PRINCE WILLIAM COUNTY PUBLIC SCHOOLS

EDUCATIONAL TECHNOLOGY PLAN
2011-15

http://pwcs.edu/
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Technology Plan Development Team

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Kim Swartz, ITRT, King Elementary School
Executive Summary

The School Board, Superintendent, administrators, and teachers have created an environment where students can learn to their fullest potential. Technology supports all aspects of Prince William County Public Schools (PWCS) in providing a World-Class education that focuses on student learning and achievement. By integrating technology into teaching and learning, teachers and students can apply current and emerging applications to their everyday practice.

We believe that students who graduate from Prince William County Public Schools will possess technology knowledge and skills that will assure their proficiency in problem solving, communication, and collaboration. With these skills, students will become life-long learners and responsible citizens, competent to enter the work world and prepared to pursue advanced educational opportunities.

Partnerships with businesses have enabled the School Division and individual schools to better communicate with students, parents, and the community. Through the use of include SchoolFusion and Intouch, parents and students have access to such data as grades, assignments, and attendance.

The School Division’s Web site (www.pwcs.edu) provides vital resources and information for employees, students, and the community. Information posted includes policies and regulations, the annual budget, the curriculum, instructional materials, and links to school sites and central office departments. The Web site is an important link for all stakeholders, especially when feedback is requested on specials issues such as the Division’s strategic plan.

The Prince William County Schools Educational Technology Plan includes instructional strategies and evaluation measures that reflect national, state and division goals for including technology as an integral tool for instruction and learning. Division strategies and evaluation measures support the Prince William County Public Schools’ Strategic Plan goals and objectives. The completion of strategies will be based on available funding.
Process

A. Connections to Prince William County Public Schools Mission and Vision

The Educational Technology Plan Committee was comprised of a variety of stakeholders from schools and the Central Office to include school administration and instructional staff as well as offices that play key roles in the purchase and integration of technology into all areas of instruction and support. A parent was also included on the committee.

In developing the Prince William County Public Schools (PWCS) Educational Technology Plan, the PWCS mission, vision and Strategic Plan goals were correlated to each strategy of the Educational Technology Plan for Virginia to ensure alignment with state requirements.

B. Planning Committee Activities

<table>
<thead>
<tr>
<th>Date</th>
<th>Benchmark</th>
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</thead>
<tbody>
<tr>
<td>3/2010-5/2010</td>
<td>Initial review of Educational Technology Plan for Virginia by small group</td>
</tr>
<tr>
<td>5/2010-6/2020</td>
<td>Strategy writing sessions</td>
</tr>
<tr>
<td>6/30/2010</td>
<td>Draft plan emailed to committee</td>
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<tr>
<td>7/23/2010</td>
<td>Suggestions for additional strategies, evaluation measures, etc returned to Instructional Technology Office</td>
</tr>
<tr>
<td>8/2/2010</td>
<td>Updated draft plan emailed to committee</td>
</tr>
<tr>
<td>8/10/2010</td>
<td>Teleconference to review mission/vision and Goal 1</td>
</tr>
<tr>
<td>8/17/2010</td>
<td>Teleconference to review Goal 2</td>
</tr>
<tr>
<td>8/24/2010</td>
<td>Teleconference to review Goal 3</td>
</tr>
<tr>
<td>9/14/2010</td>
<td>Teleconference to review Goal 4</td>
</tr>
<tr>
<td>9/21/2010</td>
<td>Teleconference to review remainder of document</td>
</tr>
<tr>
<td>9/28 &amp; 9/30/2010</td>
<td>Meet with small group to review changes to document</td>
</tr>
<tr>
<td>10/2/2010</td>
<td>Review of strategies by all ITRT</td>
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<tr>
<td>10/19/2010</td>
<td>Add estimated funding to strategies</td>
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<tr>
<td>10/22/2010</td>
<td>Email edited document to committee</td>
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<tr>
<td>10/25/2010</td>
<td>Committee feedback returned to Instructional Technology Office</td>
</tr>
<tr>
<td>11/15/2010</td>
<td>Planning meeting for final review</td>
</tr>
<tr>
<td>11/29/2010</td>
<td>Final review with Associate Superintendent for Communications and Technology Services and Associate Superintendent for Student Learning and Accountability</td>
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</tbody>
</table>
C. Evaluation

The PWCS Educational Technology Plan will be implemented July 1, 2011. An evaluation of the Division plan will occur in the spring of 2012 based on data collected from school, Division, and the Virginia Department of Education Technology Survey. The plan will be updated each spring based on survey data and comments from stakeholders.

D. Needs Assessment

An informal Building-level Technology Survey was sent to each Instructional Technology Resource Teacher (ITRT) on June 1, 2010. The survey included questions about equipment availability, support and professional development. Survey results show that over 80% respondents believe that teachers and students are utilizing the available technology several times per week; that they have adequate technology support; and that the technology is reliable. 98% feel that technology increases the level of student achievement at their school. Over 85% state that teachers receive adequate professional development and support to help them integrate technology into instruction.

On August 5, 2010, ITRT were sent an informal survey regarding professional development needs at the school and Division level. ITRTs have received training in interactive whiteboard technologies, Discovery streaming, Google applications, and software available on the PWCS network. Additional training is needed on strategies for integrating applications into specific content areas. Several ITRTs are willing to assist in developing and teaching new workshops.

Results from the Virginia Department of Education Technology Status Survey Report have not been reviewed at this point.
Mission
Prince William County Public Schools supports the integration of existing and emerging technologies into all areas of teaching and learning to promote the acquisition of 21st century skills.

Vision
Prince William County Public Schools will support the effective integration of technology in all areas of teaching, learning, administrative and business practices.

Prince William County Public Schools will:

- Encourage research-based best practices for technology integration to improve instruction and increase student achievement;
- Promote data-driven decision making through the effective use of technology;
- Support technology literacy for students, teachers, and administrators;
- Provide professional growth opportunities for division personnel;
- Investigate new and emerging technologies that encourage innovation in instruction;
- Foster collaboration and communication among all stakeholders;
- Cultivate a safe, flexible, and effective learning environment for all students.

Goals and Objectives

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

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

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

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

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

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

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

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

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

Objective 3.2: Ensure that students, teachers, and administrators are ICT (information and communications technology) literate.

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

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

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

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

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

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

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

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

Objective 5.3: Promote the use of technology to inform the design and implementation of next-generation standardized assessments.
**Goal 1:** Provide a safe, flexible, and effective learning environment for all students.

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

**PWCS Strategic Plan Goal 1:** All students meet high standards of performance.

**PWCS Strategic Plan Objective 1.2:** Provide equitable access for students to challenging opportunities that will prepare them for the future.

<table>
<thead>
<tr>
<th>Strategies pending available funding may include</th>
<th>Leadership</th>
<th>Timeframe/ Est. Budget</th>
<th>Evaluation measures may include</th>
</tr>
</thead>
</table>
| 1.1.1 - Increase the number of students enrolling in online instruction.  
  - Publicize Virtual High School and Virtual Virginia courses through a variety of marketing Strategies pending available funding  
  - Provide additional courses as determined by student and school needs assessments | Office of Student Learning and Professional Development  
Office of Instructional Technology  
Office of Student Management and Alternative Programs  
Virtual High School Administrative Coordinator  
Principals  
Guidance Counselors | Ongoing  
$2,500.00-$5,000.00 marketing  
$7500.00 per new course | Number of online courses offered to PWCS students  
Number of students enrolled in online instruction/courses (PWCS Virtual High School and Virtual Virginia)  
Number of students successfully completing online courses |
| 1.1.2 - Enhance online courses to promote greater flexibility and engagement for learners.  
  - Continue to review and update courses with interactive resources and differentiation Strategies pending available funding  
  - Provide updated and new courses as determined by student and school needs assessments | Office of Student Learning and Professional Development  
Office of Instructional Technology  
Office of Student Management and Alternative Programs  
Virtual High School Administrative Coordinator  
Principals  
Guidance Counselors | Ongoing  
$1,800.00 per course update | Number of reviews of differentiation tools and interactive resources in online courses  
Number of new tools provided for online courses  
Number of updated and new courses |
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| 1.1.3 – Investigate and provide access to Web-based content, tools, and collaboration spaces. | Office of Student Learning and Professional Development  
Office of Instructional Technology  
Office of Office of Information Technology Services  
Office of Student Management and Alternative Programs  
Virtual High School Administrative Coordinator  
Principal  
School-based instructional staff | Ongoing  
$127,000.00 | Report findings from PLC and other collaborative groups  
Usage statistics from PWCS and school websites |
| Provide resources on Division and school websites  
Utilize professional learning communities (PLC) and discussion boards for investigating, creating and sharing resources  
Provide computer based instruction (CBI) applications | | |
| 1.1.4 – Provide technology tools to enhance and facilitate face-to-face instruction. | Office of Student Learning and Professional Development  
Office of Instructional Technology  
Office of Office of Information Technology Services  
Office of Special Education  
Office of Student Management and Alternative Programs  
Principal  
School-based instructional staff | Ongoing  
$6,000,000.00 | Data collected from Division and school-based surveys  
Number of technology tools provided and used for instruction  
Number of professional development offerings  
Number of instructional personnel attending professional development  
Data collected from classroom observation tools (ex. walkabouts, checklists, teacher evaluations) |
| Provide classroom technology tools  
Provide guidelines/tools to observe and evaluate technology integration  
Provide additional professional development for instructional staff  
Provide CBI applications | | |
| 1.1.5 – Promote technology integration into daily classroom instruction | Office of Student Learning and Professional Development  
Office of Instructional Technology  
Office of Office of Information Technology Services  
Office of Special Education  
Principal  
School-based instructional staff | Ongoing  
No additional funding | Data collected from Division and school-based surveys  
Number of professional development offerings  
Number of instructional staff attending technology integration professional development activities  
Data collected from classroom observation tools (ex. walkabouts, checklists), team/department meetings, and evaluations of instructional staff |
| Offer Division and school-based technology professional development  
Support collaborative planning and teaching between ITRT and instructional staff  
Provide best practices and/or instruments to observe and evaluate technology integration and collaborative planning | | |
Goal 1: Provide a safe, flexible, and effective learning environment for all students.

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

PWCS Strategic Plan Goal 5: The organizational system is aligned, integrated, and equitable.

Strategic Plan Objective 5.2: Maintain an equitable and effective use of available funds

<table>
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</table>
| 1.2.1 - Provide resources to ITRT to assist teachers in integrating technology into teaching and learning.  
  • Offer ITRT technology integration professional development  
  • Model and support collaborative planning and co-teaching between ITRT and instructional staff  
  • Provide instruments guidelines/tools to observe and evaluate technology integration and collaborative planning | Office of Student Learning and Professional Development  
Office of Instructional Technology  
Office of Information Technology Services Principal | Ongoing  
No additional funding | Usage statistics from resources available on Division website  
Number of ITRT attending Division professional development  
Data from ITRT (Ex. collaborative planning documents, number of school-based professional development offerings and co-teaching activities) |
| 1.2.2 - Provide support to ITRT to assist teachers in integrating technology into teaching and learning.  
  • Offer ITRT technology integration professional development opportunities  
  • Model and support collaborative planning and co-teaching between ITRT and instructional staff  
  • Provide instruments to observe and evaluate technology integration and collaborative planning | Office of Student Learning and Professional Development  
Office of Instructional Technology  
Office of Information Technology Services Principal | Ongoing  
No additional funding | Usage statistics from resources available on Division website  
Number of ITRT attending Division professional development  
Data from ITRT (Ex. collaborative planning documents, number of school-based professional development offerings and co-teaching activities) |
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<th>Evaluation measures may include</th>
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| 1.2.3 - Provide resources and support for one instructional support position per 1,000 students to ensure that technology is an integral part of teaching and learning | Office of Student Learning and Professional Development  
Office of Instructional Technology  
Office of Information Technology Services  
Department of Human Resources  
Principals | Ongoing  
$4,600,000.00 | Data collected from Division and school-based surveys  
Number of ITRT positions  
Number of resources and professional development offerings for ITRT  
Data from ITRT (Ex. collaborative planning documents, number of school-based professional development offerings and co-teaching activities) |
| 1.2.4 - Provide resources and support for one technical support position per 1,000 students to ensure that technology and infrastructure is operational, secure, and properly maintained. | Office of Information Technology Services  
Department of Human Resources | Ongoing  
$4,700,000.00 | Number of technical support positions  
Data from technical support meetings, resource usage, HelpDesk, etc. |
| 1.2.5 - Facilitate the implementation of wireless access to the Internet in every school. | Office of Information Technology Services | January 2011  
$450,000.00 | Number of schools with wireless access to the Internet |
**Goal 1:** Provide a safe, flexible, and effective learning environment for all students.

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

**Strategic Plan Goal 4:** Faculty, staff, and leaders are qualified, high performing, diverse, and motivated.

**Strategic Plan Objective 4.2:** Maintain high performing employees through an employee supervision and evaluation system that provides targeted and ongoing professional development support for employees.

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<tr>
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<th>Timeframe/Est. Budget</th>
<th>Evaluation measures may include</th>
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</table>
| 1.3.1 – Identify, develop, disseminate, and maintain resources to support the effective use of technology in all curricula by teachers at all levels of integration expertise.  
  - Research and provide technology integration resources  
  - Maintain and update Division website and professional development offerings | Office of Student Learning and Professional Development  
Office of Instructional Technology  
Office of Information Technology Services  
Principal  
School-based instructional staff | Ongoing  
No additional funding | Number of new resources added to professional development offerings, Division and school websites  
Number of professional development offerings  
Number of instructional personnel attending professional development  
Usage statistics for Division and school websites |
| 1.3.2 - Leverage public/private/nonprofit partnerships to provide professional development focused on technology integration Strategies pending available funding may include may include and the development of teachers’ and administrators’ 21st century skills. | Office of Student Learning and Professional Development  
Office of Instructional Technology  
Office of Information Technology Services  
Office of Accountability  
Office of Community and Business Engagement/Education Foundation | Ongoing  
No additional funding | Number of professional development activities provided for instructional personnel (to include NorthTIER, CRSTE, CoSN, ISTE & VSTE)  
Number of instructional personnel attending professional development  
Number of partnerships developed among individual schools and the school division |
| 1.3.3 – Support pilot projects to promote educators’ understanding of how new and emerging technologies impact the learning environment and to develop Strategies pending available funding may include may include to integrate them effectively into schools.  
  - Research and provide instructional opportunities for pilot projects  
  - Review pilot projects and expand as appropriate | Office of Student Learning and Professional Development  
Office of Instructional Technology  
Office of Information Technology Services  
Office of Accountability  
Office of Community and Business Engagement/Education Foundation (SPARKS) | Ongoing  
Seek additional funding sources as appropriate | Number of new and emerging technologies researched by instructional staff  
Number of pilot projects that support technology integration into teaching and learning  
Number of students and teachers impacted by pilot projects  
Number of projects that are extended from the pilot phase into Division-wide implementation |
Goal 2: Engage students in meaningful curricular content through the purposeful and effective use of technology.

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

Strategic Plan Goal 4: Faculty, staff, and leaders are qualified, high performing, diverse, and motivated.

Strategic Plan Objective 4.2: Maintain high performing employees through an employee supervision and evaluation system that provides targeted and ongoing professional development support for employees.

<table>
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<tr>
<th>Strategies pending available funding may include</th>
<th>Leadership</th>
<th>Timeframe/Est. Budget</th>
<th>Evaluation measures may include</th>
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</thead>
<tbody>
<tr>
<td>2.1.1 - Facilitate the development and delivery of innovative professional opportunities that promote collaboration.</td>
<td>Office of Student Learning and Professional Development Office of Instructional Technology Office of Information Technology Services Office of Special Education Principal School-based instructional staff</td>
<td>Ongoing</td>
<td>Data collected from Division and school-based surveys Number of collaborative professional development activities created and offered (ex. PLCs, discussion forums, courses, videoconferences, webinars) Number of facilitators trained to offer collaborative activities Number of instructional personnel attending professional development offerings (ex. courses, webinars, conferences)</td>
</tr>
<tr>
<td>● Create and maintain face-to-face and online Division and school-based professional development offerings</td>
<td></td>
<td>$10,000.00</td>
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<tr>
<td>● Participate in technology conferences, webinars and other professional development opportunities</td>
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<tr>
<td>● Sustain professional development through PLC, discussion boards, etc.</td>
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| 2.1.2 – Facilitate the development and delivery of professional opportunities that promote the effective technology use in specific core areas. | Office of Student Learning and Professional Development Office of Instructional Technology Office of Special Education Principal School-based instructional staff | Ongoing | Data collected from Division and school-based surveys Number of courses offered that integrate technology and core content Number of instructional personnel attending professional development offerings (ex. courses, webinars, conferences) |
| ● Collaborate, create and maintain professional development offerings with content supervisors, coordinators and specialists | | No additional funding | |
| 2.1.3 – Develop and provide classroom observation tools to ensure that students receive meaningful technology integrated instruction. | Office of Student Learning and Professional Development Office of Instructional Technology Office of Special Education Principal School-based instructional staff | Ongoing | Data collected from classroom observation tools (ex. walkabouts, checklists, teacher evaluations) Data from ITRT (Ex. collaborative planning documents, number of school-based professional development offerings and co-teaching activities) |
| | | No additional funding | |
### Strategies pending available funding may include

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<tr>
<th>Leadership</th>
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<th>Evaluation measures may include</th>
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<tbody>
<tr>
<td>2.1.4 – Provide technology tools to facilitate collaboration, quality instruction, and technology integration.</td>
<td>Ongoing</td>
<td>Data collected from Division and school-based surveys</td>
</tr>
<tr>
<td>• Continue to provide classroom technology tools and professional development offerings</td>
<td>$500,000.00</td>
<td>Number of professional development offerings</td>
</tr>
<tr>
<td>• Provide best practices and/or instruments to observe and evaluate technology integration</td>
<td></td>
<td>Number of instructional personnel attending professional development offerings (Ex. courses, webinars, conferences)</td>
</tr>
<tr>
<td>Office of Student Learning and Professional Development</td>
<td></td>
<td>Data collected from classroom observation tools (Ex. Walkabouts, checklists, teacher evaluations)</td>
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<tr>
<td>Office of Instructional Technology</td>
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<td>Office of Information Technology Services</td>
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<tr>
<td>Office of Special Education</td>
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<tr>
<td>Principal</td>
<td></td>
<td></td>
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<tr>
<td>School-based instructional staff</td>
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</table>
Goal 2: Engage students in meaningful curricular content through the purposeful and effective use of technology.

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

PWCS Strategic Plan Goal 1: All students meet high standards of performance.

PWCS Strategic Plan Objective 1.2: Provide equitable access for students to challenging opportunities that will prepare them for the future.

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</thead>
</table>
| 2.2.1 – Provide reasonable access to Internet-connected devices that offer students the flexibility to learn anytime, anywhere. | Office of Student Learning and Professional Development  
Office of Instructional Technology  
Office of Information Technology Services  
Office of Special Education  
Principal | Ongoing  
$400,000.00 | Number of devices (ex. laptops and hand-held devices) connected to the WAN  
Number of schools purchasing Internet connected devices |
| 2.2.2 – Identify and disseminate information and resources to assist schools in evaluating the interactive and universal design features of hardware, software, and Internet sites.  
- Provide guidelines for purchasing hardware, software and web-based subscriptions  
- Review, distribute and maintain hardware, software and web-based subscriptions evaluation instruments | Office of Student Learning and Professional Development  
Office of Instructional Technology  
Office of Information Technology Services  
Principal  
School-based instructional staff | Ongoing  
No additional funding | Data collected from Division and school-based surveys  
Usage data for Division website and Intranet |
| 2.2.3 – Identify and disseminate information and resources to assist schools in developing and maintaining personal learning plans for all students.  
- Collaborate with various offices to explore and support individual learning plans  
- Provide professional development offerings as needed | Office of Student Learning and Professional Development  
Office of Instructional Technology  
Office of Special Education  
Office of Information Technology Services  
Office of Student Services  
Office of Student Management and Alternative Programs  
Principal  
School-based instructional personnel | Ongoing  
No additional funding | Data collected from Division and school-based surveys  
Number of resources provided to schools  
Numbers of professional development offerings provided  
Number of attendees at professional development  
Number of personal learning plans created for students |
**Goal 2:** Engage students in meaningful curricular content through the purposeful and effective use of technology.

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

**Strategic Plan Goal 2:** The teaching, learning, and working environment is caring, safe, and healthy, and values human diversity.

**Strategic Plan Objective 2.2:** Increase safe, responsible, and healthy student and staff behavior.

<table>
<thead>
<tr>
<th>Strategies pending available funding may include</th>
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</table>
| 2.3.1 - Identify and disseminate best practices and resources to promote the integration of Internet safety and security throughout curricula. | Office of Student Learning and Professional Development  
Office of Instructional Technology  
Office of Information Technology Services  
School-based instructional staff  
Office of Student Services  
Principal                                                                 | Ongoing  
No additional funding | Number of schools that review AUP and Internet Safety with instructional staff and students as indicated on annual school survey  
Number of schools indicating that Internet Safety is taught by all grade levels and content areas as indicated on annual school survey  
Data from ITRT and security personnel  
Usage statistics for Internet Safety resource page |
| 2.3.2 – Monitor the implementation of Internet safety policies and programs and provide technical assistance and support to ensure that schools have effective programs and policies. | Office of Instructional Technology  
Office of Information Technology Services  
Principal  
School-based instructional staff                                                                 | Ongoing  
No additional funding | Number of schools that review AUP and Internet Safety with instructional staff and students as indicated on annual school survey  
Number of schools indicating that Internet Safety is taught by all grade levels and content areas as indicated on annual school survey  
Data from ITRT and security personnel  
Usage statistics for Internet Safety resource page |
| 2.3.3 – Revise Internet safety curriculum and materials as well as the Acceptable Use Policy  
- Collaborate with various offices to review and update materials and policies  
- Provide professional development offerings as needed | Office of Instructional Technology  
Office of Information Technology Services  
School-based instructional staff  
Office of Student Services                                                                                                           | June 2012  
No additional funding | Data collected from Division and school-based surveys  
Updated curriculum and policy documentation  
Numbers of professional development offerings provided  
Number of attendees at professional development |
Goal 3: Afford students with opportunities to apply technology effectively to gain knowledge, develop skills, and create and distribute artifacts that reflect their understandings.

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

Strategic Plan Goal 4: Faculty, staff, and leader are qualified, high performing, diverse, and motivated.

Strategic Plan Objective 4.2: Maintain high performing employees through an employee supervision and evaluation system that provides targeted and ongoing professional development support for employees.

<table>
<thead>
<tr>
<th>Strategies pending available funding may include</th>
<th>Leadership</th>
<th>Timeframe/Est. Budget</th>
<th>Evaluation measures may include</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.1 – Identify and disseminate information and resources that help schools provide ongoing, personalized, and timely professional development for teachers implementing technology and pedagogical innovations.</td>
<td>Office of Student Learning and Professional Development Office of Instructional Technology Office of Special Education Principal School-based instructional staff</td>
<td>Ongoing $30,000.00</td>
<td>Data collected from Division and school-based surveys Number of Division and school-based professional development offerings (face-to-face and online) Number of professional development offerings from NorthTIER, CRSTE, VSTE, and other organizations Attendance at Division and school-based professional development activities Attendance at local, state and national conferences Participation in PLC and discussion boards Resource usage as indicated on Division and school web pages</td>
</tr>
<tr>
<td>3.1.2 – Enhance curricula using Internet resources and software that encourage creativity, collaboration, and problem-solving.</td>
<td>Office of Student Learning and Professional Development Office of Instructional Technology Principal Office of Special Education School-based instructional staff</td>
<td>Ongoing $150,000.00</td>
<td>Usage of Discovery streaming and software (Inspiration, Kidspiration, Imagination Suite, MS Office) provided by the Office of Student Learning and Professional Development Usage of software (content specific) purchased by individual schools Usage of recommended online resources Resource usage as indicated on Division and school web pages</td>
</tr>
<tr>
<td>Strategies pending available funding may include</td>
<td>Leadership</td>
<td>Timeframe/ Est. Budget</td>
<td>Evaluation measures may include</td>
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</tr>
</tbody>
</table>
| 3.1.3 – Promote the safe and responsible use of social media.                                                   | Office of Student Learning and Professional Development  
Office of Instructional Technology  
Office of Information Technology Services  
Office of Special Education  
Principal  
School-based instructional staff  
Office of Communications Services | Ongoing  
No additional funding | Data collected from schools that indicate teachers and students receive instruction in appropriate use of social media  
Resource usage as indicated on Division and school web pages  
Number of schools and teachers participating in pilot projects |
| • Continue to provide Internet safety resource website  
• Ensure that Internet safety is reviewed in technology related professional development offerings  
• Provide Division social networking tools (Ex. SchoolFusion)  
• Provide pilot projects that encourage safe Strategies pending available funding may include for using social media |                                                                                        |                        |                                                                                                                                                              |
| 3.1.4 – Provide opportunities for students to participate in global communication and collaboration.            | Professional Development Content Supervisors  
Office of Instructional Technology  
Office of Information Technology Services  
Office of Special Education  
Principal  
School-based instructional staff  
Office of Communications Services | Ongoing  
Seek additional funding sources as appropriate | Number of schools with videoconferencing equipment and software  
Number of schools indicating that students participate in state, national, and global projects |
| 3.1.5 – Identify and disseminate resources to assist the school board and administrators in developing and evaluating technology policies effectively balancing the need for instructional innovation with safety and security. | Office of Student Learning and Professional Development  
Content Supervisors  
Office of Instructional Technology  
Office of Information Technology Services  
Principal  
School-based instructional staff  
Office of Communications Services | Ongoing  
No additional funding | Number of presentations at principal meetings, superintendent’s staff meetings, and school board meetings |
Goal 3: Afford students with opportunities to apply technology effectively to gain knowledge, develop skills, and create and distribute artifacts that reflect their understandings.

Objective 3.2: Ensure that students, teachers, and administrators are ICT (information and communications technologies) literate.

Strategic Plan Goal 4: Faculty, staff, and leader are qualified, high performing, diverse, and motivated.

Strategic Plan Objective 4.1: Recruit and hire highly qualified instructional personnel.

<table>
<thead>
<tr>
<th>Strategies pending available funding may include</th>
<th>Leadership</th>
<th>Timeframe/Est. Budget</th>
<th>Evaluation measures may include</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2.1 - Identify and disseminate information and resources to ensure that schools can effectively assess and report ICT literacy.</td>
<td>Office of Student Learning and Professional Development</td>
<td>Ongoing</td>
<td>Data collected from Division and school-based survey</td>
</tr>
<tr>
<td>Research and review ICT literacy evaluation</td>
<td>Content Supervisors</td>
<td>No additional funding</td>
<td>Research report of information and resources related to ICT literacy (Ex. ISTE, VDOE, p21.com)</td>
</tr>
<tr>
<td>Update and provide resources for Virginia Technology Standards for Instructional Personnel (TSIP)</td>
<td>Office of Instructional Technology</td>
<td></td>
<td>Data collected from PWCS K-12 Technology Competency Checklist, classroom walkabouts, student products</td>
</tr>
<tr>
<td>Provide professional development opportunities as needed</td>
<td>Office of Information Technology Services</td>
<td></td>
<td>Number of certificated staff meeting Virginia Technology Standards for Instructional Personnel</td>
</tr>
<tr>
<td></td>
<td>Principal</td>
<td></td>
<td>Number of attendees at professional development related to ICT literacy</td>
</tr>
<tr>
<td></td>
<td>School-based instructional staff</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 3.2.2 - Monitor the assessment of ICT literacy in schools and provide instructional and technical support to schools as needed. | Office of Student Learning and Professional Development | Ongoing | Data collected from Division and school-based surveys |
| Research and review ICT literacy assessment tools | Content Supervisors | No additional funding needed | Data collected from PWCS K-12 Technology Competency Checklist, classroom walkabouts, student products |
| Update and provide assessment for Virginia Technology Standards for Instructional Personnel (TSIP) | Office of Instructional Technology | | Number of certificated staff meeting Virginia Technology Standards for Instructional Personnel |
| Provide ICT literacy assessment tools | Office of Information Technology Services | | Number of attendees at professional development related to ICT literacy |
| Update and provide assessment for Virginia Technology Standards for Instructional Personnel (TSIP) | Office of Special Education | | Reports from ITS on technology usage |
| Continue to assist Human Resources in maintaining TSIP records | Principal | | |
Strategies pending available funding may include

<table>
<thead>
<tr>
<th>Strategies pending available funding may include</th>
<th>Leadership</th>
<th>Timeframe/Est. Budget</th>
<th>Evaluation measures may include</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2.3 - Provide and support high-quality professional development focused on the acquisition and application of ICT skills for teaching, learning, and school management.</td>
<td>Office of Student Learning and Professional Development Content Supervisors Office of Instructional Technology Office of Information Technology Services Principal School-based instructional staff</td>
<td>Ongoing $10,000.00</td>
<td>Data collected from Division and school-based surveys Number of Division and school-based professional development offerings Number of attendees at professional development related to ICT literacy Resource usage as indicated on Division and individual school web pages (School Fusion)</td>
</tr>
</tbody>
</table>
**Goal 3:** Afford students with opportunities to apply technology effectively to gain knowledge, develop skills, and create and distribute artifacts that reflect their understandings.

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

**PWCS Strategic Plan Goal 1:** All students meet high standards of performance.

**Strategic Plan Objective 1.1:** Increase the percent of students who meet or exceed achievement performance levels.

<table>
<thead>
<tr>
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<th>Timeframe/ Est. Budget</th>
<th>Evaluation measures may include</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3.1 - Identify and disseminate information about technology tools and systems to help schools implement assessments of student learning.</td>
<td>Office of Student Learning and Professional Development Content Supervisors Office of Instructional Technology Office of Information Technology Services Office of Special Education Office of Accountability Principal School-based instructional staff</td>
<td>Ongoing School-based funding</td>
<td>Research review of information related to technology-based assessments Data related to SOL review and benchmark testing Usage data for student response systems Number of attendees at professional development related to technology-based assessments</td>
</tr>
<tr>
<td>3.3.2 - Support pilot projects that explore technology-based assessment models that integrate curricula, instruction, and assessment of student learning.</td>
<td>Office of Student Learning and Professional Development Content Supervisors Office of Instructional Technology Office of Information Technology Services Office of Special Education Office of Accountability Principal School-based instructional staff</td>
<td>Ongoing School-based funding</td>
<td>Number of technology-based assessment pilot projects Number of requests to participate in technology-based assessment projects</td>
</tr>
</tbody>
</table>
**Goal 4:** Provide students with access to authentic and appropriate tools to gain knowledge, develop skills, extend capabilities, and create and disseminate artifacts that demonstrate their understandings.

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

**PWCS Strategic Plan Goal 1:** All students meet high standards of performance.

**PWCS Strategic Plan Objective 1.2:** Provide equitable access for students to challenging opportunities that will prepare them for the future

<table>
<thead>
<tr>
<th>Strategies pending available funding may include</th>
<th>Leadership</th>
<th>Timeframe/Est. Budget</th>
<th>Evaluation measures may include</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 4.1.1</strong> - Provide tools that extend students’ capabilities, can be customized to meet individual needs and preferences, and support learning (to include assistive technologies).</td>
<td>Office of Student Learning and Professional Development Content Supervisors Office of Instructional Technology Office of Information Technology Services School-based instructional staff Office of Special Education Office of Student Services Principal School-based instructional staff</td>
<td>Ongoing No additional funding</td>
<td>Data from Division and/or school-based surveys Attendance at Division professional development Number of tools provided by Division (Ex. interactive whiteboards, student response systems, laptops) Number of adaptive and assistive technology tools</td>
</tr>
<tr>
<td>- Increase number of wireless laptop carts</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- Explore use of PDAs and cell phones for learning</td>
<td></td>
<td></td>
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<tr>
<td>- Increase number of interactive technologies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Increase number of student response systems in schools</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>- Increase number of peripheral devices (Ex. digital cameras, scanners)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- Provide access to electronic textbooks</td>
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</tbody>
</table>

| Strategy 4.1.2 - Provide opportunities for students to learn and apply ICT skills in local and community settings using a variety of authentic tools. | Office of Student Learning and Professional Development Content Supervisors Office of Instructional Technology Office of Information Technology Services Office of Special Education Principal School-based instructional staff Office of Community and Business Engagement/Education Foundation | Ongoing Seek additional funding as appropriate | Data from Division and/or school-based surveys Number of ICT courses, extracurricular activities, and competitions provided by the Division and schools (Ex. Robotics, Learn and Serve, VA STARS) Number of school/community/business partnerships |
Goal 4: Provide students with access to authentic and appropriate tools to gain knowledge, develop skills, extend capabilities, and create and disseminate artifacts that demonstrate their understandings.

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

Strategic Plan Goal 4: Faculty, staff, and leader are qualified, high performing, diverse, and motivated.

Strategic Plan Objective 4.2: Maintain high performing employees through an employee supervision and evaluation system that provides targeted and ongoing professional development support for employees.

<table>
<thead>
<tr>
<th>Strategies pending available funding may include</th>
<th>Leadership</th>
<th>Timeframe/Est. Budget</th>
<th>Evaluation measures may include</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2.1 - Provide and support high-quality professional development to assist educators in evaluating and integrating technology tools in ways that foster effective student use.</td>
<td>Office of Student Learning and Professional Development</td>
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<tr>
<td></td>
<td>Content Supervisors</td>
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<tr>
<td></td>
<td>Office of Instructional Technology</td>
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<td></td>
<td>Office of Information Technology Services</td>
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<td></td>
<td>Office of Special Education</td>
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<tr>
<td></td>
<td>Principal</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>School-based instructional staff</td>
<td>Ongoing</td>
<td>Data from Division and/or school-based surveys</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Number of face-to-face, online, and blended professional development offerings</td>
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<td></td>
<td></td>
<td></td>
<td>Number of attendees at Division and school-based professional development offerings</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Number of participants in technology related PLCs, discussion boards, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Data collected from classroom observations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Usage data from Division and individual school websites</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Data collected from teacher and student technology competencies</td>
</tr>
</tbody>
</table>

4.2.2 - Provide ongoing timely support to assist teachers in effectively integrating a variety of technology-based tools into teaching and learning.

- Ensure ITRT classroom support
- Create and maintain technology resource web pages
- Offer relevant face-to-face, online, and blended professional development courses

<table>
<thead>
<tr>
<th>Leadership</th>
<th>Timeframe/Est. Budget</th>
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<tbody>
<tr>
<td>Office of Student Learning and Professional Development</td>
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<td>Office of Instructional Technology</td>
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<td>Office of Information Technology Services</td>
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<tr>
<td>Office of Special Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School-based instructional staff</td>
<td>Ongoing</td>
<td>Data from Division and/or school-based surveys</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number of attendees at Division and school-based professional development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number of participants in technology related PLCs, discussion boards, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Data collected from classroom observations and evaluations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Usage data from Division and individual school websites</td>
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</tbody>
</table>
### Strategies pending available funding may include

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<tr>
<th></th>
<th>Leadership</th>
<th>Timeframe/ Est. Budget</th>
<th>Evaluation measures may include</th>
</tr>
</thead>
</table>
| 4.2.3 - Provide timely and effective technical support to ensure that all tools and the network that supports them are installed and maintained properly.  
• Maintain the HelpDesk, network services, student and business application support  
• Maintain school-based support staff | Office of Information Technology Services | Ongoing  
No additional funding | Data collected from HelpDesk heat tickets  
Data from Division and/or school-based surveys |
Goal 4: Provide students with access to authentic and appropriate tools to gain knowledge, develop skills, extend capabilities, and create and disseminate artifacts that demonstrate their understandings.

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

Strategic Plan Goal 4: Faculty, staff, and leader are qualified, high performing, diverse, and motivated.

Strategic Plan Objective 4.2: Maintain high performing employees through an employee supervision and evaluation system that provides targeted and ongoing professional development support for employees.

### Strategies pending available funding may include

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<th>Timeframe/Est. Budget</th>
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</thead>
</table>
| 4.3.1 - Identify and disseminate information about new and emerging technologies.  
  - Review articles, vendor information, conference exhibits, and product webinars  
  - Post relevant information through Division communications  
  - Host discussion forums related to new and emerging technologies  
  - Provide vendor demonstrations as needed | Office of Student Learning and Professional Development  
Office of Instructional Technology  
Office of Information Technology Services  
Office of Special Education  
Principal  
School-based instructional staff | Ongoing  
No additional funding | Data and reports collected from reviews of emerging technology  
Data from Division and/or school-based surveys  
Number of participants at product demonstrations and discussion forums  
Usage data from Division and individual school websites |
| 4.3.2 – Support pilot projects to evaluate a variety of personal computing devices.  
  - Research and provide instructional opportunities for pilot programs  
  - Review pilot programs and expand as appropriate | Office of Student Learning and Professional Development  
Office of Instructional Technology  
Office of Information Technology Services  
Office of Special Education  
Principal  
School-based instructional staff  
Office of Student Services | Ongoing  
Unfunded | Data from Division and/or school-based surveys  
Number of pilot projects that support technology integration into teaching and learning  
Number of teachers and students impacted by pilot projects  
Report of effectiveness and sustainability of pilot programs |
PRINCE WILLIAM COUNTY PUBLIC SCHOOLS
EDUCATIONAL TECHNOLOGY PLAN
2011-15

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

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

PWCS Strategic Plan Goal 5: The organizational system is aligned, integrated, and equitable.

Strategic Plan Objective 5.1: Align school and department work systems and plans with Division goals and school needs.

<table>
<thead>
<tr>
<th>Strategies pending available funding may include</th>
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<th>Timeframe/ Est. Budget</th>
<th>Evaluation measures may include</th>
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</thead>
</table>
| 5.1.1 - Model the use of data to inform and modify strategic plans and purchases.  
  • Utilize data in PWCS data warehouse to assist in making school and Division decisions  
  • Utilize status reports in strategic planning software to develop and update school plans | Office of Student Learning and Professional Development  
  Office of Information Technology Services  
  Office of Accountability  
  Purchasing Office  
  School-based instructional staff | Ongoing  
  No additional funding | Data collected in PWCS data warehouse  
  Data reviewed in SkoVision  
  Report of effectiveness of school and Division strategic plans |
| 5.1.2 – Design, distribute, and analyze an annual Division technology survey. | Office of Student Learning and Professional Development  
  Office of Accountability | Annually  
  No additional funding | Data collected from Division survey |
Goal 5: Use technology to support a culture of data-driven decision making that relies upon data to evaluate and improve teaching and learning.

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

Strategic Plan Goal 4: Faculty, staff, and leader are qualified, high performing, diverse, and motivated.

Strategic Plan Objective 4.2: Maintain high performing employees through an employee supervision and evaluation system that provides targeted and ongoing professional development support for employees.

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<th>Evaluation measures may include</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2.1 - Provide training and support to help administrators and instructional staff interpret data and assist in using technology effectively to address data-supported needs.</td>
<td>Office of Student Learning and Professional Development Office of Accountability School-based instructional personnel</td>
<td>Annually No additional funding</td>
<td>Data collected from Division and school-based surveys Data collected from classroom observations Number of face-to-face and online professional development offerings Number of attendees at Division and school-based professional development offerings</td>
</tr>
<tr>
<td>• Develop and maintain face-to-face and online professional development offerings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Analyze information in the data warehouse to improve instructional delivery and increase student achievement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2.2 - Identify and disseminate resources to assist administrators and instructional staff to disaggregate, interpret, and use data to increase student achievement</td>
<td>Office of Student Learning and Professional Development Office of Accountability School-based instructional personnel</td>
<td>Ongoing No additional funding</td>
<td>Data from Division and/or school-based surveys Usage data from Division online resources</td>
</tr>
<tr>
<td>• Review processes and methods necessary to make relevant data driven decision-making according to research and best practices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Maintain Division-wide online resources</td>
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</tbody>
</table>
**Goal 5:** Use technology to support a culture of data-driven decision making that relies upon data to evaluate and improve teaching and learning.

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

**PWCS Strategic Plan Goal 1:** All students meet high standards of performance.

**PWCS Strategic Plan Objective 1.2:** Provide equitable access for students to challenging opportunities that will prepare them for the future.

<table>
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<th>Timeframe/Est. Budget</th>
<th>Evaluation measures may include</th>
</tr>
</thead>
</table>
| 5.3.1 – Support Division-wide technology-based assessments, including simulations and game environments, innovative delivery platforms, and multiple ways for students to demonstrate understanding.  
  • Research and provide feedback on technology-based assessments that impact Division-wide student achievement  
  • Develop training that promotes effective Division-wide implementation and data interpretation | Office of Student Learning and Professional Development  
  Office of Accountability  
  Office of Information Technology Services  
  Principals  
  Instructional staff | Ongoing  
  School-based funding | Data from Division and/or school-based surveys  
  Report of effectiveness and sustainability of assessment applications and training  
  Number of attendees at professional development opportunities |
Technology Funding to Accompany*
Division Educational Technology Plan
Fiscal Year 2012

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Estimated Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>State (technology incentive)</td>
<td>$ 2,400,000</td>
</tr>
<tr>
<td>PWCS (technology renewal)</td>
<td>$ 750,000</td>
</tr>
<tr>
<td>Information Technology Services Budget</td>
<td>$11,383,000</td>
</tr>
<tr>
<td>Educational Technology Grant</td>
<td>$ 48,500</td>
</tr>
<tr>
<td>Instructional Technology Budget</td>
<td>$ 53,631</td>
</tr>
<tr>
<td>Virtual High School@PWCS (revenue based)</td>
<td>$ 320,000</td>
</tr>
<tr>
<td>PWCS Community and Business Engagement/Education Foundation</td>
<td>$ 75,000</td>
</tr>
</tbody>
</table>

*Accomplishments of Educational Technology Plan goals pending available funding
GENERAL SCHOOL ADMINISTRATION

Computer Systems and Network Services - PWCS Acceptable Use and Internet Safety Policy

This regulation contains the Acceptable Use and Internet Safety Policy of the Prince William County Public Schools, as authorized in Policy 295, Standards for Use of Telecommunications and Internet Technologies. This governs the use of all Prince William County Public Schools (PWCS) local area networks, wired and wireless, wide area networks, the Internet/Intranet/Extranet-related systems, all PWCS Web sites, and all other similar networks. This policy also specifically applies to the use of PWCS computer equipment; software; operating systems; storage media; network accounts providing access to network services, such as email; Web browsing and file systems; as well as telecommunication technologies such as telephones, personal computers, cellular phones, Personal Digital Assistants (PDAs), facsimile machines, and all other wired or wireless telecommunication devices. To the extent this regulation can apply to other information and telecommunication technologies, it shall be interpreted to apply to them as well. This document supersedes all previous Acceptable Use policies and regulations for Prince William County Public Schools.

I. PWCS Instructional Philosophy

Prince William County Public Schools is committed to providing a World-Class education to meet the educational needs of our diverse student population. The instructional program in PWCS is implemented through a planned systematic approach which outlines the knowledge and skills to be taught in each subject and grade level.

Technology is a valuable tool that supports and enhances the PWCS instructional program by promoting problem solving, critical thinking, analytical, and decision making skills. Students and staff will access, process, and communicate information in a dynamic, integrated, and technological environment.

II. Expectation of Privacy

Employees and students have no expectation of privacy in their use of school computers or internet services, nor does the use of PWCS computers or related venues create an open or limited forum under the First Amendment to the federal or state constitutions. The Division retains the right to monitor all computer and Internet activity by employees and students, and any information or communications on PWCS computer systems and network services may be intercepted, recorded, read, copied, and disclosed by and to authorized personnel for official purposes, including criminal investigations. Use of PWCS computers, networks, and Internet systems is a privilege, not a right, and can be withdrawn by the Division at any time.
III. Acceptable Uses of PWCS Computer Systems and Network Services

It is the general policy that Prince William County Public Schools’ computer systems and network services are provided for administrative, educational, communication, and research purposes consistent with the Division’s educational mission, curriculum, and instructional goals. General rules and expectations for professional behavior and communication apply to use of the Division’s computers, networks, and Internet services, as do those rules of student conduct set forth in the PWCS Code of Behavior. Acceptable uses of computer systems and network services include activities that support teaching and learning. Acceptable activities in support of this purpose include, but are not limited to, professional development, administrative communications, grant applications, new project announcements, and student product publishing.

A. Acceptable Use by Employees

Employees are to utilize the Division’s computers, networks, and Internet services for school-related purposes and performance of job duties. Incidental personal use of school computers is permitted as long as such use does not interfere with the employee’s job duties and performance, with system operations, or other system users. “Incidental personal use” is defined as use by an individual employee for occasional personal communications not occurring during instructional time, which use is not otherwise prohibited by this regulation.

B. Unacceptable Uses of PWCS Computer Systems and Network Services

Any infraction of the regulation will not be tolerated and PWCS will act quickly in correcting the issue if the Acceptable Use and Internet Safety Regulation is not followed. Any user found to have violated this regulation, Regulation 295-2, Web Site Development and Implementation, any other applicable School Board policy or regulation, or applicable provisions of the PWCS Code of Behavior are subject to disciplinary measures, up to and including, revocation of privileges; student discipline, up to and including expulsion; administrative action; employee discipline, up to and including dismissal; and criminal prosecution under applicable local, state and/or federal law.

C. Examples of Unacceptable Uses of PWCS Computer Systems and Network Services

The following is a non-inclusive list of examples of unacceptable actions or activities:

1. Any use that is illegal or in violation of other School Board policies or regulations;
2. Violating the rights to privacy of any student or employee;

3. Transmitting, downloading, storing, or printing files or messages (text, sound, still, or moving graphics, or any combination thereof) that are pornographic, or are obscene, as defined at Va. Code §18.2-372, or that use language, sounds, or imagery which is lewd or patently offensive (including “sexually explicit visual materials” as defined at Virginia Code §18.2-374.1), or degrades others (the administration invokes its discretionary rights to determine suitability in particular circumstances);

4. Transmitting, downloading, storing, viewing, or printing files or messages (text, sound, still or moving graphics, or any combination thereof) that are plainly offensive, lewd, vulgar, or are otherwise inconsistent with the curricula and educational mission of PWCS;

5. Harassment by computer, which includes transmitting any material or posting material on any Web site which is threatening to another person, or which is intended to coerce, intimidate, or harass; material intended to communicate obscene, vulgar, profane, lewd, lascivious, or indecent language, or make any suggestion or proposal of an obscene nature; or material threatening any illegal or immoral act, whether or not such material is transmitted to that third person;

6. The School Division has no legal responsibility to regulate or review off-campus Internet messages, statements, postings, or acts. However, PWCS reserves the right to discipline students or employees for actions taken off-campus, which would violate this Regulation if occurring on-site, if such actions adversely affect the safety, well-being, or performance of students while in school, on school buses, at school activities, or coming to and from school; if such actions threaten violence against another student or employee, if such actions violate local, state or federal law, or School Board policies or regulations or the Code of Behavior, or if such actions disrupt the learning environment, administration, or orderly conduct of the school. The Division may also take appropriate disciplinary measures, up to and including dismissal, for off-campus Internet activities which are inconsistent with the professional and ethical standards expected of PWCS employees as “role models” for PWCS students.

7. Copying and/or installing proprietary information, including software, in violation of software licensing agreements and applicable law;

8. Unauthorized copying of copyrighted material including, but not limited to, digitization and distribution of photographs from magazines, books, or other copyrighted sources, copyrighted music or videos, and the installation of any copyrighted software for which PWCS or the end user does not have an active license is strictly prohibited;
9. Using the PWCS network or information contained on the network for personal financial gain, commercial, advertising, solicitation or business activity not on behalf of the Prince William County Public Schools, unless authorized under Regulation 923-1, Commercial Advertising, or any illegal activity;

10. Any use for a forum for communicating by email or any other medium with other school users or outside parties to solicit, proselytize, advocate, or communicate the views of an individual or non-school-sponsored organization; to solicit membership in or support of any non-school sponsored organization; or to raise funds for any non-school sponsored purpose, whether profit or non-profit. No employee shall knowingly provide names, email addresses, or other personal information to outside parties whose intent is to communicate with school employees, students and/or their families for non-school purposes. Employees who are uncertain as to whether particular activities are acceptable shall seek further guidance from their supervisor or the Director of Information Technology;

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

12. Use of the PWCS network for political purposes, including any use requiring students to convey or deliver any materials that (a) advocate the election or defeat of any candidate for public office; (b) advocate the passage or defeat of any referendum question; or (c) advocate the passage or defeat of any matter pending before the School Board, the Prince William County Board of Supervisors, or the General Assembly of Virginia, or the Congress of the United States;

13. Any attempt to access unauthorized sites;

14. Any attempt to delete, erase or otherwise conceal any information stored on a school computer which violates these rules, or at any time after being advised by any administrator or supervisor to preserve any materials stored on a school computer;

15. Deliberately trying to degrade or disrupt system or network performance. Such acts will also be viewed as criminal activity under applicable state or federal law;

16. Transmitting or displaying messages promoting the sale of products/services, except as provided in Regulation 923-1, Commercial Advertising.

17. Attempts to modify system facilities, downloading, installing, or transmitting viruses from email attachments or any other source, illegally obtaining extra resources, or attempting to subvert the restrictions associated with any computer system, computer account, network service, or personal computer protection software;
18. Writing down passwords and storing them anywhere accessible to others. Storing passwords in a file on ANY computer system (including PDAs or similar devices) without encryption;

19. Re-posting personal communications without the author's prior consent;

20. Transmitting unsolicited email messages or chain letters otherwise inconsistent with the curricula and educational mission of PWCS;

21. Personal use not related to educational or administrative purposes;

22. Fundraising or links to fundraising information on school/department Web sites or the Prince William County Public Schools Web page;

23. Sending PWCS proprietary and classified information to unauthorized persons, or posting this information outside of PWCS;

24. Distributing any school interior maps, floor plans, or written descriptions of interior floor plans on Web pages, camera locations, or other information which could compromise school security; and

25. Any content prohibited by Regulation 295-2, Web Site Development and Implementation.

IV. Areas of Responsibility

Employees, students, contractors, consultants, temporary employees of PWCS, including all personnel affiliated with third parties, volunteers in PWCS, and all other persons granted access to the PWCS network infrastructure must comply with, and are responsible for monitoring, enforcing, and reporting infractions of the PWCS Acceptable Use Policy.

- Central Office Managers (i.e., department supervisor or director) and Principals and other school-based administrators shall be responsible for ensuring that this Acceptable Use Policy and Regulation 925-2, Web Site Development and Implementation, and Commercial Advertising are followed. Administrators shall also monitor teacher use and supervise correct integration of technology into instruction.

- Web Managers within schools and central office departments shall also be responsible for ensuring that this Acceptable Use Policy and Regulations 923-1, Commercial Advertising, and 925-2, Web Site Development and Implementation, are followed.
Teachers shall be responsible for guiding and monitoring student use of PWCS computer systems and network services and for providing Internet safety instruction to students.

Students shall be responsible for adhering to the PWCS Acceptable Use and Internet Safety Policy and regulation and using PWCS computer systems and network services for assignments directly related to the curriculum.

Parents shall be responsible for ensuring that their children adhere to the PWCS Acceptable Use Policy and regulation and use PWCS computer systems and network services for curriculum related assignments.

V. Security

A. Technology Protection Measures.

To the extent practical, technology protection measures (or “Internet filters”) shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the Children’s Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)], blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, and the approval of the Director of Information Technology Services or designee, technology protection measures may be disabled or, in the case of minors, minimized for a bona fide research or other lawful purposes. Prince William County Public Schools Information Technology Services has implemented and maintains industry leading technologies to secure and provide safe Internet access to students and staff. Internet filtering complements Prince William County Public Schools’ overall security strategy by use of a holistic approach in protecting students, employees, and network assets. PWCS filters and monitors Internet activity through technology protective measures used to block or filter Internet or other forms of electronic communications. Filtering shall be applied to all materials deemed inappropriate, in accordance with applicable laws. Subject to staff supervision, technology protection measures may be bypassed, or in the case of minors, minimized, for bona fide research or other lawful purposes. Authority for bypassing or modifying any technology protection measure must be obtained from the Director of Information Technology Services or his/her designated representative. It shall be the responsibility of all Prince William County Public Schools staff to supervise and monitor usage of the computer network and access to the Internet in accordance with applicable federal and state laws, guidelines, and regulations of the Virginia Department of Education, and School Board policies and regulations.

B. Employee and Student Data Privacy

These standards are structured to provide due diligence and compliance with applicable federal, state, and local laws and School Board policies and regulations for the protection of
confidential information and privacy of student and employee information during the collection, transfer, storage, use, disclosure, and destruction of such information. To protect the privacy of employees and students, school system personnel are legally responsible for safeguarding the information collected about and from employees and students. The data should be kept intact from accidents, unauthorized access, theft, unauthorized changes, or unintentional release. Data handlers should understand what is considered appropriate and inappropriate access to data and use thereof. Changes, alterations, and distribution of data must be made only in authorized and acceptable ways. No encryption solution or file-sharing program may be utilized unless authorized and approved by the Director of Information Technology Services or designee.

The collection, use, and dissemination of personally identifiable student or employee information shall be strictly limited to bona fide educational or administrative purposes. Photos and names of students and staff are allowed on PWCS Web sites for the purpose of publicizing school activities or student achievement, but such information must be used with caution and in accordance with Regulation 790-3, Release of Directory Information, which gives students and their parents/guardians the right to opt out of public disclosure of their names, photos, and other student information. Information regarding individual students may only be used if it meets the definition of directory information contained in Regulation 790-3, and the student/parent/guardian has not opted out of such disclosure.

Social security numbers shall not be collected, disseminated, or disclosed, unless authorized by law. Personal information, such as names, job titles and descriptions, telephone and fax numbers, email and other addresses, may be collected and used internally for PWCS program/ seminar registration via the Internet or for participation in PWCS online programs or other legitimate PWCS purposes. Such information shall not be sold or shared with any external groups nor disclosed to any third party outside PWCS.

Files containing confidential or sensitive data may not be stored on removable media or mobile devices taken off PWCS property unless approved by the central office department manager/school principal and protected by an approved Information Technology Services encryption solution.

Individuals or companies under contract with PWCS may have access to information in the course of the service they provide to PWCS, but those entities are not permitted to use or re-disclose that information for unauthorized purposes and must sign a PWCS nondisclosure agreement prior to work being performed. No other entities are authorized to collect information through PWCS sites.

Risk Management must be notified immediately if sensitive or critical PWCS information is compromised or lost, disclosed to unauthorized parties, or suspected of being lost or disclosed to unauthorized parties, or if any unauthorized use of PWCS information systems has taken place, or is suspected of taking place.
C. **Access to PWCS Computer Systems and Network Services**

Employees, students, and temporary employees of PWCS acknowledge their understanding of the Acceptable Use and Internet Safety Policy as a condition of receiving access to the computer system and network services. All employees will be reminded of the PWCS Acceptable Use expectations annually in employee newsletters (i.e. “Communicator,” “the Leader”). Building administrators and/or department supervisors are responsible for reviewing the expectations with their staff.

D. **User Accounts**

All user-level, system-level, email, and application services must have a unique user identification. Users shall not allow others access to their account and are responsible for all activities performed with their account. Additionally, employee and students must not use the accounts of others to perform activities on PWCS information resources. It is the user’s responsibility to ensure that this identification is not shared with others. Quarterly review of user accounts will be performed to purge outdated user accounts and to ensure compliance with this regulation.

- Use of generic and temporary network, application, and email accounts should not be deployed, unless approved by the Director of Information Technology Services or designated representatives.
- Users are not allowed more than one concurrent session and restricted access to PWCS business hours, unless authorized by the Director of Information Technology Services or designee.
- Employees are required to log out of computer sessions daily and prior to allowing another user access to a computer system in which they have an active session. Employees shall be responsible for any unauthorized use of a computer, network, or Internet system by any person or student who accesses the same because or while the employee has failed to log out as required.
- Laptop users are required to first login to the PWCS network via their network login account to create a local user account on the laptop system in order to provide logging and accountability of use while off site.

E. **Authentication**

Authentication is a method used to validate a user’s authorization to access to a computer system or application. Users shall adhere to the following authentication procedures:

- Administrator and employee computer systems shall employ a PWCS-approved screen saver with “on resume password enable” required after 10 minutes.
Users shall secure computer systems via the password protected screen saver when leaving computer systems unattended. This feature prevents unauthorized use of a computer system after a legitimate user has logged on, but is momentarily away from their computer. Public and student computers, such as those in the library or in labs, with no critical or sensitive information are excluded.

Session time-outs of no more than five minutes are required on Web-based applications.

Network connected computer systems and Web application services owned by PWCS shall have a warning banner on all access points and ensure that the banner is displayed whenever the system is turned on or at user login.

F. Passwords

A password is used in conjunction with a unique user identification in order to authenticate a user’s right to access a computer system and application service. Passwords help protect against misuse by seeking to restrict use of PWCS systems and networks to authorized users. Authorized users are responsible for the security of their passwords and accounts. Passwords are considered secret and are not to be shared under any circumstance. Individual user passwords must never be embedded into an application or process. All user-level, system-level, email, and application service passwords must conform to these guidelines. Public computers, such as those in a library or in labs, with no critical or sensitive information, may be excluded on a case-by-case basis, as approved by the Director of Information Technology Services or designated representatives.

A password should be assigned to each unique user identification. Users are required to change passwords immediately upon first logging into the system and/or application.

If an account or password is known or suspected to have been lost, stolen, or disclosed, the user shall immediately report the incident to the Director of Information Technology Services or designated representatives, and change all passwords. Password requirements are located in Appendix III.

G. Email Accounts

Employees are assigned PWCS email accounts, to be utilized for educational purposes and official PWCS Division communication. Automated forwarding of email messages should be disabled unless authorized by the Director of Information Technology Services or designated representatives to prevent proprietary and classified information leaking to unauthorized persons or entities.

If students are assigned email accounts, a teacher must act as a sponsor. Sponsors are responsible for guiding and monitoring student communication and use of appropriate sections of the
network and for assuring that students understand that misuse of the network will cause them to lose their accounts and/or face disciplinary action. When appropriate, sponsors will assume responsibility for teaching the students proper techniques and standards for participation; explain issues of privacy, copyright infringement, tool use, and network etiquette.

H. Hardware and Software

Software utilized by schools or individual departments that is intended for use on the PWCS network must be reviewed by the Information Technology Steering Committee prior to purchase or installation and approved by the Director of Information Technology Services or designee. The Department of Information Technology Services is responsible for obtaining and verifying the proper written authorization from information asset owners for granting access to system and/or application resources implemented on network connected computer systems. End users cannot install, run, or download software or modify configurations on network connected computer systems unless authorized by Information Technology Services. This stipulation is to ensure compliance with copyright laws, patch management, malware avoidance and overall infrastructure and computer system integrity. Installation of network connected computers, maintenance, repair, updates including hardware, and software, should be approved, directed, and completed by Information Technology Services.

The Division’s malware/anti-virus software must be installed, enabled, and kept up-to-date on all network connected computer systems at all times. The malware/anti-virus software should be managed centrally and not configurable by end users. Weekly system scans should be performed on all computer systems. Malware infected computer systems must immediately be remediated or removed from the network until they are verified as malware-free.

As new vulnerabilities are discovered and software upgrades become available, computer systems must have the most recently available and appropriate software security patches, commensurate with the identified level of acceptable risk.

All systems (e.g., computers, monitors, printers) should be turned off at the end of the school/work day and on days when schools/offices are closed, with the exception of days/times established to allow for after-hours malware/anti-virus system scans and software/operating systems patch maintenance/upgrades (e.g., leaving computers on every Wednesday and Thursday evening). On occasion, schools/offices may be directed to leave computers on for special reasons/urgent matters concerning updates or data security issues that must be attended to immediately.

I. Remote Access

It is the responsibility of PWCS employees, contractors, vendors, and agents with remote access privileges to the PWCS network to ensure that their remote access connection is given the same consideration as the user’s on-site connection to PWCS. All users in need of remote access to
PWCS assets are required to use centrally administered tools and comply with the Information Technology Services Firewall Standards. Organizations or individuals who wish to implement non-standard remote access solutions to the PWCS network must obtain prior approval from the Director of Information Technology Services or designee. All computer systems that are connected to the PWCS internal network via remote access technologies must comply with all requirements of this regulation.

VI. Incident Response, Mitigation, Management, and Investigation

Incident response seeks to facilitate the discovery, management, mitigation, investigation, and awareness of computer system and network service related security incidents in a manner that complies with applicable laws, policies, and regulations. All identified security related incidences shall be reported to a site administrator or PWCS Risk Management Department immediately. PWCS Risk Management Department or the Director of Information Technology Services or designated representatives shall verify that an incident has occurred and determine what, if any, action needs to be taken (Appendix III). No user shall power off/on, disconnect, delete information from, or otherwise disturb any computer subject to seizure, unless under the direction of Risk Management or the Director of Information Technology Services or designated representatives.

VII. Preservation of Electronic Evidence

When the Division has notice of actual or anticipated litigation, it is required to preserve all evidence, including electronic evidence, related to such litigation. Employees who receive notice from PWCS of actual or threatened litigation (or become aware of such actual or threatened litigation from other sources) must preserve all such evidence and may not delete, alter, or otherwise disturb the integrity of any electronic evidence. This includes, but is not limited to, emails, files, folders, or any other electronic data or communications.

VIII. Internet Safety Instruction

Internet safety instruction is the responsibility of all instructional personnel. “NetSmartz”, K-12 Internet safety curriculum provided by National Center for Missing & Exploited Children, and additional resources will be used with students at all grade levels.

The Internet Safety instructional plan can be found in Appendix III.

IX. Review Process

The Associate Superintendent for Communications and Technology Services (or designee) is responsible for implementing and monitoring this regulation and the Acceptable Use Policy.
The Associate Superintendent for Communications and Technology Services (or designee) is responsible for reviewing this regulation and the Acceptable Use Policy annually, with the assistance of the PWCS Department of Information Technology Services and Office of Instructional Technology. Every two years, the Division Superintendent will file an Acceptable Use Policy with the state that has been approved by the PWCS School Board.
APPENDIX I:
Resources
Contacts for Security Incidents

Site administrator, principal, guidance counselor, or department supervisor

Risk Management and Security Services 703.791.7206

Department of Information Technology Services 703.791.8722

Prince William County Public Schools Code of Behavior
http://pwcs.edu/studentservices/codeofbehavior.pdf

APPENDIX II
Password Requirements

Minimum characters: 8

Passwords must contain at least one letter, one numeral, and one special character

No repeatable/consecutive characters

Contain both upper and lower case characters (e.g., a-z, A-Z)

Contain numeric/special characters, such as 0-9, !@#$%^&*()

Password should not contain a word found in the (English) dictionary

Expiration settings – at least once every six months

None of a user’s previous 3 passwords can be re-used

Accounts should automatically lock after 3 consecutive failed login attempts for at least 30 minutes to sufficiently stop brute force password hacks with strong passwords enabled
APPENDIX III:
Internet Safety Instructional Plan

Schedule of Implementation
April, 2007 Research and develop Internet Safety program and implementation plan.
May, 2007 Review “NetSmartz” curriculum
Sept. - Dec., 2007 Determine concepts that will be taught at specific grade levels and develop any additional resources that are needed. Develop an online course to be accessed by teachers and administrators.
Dec., 2007 Professional Development for Instructional Technology Resource Teachers
Select schools to pilot curriculum
Jan. - Feb., 2008 Provide face to face and online professional development for teachers that will pilot the curriculum.
Feb. - Apr., 2008 Pilot curriculum at selected schools
May - June, 2008 Evaluate pilot program
Aug., 2008 Report pilot results to Virginia DOE
Sept., 2008 Submit report to Virginia DOE with revised AUP and Internet Safety program.
Full implementation of Internet Safety program

Professional Development
Summer, 2007 Acceptable Use Regulation training for administrative staff
Sept., 2007 Site-based Acceptable Use Regulation training for school staff
Yearly in Sept. Annual review of AUP by all PWCS staff
Dec., 2007 Professional development for Instructional Technology Resource Teachers
Jan. - Feb., 2008 Face to face and online professional development for schools that will pilot the Internet Safety curriculum
Spring, 2008 Face to face and online professional development for all schools

Community Outreach and Training

Internet Safety presentation at annual Technology Showcase

School-based parent and community meetings

Collaboration with PWC Police Department and School Resource Officers to develop Internet safety protocols and curriculum

Use of available public communications (PWCS television network) to provide Internet safety information to parents and the community.
Internet Safety Overview

A committee comprised of the Supervisor of Instructional Technology, the Supervisor of Information Security Services, Instructional Technology Specialists, Instructional Technology Resource Teachers, classroom teachers and representatives from the Prince William County Police Department reviewed Internet safety resources from a many providers. The work of the committee included:

- Revision of Regulation 295-1, Computer Systems and Network Services - PWCS Acceptable Use and Internet Safety Policy, to include Internet safety information.
- Multiple presentations by the National Center for Missing and Exploited Children for the community
- Professional development for Instructional Technology Resource Teachers in integrating Internet safety into all areas of instruction
- Division-wide presentations for parents by the Office of Instructional Technology staff
- Internet safety materials distribution at school, Division, and community events
- Inclusion of Internet safety at all Instructional Technology professional development opportunities
- Development of web pages and presentations to provide Internet safety tips
- Distribution of electronic Internet safety materials via CDs and web sites
- Distribution of notebooks with Internet safety lessons to all schools

Instructional Technology Resource Teachers review Regulation 295-1 at the beginning of each school year with all instructional staff. They also assist instructional staff in integrating and reviewing Internet safety into daily classroom and computer lab instruction.

Current Internet safety materials will be reviewed and updated by June 2012.