you do not actively use them. Also, be mindful that social media sites sometimes are used to distribute malicious software or code, or “malware”. If you think a link sent to you might be malware, do not click on it, as it could result in software or code being downloaded or installed on your own computer and/or the CCSD network.

GUIDELINES SPECIFIC TO: USE WITH STUDENTS

1. The teacher must be the originator of the classroom social media "tool" and will manage and monitor the tool's use.

2. The teacher must ensure all students in the class have access to the social media tool(s) during the assignment time period. Alternative assignments must be given to students that do not have access to social media sites.

3. The social media tool(s) used must have an educational purpose directly tied to the curricular area for which the instructor teaches.

4. If direct communication with students is needed, teachers are required to maintain appropriate on-line dialogue at all times.

5. It is the teacher’s responsibility to model and teach appropriate rules of digital citizenship. Students will be directed to advocate and practice safe, legal, and responsible use of information and technology.

6. School administrators must be informed when implementing a form of social media new to your classroom.

GUIDELINES SPECIFIC TO: PROFESSIONAL USE

1. Remember that you are representing CCSD in your posts and content.

2. Do not delete a comment just because you disagree with the commenter's point of view. Comments are an important part of the conversation on blogs, and people will disagree with you. However, you can (and should) monitor user-generated content on blogs and you may delete any comments that are offensive, obscene, inflammatory, libelous, violate copyright or are obviously spam with links to irrelevant blogs or websites, or are completely unrelated to the topic of the post.
GUIDELINES SPECIFIC TO: PERSONAL USE

1. Social media use must not interfere with your responsibilities at CCSD. The District’s computer systems are to be used primarily for education purposes.
2. Do not use CCSD logos (or any of our school logos) on personal blogs, websites or other types of online content.
3. Do not host personal blogs, websites or other types of online content on any property, equipment or resources owned or leased by CCSD.

VIOLATIONS

If you violate these guidelines, you may be required to correct, edit or remove a post or statement. In addition, violations of these guidelines by employees or students can result in disciplinary action.

GOOD PRACTICES FOR USING SOCIAL MEDIA RESOURCES

Ensure Safety and Security

- Maintain confidentiality
- Maintain privacy
- Protect your identity
- Be aware of liability
- Maintain appropriate dialogue

Be a Good Digital Citizen

- Do no harm
- Respect others
- Think before you post
- Be a contributing member
- Understand your personal responsibility
- Correct mistakes promptly
- Ensure accuracy
- Follow copyright and intellectual property laws

Focus on Respect

- Respect your audience
- Post appropriate content at appropriate times
- Be authentic
- Be conscientious
- Do not use pseudonyms
- Use disclaimers when necessary
- Do not use the CCSD Logo
- Monitor your feedback/comments
- Obtain appropriate approval
- Report instances of cyber bullying
TERMINOLOGY

Blogs

A blog is defined as a personal journal published on the Internet consisting of discrete entries ("posts"), typically displayed in reverse chronological order so the most recent post appears first. Blogs are usually the work of a single individual, occasionally of a small group, and often are themed on a single subject. Blogs are also used for an individual or group of users to record opinions, information, etc., on a regular basis.

CCSD teachers are permitted to generate classroom specific websites referred to as "blogs" for purposes of providing students with the ability to electronically exchange commentary and/or information related to a particular classroom topic. All blog assignments will be developed and monitored by the respective teaching staff member in accordance with the CCSD Acceptable Use Policy. Any blog established is considered a virtual extension of the classroom and therefore all CCSD rules and regulations shall apply.

Digital Images

Images are one of the most popular forms of social media content. Particular care will be taken to practice legal and ethical behavior when publishing information and images on the Internet. Creative Commons is a website that supports and stewards legal sharing of images. Creative Commons' licenses provide a flexible range of protections and freedoms.

Social Networks

A social network is an online community of people with a common interest who use a web site such as Facebook or other technologies to communicate with each other and share information, resources, etc.

Prior to the use of any social network as part of classroom instruction, you must obtain permission from your Principal or immediate supervisor.

When building a page for use as a part of classroom instruction, you must identify the page in the page description area as a classroom or organization in the "Cherokee County School District." The CCSD Social Network Rules of Engagement must be posted on any page created. (See Appendix A)

Instant Electronic Communication

Instant Electronic Communication (IEC) or Instant Messaging is a set of communication technologies used for text, video or audio communication between two or more participants over the Internet or other types of networks in real-time. IEC allows effective and efficient communication, providing for immediate receipt of acknowledgment or reply.

Careful consideration must be taken when setting up or posting profiles, biographies, avatars, images or videos.
**Micro Blogging**

Micro blogging is a web service that allows the subscriber to broadcast short messages to other subscribers of the service. Microposts can be made public on a website and/or distributed to a private group of subscribers. Subscribers can read microblog posts online or request that updates be delivered in real time to their desktop as an instant message or sent to a mobile device as an SMS text message. The appeal of microblogging is both its immediacy and portability. Posts are brief (typically 140 – 200 characters) and can be written or received with a variety of computing devices, including cell phones.

A school's micro blogging account owner must be the principal or his/her designee. The principal and his/her designee must have administrative rights to the account.

**Social Bookmarking**

Social bookmarking presents a new way to organize information, categorize resources and share curricular tools/resources with students, staff, as well as other like-minded individuals. It also gives the user access to a large network of users and their interests, the social connection of this tool. The use of social bookmarking tools enables teachers and students of the CCSD to organize, locate and share information within the classroom setting, to improve their learning outcomes by utilizing and integrating information in an efficient manner and to have equitable access to bookmarked learning resources. All core curricular areas and domains can benefit from social bookmarking tools: valid and authoritative resources can be effectively shared with students in a proficient manner.

The district's web filtering system is designed to prevent exposure to content that does not meet our filtering system's criteria. As part of digital citizenship education for students, teachers must be clear about proper procedures if inappropriate content is accessed.

**Video**

Videos are one of the most popular forms of multimedia content. This form of media is easily consumed, transferred and can project a great deal of information quickly. Particular care will be taken when considering the publication of information and videos on the Internet. Student produced content must be approved by his/her teacher prior to its use in the classroom.

All video content viewed at school or in the workplace will fall under the guidelines of the Acceptable Use Policy. It is the teacher's responsibility to preview the ENTIRE video prior to showing it in the classroom. Be aware that comments are often posted below online videos. These comments may not be appropriate for the classroom. All video viewing by students must be monitored and directed by the teacher.

**Wikis**

A wiki is a website, such as Wikispaces, whose users can add or modify content via a web browser. Wikis allow students to contribute to project teams, to produce original works or solve problems. Students are able to interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media on a wiki site. Teachers will be the owners and moderators of class wiki sites.
APPENDIX A

CCSD Social Network Rules of Engagement

All comments posted on this page are at the discretion of the page administrators. Naming specific employees or students in a negative way will not be allowed. The page administrators will review all postings to make sure they do not violate the District's Acceptable Use Guidelines regarding Internet access and practices, as well as Family Educational Rights and Privacy Act (FERPA) provisions. People making comments on the page are requested to show respect for their fellow users by ensuring the discussion remains civil, especially since Facebook allows individuals 13 and over to join. Comments are also subject to Facebook’s Terms of Use and Code of Conduct. Remember that your name and photo will be seen next to your comment, visible to anyone who visits the page. We welcome your thoughts and comments and look forward to what you have to say. However, we will not leave postings that:

1. Contain abusive, discriminatory or inappropriate language or statements. This includes remarks that contain obscenities or are sexually explicit.

2. Easily identify students and/or staff in defamatory, abusive, or generally negative terms. If you disagree with the content, we ask that you refrain from personal attacks or being disrespectful of others.

3. Do not show proper consideration for others' privacy or are considered likely to offend or provoke others – i.e., do not pick fights or goad others into inflammatory debates. Malicious intent and or participation not in the spirit of civil conversation will be excluded.

4. Are Off Topic. We will exclude comments not related to the subject of the conversation. If you have a question to ask on a different topic, please contact us via email. It is always best to start with the person most involved with your topic (classroom teacher, building principal, etc.).

5. Are spam – i.e., repeatedly posting the same comment or comments that are simply advertising/promoting a service or product.

6. Break the law or encourage others to do so. This includes respecting copyright and fair use laws. If you are talking about somebody else's work, reference this or the person, and where possible include a link.

The page administrators reserve the right to not post or remove any comments at any time, for any reason. Repeat offenders will be blocked from posting. If you have feedback or would like to report an inappropriate comment for us to review, send an email to publicrelations@cherokee.k12.ga.us

All statements and viewpoints expressed in the comments are strictly those of the commenter alone, and do not constitute an official position of the Cherokee County School District unless they are posted by the original author (who is an authorized representative of the District) or by a subject matter expert responding on behalf of the District.
STUDENT DATA ACCESS AND USE GUIDELINES

Dr. Brian V. Hightower
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Bobby Blount
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Technology and Information Services
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Cherokee County School District  
Student Data Access and Use  
Guidelines

Introduction

Data on student status and performance linked to a unique numerical identifier is collected by the Cherokee County School District (CCSD) for the purposes of satisfying federal and state mandates and reporting requirements and improving education for all students in the District. This collection of data is designated as the Cherokee Student Information Management System (CSIMS).

The confidentiality of this data must be protected. Therefore, CCSD will not release or disclose personally identifiable student level data regarding students in the public schools of Georgia unless permitted by law.

The purpose of these guidelines is to prescribe how data will be collected, maintained and disseminated in compliance with applicable federal and state laws. These guidelines apply to all organizational units, their agents and staff within CCSD, their authorized agents and any contractors, subcontractors and their agents.

CCSD personnel with specific questions regarding the release of student information can direct those inquiries to the Office of Technology and Information Services. Any other individual with any questions regarding student information or these guidelines should contact the CCSD Division of Technology and Information Services or the Division of School Operations.

Background Information

These guidelines pertain to individual student data collected and maintained by CCSD. Individual student data are used for the purpose of collecting data needed for state and federal reporting, including the federal Every Student Succeeds Act, state assessments, state aid, special education and program participation, as well as to satisfy other data requests from CCSD, the state legislature and other authorized entities.

Individual student data are managed by CCSD in accordance with state and federal laws. The Family Educational Rights and Privacy Act of 1974 (FERPA), 20 U.S.C. §1232g, and its implementing regulations found at 34 CFR Part 99, the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §1417(c), 1439(a)(2), and its implementing regulations found at 34 CFR § 300.123 and §300.622, and Georgia statutes, regulations and policies govern the confidentiality of, and access to, students’ educational records. These guidelines contain information about the procedures that will be used to ensure the confidentiality of student information and data maintained by CCSD. These guidelines do not expand or in any way change the allowable uses by staff of these data or the availability of student data to any other educator or member of the public.
The student data collected in CSIMS is intended to support better decision-making and policies for improving the performance of students and schools. CCSD intends that CSIMS will ultimately reduce the reporting burden, help to facilitate the entry of students into a new local education agency (LEA) and ensure that timely, high quality data are available to authorized users.

Data is collected on all Georgia students in public schools, as well as students in participating private or nonpublic school entities. The data are collected periodically in a prescribed format and reflect what is needed for reporting and decision-making. Student data are consistent with best practice definitions as identified by state and national standards groups, such as the National Center for Education Statistics (NCES).

The Assistant Superintendent of Technology and Information Services or his/her designee has the authority to establish a system that maintains data in accordance with FERPA and other relevant state and federal laws and regulations.

Definitions Related to these Guidelines

Georgia adheres to the confidentiality requirements of both federal and state laws, including, but not limited to, FERPA, IDEA, the Protection of Pupil Rights Amendment (PPRA), the National School Lunch Act, and Article 15 of the Georgia Code Student Data Privacy, Accessibility and Transparency. The following definitions are derived from these laws and other related documents that are relevant to the implementation of these guidelines.

Access means viewing, editing, printing, downloading, copying or retrieving data from a computer, computer system, computer network or other medium.

Confidential data includes personally identifiable information about a student that is prohibited from disclosure pursuant to state or federal law or information that is intended for the use of a particular person/group and whose unauthorized disclosure could be prejudicial to the individual it identifies. Information which allows for the identification of an individual student and that is collected by CCSD is considered personally identifiable information and may not be released without parental consent, except in very limited circumstances set forth in 34 C.F.R. §99.31. This information includes, but is not limited to:

- Family information such as names, address, phone numbers, personal and business financial data, household members’ social security numbers, household members’ employment information, household Temporary Assistance for Needy Families (TANF), Food Stamp eligibility.
- Personal information such as identification codes, grades, scores, courses taken, other specific information linked directly to a student
- Special Education records
- Free or Reduced Price eligibility status of individual students in USDA-funded school lunch, breakfast and milk programs, Summer Food Service Programs, and Child and Adult Care Food Programs.
- Information that would make the student’s identity easily traceable.
Confidentiality refers to CCSD’s obligation not to disclose or transmit personally identifiable information about individual students to unauthorized parties. Confidentiality consists of the measures used to protect how personally identifiable information is collected and maintained and when consent by the student or his or her parent/guardian is required to release information.

Disclosure means permitting access to, revealing, releasing, transferring, or otherwise communicating personally identifiable information contained in education records to any party, by any means, including oral, written, or electronic.

Personally identifiable student level data and/or information includes, but is not limited to: the student’s name; the name of the student’s parent/guardian; the address of the student or student’s family; personal identifiers, personal characteristics or other information that would make the student’s identity easily traceable.

Guiding Principles

The following principles have been used in establishing these guidelines:

- Student information is a valuable asset and should be treated as such;
- CCSD manages student information under its control throughout its life cycle, from original submission to appropriate destruction;
- CCSD is responsible for managing appropriate access to and use of student information;
- Chief School Administrators are responsible for authorizing access to student information at the LEA level;
- CCSD is responsible for reviewing and updating policies and regulations covering confidential student information and ensuring that its activities comply with state and federal law;
- CCSD will make its student data access and use guidelines available to the public.

Measures Used to Protect Confidentiality

To ensure the maintenance of confidentiality of student data, these guidelines include four privacy and confidentiality protections. These include assignment of a unique identifier, data security, restricted access and statistical security.

Assignment of a Unique Identifier (GTID)

The GTID is a State-assigned ten-digit number that is generated for each student, is unique to that student and will protect the confidentiality of the individual student record of each student. The GTID database contains a selected set of data about individual students that will allow for the assignment of a unique student identifier. The GTID is randomly generated and contains no embedded meaning. Once the number is created, it is first checked for duplicates. If any duplicates are found, they will be reconciled using a set of information, such as the first name, last name, date of birth, gender, race/ethnicity, and the LEA identification number of the student. After being checked for duplicates, the number is made permanent.

There are numerous benefits which result from the assignment of a GTID. For example, upon receiving a student who has transferred into his/her LEA from another LEA within
Georgia, an LEA administrator must locate the student’s unique student identifier and access personally identifiable information regarding the student. The goal of this system is to maintain a unique identifier for every Georgia student such that:

- only one student is ever assigned a particular number;
- once a student is assigned a number, that number is always associated with that student throughout his or her educational career or until he or she leaves the state; and
- a student is only assigned one number so that the student is not duplicated when reporting to CCSD.

CCSD also assigns every student a local CCSD unique identifier (CCID). The CCID is used for daily student data management. The cross-reference of the CCID and GTID is validated and secured by the Office of Information Services under the Division of Technology and Information Services.

**Data Security**

Security includes the technical measures put into place by CCSD to ensure that records are not lost, stolen, vandalized, illegally accessed, or otherwise rendered useless. Since the data are stored on computers, there will be a high level of protection that provides integrity and availability commensurate with the level of risk and magnitude of harm. Procedures that will be used include secure firewalls, secure socket layers, audit trails and physical security, such as restricted server room access. All CCSD security policies shall be followed and regularly audited.

**Restricted Access to Student Level Data**

**LEA and School Personnel**

The chief school administrator of an LEA or their designee is responsible for authorizing access to data concerning students enrolled in that LEA. An individual will be granted access to specific data upon signing a **Student Data Non-Disclosure Agreement** and receiving approval of the chief school administrator or his/her designee.

**LEA access to GTID**

GTID allows trained and authorized LEA personnel to upload a batch file of their students, download a batch file of students previously submitted from their LEA, create a GTID on-line, or use the search functionality to locate individual students. LEAs will only be allowed to view or download their own batch files. LEA staff may only use the search functionality for the purpose of locating students already assigned a GTID.
CCSD Staff Access

Approved CCSD staff will have access to student level data on an individual basis only through a GTID. Only authorized CCSD personnel will have access to student names and individual state assessment test scores. Authorized Data Base Administrators will have access to the entire database, but only for purposes of troubleshooting and correcting errors or avoiding potential errors. Any CCSD employee or authorized agent assigned responsibilities that require student level data access must sign a Student Data Non-Disclosure Agreement. Examples of staff requiring access are those who work directly with LEAs in implementing and supporting student longitudinal data systems and the technical staff required to support those systems. The specific level of access to student data depends upon the staff member’s responsibilities. Other CCSD staff will only have access to student data at an aggregate level.

Other Access

Individuals, other than those listed above, will not have access to student level data, except under the circumstances listed below.

Access Exceptions

Under these guidelines, no personally identifiable student information will be released without the consent of the parent or eligible student except under the following circumstances as permitted by FERPA, as set forth in 34 C.F.R. §99.31:

1. To teachers and officials of the LEA in which the student is currently enrolled who have a legitimate educational interest in the information, under Section 99.31(a)(1), with the approval of the chief school administrator or designee.

2. To LEA and school personnel where a student seeks or intends to enroll, under Section 99.31(a)(2).

3. To comply with a lawfully issued subpoena or court order, under Section 99.31(a)(9)(i), following notification requirements set forth in Section 99.31(a)(9)(ii).

4. To educational officials in connection with an audit or evaluation of a federal or state supported education program, under Section 99.32(c)(3), subject to the requirements of Section 99.35.

5. To appropriate parties in connection with a health or safety emergency, if such knowledge is necessary to protect the health and safety of the student or other individuals under Section 99.36(a).
Record of Access

The Division of Technology and Information Services shall maintain a record of each request for access to personally identifiable information regarding a student which is granted and of each instance where personally identifiable information is disclosed. This record shall include the parties who have requested or received personally identifiable information and the legitimate interests the parties had in making the request or in having been provided access. A record need not be maintained if the request was from, or the disclosure was to:

- The parent or eligible student;
- A school official or employee of the LEA in which the student is currently enrolled with a demonstrated legitimate educational interest;
- A party with written consent from the parent or eligible student; or
- A party seeking or receiving the records as directed by a Federal grand jury or other law enforcement subpoena and the issuing court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed.

Disclosures

Any release of personally identifiable information is subject to the following conditions:

- the party to whom the data are released does not disclose the information to any third party without the prior written consent of parent or eligible student;
- the data will be used only for the purpose for which the disclosure was made; and
- the data are destroyed when no longer needed for the purposes under which the disclosure was granted.

Statistical Security

CCSD will use the student data to produce aggregate reports from individual data that relate to groups of students, rather than individual students. The student data will also be linked to other CCSD databases to produce additional aggregate reports. While it may seem that the use of anonymous aggregated data poses little threat to confidentiality, there are some cases where specific populations may include only a few individuals.

Statistical disclosure is the risk that arises when a population is so narrowly defined that tabulations are apt to produce a reported number small enough to permit the identification of a single individual. In such cases, the Division of Technology and Information Services will enforce statistical cutoff procedures using a minimum confidentiality n of 10 to ensure that student confidentiality is maintained. It is the intent of CCSD to avoid the possibility of inadvertently reporting personally identifiable information about any student.
Data Use and Release

State and Federal Reporting

A key purpose of maintaining student level data is to provide access to statistical information that improves the education-related decisions of teachers, administrators, policymakers, parents and other education stakeholders.

Confidential data on an individual student will not be disseminated in violation of federal or state law. Furthermore, it shall not be used for any purpose other than those stated in these guidelines. If CCSD enters into a contract with a private individual or third party to perform any of the data reporting or statistical analysis, that agreement shall require that the data be protected in the same manner.

CCSD will aggregate the individual student data to comply with required state and federal reporting.

Parents Rights

Upon request, and as specified under Section 99.10(a)(2) of the FERPA regulations, the Division of Technology and Information Services will provide access to a student’s education data to a parent, legal guardian or the student if the individual is over the age of eighteen. Such access must be provided within 45 days of a request. If the education data contains information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information about that student.

Agency Data Sharing

CCSD has inter-agency agreements to share limited amounts of data for the benefit of the children of Georgia, as allowed by law. All sharing of student data must comply with the requirements of FERPA. CCSD will comply with requests for individual student data from federal and state governmental agencies as required by law.

Researchers

Aggregate Information- CCSD regularly responds to requests for aggregate student data by researchers. Aggregate data does not include any student specific information, including, but not limited to, name and student identifier. CCSD will work with researchers with the goal that they receive the most meaningful data possible without the disclosure of information that would make any student’s identity easily traceable.

Personally identifiable information- CCSD also receives requests for personally identifiable information about students from researchers in many contexts. Since CCSD acquires personally identifiable information from LEAs pursuant to Section 99.31(a)(3) of the FERPA regulations, CCSD may not re-disclose personally identifiable information to a third party researcher unless the researcher is acting as an “authorized representative” of the CCSD acting under the direct control of the CCSD as an employee, appointed official or contractor who is providing services that the CCSD would otherwise provide for itself.
Likewise, Section 99.31(a)(6) permits information about individual students to be released without parental permission to researchers conducting studies for or on behalf of CCSD to develop, validate or administer predictive tests; administer student aid programs or improve instruction. In order to permit a release of personally identifiable information under Section 99.31(a)(6), CCSD must have authorized the study, and it must be conducted for or on behalf of CCSD. The fact that an outside entity, on its own initiative, conducts a study which may benefit an educational agency or institution does not transform the study into one done “for or on behalf of” CCSD.

Beyond these limited circumstances, personally identifiable information about a student may not be provided in response to research requests. Researchers must submit a written request for any data to the Division of Technology and Information Services. The request must explain the purpose of the research study, the facts that demonstrate that CCSD authorized the study or that the study is being conducted on behalf of CCSD, and how the researchers will ensure data confidentiality and security. This includes how the data will be stored, used, maintained, disseminated and destroyed. Requests will be considered on a case-by-case basis to determine if they are in compliance with state and federal laws and regulations. Any release of student data to researchers outside CCSD is considered a loan of data, i.e., the recipients do not have ownership of the data. Researchers will be required to supply a copy of any analysis or reports created with the data and to destroy the data once the research is completed.

CCSD reserves the right to charge a reasonable fee for the use of data by researchers to help offset the district’s costs of collecting and storing the data.

Improper Disclosure of Student Records

The Division of School Operations has the responsibility for determining whether a request for access to student records constitutes a legitimate request for an appropriate usage of student data. If the request does not meet standards established by CCSD for the lawful release of student data, then the Division of School Operations will deny the request.

The Divisions of Technology and Information Services and School Operations are also responsible for determining if personally identifiable or confidential information has been inappropriately disclosed by a CCSD employee or authorized agent in violation of these guidelines. Such disclosure, which may constitute a violation of federal law, may be subject to a disciplinary action, including termination (if a CCSD employee), or suspension of login privileges. If an improper disclosure is made by someone other than a CCSD employee or authorized agent, then the involved parties will be subject to an investigation or other disciplinary actions, up to and including a recommendation for termination.

Ownership of the Data

LEAs or other primary sources of the data that are located at CCSD are the originators and owners of those data. The Division of Technology and Information Services functions as the custodian of the data in CCSD. In order to protect the data in its custody, CCSD has established these guidelines that are implemented by the Assistant Superintendent and with the support and backing of the Superintendent of Schools. The guidelines ensure
that all data are securely maintained with safeguards on all personally identifiable or confidential information. Requests for access to data are made through the Division of Public Relations and Partnerships.
Appendix I:

Student Data Non-Disclosure Agreement

Individual student information maintained in the Georgia Department of Education's State Longitudinal Data System and in the Cherokee Student Information Management System is collected for the purpose of meeting local, state and federal reporting requirements. The data are protected by state and federal laws and must be maintained in a confidential manner at all times.

As an individual authorized to access student data, you are required to maintain this information in a confidential manner. Any unauthorized access to, modification, deletion, or disclosure of these data is a violation of this agreement and potentially a violation of state and federal laws governing the confidentiality of education data, and it could constitute a punishable act.

Unauthorized viewing, reproducing/copying, and/or distribution of any student record or information outside the intended and approved use are strictly prohibited. Users violating this agreement will be subject to an investigation or other disciplinary actions, up to and including a recommendation for termination.

I certify that I have reviewed CCSD’s Student Data Access and Use Guidelines. I hereby acknowledge and agree to comply with the guidelines and the above requirements.

☐ I agree ☐ I do not agree

_________________________________________   ______
Signature                                      Date

Typed Name:

Title:

School Name:
Purpose
The purpose of the web site is to educate, inform and communicate. All official school web sites must be located on Cherokee County School District (CCSD) servers or contracted through official CCSD-sanctioned professional service providers. The guidelines listed below must be used in the development of each web page, whether created by schools, departments, district staff, students or other persons.

These pages must reflect an understanding that a worldwide audience will be viewing the information and reflect the professional image of CCSD, its employees and students. The content of all pages must be consistent with the CCSD's Major System Priorities and must adhere to Acceptable Use Policy.

Design
• Design each page with your audience and goals in mind.
• Design a well-organized web site that provides quick access to information and helps the user understand how the information is organized.
• Repeat basic page format, e.g. locate navigation tools in the same place on the page, have consistent link appearance and have consistent font size and type. (Recommended fonts: Lato, Times New Roman, Arial, Verdana, Georgia, Calibri, Comic Sans.)
• Avoid color schemes or backgrounds that make the information on the page difficult to read.
• Limit page length and files to a size that is “as small as possible” but not difficult to read.
• The web site may include areas such as staff information, student projects, assignments, important dates, parent information, school information and mission statement, community and geographical information.
• All web site authors must follow all applicable and existing copyright laws pertaining to the use of text, images, sound and videos.
• All web pages must adhere to the content guidelines and Acceptable Use Policy.

Content
• All pages must be proofread for grammar and mechanics.
• Pages that contain time-sensitive information, such as calendars, school events and staff information must be updated to ensure current, accurate information. Remove expired date-related items.
• Video and audio files may be used if they are compressed.
• Maintain and remove unneeded files, especially photos and video files.
• Web pages may not be used to provide financial gains for any individual or company.
• Web sites must not have information that is defamatory, vulgar, pornographic, abusive, obscene, profane, sexually oriented, threatening, racially offensive or illegal.
• All web pages must adhere to copyright laws.

Graphics and Picture Format
• Pictures should be sized and compressed appropriately for web pages. They need to be in GIF, JPEG, or other widely accepted Internet formats.
• Graphics should be used judiciously.
• Each picture posted MUST have a description added in order to meet W3Accessibility Guidelines.

Use of personal staff information
• Pictures and names of staff and parent volunteers are allowed with the principal's approval.
• Use of personal information about staff and parent volunteers such as non-district email addresses, non-district mailing address and non-district phone numbers may not be used, except as approved by the building principal. Example: PTSO/PTA/Booster Organization officer may request to have his/her personal email address listed in the appropriate area on the school's web page; the principal may approve the request.
Links
- All links must be accessible through the school district content filter.
- All links must be for educational purposes.
- Links to "non-official" CCSD related organization websites (booster club sites, PTA sites) that are hosted on remote/external (non-District) web servers will be provided with a disclaimer statement informing the user that they are leaving the official Cherokee County School District website.
- Links to information about School Sales Projects that have been approved by the Board of Education are allowed. The description of the link should clearly state that this is a school sponsored fundraiser project. All other commercial transactions are prohibited on school pages.
- Names and logos (if business permits) of business partners or businesses who purchase advertisements from school organizations may be used.
- Links to district approved staff discount programs are allowed.

Use of Student Names, Pictures, Original Work and Email Addresses
- Photographs of students may be placed on the Internet unless permission has been denied by the parents or guardians by notifying the principal in writing by September 1st or within one week of admission/enrollment if enrollment occurs after September 1st.
- Only first names of student names can be used in captions of photographs. (Last names of students must never be used in captions of photographs.)
- Original work by students such as art work, poetry, essays, etc. may be placed on the web site unless permission has been denied by the parents or guardians by notifying the principal in writing by September 1st or within one week of admission/enrollment if enrollment occurs after September 1st.
- Care must be given that any “links” which may contain photographs of students, such as newsletters, published articles, and student projects, do not compromise the privacy of the students.
- Student personal contact information of any kind is prohibited.

Blog and Wiki Guidelines
Class blogs and wikis must be tied to Student Performance Standards. The teacher must complete an online Internet Safety Course or school-based Internet Safety training class before the blog or wiki begins.
- All blogs and wikis must follow curriculum guidelines.
- Students will use their student ID and a unique password to login to the system, but only first names will be seen in the blog or wiki entry of the post.
- No IM or text language is allowed.
- Students must follow the Acceptable Use Policy.
- No personal information can be posted.
- Only users approved by the teacher can read and/or post comments.
- The teacher will read and approve appropriate comments in a timely manner.

Web Review Committee
The principal at the individual school or his/her designee will designate a web review committee. It is recommended that the web review committee be composed of at least one building level administrator, a representative either from each grade level or subject area, the webmaster, technology specialist and the media specialist. If a smaller committee is desired, it is recommended that the committee be composed of an administrator, webmaster, media specialist, technology specialist and two teachers. The committee will ensure that the school's web pages follow the district guidelines.

Consequences
Infractions of the provisions set forth in these guidelines may result in suspension or termination of the web site, loss of access privileges and/or appropriate disciplinary action. Activities in violation of state and federal statutes will be subject to prosecution by those authorities. Disciplinary action may be taken by the District as appropriate.
GUIDELINES FOR USE OF PERSONAL LEARNING DEVICES

Dr. Brian V. Hightower
Superintendent of Schools
Cherokee County School District
http://cherokeek12.net

Dr. Brian V. Hightower
Superintendent of Schools

Trey Olson,
Deputy Superintendent

Bobby Blount
Assistant Superintendent of Technology and Information Services

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Assistant Superintendent of Educational Programs, Students Support, Accountability and Professional Development
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Introduction

Vision

The Cherokee County School District (CCSD) adheres to the belief that technology plays a vital role in meeting the needs of the broad range of abilities, disabilities, cultural backgrounds and ethnic populations represented in our district schools and communities. To assure that technology is utilized for these purposes, the Cherokee County Board of Education’s Technology Policy provides guidance for appropriate technology integration into the curriculum, as well as infusion into school/district administration and management. The primary goal of K-12 technology is to improve student learning. All students will have opportunities to utilize educationally-significant technologies for participation in the global society and economy of the 21st Century. Student, teacher, staff and administrative effectiveness will improve concurrently with the incorporation of technology into respective environments.

CCSD’s vision is to ensure equitable access to current and modern technological resources throughout our School District and to increase access to technology for identified critical needs populations. Assistance will be provided in the daily classroom integration of technology to improve student achievement. By increasing the technology literacy and proficiency of the learning community, the School District envisions enhanced productivity and efficiency as well as improved student achievement throughout the organization.

Goals

• To improve the quality of learning
• To improve student learning of content
• To improve equity of access to technology
• To improve ease of access to digital content
• To improve the level of student engagement
• To promote creativity and innovation
• To refine, support and promote best practices in technology integration
• To institute formative assessments and differentiated instruction
• To improve performance results on standardized testing
• To improve student ability to become self-directed, life-long learners
• To prepare students for college and/or career
• To increase opportunities for continued learning outside of the classroom
• To enable anytime/anywhere learning
• To promote effective communication skills through collaboration and information sharing
Mobile Computing Device

Definition

A mobile computing device is defined as an electronic computing device capable of attaching to the Internet through an integrated wireless network interface card and that utilizes a rechargeable battery(ies) to provide independent power. This device allows the user to connect to Internet resources and work completely free of physical wires. Devices can be laptops, tablets or convertible/hybrid units that easily transform from a laptop to a tablet, etc.

Program Intent

Each year, CCSD offers more learning resources to our students for access from home. The intent for loaning each student a dedicated mobile device is to ensure they have every opportunity to access these educational resources, programs and digital content to help them improve their academic success. The device is intended to be the student’s personal learning device; a 21st century tool supporting the curricular activities initiated by the teacher and enabling the students to experience anytime/anywhere learning. Students who already have the technology which meets the requirements of this program’s methodology may opt out of receiving a CCSD device.

Terms of Mobile Computing Device Loan

Issuance of Devices

Designated students enrolled in CCSD will be issued a mobile computing device at no cost and allowed to transport the device from school to home after the following conditions of the loan are met:

1. Parent/guardian are encouraged to attend an orientation/meeting
2. Parent/guardian and student must sign Student/Parent Mobile Computing Device Agreement (mandatory)
3. Parent/guardian and student must sign Internet Safety/Acceptable Use Policy (included in the Student/Parent Handbook)
4. Parent/guardian and student must review and acknowledge the fee schedule

Procedure and Expectations

1. The device will be assigned in the same manner as a textbook.
2. The serial number of the device will be recorded in the District’s asset management system.
3. The device is issued to a student and the loan is recorded in a database maintained for the loan of all school technology and textbook materials.
4. The device remains with the student for the remainder of the school year unless the student withdraws from school.
5. Students are responsible for bringing their device to school, taking them home each day and charging the battery each night.
6. The devices must not be left unsupervised at school or home in unsecured locations.
Fee Schedule

<table>
<thead>
<tr>
<th>Incident description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Device usage/loan fee</td>
<td>$0</td>
</tr>
<tr>
<td>First damage incident not covered under warranty or due to negligence</td>
<td>$50</td>
</tr>
<tr>
<td>Second damage incident not covered under warranty or due to negligence</td>
<td>$100</td>
</tr>
<tr>
<td>Third damage incident not covered under warranty or due to negligence</td>
<td>Actual cost of repair or replacement cost of the mobile computing device</td>
</tr>
<tr>
<td>Intentional damage</td>
<td>Actual cost of repair or replacement cost of the mobile computing device and possible loss of use privilege</td>
</tr>
<tr>
<td>Loss or damage to protective shell if one is provided by CCSD</td>
<td>$25</td>
</tr>
<tr>
<td>Intentional damage to identifying information label on the mobile computing device</td>
<td>$10</td>
</tr>
<tr>
<td>Mobile computing device re-image fee due to intentional alteration/addition of applications or detrimental files</td>
<td>$10</td>
</tr>
<tr>
<td>Loss of theft of mobile computing device</td>
<td>Police report MUST be immediately filed. Otherwise restitution to the District for the full replacement cost of the device.</td>
</tr>
<tr>
<td>Replacement cost of power cord and/or power brick</td>
<td>Market Cost (estimated $35-45)</td>
</tr>
</tbody>
</table>

**Damage Fees**

If a device is damaged and is not covered under warranty, fees must be paid before the device can be sent for repair or replacement. If there are repeated incidents of damage in a single school year due to negligence, the repair fee increases according to the schedule above. It is common industry practice to allow only one-warrantied accidental damage repair a year.

Damage not covered under warranty includes: cracked screens, impact/pressure damage, water damage and damage as a result of negligence as determined by the District. Damage and Negligence includes but is not limited to:

- Intentional damage
- Leaving a device unattended
- Leaving a device unsecured
- Exposing a device to unacceptable conditions such as exposure to any liquid or moisture of any kind
- Exposing a device to unacceptable conditions such as rain, extreme heat or cold

The District may establish payment plans to clear late fees if financial hardship can be proven. All
fees must be paid prior to the beginning of the subsequent school year.
*Note: The Fee Schedule is based on the type of device provided and is subject to change
in subsequent years.

**Mobile Computing Device Privileges**

CCSD holds the legal title to the mobile computing device and all accessories.

Right of possession and use is limited to and conditioned upon full and complete compliance with:

- All Board Policies
- All rules outlined in this Mobile Computing Device Guidelines document.

1. If the student does not fully comply with CCSD’s Internet Safety/Acceptable Use Policy, Board policies, and all terms of the Mobile Computing Device Guidelines; including the timely return of the property, the district will be entitled to declare the parent/student in default.
2. Failure to return the device for annual repair and maintenance will result in a certified letter sent to the parent or adult student indicating items not returned.
3. The parent (or legally-emancipated student) will have five (5) days to return the items or pay replacement costs or the matter will be turned over to local law enforcement.
4. The parent (or legally-emancipated student) can be charged with theft.
5. Students are expected to take care of the mobile computing device. If any student finds an unattended mobile computing device, they should immediately notify a teacher.

CCSD reserves the right at any time to demand return of the device. Students may be subject to loss of privilege, disciplinary action and/or legal action in the event of damage or violation of Board policies and guidelines as outlined in the Mobile Computing Device Guidelines.

All users of the CCSD network are ultimately responsible for the backup of their critical/important data. CCSD, nor any of its agents or employees will be responsible for lost or missing data.

**It is the responsibility of the student to maintain backups of all data.**
**Length of Loan**

1. The right to use and possess the mobile computing device and all peripherals terminates no later than the last day of the school year unless earlier terminated by the district or upon withdrawal from the school through dropping-out, suspension, expulsion or transfer.
2. The student must leave the mobile computing device at the school where it was originally assigned.
3. If the student enrolls in another school within the district, the device will remain at the original school. The principal must be notified that the mobile computing device has been turned in for assessment of the condition of the device.
4. The school principal or his/her designee will be responsible for contacting parents to ensure this equipment is returned in a timely manner.
5. Failure to return the device on or before this date to the school principal or his/her designee may result in criminal charges being sought against the student, parent, and/or the person who has the device.
6. **The device remains the property of the CCSD and cannot be loaned, sold, bartered, traded, leased, rented or given to any other person(s).**

**Technical Support and Repairs**

- In the event the device needs repair, it must be reported using the school's technology problem reporting system. The student will make the teacher aware of the issue, and the teacher will enter the request into the helpdesk system.
- **All** repairs will be performed by CCSD's Technology Department or an approved/authorized representative of the manufacturer.
- Parents, guardians, students or teachers are not allowed to attempt repairs themselves or contract with any other individual or business to repair any District- owned computer equipment.
- CCSD’s Technology Department will coordinate the repair work for mobile computing devices.
- Every effort will be made to repair or replace the mobile computing device in a timely manner.

**Loaner Devices**

If a device is damaged, it will be repaired as quickly as possible. If available, a loaner device will be issued after all appropriate fines have been paid. If warranty repairs are necessary, every effort will be made to provide the student with a loaner mobile computing device. **Loaner devices may not be provided if repairs can be made the same day.**

**Technical support is only available during school hours.**

If a student has a technical problem at home, document the problem as completely as possible recording any error messages, exactly what the student was doing at the time, and the software being used when the problem occurred. Students must follow the school guidelines for submitting a request for technical support. Information on the problem must be given to the teacher the next school day. The teacher can escalate the problem to the school’s Technology Specialist.
It is very important to have complete and specific information about the problem occurring in order for any technician to be able to troubleshoot a problem. The more complete the information, the faster the device may be repaired.

**Warranties, Damages and Theft**

**Warranties**

Complete warranties act as insurance policies to cover accidental damage (drops, spills, etc.). When these warranties are available and financially feasible, CCSD will invest in this type of coverage for mobile technologies. In the event of accidental damage with this warranty in place for the device assigned to the student, no costs for the first repair will be levied. It is common industry practice to allow only one-warranted accidental damage repair a year. Repeat and frequent instances of warranty repair for the same student and device may prompt an investigation.

**Damage**

- Lost or damaged power cords/adapters are not covered under the warranty. The student must purchase replacement of lost or damaged power cords from CCSD at the market cost (estimated $35-45).
- Warranty does not cover any protective shell or carrying case provided by CCSD.
- The parent/guardian will be responsible for compensating the school district for any losses, costs or damages which are not covered by the mobile computing device fee. Replacement and repair fines are detailed in these guidelines. All fines must be paid in full before devices will be returned or reissued to the student.

**Loss or Theft**

Upon awareness that the device has been lost or stolen, users MUST immediately file an official police report with either CCSD Police or the Police Department within the jurisdiction of where the theft took place. Incidents of loss or theft occurring off campus must be reported to the police the day of the loss or theft occurs, or when the loss of theft is discovered; copies of the police report must be given to the principal or teacher the next day that school is in session. Students who fail to report the loss or theft are responsible for the full replacement cost of the device. Any loss or theft occurring on school grounds must be immediately reported to an administrator. Police reports received by administrators must then be sent to CCSD’s Department of Technology Services: Asset Management.

If there is no clear evidence of theft or if the device has been lost due to a student’s negligence, the student will be responsible for the device’s full replacement cost.

**District Liability**

Although the device is provided for use within the district, CCSD assumes no additional liability for any material accessed on the device. The Cherokee County School District complies with all State and Federal laws regarding internet usage and filters. For purposes of those laws, a student is only considered "at school" when the student is physically present and properly logged into the CCSD intranet.
Modification to Program

CCSD reserves the right to revoke or modify the Mobile Computing Device Guidelines, policies or procedures at any time. Please review the CCSD District website periodically for changes on the Mobile Computing Device Guidelines.

Hardware and Software

Materials Provided
- Mobile Computing Device (laptop, tablet or convertible/hybrid)
- Charging Cable

Software Installed on Mobile Computing Device
- Microsoft Office
- AVAST Antivirus
- Educational software specific to the student's grade level and curricular needs as deemed necessary by the local school

In some locations CCSD may provide:
- Protective shells/covers for the mobile computing device (to be kept on the device at all times)
- Carrying case

Members of the CCSD Technology Department may install additional software applications. The software installed by CCSD must remain on the device in usable condition.

Any assistive technology devices required by a student's Individualized Education Plan (IEP) would be issued based on the recommendations of the Director of Special Education.
Student Responsibilities

1. Students are responsible at all times for the devices, whether at home or school.
2. The student assigned the device is responsible for all use of the device.
3. Students are required to bring the device to school each day with a fully charged battery.
4. Disciplinary action may be taken for students who repeatedly leave the device at home.

Users are responsible for their actions and activities involving school owned computers. The mobile computing device is school property and device contents and activities are not private.

The right to use a CCSD mobile computing device at home is a privilege.
1. If students do not adhere to CCSD's Acceptable Use Policy, all Board policies and the guidelines in the Mobile Computing Device Guidelines, the privilege to use the device at home may be restricted or eliminated.
2. The school's Principal will have final authority to decide appropriate disciplinary action if students are found to be responsible for any unacceptable activity.
3. Dead batteries or failure to bring the device to class will not be an acceptable excuse for late or incomplete work.

If a student withdraws from the assigned school, the device, power cord, power brick and adaptor must be returned before leaving the school.

Care of the Mobile Computing Device

General Care

1. When using the device, keep it on a flat, solid surface so that air can circulate. Using a device directly on a bed or carpet can cause damage due to overheating.
2. Do not set books or stack items on top of the device.
3. Do not write, draw, paint or place stickers or labels on the device or carrying case.
4. Do not place food or drink near the device. Liquids, food and other debris can damage the device. Avoid eating or drinking while using the device.
5. Do not keep food or food wrappers in the carrying case.
6. Keep the device away from magnetic fields, which can erase or corrupt the data. This includes large speakers, amplifiers, transformers and old style television sets, etc.
7. Do not leave the device exposed to direct sunlight, ultraviolet light, extreme temperatures or moisture sources for extended periods of time. Extreme heat or cold may cause damage to the device.
8. Never attempt to repair or reconfigure the device. Do not attempt to open or tamper with the internal components of the mobile computing device; do not remove any screws.
9. Carefully insert cords, cables and other removable storage devices to avoid damage to the mobile computing device ports. Be sure the cords do not cause a tripping hazard.
10. Do not bump the device against lockers, walls, car doors, floors, etc.
11. Immediately report any damage, loss or problems with the device to your teacher or local school technology specialist.
**Power Management**

- It is the student’s responsibility to recharge the device battery so it is fully charged at the beginning of each school day.
- Power cords must be brought to school daily; however, power outlets may not be accessible in classrooms for recharging.
- Be careful not to cause a tripping hazard when plugging in the device.
- For prolonged periods of inactivity, shut down the device to conserve the battery.

**Cleaning the Mobile computing device**

- Wipe surfaces with a clean, dry, soft cloth.
- Never use liquids to clean the device.
- Be sure your hands are clean when using the device to avoid buildup on the touch pad, screens (if applicable) and keyboard. Grease and dirt buildup can cause problems with the device.
- Do not use the device in dusty, dirty or sandy environments.

**Screen Care**

- Take extreme caution with the screen. It will break if dropped.
- Do not pick up the mobile computing device by the screen.
- If the device is touch-enabled, avoid touching the screen with objects not designed for the device such as pens, pencils or sharp instruments.
- Do not lean on the top of the device or place excessive pressure or weight on the device’s screen.
- Do not place anything in the case that will press against and possibly damage the device. When stored or carried with heavy articles such as large books, the screen may be cracked if bumped.
- Be careful not to leave pencils, pens or papers on the keyboard when closing the screen.
- Never clean the screen with glass cleaner; clean the screen with a soft, dry cloth or anti-static cloth.

**Carrying the Mobile computing device**

- All device components are to be carried in approved cases at all times. Failure to do so can result in confiscation of the mobile computing device until a case is provided.
- If CCSD provides a protective shell, it must be kept on the device at all times. Failure to do this can result in confiscation of the device until the shell is provided.
- The device must always be shut down or placed in standby mode before being placed in the carrying case.
- Always close the lid before moving or carrying the device.
- Do not leave the device in visible sight in a vehicle.
- Unplug all cords, accessories and peripherals before moving the device or placing it into the case. Do not store the accessories, peripherals, cords in the same compartment of the case as
the device. It may cause damage to the device.

- Textbooks, notebooks, binders, pens, pencils, etc., are not to be placed in the carrying case.
- Never sit on the device.

**Security**

- Do not leave the device in unsupervised areas. Unsupervised areas include the lunchroom, buses, locker rooms, media center, unlocked classrooms, gyms, dressing rooms, restrooms, hallways, etc. Never leave the device unsupervised. If any student finds an unattended device, they must immediately notify a teacher or the school’s technology specialist.

- Avoid using the device in areas where damage or theft is likely.

- When students are not using the devices, they must be stored in their secured lockers. Nothing should be placed on top of the device in the locker. Students are encouraged to take their devices home every day after school, regardless of whether or not they are needed. Devices must not be stored in a vehicle at school or at home.

- During after-school activities, students are expected to maintain the security of the device. Students participating in sports events and other after-school activities will secure the devices.

- Each device has identifying labels including the serial number and assigned student name. Students will not modify or destroy these labels. If a label is intentionally damaged the damage assessment fee charged is $10.

**Loaning Equipment to Others**

Students may not loan their devices or power cord to others for any reason. Each student is responsible for any loss or damages incurred.

**Device Inspections**

Students may be randomly selected to provide the device for inspection.

**Software and Files**

**General Information**

- The devices come with a standardized pre-loaded software “image.” This image may not be altered or changed in any way.
- All software must be approved and installed by CCSD’s Technology Department.
- Software may not be copied, altered or removed from the device.
- Students are financially responsible for damages caused by any attempt to add, change or delete
software. See fines information for re-imaging charges.

- **Backup your data;** students are responsible for backing up data daily. CCSD does not accept responsibility for the loss of any data deleted due to re-imaging mobile computing devices. **CCSD has the right to re-image a mobile computing device at any time for any reason.**

**Illegal File Sharing**

File sharing programs to illegally download music, videos, games, etc., will not allowed to be installed or used on the device. This is a violation of CCSD’s Internet Safety/Acceptable Use Policy and is a violation of federal copyright laws.

**Deleting Files**

Do not delete any software applications that you did not create or that you do not recognize. Deletion of files could interfere with the functionality of the device. Re-imaging fees may apply.

**Passwords**

- Students will login using only their assigned username and password.
- Students will not share their passwords with other students.
- No school personnel will ask for a student password.
- Sharing login information with other students will result in disciplinary action.

**Email and Internet Use**

**Email**

- Students are provided a filtered/monitored email account by the school district.
- When emails are sent, the name and user identification are included in the email message.
- Students are responsible for all email originating from their user account.
- Emails will be made available to district, local, state and federal officials in association with any investigation.
- Emails, stored data, transmitted data or any other use of online services are not confidential and may be monitored at any time by designated staff to ensure appropriate use.
- Although emails and other data sent/received/stored on the computer deemed to be “Educational Records” as defined by the Family Rights and Privacy Act ("FERPA") (20 U.S.C.A. §1232(g)) are considered confidential and will not be released to third parties without Judicial action, any emails or data sent/received/stored on the computer which are deemed to be non-educational in nature may be subject to disclosure to third parties pursuant to the Georgia Open Records Act (O.C.G.A. §50-18-70 et. seq).
**Internet Use**

As required by the Children's Internet Protection Act (CIPA), the District must filter Internet content while the students are using CCSD-provided Internet services at school.

- Filtering not only restricts access to unacceptable sites, but also restricts access to chat rooms, some online games and web mail.
- **CCSD cannot guarantee that access to all inappropriate sites will be blocked. No filter is as reliable as adult supervision.** Parents/Guardians are encouraged to diligently monitor their student(s) Internet access on the District supplied computer as well as any other computer their child(ren)/student(s) accesses.
- Log files are maintained for each device with a detailed history of all sites accessed.
- It is the responsibility of the user to appropriately use the device, network and the Internet.
- Students must immediately notify a teacher or administrator if they access information or messages that are inappropriate, dangerous, threatening or make them feel uncomfortable.

**Unacceptable Behavior**

Unacceptable conduct includes, but is not limited to the following:

- Using the network for illegal activities, including copyright violations;
- Use of private access points or unauthorized hotspots. Absolutely no rogue access points nor using cell phones as hot spots will be allowed;
- Downloading inappropriate materials, viruses, or software;
- Using or possessing hacking or file sharing software;
- Gaining unauthorized access anywhere on the network; including attempting to log onto the Internet, network, servers, routers, switches, printers or firewall as a system administrator;
- Vandalizing or tampering with equipment, files, software, system performance or other network equipment;
- Misuse of available networks to bypass classroom management monitoring software during all instructional times. Students must be online via the provided wireless network (i.e.; NEXT) unless otherwise instructed by teacher or administrator;
- Opening the computer to access internal parts;
- Intentionally causing network congestion or interfering with the work of others;
- Installing, activating or creating programs that interfere with the performance of the network, Internet or computer hardware;
- Revealing, sharing or posting personal information including full names, addresses, phone numbers, Social Security numbers, driver's license numbers or passwords for yourself or others;
- Invading the privacy of others;
- Using another person's username or password, or allowing another to access your account using your username or password;
- Engaging in harassment or transmitting obscene messages, pictures, websites or other files including racist, terrorist, abusive, sexually explicit, vulgar, threatening, stalking, demeaning, slanderous or any other inflammatory content;
• Any act of plagiarism; utilizing sites selling written papers, book reports and other student work;
• Attempting to disable or circumvent CCSD’s Internet content filter and firewall, including using or attempting to use proxies to access sites that would otherwise be restricted;
• Knowingly placing a computer virus on a computer or network;
• Writing, drawing, painting, defacing or placing stickers or labels on a school owned mobile computing device or mobile computing device accessories, or causing other intentional damage. The defacement of CCSD property will result in a damage fee;
• Presence of pornographic materials, inappropriate language, alcohol, drugs or gang related symbols will result in disciplinary action;
• Cyber-bullying in any form is unacceptable. This includes harassment, threats or any disruption of school;
• Any damage that would/could constitute negligence; including, but not limited to:
   Exposing the mobile computing device to any fluids of any kind
   Slinging or throwing the mobile computing device
   Exposing the mobile computing device to weather conditions which will cause damage, (i.e., rain, snow, extreme heat or cold).

Students will comply at all times with School Board policies, the Acceptable Use Policy, and the Mobile Computing Device Guidelines. Consequences for non-compliance with the policies and procedures in this document include disciplinary actions and financial responsibilities. Any failure to comply may immediately end the student’s right of possession. The student will also be subject to disciplinary action. The school principal will have authority to decide appropriate consequences regarding non-compliance.

Home Use

Internet
• **CCSD will not serve as a home Internet service provider.**
Although a student will not be deemed “at school” unless the student is physically present on school property and properly logged into the CCSD intranet, CCSD will provide software-based Internet filtering, when possible, for the device while connected to the Internet from home or other non-school locations. In order to assure acceptable internet usage parents/guardians are encouraged to closely monitor all devise usage.
• It is the responsibility of the parent or guardian to monitor student device use, especially Internet access, while at home.
• To access the Internet from home, the parent or guardian would need to contract with an Internet service provider.
• The ability to access the Internet from home varies from situation to situation and no guarantee is implied.
• Accessing the Internet from home is the financial responsibility of the parent/guardian.
• The device should only be used in the home by the CCSD student and not shared with other family members (with the exception of providing appropriate educational support to the student).
Note: While many educational resources are available via the Internet, including many provided by CCSD, and with the understanding that not all students will have access to Internet service at all times, teachers will be reminded to provide alternatives to students when requiring Internet access for assignments that cannot be completed during class time.

**Internet Safety**

- Notify an adult immediately if you accidentally access an inappropriate site.
- Never use or transmit anything with racist, abusive, threatening, demeaning, slanderous, objectionable, sexually explicit or inflammatory content.
- Never arrange to meet an Internet contact in person.
- Obey all copyright laws.
- Protect personal information. Never give addresses, phone numbers, passwords and Social Security numbers for yourself and others.

**Monitoring Use and Supervision**

- The device should be used at home in locations that can be easily monitored and supervised by a parent or guardian.
- Unsupervised use (e.g. in a child’s bedroom) is strongly discouraged.

**Privacy**

- There should be no expectation of privacy from school personnel regarding the contents of computer files or communication using any school owned computer or network.
- The devices will be subject to routine monitoring by teachers, administrators and members of the CCSD Division of Technology and Information Services.
- Students will provide access to the device assigned to them upon request by the school or district personnel.
- A search of the device and student files may be conducted if there is suspicion that any laws, policies, procedures or guidelines have been violated.
- CCSD reserves the right to investigate, review, monitor and restrict information stored on or transmitted via its equipment.
- Parents, guardians and students do not have the right or expectation of privacy for any use of District-owned mobile computing devices.
- School personnel may conduct an individual search of the device, files, music, videos, emails or other related items.
- CCSD will cooperate fully with local, state or federal officials in investigations of suspected illegal activities conducted through district owned devices.

**Device Inspections**

Students may be randomly selected to provide the device for inspection.
Parent Expectations

• Share in your student’s excitement about this opportunity and learn along with them as they use this instructional tool to enhance their learning.
• Parents are ultimately responsible for monitoring student use of the device and Internet at home.
• Parents should ensure that their child adheres to Board Policies referenced in the Mobile Computing Device Guidelines.
• Report the need for device repairs, theft or loss no later than the next school day.
• Sign and follow the Mobile Computing Device Agreement.
• Reimburse the school district for any fines caused by damage, misuse, neglect or loss (including theft), as outlined in the Mobile Computing Device Guidelines.
• Parents are responsible for reviewing CCSD’s Internet Safety/Acceptable Use Policy and the Mobile Computing Device Guidelines with their child.
• Parents are responsible for ensuring the return of the device and all accessories at the end of the current school year or before the student withdraws from school.
• Parents/students may provide their own shell (laptop case/bag) rather than utilizing the CCSD issued shell.

Note: Students who are 18 years or older or who are legally deemed an emancipated minor are considered an adult student. All legal, ethical and financial obligations are the responsibility of an adult student.

Resources for Parents

Digital Citizenship

Common Sense Media https://www.commonsensemedia.org/
Cherokee County School District (CCSD)

Mobile Computing Device Parent and Student Agreement

We are excited to be able to provide your student with a mobile computing device while they are enrolled at a Cherokee County school. Please note the following conditions of the program:

- Parents and students must sign the mobile computing device agreement.
- In the event of loss or damage to the device, a fee must be paid in accordance with the established Fee Schedule as set forth in the Parent and Student Guidelines for use of CCSD Personal Learning Devices booklet, which includes:
  - $50 must be paid for first incident
  - $100 for the second incident
  - Actual cost of repair or replacement cost of the mobile computing device for the third incident
- Parents or adult students will file a police report in cases of loss, theft or vandalism that occur away from the school campus. The police report must be turned in to the principal within 48 hours.
- Negligent loss or theft results in paying full replacement cost of the mobile computing device.
- Mobile computing devices that are not returned to the principal when a student leaves, transfers, or withdraws from school will be considered stolen. The procedures outlined in the Mobile Computing Device Guidelines will be followed and theft charges will be filed.
- The Principal has the discretion to permanently confiscate the mobile computing device from the student at any time.
- Parents will monitor student’s mobile computing device activity at home.
- Mobile computing devices must be transported to school each day fully charged in a mobile computing device bag and with the protective shell on, when applicable.
- Students must secure the mobile computing device when not on their person.
- The mobile computing device is property of the CCSD.
- The same mobile computing device will be issued to each student each year. The power cord will remain with the student for the duration of his/her time enrolled in CCSD. If the power cord/adapter is not returned or is damaged, there will be a $36 fee for replacement.

- Students will:
  - Use the device appropriately.
  - Care for the device assigned to them and not leave it unsupervised in unsecured locations.
  - Be responsible for all damage or loss caused by neglect or abuse.
  - Not loan the device to another individual.
  - Charge the device battery before each school day.
  - Not use the device near food or drinks.
  - Not disassemble any part of the device or attempt any repairs.
  - Carry the device in the carrying case with the protective shell on, if applicable.
  - Not place stickers, drawings, markings, etc., on the device and will not deface the serial number sticker on the device.
  - Understand that the device and its contents may be inspected at any time because it is CCSD property.
  - Agree to return the device, power cord and all accessories in working condition.
  - Follow the policies, procedures, and guidelines outlined in the Mobile Computing Device Guidelines and the Acceptable Use Policy at all times.

Yes, I have received a copy of the Mobile Computing Device Guidelines and understand the conditions of the program. I also acknowledge and accept the terms of the Fee Schedule contained within these guidelines.

[Student Information]

[Parent/Guardian Information]

V3.10.16
Cherokee County School District (CCSD)
Mobile Computing Device Parent and Student Agreement

Opting out:

I have received a copy of the Mobile Computing Device Guidelines and understand the conditions of the program. My student already has the technology which meets the requirements of this program's methodology and I choose to opt out of receiving/utilizing a CCSD device.

----------------------------------
Parent/Guardian Signature          Date
As schools discover older equipment that is broken or has outlived its fitness-for-use, those items are designated as candidates for surplus. If the item is technology-based, as listed below, the Technology Specialist assigned to that school must be consulted prior to the removal of the item from the facility. This will ensure proper routing of assets for proper disposal.

<table>
<thead>
<tr>
<th>Access Point</th>
<th>Interactive Table</th>
<th>Netbook</th>
<th>Server</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistive Technology</td>
<td>Interactive White Board</td>
<td>Network Switch</td>
<td>Student Response Device</td>
</tr>
<tr>
<td>Backup Device</td>
<td>Inventory Device</td>
<td>PDA</td>
<td>Tablet</td>
</tr>
<tr>
<td>Battery Charger</td>
<td>Interactive Slate</td>
<td>Podcast Device</td>
<td>Tablet PC</td>
</tr>
<tr>
<td>Desktop</td>
<td>Kiosk/Digital Signage</td>
<td>Point of Sale</td>
<td>Television (Digital Signage)</td>
</tr>
<tr>
<td>Digital Camera</td>
<td>Laptop</td>
<td>Printer</td>
<td>Touch Screen Monitor</td>
</tr>
<tr>
<td>Digital Video Camera</td>
<td>Laptop Cart</td>
<td>Projector</td>
<td>Uninterrupted Power Supply</td>
</tr>
<tr>
<td>E-Reader</td>
<td>Monitor</td>
<td>Scanner</td>
<td>Video Broadcast Cart</td>
</tr>
</tbody>
</table>

SURPLUS
Items picked up for surplus will be delivered to and staged within the Cherokee County School District (CCSD) Educational Services Annex (ESA) warehouse. The Division of Technology and Information Services will identify which items are to be sold as surplus or staged for redeployment. The Supervisor of Purchasing governs the sale of surplus inventory.

- Each Technology Specialist is required to identify systems for surplus/redeployment using the District’s Asset Management System.
- The school’s Technology Specialist will need to contact Technology Logistics to request the number of boxes needed for surplus removal. Technology Logistics will then stage boxes for warehouse delivery to the school.
- The Technology Specialist will send a list of assets to the Supervisor of Technology Field Services for approval as well as a Central Warehouse Work Order for the transfer of boxes and equipment from the school to the ESA warehouse. The Warehouse Work Order must include the number of boxes and/or items being transferred.
- The Supervisor of Technology Field Services will review the documents and forward to the Central Warehouse Manager, Systems Support Specialist and Inventory Control Clerk for additional processing.
- The Central Warehouse Manager will schedule a pick-up appointment with the Technology Specialist.
- The Technology Specialist must ensure that all items to be returned for surplus/redeployment are boxed and labeled properly prior to the pick-up appointment.
- Upon arrival in the ESA warehouse, Technology Logistics will confirm receipt of the items and sort incoming product based on its condition and practicality for reuse.
- Items identified for surplus will be staged for removal and the status of the items updated in the asset management system. A report of these items is forwarded to the Technology Logistics Facilitator and Inventory Control Clerk for verification and approval for disposal. Upon approval, the approved surplus vendor is contacted and the item status is changed to “Retired” in the asset management application.
- Items identified for redeployment are sorted according to product type and are labeled as “Available” in the asset management application.

The Office of Technology and Information Services determines which items will be disposed of and which can be redeployed to other users within the county. All computers that will be sold as surplus MUST have the hard drives formatted! Technology Specialists and Network Analysts are responsible for this.

Technology staff will provide a report of surplus items to the awarded surplus vendor. This report will include the serial number/service tag, model number and scrap value.

REDEPLOYMENT/REPURPOSE
Criteria for items to be redeployed include those items that still have a technological usefulness within the county. It is acknowledged that what one school considers surplus, another considers valuable and useable. Upon identification of redeployment items, such units will be staged for delivery to an identified recipient and added to that facility’s inventory.
CCSD Technology Refresh Summary

The CCSD Office of Technology Services has a structured schedule for hardware refresh. Desktop and laptop computers have traditionally been purchased with a 3-5 year warranty depending on budget. The District makes every effort to maximize the investment in hardware by utilizing these systems beyond the warranty period and swapping parts, as needed, to extend the useful life of systems. When parts are no longer available, or the systems processor/memory/operating system limitations have been exceeded, the system is defined as not fit for use and recommended for surplus. Subsequently, the District may get up to 7-8 years of useful life from a desktop system and 5-6 years from a laptop system before the systems are replaced.

In the area of Career, Technical, Agriculture & Engineering (CTAE) education, exceptions are made on the refresh rate of those systems. Because the focus trends towards teaching students current skillsets, the systems in this area are closely monitored for performance and there is conscious effort and collaboration amongst Technology, Curriculum and school-based CTAE personnel in aligning the refresh of software and hardware with current and emerging technologies, state requirements and industry standards. These [usually desktop] systems may receive a refresh as often as every three to four years depending on need and requirements.

The CTAE department also utilizes “modules” that are designed to teach students about specific career pathways. Modules are upgraded on an as needed/as required/as funded basis. Due to the unique design of some of the modules, upgrading them may not be possible because of the lack of an upgrade option from the manufacturer. Some modules can only run with older versions of an operating system; some require unique computer slots to accommodate unique interfaces. Local support is provided by the Office of Technology Services to facilitate the continued operation of these resources.

School-based computer labs are also closely monitored and refreshed on a more accelerated schedule than the traditional classroom systems. Because of the frequent use of the labs, there is increased wear and tear on these systems. Additionally, labs tend to have significantly more software installed in order to make it all-inclusive to an entire school as opposed to a classroom teacher only needing the software appropriate for the subject content. As a result, it is often necessary to refresh the software, and, in some cases, the hardware, on those system more frequently.

The District makes every effort to keep software versions current. While CCSD does not necessarily install a new version as soon as it is released, there is usually not a lag of more than 1 or 2 versions behind. With the realization that upgrading software can be a disruption to curriculum delivery, workflow or business continuity, great planning and caution is often the result of new release announcements. In the CTAE area, for example, upgrades to software is collaborative as instructors often need time to preview and learn new features, develop lesson plans, order the appropriate text materials and resources that align with the new software and ensure there is no deviation from the standards.

District printers are usually purchased with a three year warranty. The District invests in durable laser printers that have a proven record of lasting several years beyond the warranty period. As with desktop and laptop systems, staff is trained to swap parts, as needed, for repairs to extend the life. Ancillary peripherals such as scanners, digital cameras, voice recorders usually come with a 90-day to 1 year warranty and are refreshed , as needed either locally or through a District refresh initiative as funding permits.

Refresh of the data network is continuous as emerging technologies shape the landscape of data communications. With demand for fast access to web-based resources, electronic communication,
wireless access and video presence on the increase, CCSD’s data infrastructure is reviewed annually for improvements to performance.

<table>
<thead>
<tr>
<th>Technology Item</th>
<th>Targeted Refresh Cycle</th>
<th>Practical Refresh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer (Desktop)</td>
<td>5-6 years</td>
<td>7-8 years</td>
</tr>
<tr>
<td>Computer (Desktop –LAB, POS, CTAE)</td>
<td>3-4 years</td>
<td>4-6 years</td>
</tr>
<tr>
<td>Computer (Laptop)</td>
<td>3-4 years</td>
<td>5-6 years</td>
</tr>
<tr>
<td>Computer (Server)</td>
<td>5-6 years</td>
<td>7-8 years</td>
</tr>
<tr>
<td>Printers</td>
<td>5-7 years</td>
<td>9-10 years</td>
</tr>
<tr>
<td>Interactive White Board</td>
<td>10 Years</td>
<td>10-12 years</td>
</tr>
<tr>
<td>Multimedia Projector</td>
<td>4-5 years</td>
<td>5-7 years</td>
</tr>
<tr>
<td>Wireless Access Point</td>
<td>5 years</td>
<td>3-4 years</td>
</tr>
</tbody>
</table>
Bring Your Learning Device

Dr. Brian V. Hightower
Superintendent of Schools
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District Mission Statement and Vision for Technology Use

We, the School Board of the Cherokee County School District (CCSD), are committed to educating the emerging generation through learning environments designed to increase the performance of all students.

The Cherokee County School District (CCSD) adheres to the belief that technology plays a vital role in meeting the needs of the broad range of abilities, disabilities, cultural backgrounds and ethnic populations represented in our district schools and communities. To assure that technology shall play a dominant role, the Cherokee County Board of Education’s Technology Policy provides guidance for appropriate technology integration into the curriculum, as well as infusion into school/district administration and management. The primary goal of K-12 technology is to improve student learning. All students will have opportunities to utilize educationally-significant technologies for participation in the global society and economy of the 21st century. Student, teacher, staff and administrative effectiveness will improve concurrently with the incorporation of technology into respective environments.

CCSD’s vision is to ensure equitable access to current and modern technological resources throughout our School District and to increase access to technology for identified critical needs populations. Assistance will be provided in the daily classroom integration of technology to improved student achievement. By increasing the technology literacy and proficiency of the learning community, the School District envisions enhanced productivity and efficiency as well as improved student achievement throughout the organization.

PURPOSE

CCSD is committed to preparing all students and teachers to maximize learning by fully integrating relevant technology into academic content to acquire, share and evaluate information; to achieve media and technology literacy; and to maintain a safe and ethical environment. It is the purpose of the District to allow schools to implement a “Bring Your Learning Device” (BYLD) program which will enable students to bring their Web-enabled, mobile wireless devices to school. These devices have been used mainly for entertainment and communication purposes, but BYLD will allow parents and students to leverage their investment in these technologies for targeted academic purposes. The use of personal mobile devices should move the focus away from receiving information to finding valid information and away from isolated learning to collaborative learning. Access to digital textbooks, online resources and learning content provides students the opportunity to develop and build skills to become an:

- Empowered Learner
- Digital Citizen
- Knowledge Constructor
- Innovative Designer
- Computational Thinker
- Creative Communicator
- Global Collaborator

BYLD is intended to support the mission to teach communication skills, knowledge and behaviors that students will need as responsible citizens in the global community.
PLAN

In January 2012, the Cherokee County Board of Education adopted a resolution requesting a waiver from the State Department of Education that would allow our students to bring their digital devices to school and use them in the classroom as an integral part of instruction. As part of this plan, CCSD began a pilot that allowed select schools to implement a BYLD program. Only students who were in pilot schools were allowed to bring their technology to their school campus. CCSD published “Terms of Service” for use of the BYLD network. After completion of the pilot, the District will open and expand the initiative to all schools on a voluntary basis beginning August 2012.

Teacher participation in the initiative is voluntary and subject to approval by the schools’ administration. Under direct supervision by participating classroom teachers, students will be allowed to use their devices in the classroom to access Web-based content, communicate with other learners and use secured, cloud-based (i.e., Internet) productivity tools.

Access to the Internet will be provided through the District’s BYLD wireless network. The BYLD network will provide filtered, secured access to Web-based resources and is separate from the District’s primary network. Students who do not possess their own device will continue to have access to District-provided technology.

CCSD is providing wireless connectivity, the BYLD network, whereby students are enabled to login from their personal devices with an authenticated username. Use of the CCSD wireless network is entirely at the risk of the user, and CCSD is not responsible for any loss of any information that may arise from the use of the wireless connection, or for any loss, injury or damages resulting from the use of the wireless connection.

Students, staff or parents who do not accept the terms of service, will not be able to access the BYLD network. The terms of service prompt will post each time an outside user attempts to use this network. Once on the guest network, all users will have filtered Internet access, just as they would on a District-owned device.
FREQUENTLY ASKED QUESTIONS

STUDENTS

I have turned in my signed copy of the CCSD Internet Acceptable Use Policy. Can I start bringing my device to school?
Answer: Students must also turn in an additional BYLD Parent/Student Use Agreement found at the end of this document and also in participating schools' first day forms/signature pages. This document requires both the signature of the student and the parent.

I have my laptop with me in class. How do I get on the Internet now?
Answer: Most laptops or other personal devices, will detect a wireless connection when you are near one. Most of the time your technology device will ask you if you would like to join the network. When prompted, choose BYLD from the list. Once you choose this network, you will be required to login with your CCSD username and password. Your login to the network is your agreement to the terms of service.

My laptop is not prompting me to choose a wireless network. Is there another way to connect?
Answer: In the settings menu of your device, there is usually an icon for a network, go to this icon and choose BYLD from the list or prompt your computer to look for wireless networks in range. Always consult your device's owner's manual for exact directions for accessing a wireless network.

I brought my iPad to school to use in the classroom, but my teacher said I could not use it in her classroom. Can I still use it?
Answer: The teacher in the classroom has the final say on procedures in the classroom. If he or she asks you not to use your technology tool, then you must follow those directions.

I just can't get my laptop to connect to the network. Can I get some help from someone?
Answer: It is not the responsibility of your teachers or other CCSD staff to troubleshoot individual devices. Check your owner's manual for issues concerning connectivity.

I need to save my work to the CCSD network. Why can’t I access this resource?
Answer: The BYLD network is not the same as the network you would normally access from a campus computer. You will not see your shared folder, so you will need to save your work in another place. Some options might include a flash drive, your own hard drive, or a storage account on the Web. CCSD provides all students with a Microsoft Office365 account. This account offers cloud-based storage space on OneDrive. (Microsoft requires parental permission for students under the age of 13 to access)

I need to print the spreadsheet I just created, why is there no printer listed when I try this?
Answer: Like the shared folders, printers are networked differently on the campus and will
My laptop was stolen when I brought it to school. Whom should I contact about this?
Answer: Bringing your own technology tools to school can be useful; however, some risks are involved as well. It is always a good idea to record the device's serial number in case of theft. CCSD is not responsible for the theft of a device nor is the District responsible for any damage done to the device while at school. Any time a theft occurs, you should contact a school administrator to make him/her aware of the offense.

Why am I filtered on my own computer? Shouldn't I be able to see what I want to on my own device?
Answer: Student filtering is a requirement of all public schools. The Children's Internet Protection Act (CIPA) requires all CCSD-provided network access to be filtered, regardless of the device you use to access it while in a public school. The network you are using while at school is maintained by CCSD and will be filtered.

I have a data plan from a provider (AT&T, Sprint, Verizon, etc.) on my digital device that allows Internet access without using the BYLD access. Is this allowable?
Answer: All students are expected to use the BYLD network to access the Internet while at school. It is a violation of District Policy for students to access the Internet through any cellular data provider or use a personal hotspot while on campus. Students are expected to follow the submitted acceptable use procedures when accessing the Internet through any device.

Am I still held accountable for the Acceptable Use Policy (AUP) I signed at the beginning of the school year even though this is my own personal computer?
Answer: Yes. The Internet Acceptable Use Policy for CCSD remains in effect even when you are using your own laptop, smartphone, iPad, etc. Violating the terms of the AUP would be a student code of conduct violation and would be addressed on the campus with a campus administrator. You can review this policy here: [http://cherokeek12.net/board-of-education/online-policy-manual/](http://cherokeek12.net/board-of-education/online-policy-manual/)
**STAFF**

*My classroom is not conducive to student owned technology. Am I required to allow my students to access their technology tools in the classroom?*

Answer: We encourage teachers to leverage student owned technology tools in their classroom for learning, but it is not required. The design of the lesson should be used to determine the best use of student provided technology and the rules that apply.

*How do I handle a student who does not bring a personal learning device?*

Answer: Whenever possible, the school will provide a District owned device for use during the class period as needed for instructional purposes and at the discretion of the teacher. Advanced planning is recommended.

*Some of my students cannot access the network on their laptops or phones. I do not have time in a class period to help them with this. Should I put in a help request or call the help desk?*

Answer: No. Students who cannot access the BYLD network or who may have technical issues with their technology tool need to take care of this issue by working with the user's manual that came with their device outside of the classroom. These are not CCSD devices, and the District is not allocating resources to troubleshoot issues. You are welcomed to assist if you choose, but it is not a staff member's responsibility to ensure that student owned technology is functioning properly.

*I have students and staff on my campus who are accessing the Internet using their provider's data plan (AT&T, Sprint, Verizon, etc.) on their smart phones or laptops, hence bypassing the filter. Is this allowable?*

Answer: All Internet access shall occur using the CCSD BYLD network. Cellular network adapters and hotspots are not permitted to be used by students to access the Internet at any time during school hours. Student filtering is a requirement of all public schools. The Children’s Internet Protection Act (CIPA) requires all network accesses to be filtered, regardless of the device you use to access it while in a public school. The BYLD network you are using while at school is maintained by CCSD and will be filtered. Students are expected to follow the submitted acceptable use procedures when accessing the Internet through any device.

*I have my own laptop and a smart phone. I would like to utilize these tools at work. Does this new plan include campus staff?*

Answer: Yes. Campus staff can also access the BYLD network. Campus printers will not be accessible with your own devices.

*One of my students was using his laptop to bully another student on campus. How do I handle this?*

Answer: Any disciplinary infractions that occur from using technology tools should be referred to a campus administrator. This would be a student code of conduct issue and infraction.
Will students have access to all software packages via the BYLD network access?
Answer: Most cloud-based (i.e., Internet) applications will be available for use on student's personal devices; however, no CCSD-licensed, locally installed (i.e., to a local hard drive) software packages will be available. Web-based resources provided by the District will be accessible to the students, unless limited by the personal device (i.e., iPads and iTouch cannot run software requiring the Flash Player).

What shall I do if one of my student’s devices is damaged or stolen?
Answer: Any theft issues should be handled as you normally would do so on your campus. CCSD is not responsible for any damage or theft of student owned technology tools. It is encouraged to remind students to keep a record of the device's serial number just in case a theft occurs.

PARENTS

My children are bringing their iPads to school for instructional purposes. Will they have access to resources they can normally access with District equipment?
Answer: Your children will have access to any of the Web-based software school campuses currently use (databases, library search tools, Office365 apps suite of tools, etc.). Software may run differently on different devices for varying reasons. You should consult your owner's manual for software limitations (i.e., iPads cannot run software requiring Flash Player). Teachers will be able to offer recommendations as to which applications they use in their classes run best on which devices.

As a parent, am I required to add additional software (virus protection, filter, tracking device, etc.) to my student’s technology device?
Answer: No. Currently, we are not requiring any additional software for school use. Virus protection is always advised, but not required to participate in the initiative. While on the BYLD network, students will be monitored through the District's filter, so there is no need for additional filtering software.

I have read the terms of service and I do not wish to have my student participate in the BYLD program. Will my student be penalized for not having his own personal learning device?
No, the school will provide, whenever possible, a District owned device for use within the class period as needed for instructional purposes at the discretion of the teacher.

I am the president of a booster club on my student's campus. We hold meetings at night. Will we have access to the BYLD network after school hours for our meetings?
Answer: Yes. The BYLD network will be accessible after school hours. CCSD will provide Guest access to the BYLD network for each school.
If my student's laptop is stolen or damaged, what recourse can I take?
Answer: Theft or vandalism of any kind should be reported immediately to a campus administrator, so he/she can take the appropriate steps. The District is not responsible for any damage or theft of student owned equipment. Keeping track of the device's serial number, model and type at home is suggested. Parents may also consider insuring the device.

What are the campus/classroom rules for using student owned devices including phones?
Answer: Teachers make the final decision for any tools used in the classroom; student owned equipment would be no different. It will be up to the individual teachers to communicate their expectations to parents and students. Contact your child's teachers or campus administration for his/her expectations.

Will my child have access to communication tools like e-mail or message boards while on the CCSD BYLD network?
Answer: Yes. CCSD provides all students with a Microsoft Office365 account. This account offers cloud-based storage space on OneDrive. (Microsoft requires parental permission for students under the age of 13 to access)

Where can I see the Internet Acceptable Use Policy for Technology?
Answer: Board policy is available online at the following link:
http://cherokeek12.net/board-of-education/online-policy-manual/

BYLD ACCEPTABLE USE Agreement

Language addressing student participation in BYLD follows and is included in the Student Handbook and in the CCSD Student Discipline Code (Appendix L).
CCSD - BRING YOUR LEARNING DEVICE - TERMS OF USE

As new technologies continue to change the world in which we live, they also provide many new and positive education benefits for classroom instruction. To enhance learning, students in pilot schools may now bring their own technology to CCSD campuses as part of the BYLD initiative.

Definition of Technology
For purposes of BYLD; “Technology” means personally owned Internet-accessible, wireless, portable, electronic equipment used for instructional purposes. All approved devices must allow access to the Internet through a fully functional Web browser and be capable of accessing the CCSD Guest network. Recognizing the rapidly changing world of technology, approved devices will be reviewed annually. Approved devices include: smartphones, iPads, iPods, laptops, netbooks, tablet computers and eReaders that meet the definition of technology.

Internet
All Internet access shall occur using the CCSD BYLD network. Cellular network adapters and hotspots are not permitted to be used by students to access the Internet at any time.

Security and Damages
Responsibility to keep privately owned devices secure rests with the individual owner. Neither CCSD, nor its staff or employees is liable for any device stolen or damaged on campus. Personal devices that are reported as stolen, lost or damaged while in the care of the student will be treated as any other personal item (such as coats, purses, books, gym bags, shoes, etc.). The school will initiate protocols that promote safety and security (e.g., lock cabinets, lock doors to classrooms and desk drawers where items may be secured).

Student Agreement
The use of personal technology to provide educational material is not a necessity but a privilege. A student does not have the right to use his or her laptop, cell phone or other electronic device while at school without express permission from the teacher. When abused, privileges will be taken away. When respected, privileges will benefit the learning environment.

Students and parents/guardians participating in BYLD must adhere to all Board policies and the CCSD Internet Acceptable Use Policy.

CCSD is excited about the new learning opportunities available through BYLD. It is our intention that students and teachers will collaborate in rich, engaging learning experiences using technology. In order to be a responsible electronic citizen in the CCSD, students are expected to follow these guidelines.

- Students may use these devices in the classroom when the teacher determines it is appropriate for educational purposes. Students must learn when to use and not to use technology, including headphones. If they are not sure, students must ask for clarification.
- All devices must remain silent or be put away unless being used within a lesson during class time. Personal technology cannot be used during campus, district or state testing.
- Devices must have the ability to enhance the educational process and must be able to access the Internet.
- Students are responsible for making sure devices are fully charged prior to use in class.
- Technical support for personal devices will not be provided by teacher, staff or CCSD Technology Staff.
- Personal devices will not be allowed to connect to the CCSD network; they will only access the BYLD network.
- Students must comply with acceptable use terms for accessing the Internet while on school campus.
- The device may not be used to cheat on assignments or tests or for non-instructional purposes during instructional time.
• Personal technology with photographic or video capabilities may only be used with explicit permission from the classroom teacher or principal.
• The device may not be used to record, transmit or post photographic images or video of a person, or persons on campus during school activities and/or hours unless assigned by the teacher as allowed by the CCSD Internet Acceptable Use Policy.
• The device may only be used to access files or Internet sites which are relevant to the classroom curriculum. Non-instructional games are not permitted.
• Students must comply with teachers’ requests to turn off the device.
• Students are responsible for ensuring that any computers or computing devices, diskettes, CDs, memory sticks, USB flash drives, or other forms of storage media that they bring in from outside the school are virus free and do not contain any unauthorized or inappropriate files.
• Students are NOT permitted to use their own computing devices to access the Internet via personal Wi-Fi accounts, “hot spots” or by any manner other than connecting through the wireless connection provided by the school system.
• Students may not use devices during non-instructional times, such as passing periods, lunch and before/after school without express permission from the school's administration.
• All devices should be clearly labeled with student’s full name. Password protection is recommended. Parents and students should discuss insurance, data plans and fees, as these are not the responsibility of CCSD faculty.
• Students are responsible for the security of their personal property brought to school and should keep personal items with themselves or in a locked space. Lost and found devices must be immediately reported and/or turned over to a teacher or administrator.
• Students take full responsibility for personal digital devices at all times. The school is not responsible for the security of the device.

INAPPROPRIATE USE

Inappropriate use will generally fall into two categories; procedural and malicious. Procedural issues will be routinely handled within the classroom and common areas of the school without formal intervention. Examples of procedural issues would include having a device out at the wrong time or forgetting to set a phone to silent. More serious and malicious use will be reported to the office. Examples of these types of issues would include:

• Using the personal technology for illegal purposes including; but, not limited to: cyberbullying, gambling, pornography and computer hacking.
• Using photographic or video features in any restroom or locker room.
• Purposefully opening, viewing, using or deleting files on another person's personal technology without permission.
• Electronically posting personal information about one’s self or others (i.e., addresses, phone numbers and pictures).
• Downloading or plagiarizing copyrighted information without permission from the copyright holder.
• Intentionally introducing a virus or other malicious programs onto another person's personal technology device.
• Electronically posting messages or accessing materials that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation or illegal.

SPECIAL NOTE: CYBERBULLYING

Cyberbullying is defined as the use of any Internet-connected device for the purpose of bullying, harassing or intimidating another student. This includes; but, may not be limited to:

• Sending abusive text messages to cell phones, computers, or Internet-connected game consoles.
• Posting abusive comments or images on someone's blog or social networking site (e.g., Twitter, Google Hangouts, Facebook, etc.).
• Creating a social networking site or Web page that masquerades as the victim’s personal site and using it to embarrass him or her.
• Making it appear that the victim is posting malicious comments about friends to isolate him or her from friends.
• Posting the victim's personally identifiable information on a site to put them at greater risk of contact by predators.
• Sending abusive comments while playing interactive games.
• Taking videos or photos of anyone while on campus or at a school function--often using a cell phone camera--and posting them online, sometimes manipulating them to embarrass the target.

CONSEQUENCES FOR INAPPROPRIATE USE

In the event the technology is used inappropriately, normal disciplinary consequences may occur. As described above, procedural and malicious situations will be handled differently. For those more serious situations, the following may occur:

• Suspension of privilege to access the BYLD network on campus.
• Appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws including monetary damages.
• Possible criminal action.
BYLD STUDENT/PARENT AGREEMENT

As new technologies continue to change the world in which we live, they also provide many new and positive education benefits for classroom instruction. To enhance learning, students in the Cherokee County School District (CCSD) may now bring their own technology to CCSD campuses that are participating in the Bring Your Learning Device (BYLD) initiative.

Upon login to the BLYD network, students will be expected to acknowledge and agree to the following terms of use:

CCSD offers a wireless Internet access as a service to our students, employees and visitors via the BYLD Network. Wireless users must acknowledge the following: • The Internet is a public network and personal or school business information may not be secured. CCSD is not responsible for any such information that may be compromised. • A user may provide his/her own wireless computing device and CCSD is not responsible for the set-up and support of such devices. • The user agrees to use Internet resources in a responsible manner. This includes (but, is not limited to) the prohibition of sending junk/spam e-mail, intentionally distributing viruses/spyware, performing computer hacking/illegal activities and accessing pornography or other objectionable material. • Users are prohibited from accessing (or attempting to access), probing, or scanning the information and computer equipment on the CCSD academic and administrative network. • Users are prohibited from setting up any proxy service or other such arrangement that enables more than one computer to access the wireless network. • Users must abide by intellectual property and copyright laws for any information available on the Internet. Users will be solely responsible for any violation of local, state or federal law, regardless of any charges brought by law enforcement authorities. Any violation of the above policies for acceptable use may result in loss of privileges to access the CCSD wireless network. At its sole discretion, CCSD retains the right to disallow access to or use of CCSD wireless network.

Students acknowledge and agree that:

• The school's network filters will be applied to the CCSD BYLD network access to the Internet and must not be circumvented.

• CCSD reserves the right and authority to retrieve and inspect student devices if there is reasonable suspicion of violation of the District’s Internet Acceptable Use Policy (IFBG) and/or Technology Use Policy (IFBGA).

• Personal technology must be charged prior to bringing it to school and the device must run off its own battery while at school. There is no guarantee that electrical outlets will be available or convenient for recharging devices.

• The students remain subject to all other school behavior rules.

• Responsibility to keep privately owned devices secure rests with the individual owner. Neither CCSD, nor its staff or employees is liable for any device stolen or damaged on campus.

I understand and will abide by the above guidelines. I further understand that any violation is unethical and may result in the loss of my network and/or use of personal and District device privileges as well as other disciplinary action.

Printed student name: ________________________________________________

Student signature: __________________________________________________ Date: ____________
By execution hereof, I give CCSD personal permission to retrieve and inspect any mobile device utilized by my student at school if there is reasonable suspicion to believe that the device is being used to violate any CCSD policy.

Printed parent/guardian name: ________________________________

Parent/guardian signature: ________________________________ Date: ____________