

Dalton Public Schools

Dalton, Georgia

**Three-Year Technology Plan
July 2018 – June 2021**

Superintendent

Tim Scott

Components for System-Level Technology Plan

I. Vision for Technology Use

Compose an overall mission and/or vision which describes the steps the LEA is taking to ensure all students/teachers have increased access to technology. Include a list of specific vision statements for system educational improvement over a three year period.

a. District Mission/ Vision and Access

The mission of Dalton Public Schools is to develop trusting relationships and provide quality work that engages students in profound learning and results in success for all students.

OUR COMMUNITY IS GROUNDED IN VALUES THAT

- ☐ Respect the dignity and worth of each person
- ☐ Embrace integrity as the foundation of every action
- ☐ Pursue innovation that results in the quality we expect
- ☐ Seek collaboration to achieve success

OUR COMMUNITY IS DRIVEN BY A MORAL IMPERATIVE FOR OUR

- ☐ Students to live their dreams
- ☐ Economy to thrive
- ☐ Democratic way of life to survive

WE MUST

- ☐ Ensure quality learning experiences
- ☐ Expect excellence from all
- ☐ Inspire commitment

WE SHARE THE BELIEF THAT

- ☐ Each student is unique and can learn more at higher levels
- ☐ Students give their attention and commitment when provided engaging experiences
- ☐ Literacy is fundamental for success in all pursuits and necessary for lifelong learning
- ☐ Together, we achieve more
- ☐ Each individual is a learner, teacher, designer, and leader
- ☐ Education is essential to the well-being of each individual, the economy, and our democratic way of life

WE ASPIRE TO A VISION WHERE

Each student of Dalton Public Schools engages in interesting, challenging, and satisfying experiences that result in profound learning in academic disciplines, synthesis, creativity, respect, and ethics so that each student is a contributing citizen of the world.

WE ARE GUIDED BY OUR MISSION TO BE A

Great learning organization where networked learning communities are the primary means of:

- ☐ ***Maintaining direction, establishing goals, assessing results, and assuring progress***
- ☐ ***Creating, developing, importing, and exporting knowledge***
- ☐ ***Recruiting and inducting members***

Therefore, we, individually and collectively, commit to willingly act upon our shared beliefs to accomplish this mission and realize our vision. We establish a strategy of building personal and system capacity for continuous innovation in:

- Design
- Collaboration
- Content
- Evidence of engagement and learning
- Digital Technologies

II. Current Reality

Identify your data sources. What data does your technology inventory survey tell you? Compose a narrative analyzing the gap in access to technology across the district. Address the following groups—instructional, administrative, parent/community, system readiness/system support—personnel/resources.

a. Access to Technology/Data Sources

According to the 2018 Technology Inventory Survey, Dalton Public School District presently has 1850 instructional devices serving over 8000 students and 750 staff. All instructional devices are internet capable, and all classrooms are networked for wired and wireless connectivity to the internet.

Schools	BR	BW	CP	DHS	DMS	MIHS	PC	RS	WW
Desktop Computers	56	57	44	238	199	162	60	54	7
Laptop Computers	395	443	467	2066	2067	528	423	340	392
Tablets	190	316	297	229	282	34	326	259	221
Networked Printers	20	23	11	36	16	17	26	12	11
Classrooms with dedicated Wi-Fi Access	All	All	All	All	All	All	All	All	All
# computers connected to LAN	All	All	All	All	All	All	All	All	All
Total computers connected to Internet	All	All	All	All	All	All	All	All	All
School has Web Site	Y	Y	Y	Y	Y	Y	Y	Y	Y

Dalton Public School's goal is to maintain an infrastructure that supports 1:1 computing as we strive for authentic, discovery based learning. At the current time, we are 1:1 in grades 3 through 12. Grades K - 2 have shared access to student devices including iPads, laptops and desktops. We are working to create fluidity and access to the tools needed to enhance learning and are striving to create an interactive central repository for collective thinking, brainstorming, and research.

The District will focus on gathering, analyzing, and acting upon data gathered from progress monitoring tools, formative assessments, and standardized assessments including NWEA MAP testing, Illuminate, and the Georgia Milestones Assessment System.

b. Technology Use

Collected data is used to determine the following:

❑ **Instructional uses of technology to include digital and online resources**

Staff members design learning experiences that utilize technology to increase the level of engagement and authenticity of student work. DPS employees have access to instructional tools necessary to navigate a multi-platform and device-neutral infrastructures. Professional learning that strengthens technological understandings is offered peer to peer, "just in time", and through multiple opportunity delivery models. Students, teachers, parents, and administrators interact within the learning context through an interoperable, customizable, and adaptable Learning Management System.

❑ **Administrative uses of technology to include digital and online resources**

Dalton Public Schools has a CAT 6 switched network with Wifi Access in every classroom. The district maintains an infrastructure of hardware that includes

	<p>domain controllers, DHCP, DNS, and application servers at each site. The district also maintains datacenters and internet head-ends at 2 separate district locations which are HA and failover capable, mitigating the risks of critical loss of data, critical loss of application availability, or downtime. Each student and employee has access to Microsoft Office 365's OneDrive application to store information in the cloud.</p> <p>All classrooms and offices have VoIP telephone connectivity and each site has fax machines, scanners, and copiers. Dalton Public Schools has a WAN with at least 1 Gb/sec fiber connection to each site and two Internet connections (2 Gb/sec each) plus additional connectivity of 1 Gb/sec provided by GA DoE's peachnet connection. Each school is outfitted with 21st classroom technology featuring interactive flat panels, HDTVs, LED projectors with screens and/or interactive boards.</p> <p>Dalton Public Schools has a Technology Services Department and a Maintenance & Operations Department that handles internal helpdesk/work order requests. We have employees who work in areas of certification and expertise. We have maintenance agreements for those areas, which require additional expertise.</p> <p>Parents and community members can visit the district webpage at daltonpublicschools.com for information regarding Dalton Public Schools goals and objectives. Parents can maintain communication with schools and teachers through our student information system (SIS) parent portal, or through the observer role within the Learning Management System. The SIS and LMS provide information regarding student progress, school activities, and district events for parents. Moreover, parents can contact district staff via email or phone. Web based surveys assist us in school improvement planning.</p>
<p><i>c. Gap Analysis</i></p>	<p>Collected data is analyzed to determine the gap between what levels of technology access is needed to achieve the vision and what is currently available. Analysis includes trends across sub groups in the school system.</p> <p>Dalton Public Schools has ensured that every student 3-12 and every teacher has a device available but a need to ensure that each student has internet connectivity at home still remains. The district desires to put tools in the hands of all learners - students, staff, and parents - in order to foster the type of learning environment that will allow us to shift from traditional uses of technology to the creation and sharing of ideas and actions.</p> <p>Teachers of students with disabilities are consulted regarding special needs for hardware and software to aid in the education of special needs students.</p> <p>Dalton Public Schools currently provides district-wide remote access to online learning resources via the LMS. The district provides opportunities for flexible learning through a growing digital academy that provides students for an alternative method for earning high school credit. There is continued interest working with community leaders to develop a plan to create internet access throughout the community.</p>

Goals, Strategies, and Benchmarks

Goal #1: To improve student academic performance through the integration of curriculum and technology				
Strategies	Benchmark	Evaluation Method	Funding Source/Amount	Team(s) Responsible
Maintain existing 1:1 program, while investigating new technologies and pushing 1:1 to grades K-2	100% of students will have access to various multi-media devices for Point of Learning Access.	Data from the State Technology Inventory will be disaggregated to determine resource needs.	<ul style="list-style-type: none"> Grants Local technology budget: \$1,200,000 per year form ESPLOST 	Technology Team, Instructional Technology Team
Develop a participatory culture as one with: <ul style="list-style-type: none"> Low barriers to artistic expression and civic engagement; Strong support for creating and sharing creations with others; Informal mentorship whereby what is known by the most knowledgeable is shared with novices so that members have information as needed, when needed; Members believe that their contributions matter; Members feel some degree of social connection with one another; and Create a central repository of information which experienced personnel will 	100% of students will show increased learning as demonstrated on state assessments and through creative illustration.	<ul style="list-style-type: none"> State Assessment-- Data will be disaggregated to determine improvement of student achievement. Creative Illustration- Data will be disaggregated from engagement surveys to determine interest, persistence, and commitment to the work. 	<ul style="list-style-type: none"> Grants Local funds, anticipated ESPLOST funds State funds Hardware- Technology Budget \$400,000 annual estimation Software- <ul style="list-style-type: none"> Learning Management System \$35,000.00 annual estimation Student Information System \$95,000.00 annual estimation Data Warehouse \$40,000 annual estimation Instructional Software \$200,000.00 annual estimation 	Content and Engagement Team and Design Resources Team

serve as point of contact;				
Develop a curriculum and instructional framework that includes designing experiences in the academic disciplines, synthesis, creativity, respect and ethics so that each student is a contributing citizen of the world.	Framework exists and is widely disseminated and easily accessible for all stakeholders of the organization.	Academic Disciplines as measured through collaboration tools/frequency of use and disaggregated to represent various stakeholder groups	<ul style="list-style-type: none"> ▪ Grants ▪ Local funds, anticipated ESPLOST funds ▪ State funds ▪ Hardware-Technology Budget \$400,000 annual estimation ▪ Software- <ul style="list-style-type: none"> ○ Learning Management System \$35,000.00 annual estimation ○ Student Information System \$95,000.00 annual estimation ○ Data Warehouse \$40,000 annual estimation ○ Instructional Software \$200,000.00 annual estimation 	Content and Engagement Team and Design Resources Team
Transform DPS from a limited traditional school house environment to a 24/7 learning environment that includes other community resources by providing access to information and hardware to assure 24/7 accessibility that is intended to improve student achievement.	100% of stakeholders will have access to various multi-media devices.	Time usage data disaggregated from activity logs in the Learning Management System and the number of devices requesting access.	<ul style="list-style-type: none"> ▪ Grants ▪ Local funds, anticipated ESPLOST funds ▪ State funds ▪ Hardware-Technology Budget \$400,000 annual estimation ▪ Software- <ul style="list-style-type: none"> ○ Learning Management System \$35,000 annual estimation ○ Student Information System \$95,000.00 annual estimation ○ Data Warehouse \$40,000 annual estimation ○ Instructional Software \$200,000 annual estimation 	Content and Engagement Team and Design Resources Team

Goal #2: Increase administrative uses of technology				
Strategies	Benchmark	Evaluation Method	Funding Source/Amount	Team(s) Responsible
Develop the capacity of DPS employees to establish and broaden digital citizenship.	100% of DPS employees will create web content.	Collect and desegregate sample web content; survey comfort level and ease of use.	<ul style="list-style-type: none"> Technology Operational Budget Content & Engagement Budget 	Content and Engagement Team and Design Resources Team
Create on-line portal / courses to develop capacity for technological improvement.	100% of DPS employees will have access to on-line courses.	Time data disaggregated from usage, completion data, and professional learning credit.	<ul style="list-style-type: none"> Technology Operational Budget Content & Engagement Budget 	Content and Engagement Team and Design Resources Team

Goal #3: Utilize technology as a medium to create an interactive partnership between the Dalton City School System and parents, community agencies, industry and business partners				
Strategies	Benchmark	Evaluation Method	Funding Source/Amount	Team(s) Responsible
Work with community partners to establish affordable internet	Increase % of students who have Wi-Fi at home by 10%	Data based on survey results provided to students during the year	<ul style="list-style-type: none"> Grants Community Partnerships 	Design Resources Team
Schools will communicate regularly with parents and students for assignments, attendance, emergencies, etc.	Increase communication to stakeholders through on-line messaging and communication	Data will be disaggregated from Messenger server logging and periodic surveys.	<ul style="list-style-type: none"> Grants Telecommunications /E-Rate Technology Operational Budget 	Design Resources Team

Goal #4 : Increase the use of technology by...				
Strategies	Benchmark	Evaluation Method	Funding Source/Amount	Team(s) Responsible
Stakeholders will investigate innovative techniques for improving instruction and post ideas and findings to a central repository.	50 percent of the stakeholders will contribute.	Stakeholders will present on new technologies used.	<ul style="list-style-type: none"> District Technology Budget \$50,000 annual estimation for PD and piloting new technologies Grants 	Design Resources Team Content & Engagement
Provide opportunities for instructional collaboration amongst students and adults in the classroom.	100% of stakeholders will participate in instructional collaboration.	Survey stakeholders. Desegregate data obtained from survey.	<ul style="list-style-type: none"> District Technology Budget \$50,000 annual estimation for PD and piloting new technologies Grants 	Design Resources Team Instructional Technology Team

III. Communication and Marketing

Describe strategies to share system progress, disseminate evaluation results, encourage broad stakeholder involvement, and market the role technology can have in helping students achieve in innovative ways. How are we sharing what we are doing? How can we show that the way we are sharing is meeting our needs? How are we encouraging more people to be actively involved with the system?

a. Communication/Marketing	<p>Dalton Public Schools' Targeted Audiences:</p> <ul style="list-style-type: none"> Students Staff Parents Community <p>The district is committed to a communications effort that ensures the success of the plan. The district uses a variety of communications tools to reach its stakeholders. Information that must be gathered and shared includes, but is not limited to, surveying of student/staff technology needs, disseminating evaluation results, providing plan progress updates, and encouraging innovation resulting in improved student achievement as measured by national and state standards.</p> <p>Students</p> <p>At Dalton Public Schools, students are our primary customers and student success is our core business. Technology plays a vital role in the district's core business and the presence of advanced technology not only sends the message to students that "your school has high standards" but also supports results in improved student achievement.</p>
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Key Messages for Student Communication:

- Digital Devices are an important part of learning and living in the 21st century.
- The use of digital devices can help students participate fully in public, community, creative, and economic life.
- At DPS, you can develop the necessary skills to make technology work for you.
- DPS, with community support, provides technology as another tool for students to use for learning.
- Students are encouraged to use technology creatively so that they learn more and enjoy learning.
- With access, comes responsibility and students must understand digital citizenship within the educational environment.

Tools for Communicating with Students:

- Surveying students to determine what their skills and needs are as well as gathering their feedback to implementation of the plan (as appropriate).
- Using social media to showcase students and show examples of rigor as well as engaging work in the classroom.
- Using the learning management system to communicate assignments and grades as well as facilitate discussions and challenge students to dive deeper into
- Developing a technology award to be given to a student at each school who demonstrates innovative uses for technology during the school year or best incorporates technology into learning.
- Encouraging teachers to use technology as part of lesson plans as well as providing technology for student use.
- Partnering with students to take ownership of technology by providing technology experiences for students through the development of a student driven helpdesk as well as work based learning opportunities.

Parents

Many parents inherently understand the need for their child to develop technological skills, to make meaningful choices in their use of media, and to anticipate the consequences of the choices they make. They want to know whether or not DPS is providing student access and teaching them the skills they need to survive in the 21st century. For some families, their only access to technology is at school.

Key Messages for Parents:

- DPS is committed to enhancing your child's learning through the use of digital devices.
- We should ensure that every child is socialized into the emerging ethical standards that will shape their practices as media makers and as participants in on-line communities.
- DPS is increasing and improving your child's access to technology through the purchase of new hardware and software as well as teacher training for use in the classroom.
- We have not accomplished our technology vision district-wide, but are striving to implement it at every school. It will take many steps to reach the desired results.
- DPS is committed to the goal of providing parents with Internet access to their student's information such as grades, assignments, etc.
- DPS recognizes that the World Wide Web is an important tool for student learning, yet, the district has a responsibility to protect students from content that may be harmful.
- With access, comes responsibility and children must understand their limitations within the educational environment as described by CIPA.
- DPS recognizes that the internet is an important information source for parents and is committed to operating district and school social media sources that provide important and current information for parents.

Tools for Communicating with Parents

- Writing and posting school technology updates, ideas for using technology to

	<ul style="list-style-type: none"> ▪ Writing and posting school technology updates, ideas for using technology to learn at home, etc. on district/school social media sources. ▪ Showcasing examples of students' learning through digital displays <p>Staff</p> <p>DPS values the role of technology in learning. Functioning as a learning organization can strengthen the ways in which we work.</p> <p>Key Messages for Staff:</p> <ul style="list-style-type: none"> ▪ As technology is enhanced at DPS, expectations for its use and integration into classroom learning increase. ▪ In a learning organization, we understand that each of us plays a role in our own success. ▪ Digital communication is one of the primary methods of district-wide communication. ▪ Our knowledge of students and staff will inform our technological decisions. <p>Tools for Communicating with Staff:</p> <ul style="list-style-type: none"> ▪ District- wide posting of training modules and information ▪ Staff conversations about new tools and opportunities ▪ Multi-media devices and various forms of social media will be utilized <p>Community</p> <p>The majority of the people who make up the community do not have children currently enrolled in Dalton Public Schools. As a whole, our population is aging and may not perceive a direct benefit of investing their tax dollars into expensive technology for students.</p> <p>It is vital for the community to understand the importance of spending tax dollars on school technology for DPS to garner continued financial support. To accomplish this it is important for the community to have access to demonstrations of learning made possible through new technologies.</p> <p>Key Messages for Community:</p> <ul style="list-style-type: none"> ▪ Document and promote to the community any national, state, or local research that shows the integration of technology into student learning results in student achievement. ▪ It is necessary for children to have access to the skills and experiences needed to become a full participant in the social, cultural, economic and political future of our society. ▪ Commitment to up-to-date technology in the classroom, as well as partnerships with business, allow DPS students to develop the knowledge and skills that will benefit both students and business in the world of work. ▪ DPS has not accomplished our technology vision district-wide, but is striving to implement it at every school. It will take many steps to reach the desired result. ▪ DPS is committed to the goal of providing the community with various forms of social media that will keep them knowledgeable of Dalton Public Schools information and progress. ▪ DPS recognizes that the internet is an important information source for parents and is committed to operating district and school social media sources that provide important and current information for parents. <p>Tools for Communicating with Community:</p> <ul style="list-style-type: none"> ▪ Ongoing updates for the community released via media, web page, and through various forms of social media ▪ Conducting community conversations regarding ideas for using technology to learn at home, at work, or in the community ▪ Showcasing examples of students' learning through digital displays
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IV. Professional Development

Describe how the local educational agency will provide professional development and ensure that specific

funds like E-Rate and other sources are spent on scientifically and/or evidence based practices in relation to the purchase of technology and technology tools.

a. Professional Development

- ❑ Professional Development programs are clearly outlined.
- ❑ Funding sources of professional development are provided.
- ❑ Local professional development programs are consistent with nationally established criteria for quality professional development, with such characteristics as incentives, self-directed learning through online and blended learning opportunities, and authentic connections to actual work.
- ❑ Professional development programs promote research-supported instructional practices that actively engage students in their own learning.
- ❑ Professional development programs help teachers target their instructional practices toward student achievement.

Professional Development is essential to successful student achievement. Professional Development opportunities are planned based on the instructional improvement goals of the school and the individual needs of students or teachers revealed through a review of data. This data is generated from state and local assessments, careful examinations of student work, interest inventories, focus groups, and gaps analyses. Data reviews are completed at each site and at the district level. Areas for growth and strategies to address these are included in the school improvement plan. The district Professional Development Plan is submitted for budget approval. Local, State, Federal, and Grant money is used to fund the Professional Development budget.

Professional Development opportunities are provided throughout the year. Teachers who participate in off-contract professional development that is based on the district Professional Development Plan are provided monetary or other types incentives. Since Professional Development opportunities are based on areas for growth, all opportunities are self-directed and authentically connected to an individual's job responsibilities. All Professional Development opportunities support continuous reflection and are continually evaluated and refined based on evaluation and accountability.

Professional Development opportunities are based on research-supported or promising, measurable, innovative instructional practices. Coaching, mentoring, professional reading and discussion, book studies, instructional walk-throughs, and focus group discussion occur continuously. Data is reviewed annually to determine the effectiveness of each professional development opportunity.

Appendix

I

Board Policy Internet Acceptable Use

DALTON PUBLIC SCHOOLS STUDENT AND STAFF ACCEPTABLE USE AND INTERNET SAFETY POLICY

Dalton Public Schools (DPS) provides students and staff access to the internet, network resources, and digital devices, as a means to promote engagement and achievement, as well as provide diverse opportunities during the educational experience. This policy provides guidelines and information regarding the use of these resources. The use of any school computer, including laptop computers and digital devices (e.g. tablets, iPads, iPods, smartphones, cellphones, etc.) requires students and staff to abide by these guidelines as stated in this policy.

TERMS OF ACCEPTABLE USE AND INTERNET SAFETY POLICY

Specifically, students and staff members are hereby notified of district practices and behavior expectations for users each time the internet is used at home and school when using or accessing district resources:

1. All data stored, accessed, downloaded, or transferred on district-owned technology is not private and are subject to monitoring.
2. The use of technology should be for school-related purposes and users will refrain from use related to commercial, political or other private purposes.
3. There shall be no attempt to access networks and other technologies beyond the point of authorized access. This includes unauthorized attempts to use another person's account, device, and/or password.
4. Sharing passwords or attempting to discover passwords is prohibited. Sharing a password may result in disciplinary action or other consequence if a non-authorized user's access violates this policy or causes harm or disruption to the district's network or other resources.
5. Connection of personal devices such as iPads, iPods, smartphones, cellphones, PDAs and printers are permitted but not supported by DPS technology staff. Home internet use and cost is the responsibility of the student in both cost and configuration.
6. Appropriate language shall be used in all communications, avoiding profanity, obscenity and offensive or inflammatory speech. Users will demonstrate responsible, ethical and polite manners. This includes appropriate use while interacting through, but not limited to, social networking, chat rooms, email, texting, and virtual environments.
7. Personally identifiable information will not be shared with others except for designated directory information.

8. Cyberbullying, such as personal attacks and/or threats on/against anyone made while using district-owned technology or network, is to be reported to school personnel.
9. Users agree to follow copyright laws and should only download/import music or other files to district-owned technology that he/she is authorized or legally permitted to reproduce, or for which he/she has the copyright.
10. No user may download and/or install potentially harmful programs, files, apps, or games from the Internet or other sources onto any district-owned technology. This includes the intentional introduction of computer viruses and other malicious software.
11. Users may not tamper with digital devices or software, engage in unauthorized entry, vandalize or destroy the digital devices or software files. Damage to digital devices may result in felony criminal charges.
12. Users may not attempt to override, bypass or otherwise change the internet filtering software or other network configurations.
13. Users may not make use of materials or attempt to locate materials that are unacceptable in a school setting. This includes, but is not limited to, pornographic, obscene, graphically violent, or vulgar images, sounds, music, language, video or other materials. The criteria for acceptability is demonstrated in the types of material made available to students by administrators, teachers, and the school media center. Specifically, all district owned technologies should be free at all times of any pornographic, obscene, graphically violent, or vulgar images, sounds, music, language, video or other materials (files).
14. . Digital devices may not be used for any unauthorized recording.

TECHNOLOGY AND INSTRUCTION UTILIZING ELECTRONIC INFORMATION RESOURCES

Students and staff should use the Internet to participate in distance learning activities, to ask questions of and consult with experts, to communicate with other students and individuals and to locate material to meet their educational and personal information needs. The Dalton Board of Education believes that educators have a professional responsibility to work together to help students develop the intellectual skills needed to discriminate among information sources, to identify information appropriate to their age and developmental levels and to evaluate and use information to meet their educational goals.

The Internet is viewed as a fluid environment in which information available to students and staff is constantly changing. Therefore, the Dalton Board of Education believes that it is impossible to predict with certainty what information students might access. The electronic information available to students and staff does not imply endorsement by the Dalton Public Schools of the content.

The policy of Dalton Public Schools is to:

- a. prevent user access over its computer network for transmission of inappropriate material via Internet, electronic mail, or other forms of direct electronic communications
- b. prevent unauthorized access and other unlawful online activity;
- c. prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and,
- d. comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

ACCESS TO INAPPROPRIATE MATERIAL

To the extent practical, technology protection measures (or "internet filters") shall be used to block, or filter, the Internet or other forms of electronic communications to prevent access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, 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, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

INAPPROPRIATE NETWORK USAGE

To the extent practical, steps shall be taken to promote the safety and security of users of the Dalton Public Schools online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes:

- a. unauthorized access, including so-called "hacking," and other unlawful activities; and
- b. unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

EDUCATION OF MINORS REGARDING ONLINE BEHAVIOR

Dalton Public Schools will provide age-appropriate instruction to its students about appropriate online behavior, including how to interact with others on social networking websites and chat rooms. This instruction will include awareness of Cyber bullying and the appropriate response to suspected Cyber bullying.

SUPERVISION AND MONITORING

It shall be the responsibility of all members of the Dalton Public Schools staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet Protection Act. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Superintendent and/or his/her designee.

The Dalton Board of Education affirms that:

Students and staff have the right to examine a broad range of opinions and ideas in the education process, using and exchanging information and ideas of the Internet. Students and staff are responsible for the ethical and educational use of their own Internet accounts.

Students and staff have a responsibility to respect the privacy of other Internet users.

Failure to abide by board policy and administrative regulations governing use of the district's system may result in the suspension and/or revocation of system access. Additionally, student violations may result in discipline up to and including suspension or expulsion.

Staff violations may also result in discipline up to and including dismissal.

Fees or other charges may be imposed.

Georgia Code	Description
O.C.G.A. 16-09-0090	<u>Georgia Computer Systems Protection Act</u>
O.C.G.A. 16-09-0091	<u>Computer Related Crime</u>
O.C.G.A. 16-09-0092	<u>Definitions</u>
O.C.G.A. 16-09-0093	<u>Computer crimes defined</u>
O.C.G.A. 16-09-0093.1	<u>Misleading transmittal</u>
O.C.G.A. 16-09-0094	<u>Violations</u>
O.C.G.A. 39-05-0003	<u>Immunity</u>
O.C.G.A. 39-05-0002	<u>Subscriber's control of minor's use of internet</u>
O.C.G.A. 39-05-0004	<u>Internet safety report of certain information</u>
O.C.G.A. 16-11-0037.1	<u>Dissemination of information relating to terroristic acts</u>
US Code	Description
20 USC 6777	<u>Internet Safety</u>
47 USC 254(h)	<u>Universal Service</u>
15 USC 6501	<u>Children's Online Privacy Protection Act - Definitions</u>
	<u>Children's Online Privacy Protection Act - Collection and use of personal information from and about children on the Internet</u>
15 USC 6502	
15 USC 6503	<u>Children's Online Privacy Protection Act - Safe harbors</u>
15 USC 6504	<u>Children's Online Privacy Protection Act - Actions by states</u>
15 USC 6505	<u>Children's Online Privacy Protection Act - Administration and Applicability</u>

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

EXHIBIT**Descriptive Code: IFBG-E(3)****PERMISSION TO DISPLAY PHOTOGRAPH OR WORK**

I hereby grant permission to _____ to use, including publicly display or perform my/my student's photograph, video, or audio clip on the _____ web site, individual school web pages, or in other official _____ publications without further notice. I acknowledge _____ the right to crop, edit, or treat the photograph, video, or audio clip at its discretion.

I also understand that once my student's photograph, video, or audio clip is published on a web site, it can be downloaded by any computer user, on or off campus. Personal information, such as a student's full name, parent's names, addresses and telephone number will never be published. If a student's name is used with a photograph, video, or audio clip, it will be in the form of a first name and last initial. For example, student Jane Doe may be listed as "Jane D."

Therefore, I agree to indemnify, defend and hold harmless the members of the Dalton Public Schools Board of Education, its officers, employees, agents, successors and assignees (the "Indemnified Parties") from and against any and all claims and liabilities resulting from this publishing.

Permission is granted for the use requested above.

Name of Student

Signature of Student

Date

Name of Parent or Guardian

Signature of Parent or Guardian

Date

ADOPTED: 2/11/02

REVISED:

Dalton Public Schools Board of Education

CIPA Compliance Checklist

Filtering Provisions	Yes (Y) or No (N)	Comments – Including filtering product name, if known
Filtering is incorporated with the service provided by the Internet Service Provider.	Y	<ul style="list-style-type: none"> Managed Filtering - Education Networks of America
Filtering is provided locally for all Internet enabled computers on a network basis.	Y	<ul style="list-style-type: none"> Fortinet- On Premise protection and filtering
Filtering is provided individually on each Internet-enabled computer.	Y	<ul style="list-style-type: none"> Lightspeed Filter- for 1:1 devices that students take home
Policy Provisions	Yes (Y) or No (N)	Comments
Filtering will be provided for all Internet-enabled computers used by students, patrons, and staff.	Y	
Filtering will be disabled only for bona fide research or other lawful purposes.	Y	
Online activities of minors will be monitored for appropriate use.	Y	
Safe and secure use by minors of direct electronic communications (including e-mail, chat rooms, and instant messaging) will be assured.	Y	
Unauthorized online access, including “hacking” and other unlawful activities, is prohibited.	Y	
Unauthorized disclosure, use, and dissemination of personal identification information regarding minors is prohibited.	Y	
The Policy was adopted with reasonable public notice and after at least one public meeting or hearing.	Y	

Checklist Completed By:

Printed Name: Stuart Davis
Title: Director of Technology

Signature: _____ **Date:** / / _____

Signed copies are available on request.

Checklist Certified By:

Printed Name: Tim Scott
Title: Superintendent

Signature: _____ **Date:** / / _____